

Building Oracy on the Path to Literacy



Dana Hardt, M.Ed.

TeachingForBiliteracyDH@gmail.com

Olga Karwoski, M.Ed.

TeachingForBiliteracyOK@gmail.com

www.TeachingForBiliteracy.com



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Teaching for Biliteracy



Institute Resources p. 2 of handout:

Handouts and Power Point presentations from
Teaching for Biliteracy Summer Institute are
available at:

<http://bit.ly/T4BSI2018>



Additional biliteracy information available at:

www.TeachingforBiliteracy.com



On the final day of the workshop, please complete
an online evaluation with:

<http://bit.ly/T4B2018eval>



The Center for Teaching for Biliteracy



Olga Karwoski

TeachingForBiliteracyOK@gmail.com



Dana Hardt

TeachingforBiliteracyDH@gmail.com



Building Oracy on the Path to Literacy



Theme/Unit Name: Forces and Motion, Kindergarten

Content Area Big Idea: I want my students to understand that pushes and pulls can have different strengths and directions and that pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.

NGSS.K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

Literacy Big Idea: I want my students to understand that when reading literary texts, it is important to retell specific events, including key details, in order to write a narrative about a single event (making a toy move), which occurs in a specific order and contains the author's reaction to the event.

CCSS.ELA-L.R.1.K.2 With prompting and support from adults, retell familiar stories, including key details.

CCSS.ELA-L.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Building Oral and Background Knowledge

Concept Attainment: Pile of toys/cars in the middle of the floor (ball, car, wagon, wheelbarrow, pull toy, spray bottle, etc.). Take a toy and make it go. What do you notice about all of these toys?

Sentence prompts:

I made this toy _____ by _____.

The toy _____ when I _____.

Total Physical Response

force, motion, push, pull, toward, away, speed up, slow down, stop, go, change directions, gravity, velocity, friction, slope

Fishbowl: Use sentence prompts to model partner language and demonstrate expectations for concept attainment.

CCSS.ELA-L.K.5 Explore word relationships and nuances in word meanings.

Content

NGSS.K-PS2-1 Students will be able to move an object quickly or slowly and change the direction of the object by using the forces push or pull.

NGSS.PS2.A: Forces and Motion: Pushes and pulls have different strengths and directions. Pushing or pulling an object can change the speed or direction of its motion and can start or stop it.

NGSS.PS2.B Types of interactions: When objects touch or collide, they push one another and can change motion.

NGSS.PS3.C Relationships Between Energy and Forces: A bigger push or pull makes things speed up or slow down more quickly.

CROSS-CUTTING CONCEPT: Students will understand that simple tests can be designed to gather evidence to support or refute student ideas about causes.

Formative Assessment:
Observation of Student participation in PPR.

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BUF for this
unit – on
website under
Thursday a.m.
handouts

CCSS.ELA-L.K.6 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

CCSS.ELA-SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Reading Comprehension

Small Group Instruction/Guided Reading: force and motion books, LEA to GR

Read aloud nonfiction books on Push/Pull: Pushes and Pulls (Claybourne), Motion (Stille), Forces Make Things Move (Brubaker, Bradley)

Use Say Something strategy to enhance comprehension throughout readings (at the end of intentionally planned pages):

I learned _____. I know _____. I want to remember _____.

Read aloud fiction books: Pig Pumpkin, The Enormous Turnip, or Little Blue Truck – fiction story on pulling, reenact

Three Little Pigs – discussion of the force of air on the pigs' houses. Introduction of narrative structure: First, next, then, last (and corresponding TPR)



Building Oracy

Take a car – MAKE IT MOVE!



5 min to explore

Strategy: Concept Attainment





Building Oracy



Find a Partner. Pick a car. Make it go!

Partner 1: I will make my car _____ by _____.

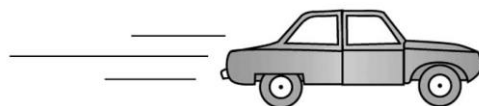
Partner 2: I will watch. Then may I please have a turn?

Partner 1: (experiments with car) Your turn now!

Partner 2: Thank you. I will make my car _____ by _____.



How did you make your car move?



I made my car _____ by _____.

The car _____ when I _____.

Strategy: Sentence Prompts, Concept Attainment



Time for TPR!

Forces and Motion



Strategy: Total Physical Response



TPR Progression (approx.)

