

Oracy in Anticipation of Reading and Writing 2nd-3rd grade

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Patricia Núñez, M.Ed.

TeachingForBiliteracypn@gmail.com



@T4Biliteracy

Teaching for Biliteracy



Reading



What is the focus and goal of
Literacy instruction?

Comprehension

What message are we sending when
teaching reading skills

Reading is
comprehending
what we
read



Inseparable

- Student may be able to decode but does not understand
- Assumes students understand because students have some proficiency in that language
 - Emerging bilinguals use all of their linguistic repertoire



Interacting Elements



- **Reader**
 - Experiences Background knowledge
 - Oral Language Vocabulary Knowledge
- **Text**
 - Interesting and rich to reader
 - Use concrete and comprehensible activities to access text
- **Context**
 - Learning environment
 - Elevate thinking level (and status of language)

Reading & Writing

How does comprehension relate to both?

Text carries meaning

The more I read (re-read) and write words (revise),
the more **meaning** the text has.



A Classroom focused on Comprehension

Active Reading Strategies

Pages 92- 95



Say Something

- Summary: This page/ part of the chapter is about ____.
- Predication: I predict that _____. I think that _____.
- Question and answer: What does _____ mean?
What is _____?
Why _____?
I think that _____.
- Personal or academic connection: The part of the text that describes _____ reminds me of _____.



Comprehension-focused Strategies

**Picture Walk,
Read Aloud,
Talk to your Partner,
and Sentence Prompts**



Using **SAY SOMETHING** strategy with partner read paragraph by paragraph.



Picture Walk

- Students look at pictures on each page and tell their partner what they see in the picture.

Sentence Prompts

- Teacher gives the students sentence prompts
- I see _____ *Veó* _____
- I observe _____ *Observo* _____
- I also see _____ *También veo que* _____



Language Experience Approach

- Formative Assessment of the students' comprehension of text and their language use

Focused Reading

- Read a variety of text on the same topic at different readability levels.
- Reading several text on one subjects helps clarify and refine comprehension.



Say Something

- Summary: *Esta página/parte del capítulo trata de ____.*
This page/ part of the chapter is about ____.
- Predication: *Predigo que _____. Creo que _____.*
I predict that _____. I think that _____.
- Question and answer: *¿Qué quiere decir _____ ?*
What does _____ mean?
¿Qué es _____ ?
What is _____?
- Personal or academic connection



Close reading

“Something that a student does – a set of critical thinking and analysis skills that are used to unpack linguistically complex text. A ***close reading lesson*** is something a teacher plans to explicitly teach and model how to closely read. Text used for a close reading lesson should be **significantly challenging.**”

Moats and Shanahan, 2010

In other words....



Text-driven reading instruction

“Text-driven reading instruction teaches reading **comprehension** using content-based text. The text may range from **mildly challenging** (e.g., grade-level textbooks) to **significantly challenging** (e.g., text that is linguistically/language complex as well as difficult to interpret the author’s message).”

Moats and Shanahan, 2010

In other words....



“Students need to learn and practice basic comprehension skills and strategies using mildly challenging content-related text before they can be expected to learn and apply the more complex critical thinking required for close reading.”

Moats and Shanahan, 2010

In other words....



CLOSE READING

- 1. First Reading:** Determining the general meaning of the text.
- 2. Second Reading:** Determining the way the author used language and structure to create meaning.
- 3. Third Reading:** Determining the thematic meaning & connect other texts like it.



Close Reading

2nd grade

1. 1st reading What does it say?

- Ask/answer questions
- Retell the story
- Summarize central message
- Describe characters and how they respond to plot

RL 1, 2, 3
RI 1, 2, 3

2. 2nd reading How does the text work?

- story structure
- text features
- main purpose of text, author's purpose
- points of view
- dialogue
- context clues, word meaning

RL 4, 5, 6
RI 4, 5, 6

3. 3rd reading What does it mean? How does it connect to other text?

- meaning from illustrations and words
- compare/contrast 2 versions of same story
- analyze visual/multimedia elements
- compare/contrast stories on same topic

