

Oracy Building Strategies for Biliteracy (Grades 4-12)



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Teaching for Biliteracy



Session Objectives:

- 1- Explain the importance of oracy development for language learners by comparing monoliteracy instruction to biliteracy instruction.
- 2- Identify the purpose of and describe a variety of oracy building strategies.



WIDA Can-Do Descriptors (English Learners)

Resource Guide

RG-58

Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	- Point to stated pictures, words, phrases - Follow one-step oral directions - Match oral statements to objects, figures or illustrations	- Sort pictures, objects according to oral instructions - Follow two-step oral directions - Match information from oral descriptions to objects, illustrations	- Locate, select, order information from oral descriptions - Follow multi-step oral directions - Categorize or sequence oral information using pictures, objects	- Compare/contrast functions, relationships from oral information - Analyze and apply oral information - Identify cause and effect from oral discourse	- Draw conclusions from oral information - Construct models based on oral discourse - Make connections from oral discourse	
SPEAKING	- Name objects, people, pictures - Answer WH- (who, what, when, where, which) questions	- Ask WH- questions - Describe pictures, events, objects, people - Restate facts	- Formulate hypotheses, make predictions - Describe processes, procedures - Retell stories or events	- Discuss stories, issues, concepts - Give speeches, oral reports - Offer creative solutions to issues, problems	- Engage in debates - Explain phenomena, give examples and justify responses - Express and defend points of view	
READING	- Match icons and symbols to words, phrases or environmental print - Identify concepts about print and text features	- Locate and classify information - Identify facts and explicit messages - Select language patterns associated with facts	- Sequence pictures, events, processes - Identify main ideas - Use context clues to determine meaning of words	- Interpret information or data - Find details that support main ideas - Identify word families, figures of speech	- Conduct research to glean information from multiple sources - Draw conclusions from explicit and implicit text	
WRITING	- Label objects, pictures, diagrams - Draw in response to a prompt - Produce icons, symbols, words, phrases to convey messages	- Make lists - Produce drawings, phrases, short sentences, notes - Give information requested from oral or written directions	- Produce bare-bones expository or narrative texts - Compare/contrast information - Describe events, people, processes, procedures	- Summarize information from graphics or notes - Edit and revise writing - Create original ideas or detailed responses	- Apply information to new contexts - React to multiple genres and discourses - Author multiple forms/ genres of writing	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.



Strategic Pairing and Grouping



Teaching for Biliteracy is Different Than Teaching for Monoliteracy



Sample Lesson

	Lesson 1	Lesson 2
Lesson Objective		
Student		
Teacher		



Adapted Reader's Theater – p. 81

- Slightly different from TPR
- For a sequence or a process
- Peaks student interest and motivation
- Just enough vocabulary to get them started



Concept Attainment– p. 81

- Students attain the concept by discussing a series of examples
- For a concept or comparing two concepts
- Capitalizes on student background knowledge to teach academic content
- Supports are in place to help students engage in a conversation.



Biliteracy in Action: Science and Spanish Language Arts Fourth Grade

Elementos del BUF (Biliteracy Unit Framework):

- El desarrollo de la oralidad y el conocimiento previo: lograr el concepto, frases claves, habla con la pareja, TPR
- La escritura

Observen como, en el video de Ciencias y Artes de lenguaje en español que aparece abajo, Cheryl Urow desarrolla la oralidad y el conocimiento previo por medio del uso de las estrategias **lograr el concepto** (*concept attainment*), **frases claves** y **TPR**. Además utiliza diferentes apoyos de lenguaje con este grupo de estudiantes de cuarto grado en un programa dual.

*Watch the video of an integrated Science and Spanish Language Arts class below as Cheryl Urow uses **concept attainment**, **sentence prompts**, **TPR**, and other language supports to first develop oracy and background knowledge and then move to writing in a 4th grade dual language class.*

Science –
4th grade



About Blog Shifting Toward a Multilingual View of Biliteracy

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Building Background Knowledge and Oracy: Why, When, and How? Part 2 of 2

 By melody  1 Comment  Shifting Toward a Multilingual View of Biliteracy

In order to ensure that students have the foundational knowledge required to engage with new learning, it is essential for instructional time to include the development of oracy and the building of background knowledge. Oracy development activities provide scaffolds for language development that ensure students are able to use the language, while background building activities provide students with knowledge they need to be able to access new content. While dedicating instructional time to do both benefits all students, they [Read More...](#)

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Building Background Knowledge and Oracy: Why, When, and How? Part 1 of 2

 By melody  1 Comment  Shifting Toward a Multilingual View of Biliteracy

Is there evidence demonstrating that the time spent on developing background knowledge and oracy positively impacts student learning? Research has long indicated that building background knowledge and developing oracy is beneficial for children. Strategies such as the KWL chart have been used in classrooms nationwide in attempts to activate and build students' background knowledge and oracy skills, and to peak their interest before reading a text. However, when strategies such as these are used with language learners and students with limited language [Read More...](#)



Reflection – Stand and Share

- Why is oracy important?
- What has been affirmed about how you build oracy with your students?
- What can you do to build oracy in your classroom (and how often)?