- Day 1 - everyone repeats and copies motions but no talking
- Day 2, 3, 4 & 5 - echo (for a long time)
- Day 6 - start gradual release (student teachers, pointers, and page turners)
- Day 7, 8, & 9 - turn to thinking partners and one thinking partner will say words while other does the actions
- Day 10 - “quizzing” partner, one with back to the flipchart
- Beyond – Take to reading, writing

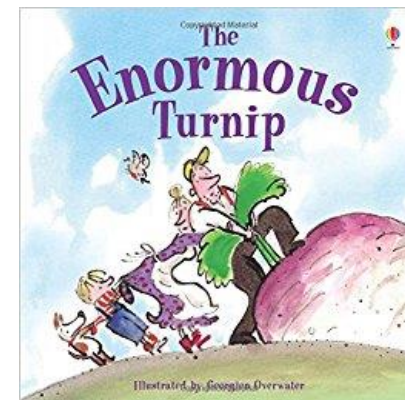
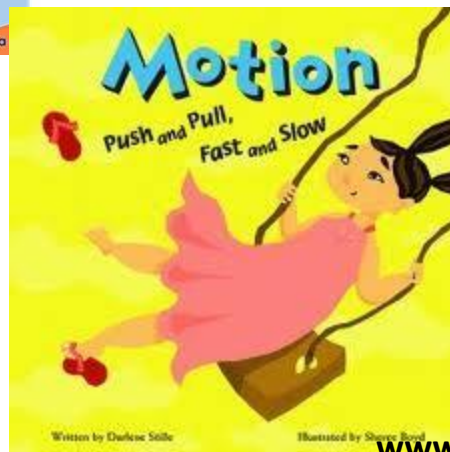
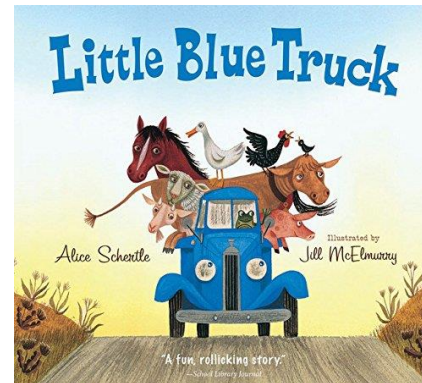
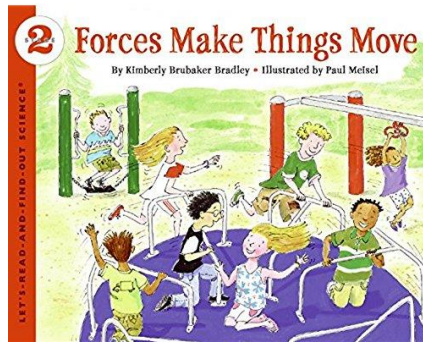
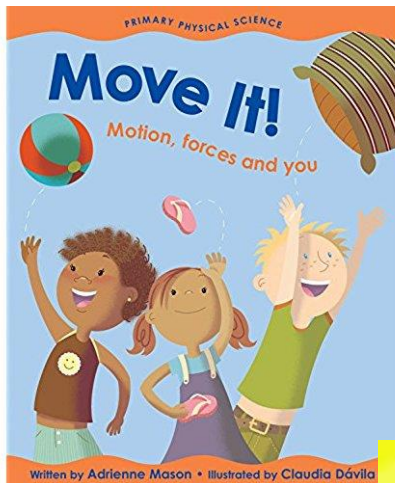