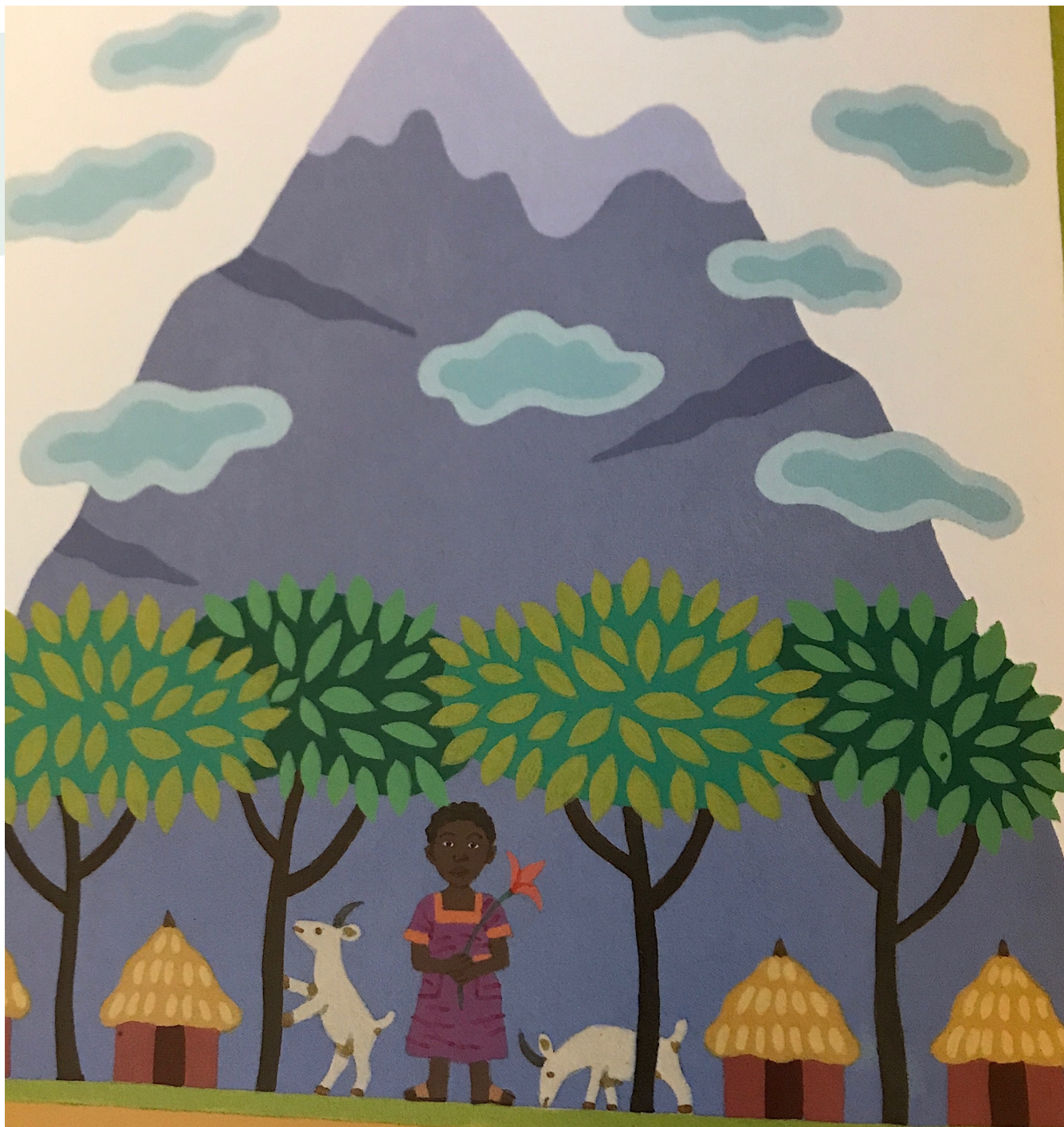
RL 7, 8, 9
RI 7, 8, 9

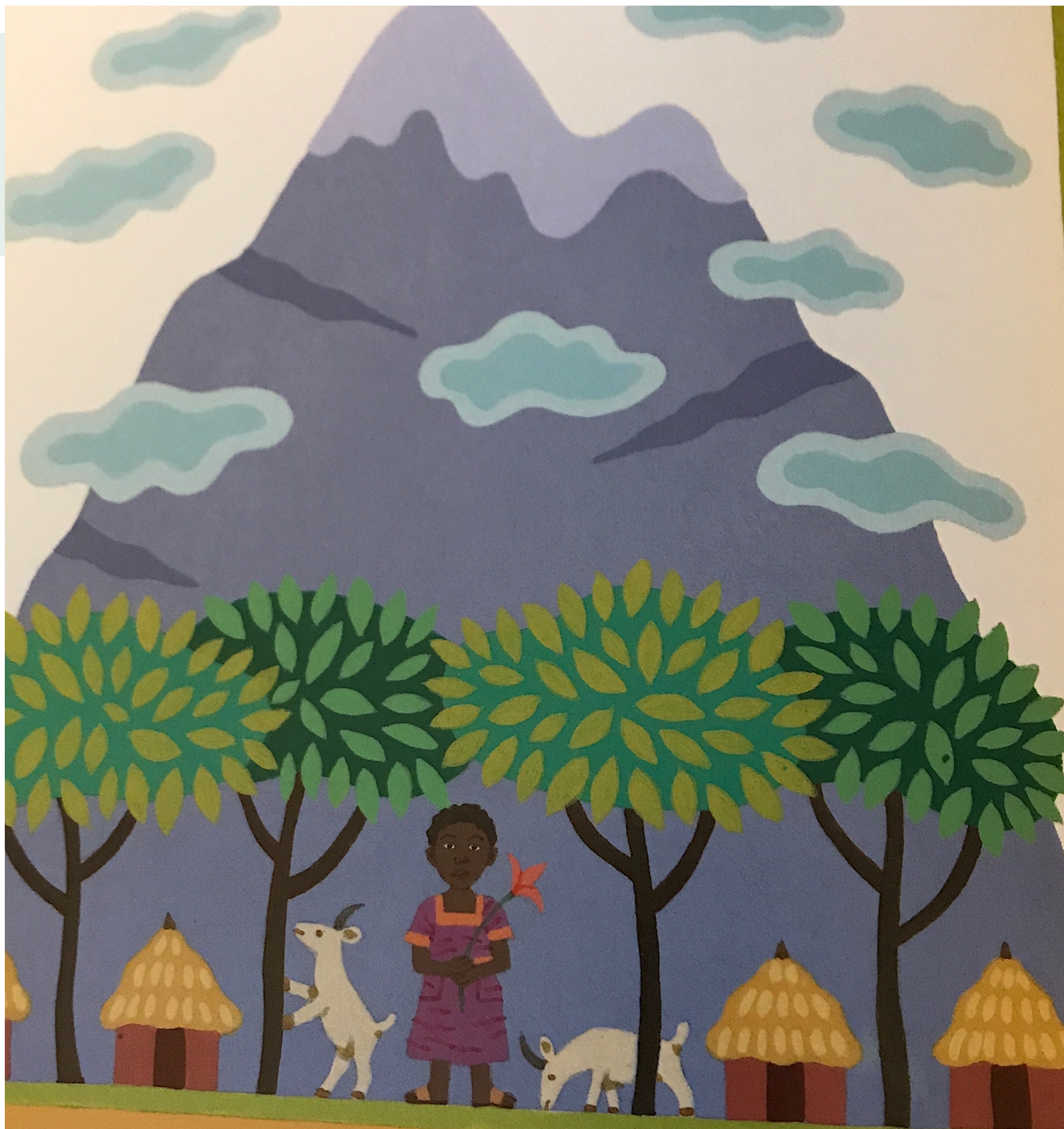
1st Reading

2nd Reading

3rd Reading

Paseo del libro

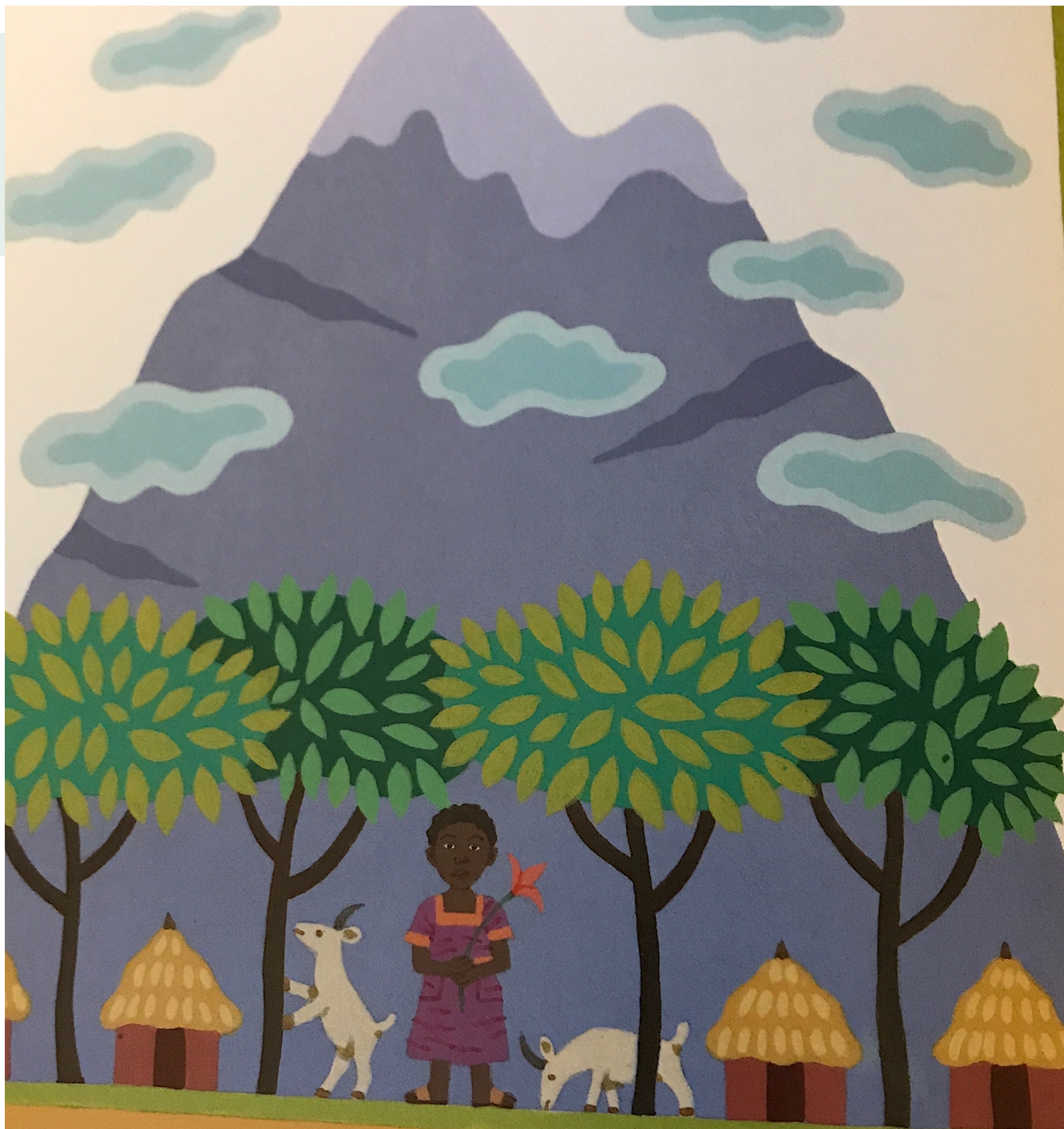




A.R.T.

Adapated
Reading
Theater