NOW we're ready to access content
via *literacy!*

Interactive Read Aloud

Nonfiction texts

Fiction texts



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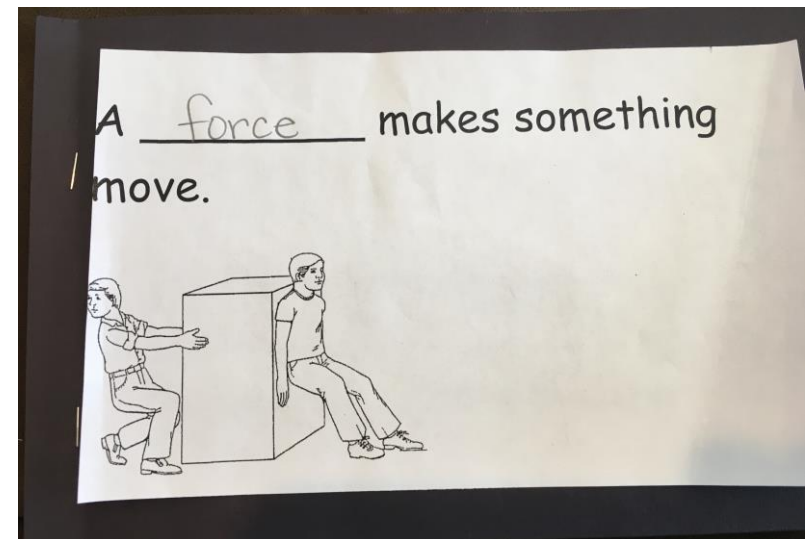
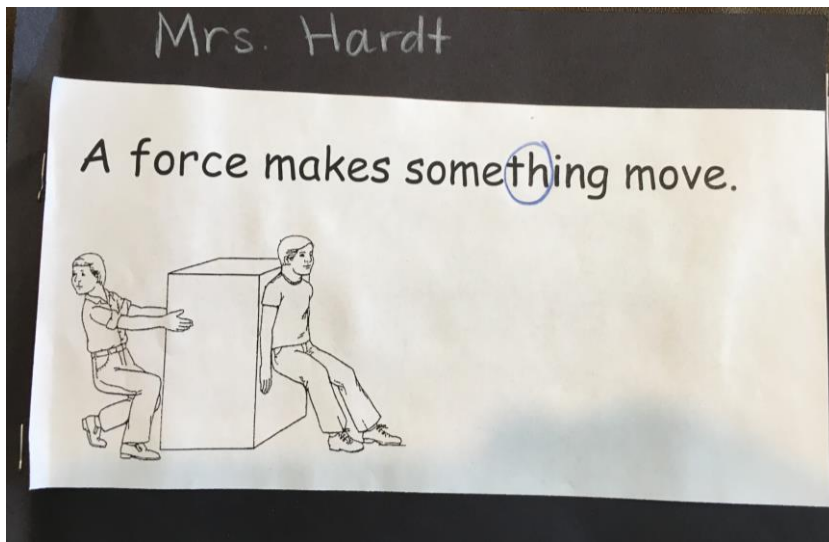
Shared Reading, Independent Reading

Take TPR to writing/reading

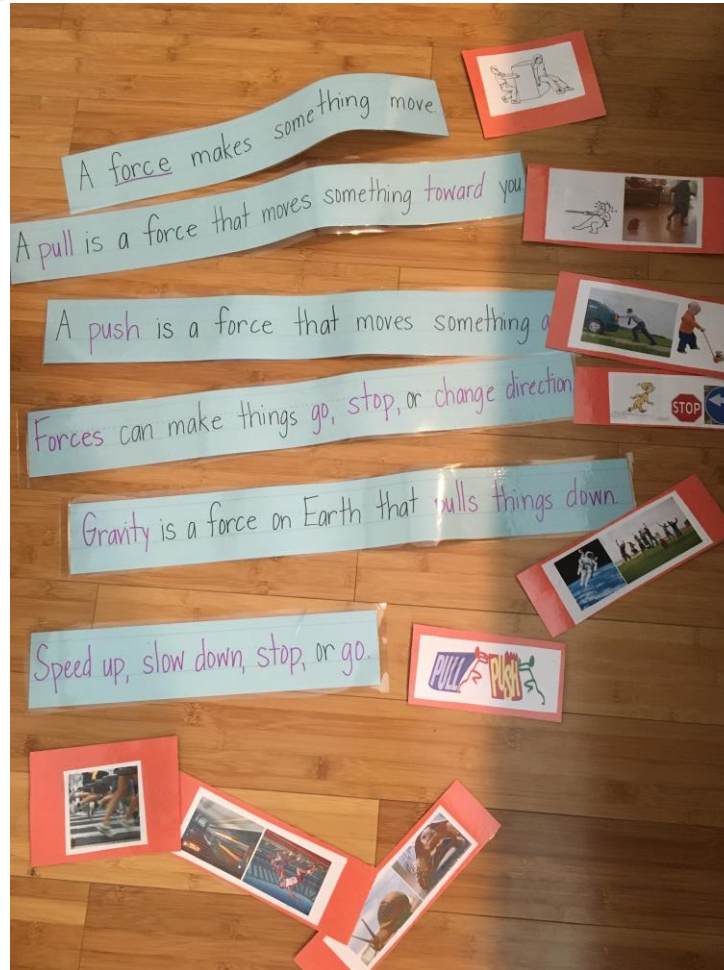
- Differentiated booklets based off of TPR
- TPR to shared reading



Shared Reading, Independent Reading



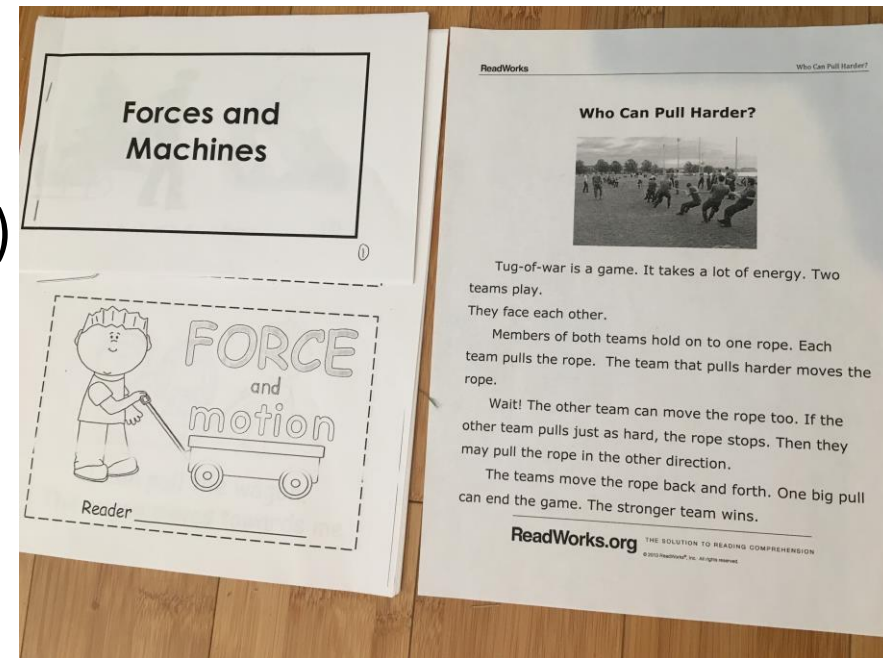
Shared Reading, Independent Reading



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Guided Reading

- Use TPR in Guided Reading
- Nonfiction Articles (ReadWorks.org)
- Paper booklets on Force and Motion



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literacy!

Shared Writing

Language Experience Approach

- For example: Take cars on various surfaces and make them go – what do you notice?
- OR say one thing you think is interesting or important about Forces and Motion.
- Each student contributes a sentence or reflection. Class reads ideas together, organizes, and writes an informative piece of writing together.



Shared Writing

Forces

By TWI Kindergartners 2014

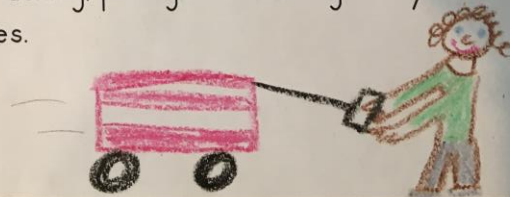
Forces cause motion. Forces can push or pull a ball. A pull moves something toward you. A push moves something away.

A ball can move when you push it. A throw is a push. You can kick a ball. A kick is another kind of push.

A special force can make a ball roll down the hill. Gravity is the special force that pulls things down.

You may push or pull toys like a wagon, a toy car, or a toy airplane. Forces can make something go fast or slow by how much you push or pull it. Also a force can stop things or make them change direction.

Pushing, pulling, wind, and gravity are all forces.



NOW we're ready to access content via
literacy!

Phonemic Awareness

- High Frequency Words within Dictation/Dictado.
- Use words in CONTEXT and teach foundational skills and language standards.



Phonemic Awareness

Name/Nombre: Mrs. Hardt Date/Fecha: 11-8-15

Dictation/Dictado

L	o	o	k		a	t		m	e	
p	l	a	y		w	i	t	h		
m	y		c	a	r	.				



Standards

Content

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CCSS.ELA.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

CCSS.ELA.RF.K.1: Understand the organization and basic features of print.

CCSS.ELA.RF.K.2: Demonstrate an understanding of spoken words, syllables and sounds.

CCSS.ELA.RL.K.2 Retell familiar stories, including key details.