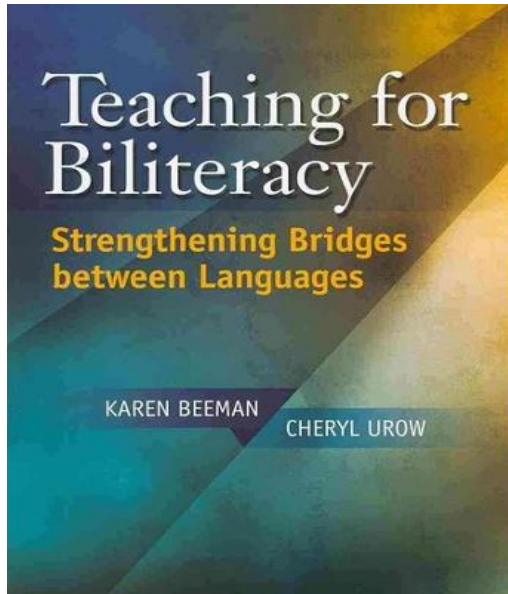


Read Aloud

Students look at pictures on each page and tell their partner what they see in the picture using prompts.



L.E.A.



Language
Experience
Approach

Chapter 8 p. 104-105

What happened first?

It started with _____.

First, _____.

Then what happened?

Then _____.

What happened at the end?

At the end _____.



1. We begin with a concrete activity to engage all students and develop oracy.

What have we done so far to support this LEA?