****and always:**

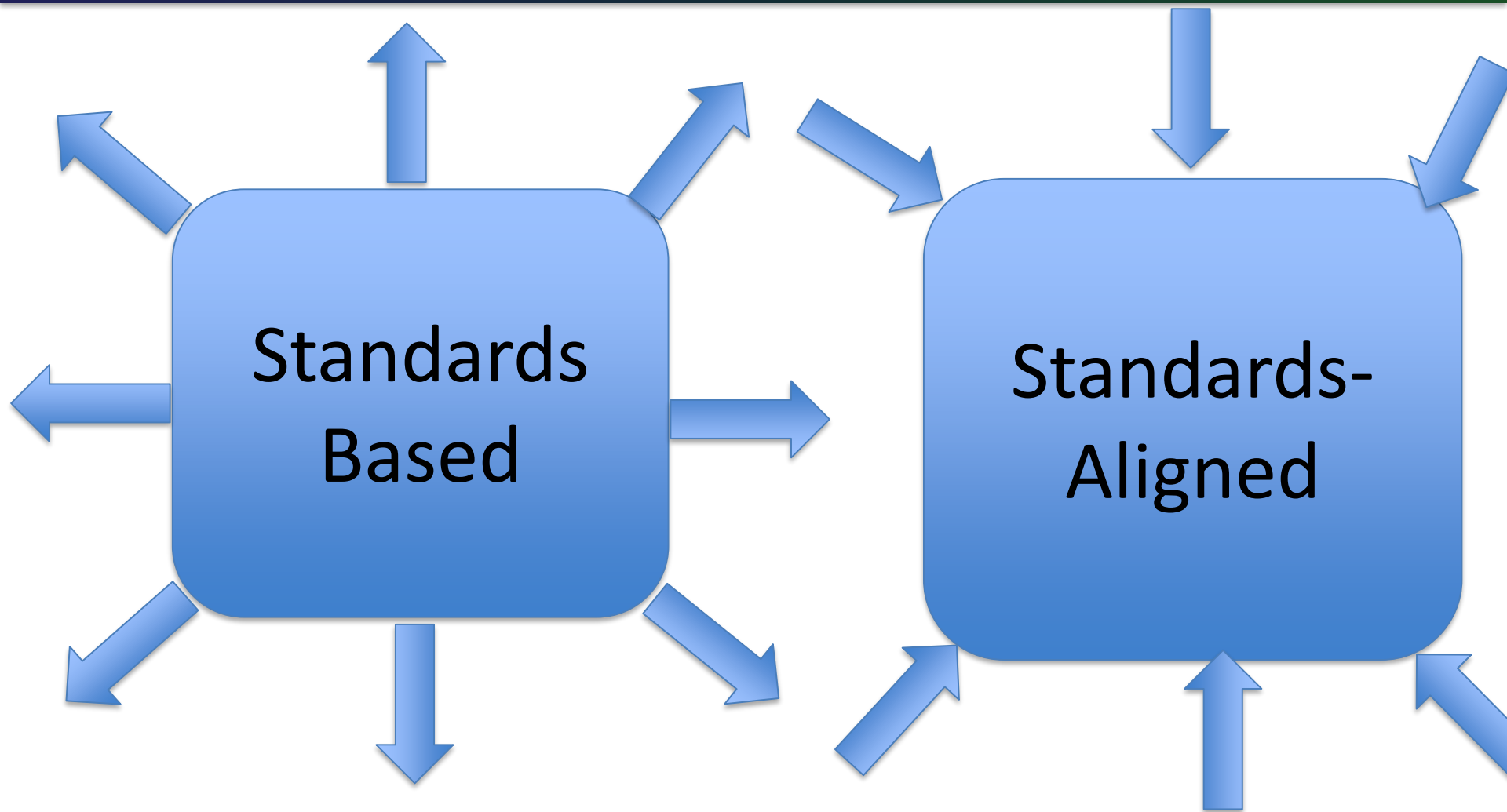
CCSS.ELA.RL.K.1 Ask and Answer questions about key details in a text.

CCSS.ELA.RL.K.10 Actively engage in group reading activities with purpose and understanding.



Standards-based VS Standards-aligned?

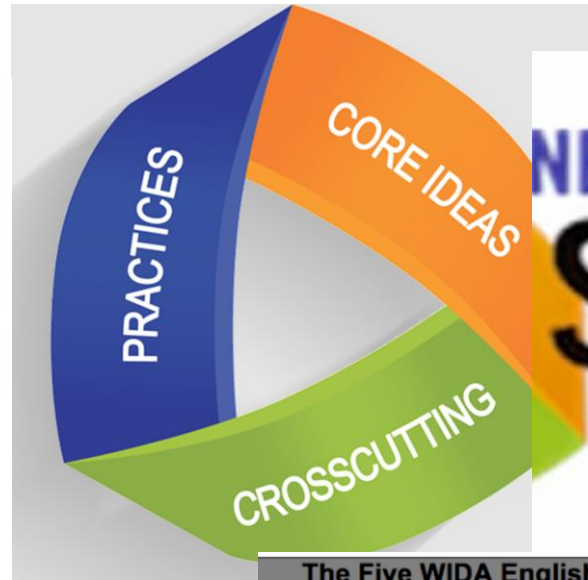
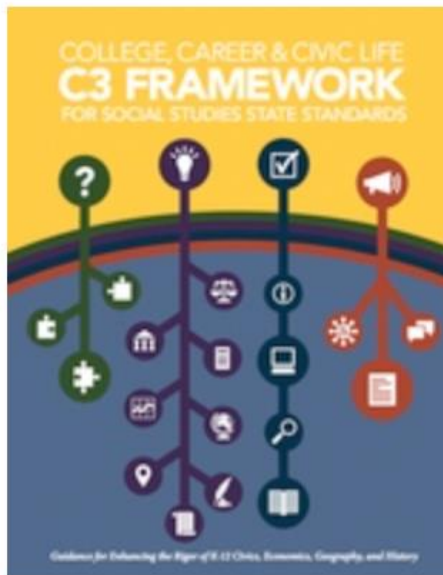