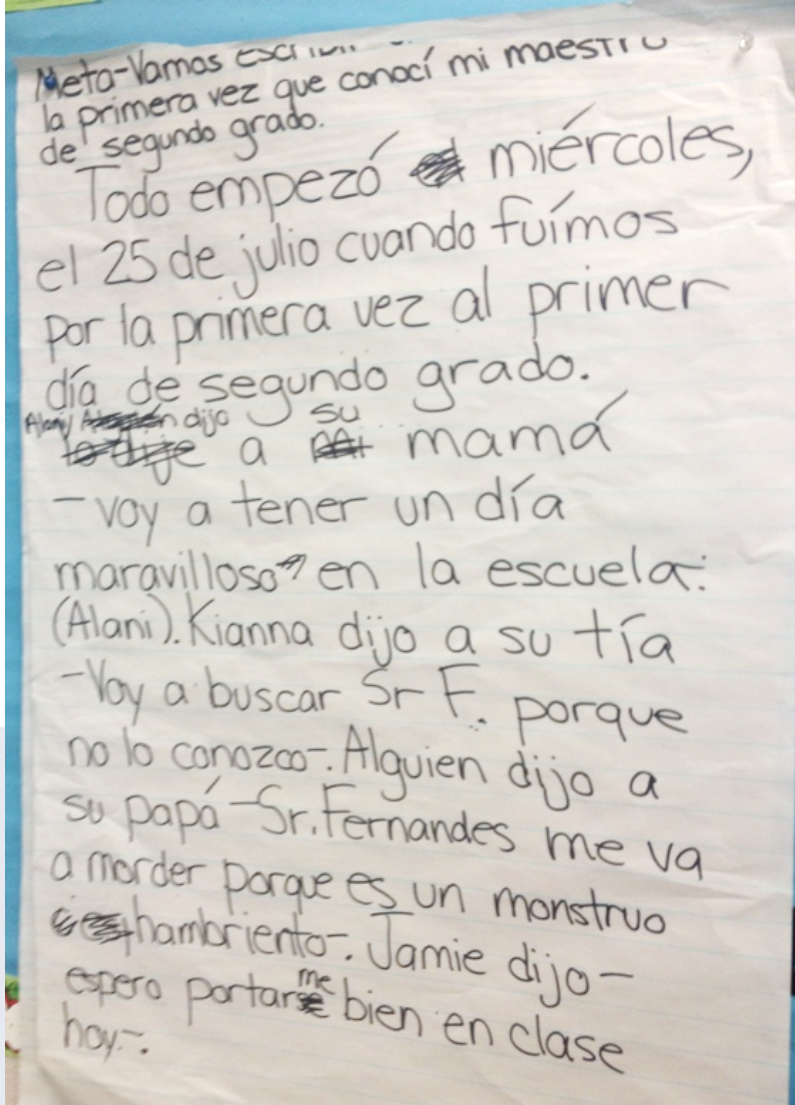
2. Identify a reading and writing focus

- *Las mayúsculas y la puntuación*
- *Las oraciones completas*
- *Las ideas principales y los detalles claves*
- *Los párrafos*
- *La organización del texto*
- *Revisar y editar*

**Students
narrate and
the teacher
scribes.**



3. Develop Reading and Writing



- Shared reading
- The dictado
- Composition: expository,
narrative
- Writing: compare/contrast
- Revise and edit



L.E.A

Meta-Vamos escribir
la primera vez que conocí mi maestro
de segundo grado.

Todo empezó ~~el~~ miércoles,
el 25 de julio cuando fuimos
por la primera vez al primer
día de segundo grado.

Alany ~~Alany~~ dijo ^{su}
~~le dije~~ a ~~mi~~ mamá
-voy a tener un día
maravilloso en la escuela:
(Alani). Kianna dijo a su tía
-Voy a buscar Sr F. porque
no lo conozco. Alguien dijo a
su papá Sr. Fernandes me va
a morder porque es un monstruo
hambriento. Jamie dijo -
espero portarme ^{me} bien en clase
hoy.

At our grade level we can use the LEA to...