Standards based means _____
while standards-aligned means _____.



Standards-based



NEXT GENERATION SCIENCE STANDARDS For States, By States

The Five WIDA English Language Development (ELD) Standards

ELD Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
ELD Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
ELD Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
ELD Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
ELD Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies



Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

Content Area Big Ideas/Understandings
 Language Arts Big Ideas/Understandings
 Content Targets
 Language Targets
 Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and experiences needed for the unit

Reading Comprehension

- Strategies and balanced literacy routines

Writing

- Strategies and balanced literacy routines

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment**Bridge – Transfer**

Illustration
 Side by Side or
 Así se dice

Bridge – Transfer -

Extension (includes:
 Listening, Speaking,
 Reading, and Writing in the
 other language)

Bridge: Metalinguistic Focus

While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment

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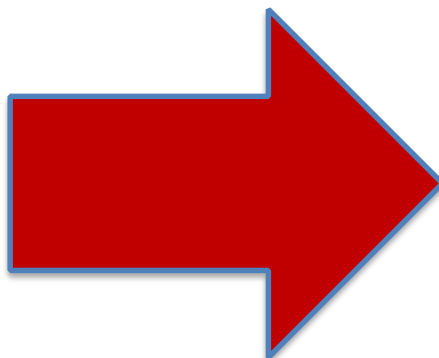
Brain Research

(How the Brain best Learns)

- Experience sculpts the brain.
- “If it doesn’t make sense, the brain won’t store it.”
- Learning must take place in a safe environment.
- Learning is two-fold: rote (repetitive) and declarative (critical thinking).
- Movement is critical for the brain. Get up and move!
- Verbalization is required for processing.



The Purpose of Oracy is ...



..to prepare **ALL** students for literacy success with grade level texts and academic content.



The Purpose of Background Knowledge and Oracy Building Activities is to...



Develop language,
content knowledge,
and prepare students
for literacy.



What are Scaffolds?



Strategies and supports that get students to grade level performance and independence.



Strategies for Student Engagement

What Students Will be Doing



Numbered Head Together



Supports for Language Acquisition

How Students Will Be Doing It

 Sensory Supports	 Graphic Supports	 Interactive Supports
• Real-life objects • Manipulatives • Pictures • Photographs • Illustrations, diagrams and drawings • Physical activities • Videos and films • Broadcasts • Models and figures • Experiments • Experiences	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With mentors

Unified by a Theme or Topic – In Context
Created with/by students and used by Students

Building oracy and background knowledge means...

- ...beginning instruction in a way that allows ALL students to participate actively and meaningfully
- ...explicitly planning for and implementing strategies that build both receptive (listening) and productive (speaking) oral language use
- ...increasing student-student interactions in the language of instruction
- ...decreasing teacher talk

Theme/Unit Name:

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- Writing Standards
- Reading Standards:

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- Language Proficiency/Development Standards
- Language Targets
- Summative Assessment

Building Oracy and Background Knowledge

Content

Formative Assessment

Reading Comprehension

Writing

Word Study and Fluency

Summative Assessment

Bridge - Transfer

Bridge – Transfer - Extension
(includes: Listening, Speaking,
Reading, and Writing in the other
language)

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Unified by a Theme or Topic – In Context
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Supports

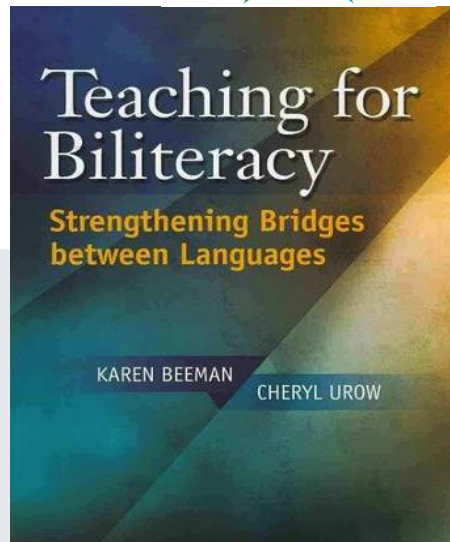


Strategies

What scaffolds are used?



Fishbowl



pp.82
pp. 136

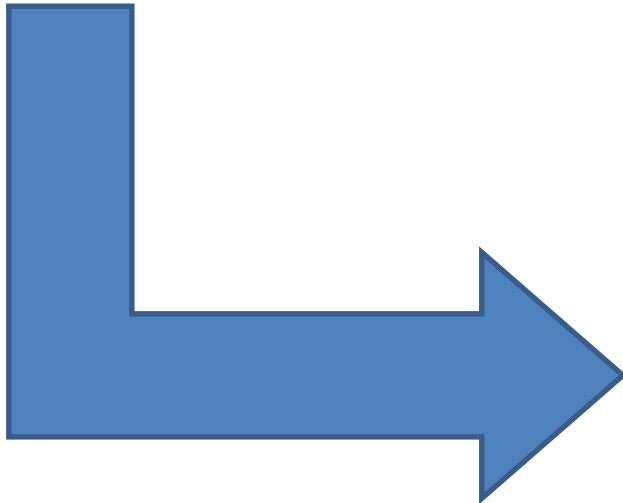
Fishbowl



Use when you want to
'show' students how to
do something rather
than tell students how
to do something.



Fishbowl

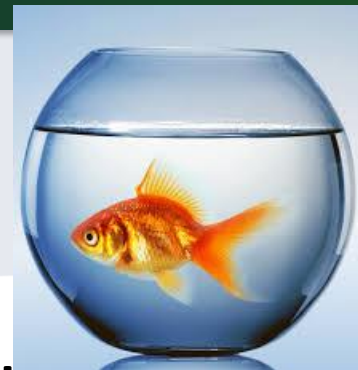


Things to keep in mind:

- Carefully select your 'fish'
- Provide the supports students would need to be successful
 - Graphic
 - Interactive
 - Sensory



Fish Bowl



How can you use this strategy at your grade level?

Who would you select as your fish?

In our grade level, we can use the fish bowl strategy to model...

The fish I would select would be...



Building Oracy

Take a car – MAKE IT MOVE!



5 min to explore

Strategy: Concept Attainment



Time for Total Physical Response (TPR)!

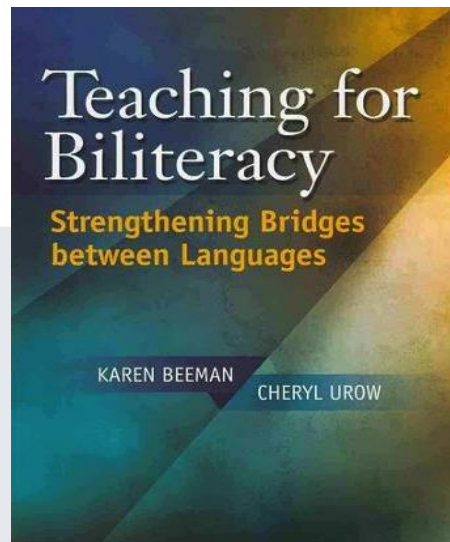
Forces and Motion



Strategy: Total Physical Response



Building Oracy: Total Physical Response (TPR)



pp. 81
135 - 137

Total Physical Response

Things to keep in mind:

- Word to action
- Preview vocabulary
- Provide the supports that students would need to be successful
 - Graphic
 - Interactive
 - Sensory

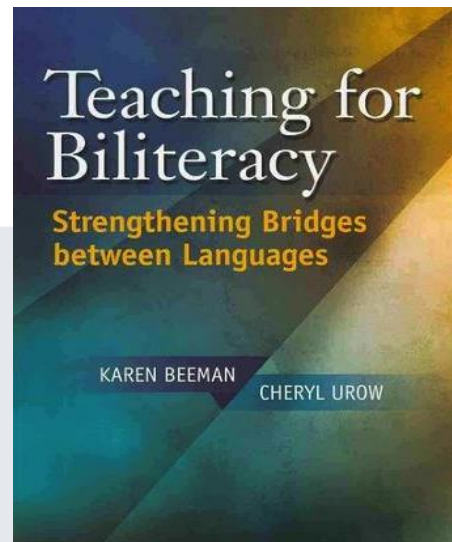


Total Physical Response

In our grade level, we can use the Total Physical Response strategy to model...