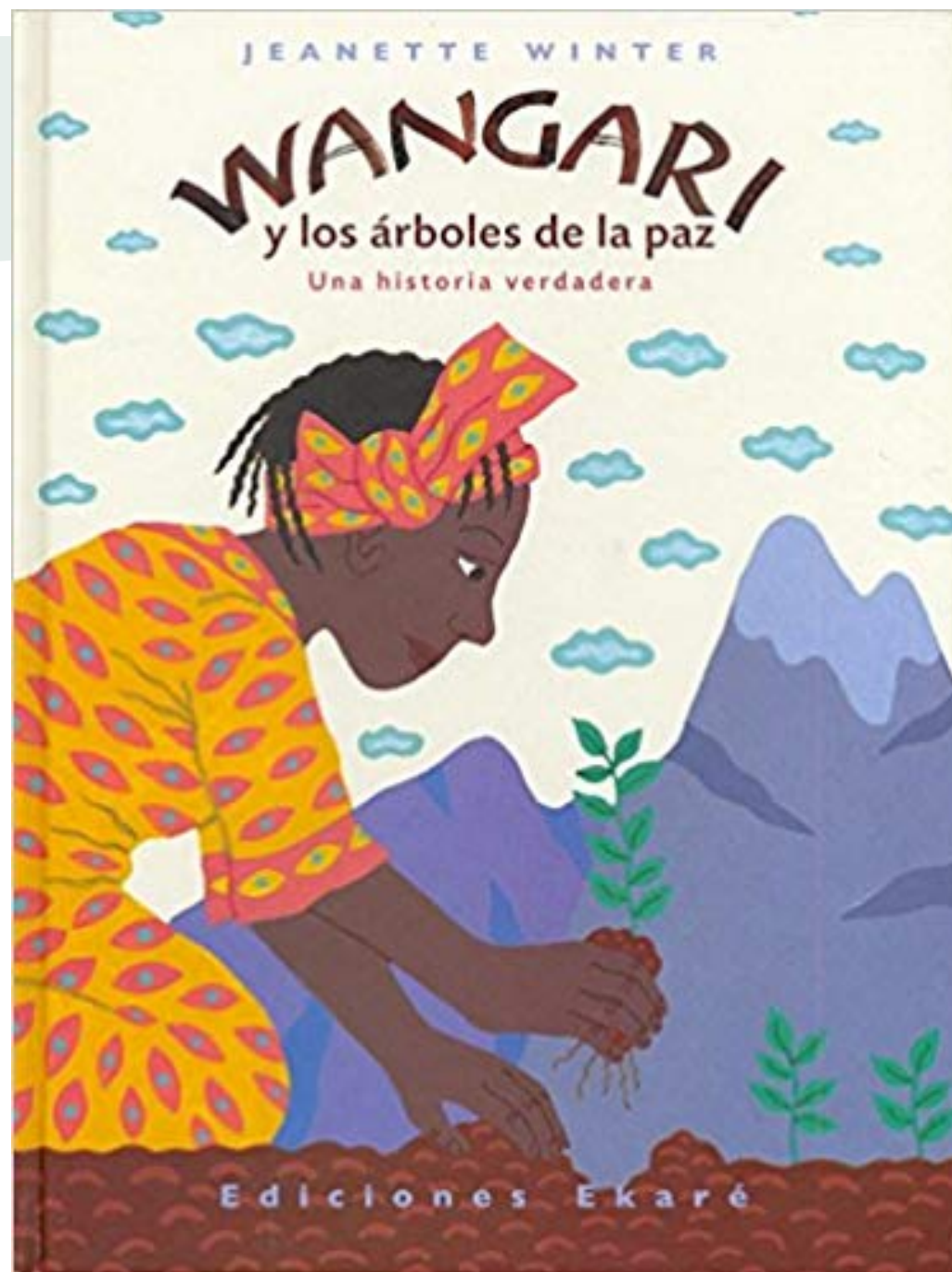
A focus for reading standards can be ...

An area of focus for writing can be...



CLOSE READING

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*La tierra estaba desnuda.
Mi misión fue tratar de vestirla de verde.*

—WANGARI MAATHAI

Una historia verdadera de África





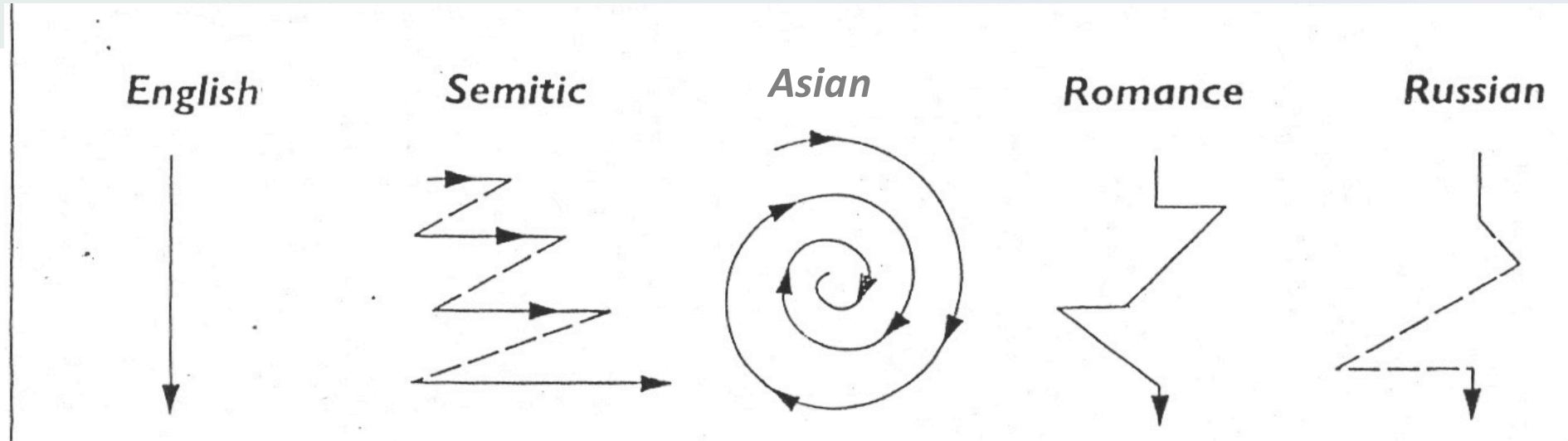
Spanish Discourse Style



What does the word discourse mean?