The vocabulary I would select would be...

Building Oracy: Sentence Prompts



pp. 83
92 -93

Sentence Stems

I believe that...

I believe that ... belongs to the... group because...

I agree...

I disagree because ...

I believe that

I still wonder...

Things to keep in mind:

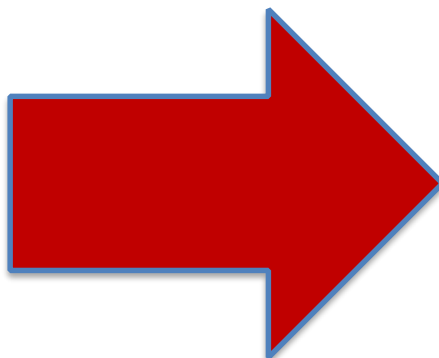
- Preview vocabulary/concept to be emphasized
- Provide the supports that students would need to be successful
 - Graphic
 - Interactive
 - Sensory

Sentence Prompts

In our grade level, we can use the Sentence Prompts strategy to model...

The vocabulary I would select would be...

The use of these oracy strategies



leads to literacy by ...



Theme/Unit Name: - Content Area Standards - Writing Standards: - Reading Standards:			- Content Area Big Idea(s) - Literacy Big Idea(s) - Content Targets	-Language Proficiency/Development Standards - Language Targets - Summative Assessment
Building Oracy and Background Knowledge		Content		Formative Assessment
Reading Comprehension				
Writing				
Word Study and Fluency				
Summative Assessment				
Bridge - Transfer	Bridge – Transfer - Extension (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Metalinguistic Focus While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.		



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two-day Teaching for Biliteracy Institute in Rhode Island.

[ADVENTURES IN
BILITERACY](#)[BEGINNING WITH
BILITERACY: A](#)[KINDERGARTEN STORY](#)[BILINGUAL PARENTING](#)[COACH'S CORNER](#)[HOW I FIT IN](#)[SHIFTING TOWARD A
MULTILINGUAL VIEW OF
BILITERACY](#)

Empezando con la
actividades concretas 1, 2, 3

Multistate Association
for Bilingual Education
Northeast

Association for Bilingual Education, Northeast
educators, families, and policy makers

Services

In-district workshops, on-site coaching, unit writing,

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Biliteracy and gain access

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Reflection

In this session I learned that...

I feel that I can implement ... by ...



PM – Thursday, June 28, 2018

What instructional and programmatic practices support biliteracy development?

Salon A

**What the Bridge
Looks Like:
Focus on a Two-
Teacher Model**

**Olga Karwoski
and Dana Hardt**

Salon B

**Word Study in
Spanish
(en español)**

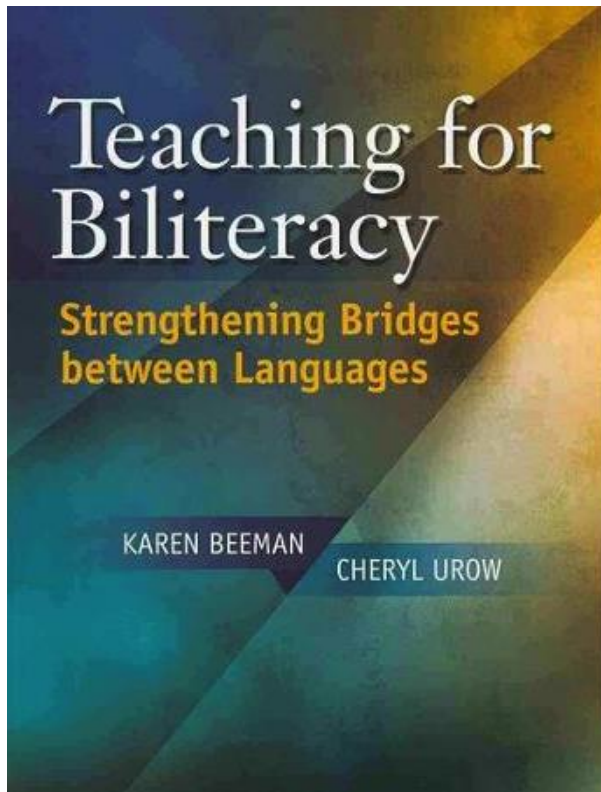
Karen Beeman

Salon C

**The Literacy Club:
Effective
Instruction and
Intervention for
Linguistically
Diverse Learners**

**Dr. Kathy Henn-
Renke**

Thank you!



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