Written or spoken communication

Discourse Styles Differ



“...linear, tolerating little deviation from one main path of expository development.”

“...use parallel restatements of an idea to develop it.”

“...spiral in around a thesis, avoiding a head on attack as too direct.”

“...proceed to a point via digressive zigzags that, to English speakers, seem extraneous and confusing.”

“...do likewise [as Spanish], but with complex mega-sentences.”



Discourse Patterns Differ

What are some implications of planningtogether?

English



Romance



Discourse Patterns Differ

English



Romance



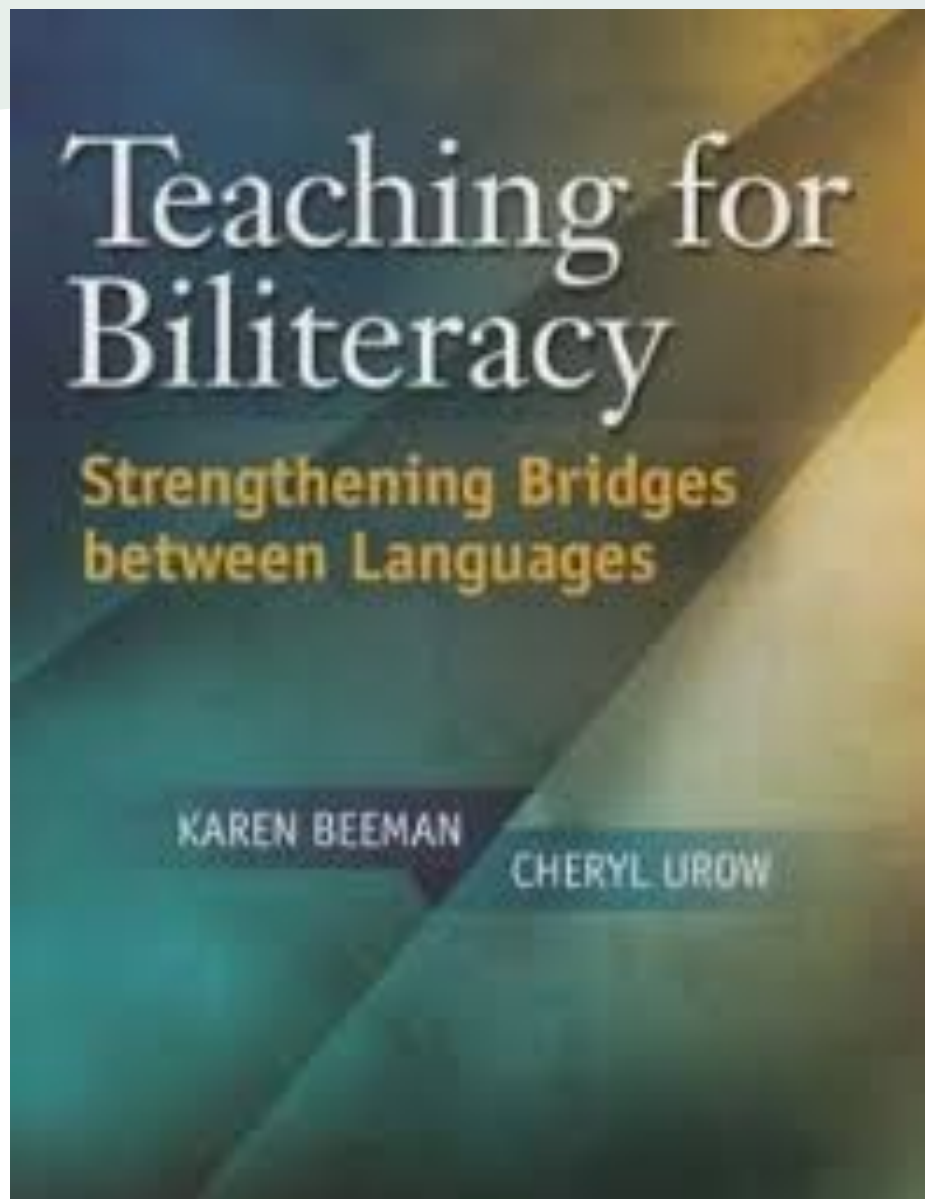
Based on what we learned on discourse patterns, some implications for collaboration are



**Spanish and English are different languages,
what implications are there for instruction ?**



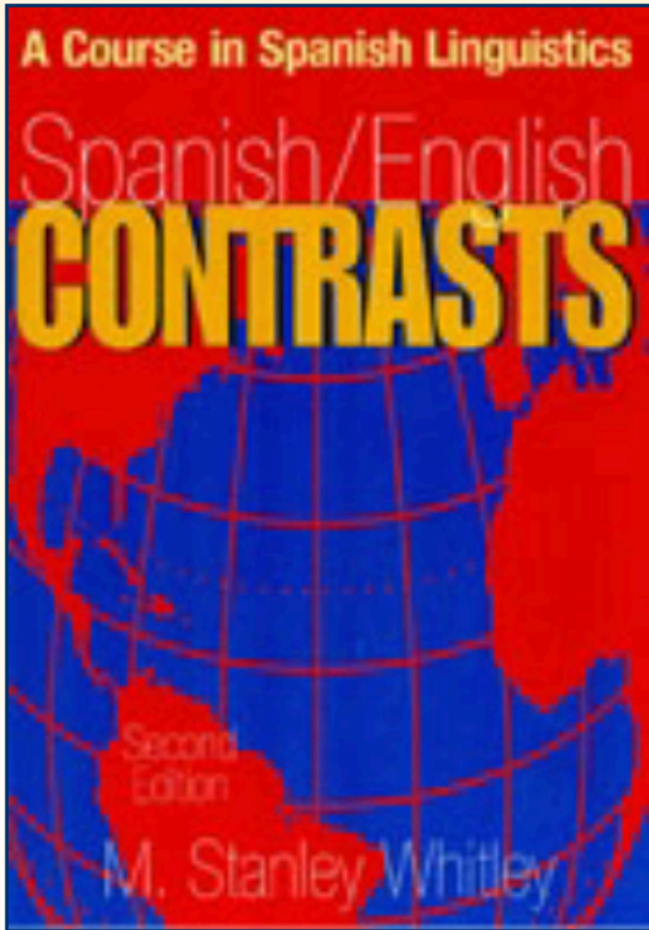
Resources



pp. 155 **How Spanish Works**

Ch. 8 Teaching and Assessing with a Multilingual Perspective





SPANISH/ENGLISH CONTRASTS
A Course in Spanish Linguistics
Second Edition
M. Stanley Whitley

An invaluable text in language and linguistics because it has a unique scope: a one-volume description of the Spanish language and its differences from English, and ranges from pronunciation and grammar to word meaning, language use, and social and dialectical variation. Designed for survey courses in Spanish linguistics with technical concepts explained in context for beginners in the field, *Spanish/English Contrasts* brings out the ways in which insights into the two languages have evolved as scholars have built on the work and research of others in the field. A bilingual glossary of linguistic terms is provided to facilitate discussion in either language.

This second edition is thoroughly updated to incorporate insights and issues that have come to the fore from the explosion of research in the past twenty-five years in all of the



Theme

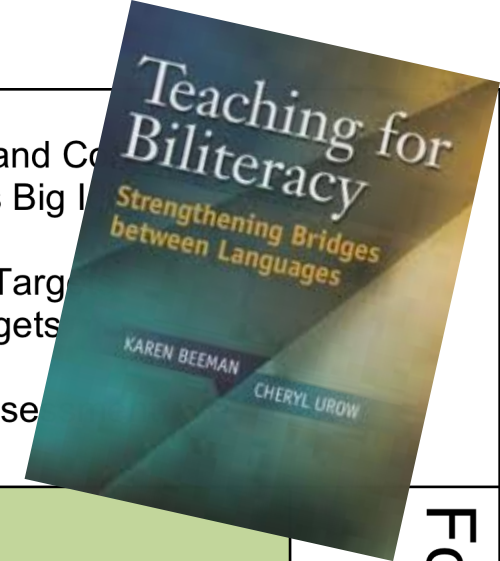
Standards:

- Content Area Standards
- English Language Arts Standards
- Spanish Language Arts Standards
- English Language Development (Proficiency) Standards
- Spanish Language Development (Proficiency) Standards

Content Area and Co
Language Arts Big I

Content Area Targ
Language Targets

Summative Asse



Building Oracy and Background Knowledge

- Interactive, hands-on activity
- Vocabulary Development

chapter 6

Reading Comprehension

- Guided Reading
- Read aloud

chapter 7

ders' Workshop
ner reading

Writing

- Guided Writing
- Writers' Workshop

chapter 8

Word Study and Fluency

- Decoding
- Phonics

chapter 9

Summative Assessment

Bridge

- Metalinguistic Skills

**chapter
10**

Extension Lesson or Activity

Formative Assessment