

Oracy in Anticipation of Reading and Writing

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Teaching for Biliteracy



Reading

Comprehension



What is the focus and goal of
Literacy instruction?

What message are we sending when teaching isolated skills?

Students feel successful because they are able to decode

Students see comprehension as optional when reading



**Limiting explicit instruction of
isolated strategies that are
practiced out of context**



Students have a weaknesses in their knowledge of language and ability to comprehend abstract language, including **figurative language**, **complex sentences**, and **language** that is difficult to understand because of tone or the way it is stated





Reading is
comprehending
what we
read



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)

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

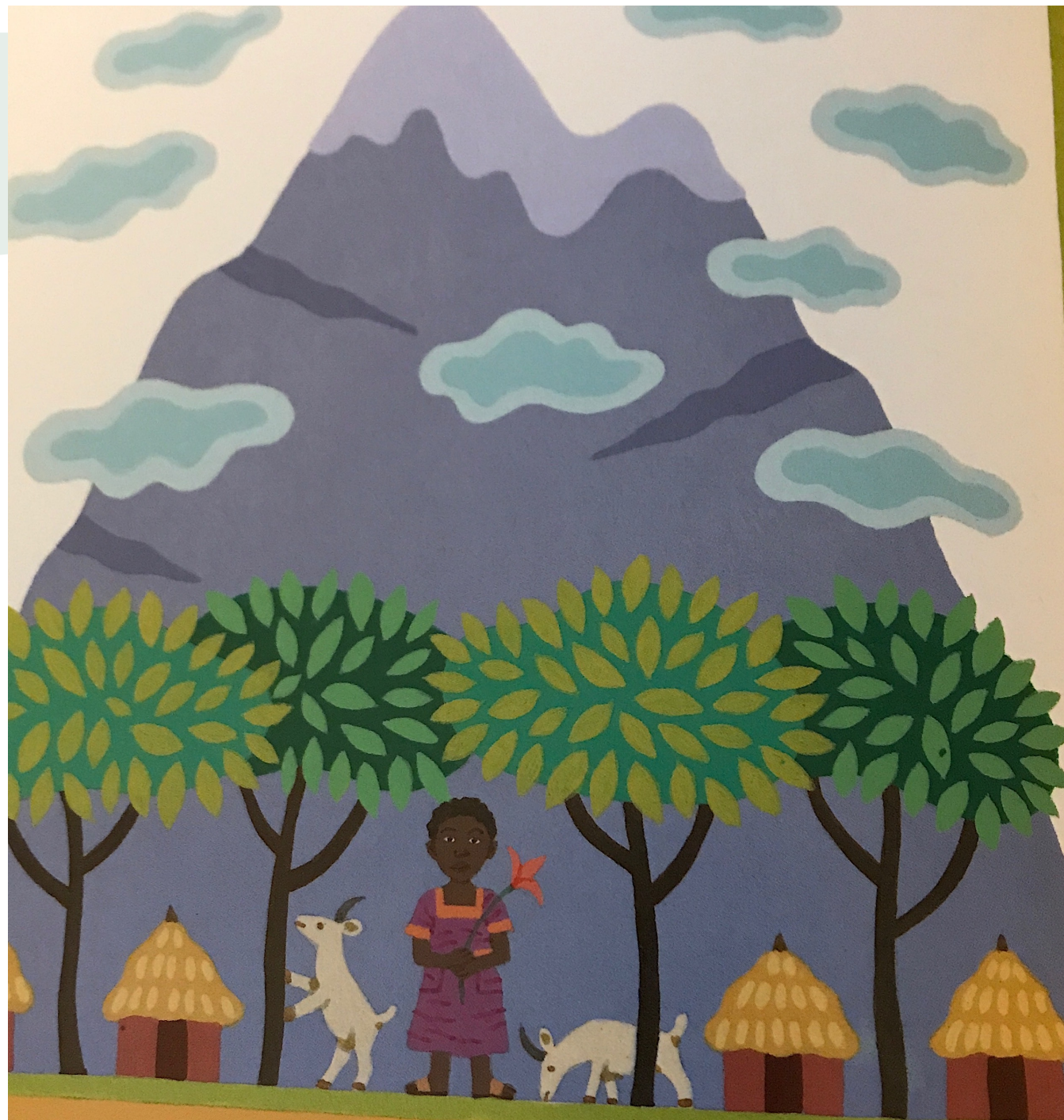
- Read a variety of text on the same topic at different readability levels.
- Reading several text on one subjects helps clarify and refine comprehension.

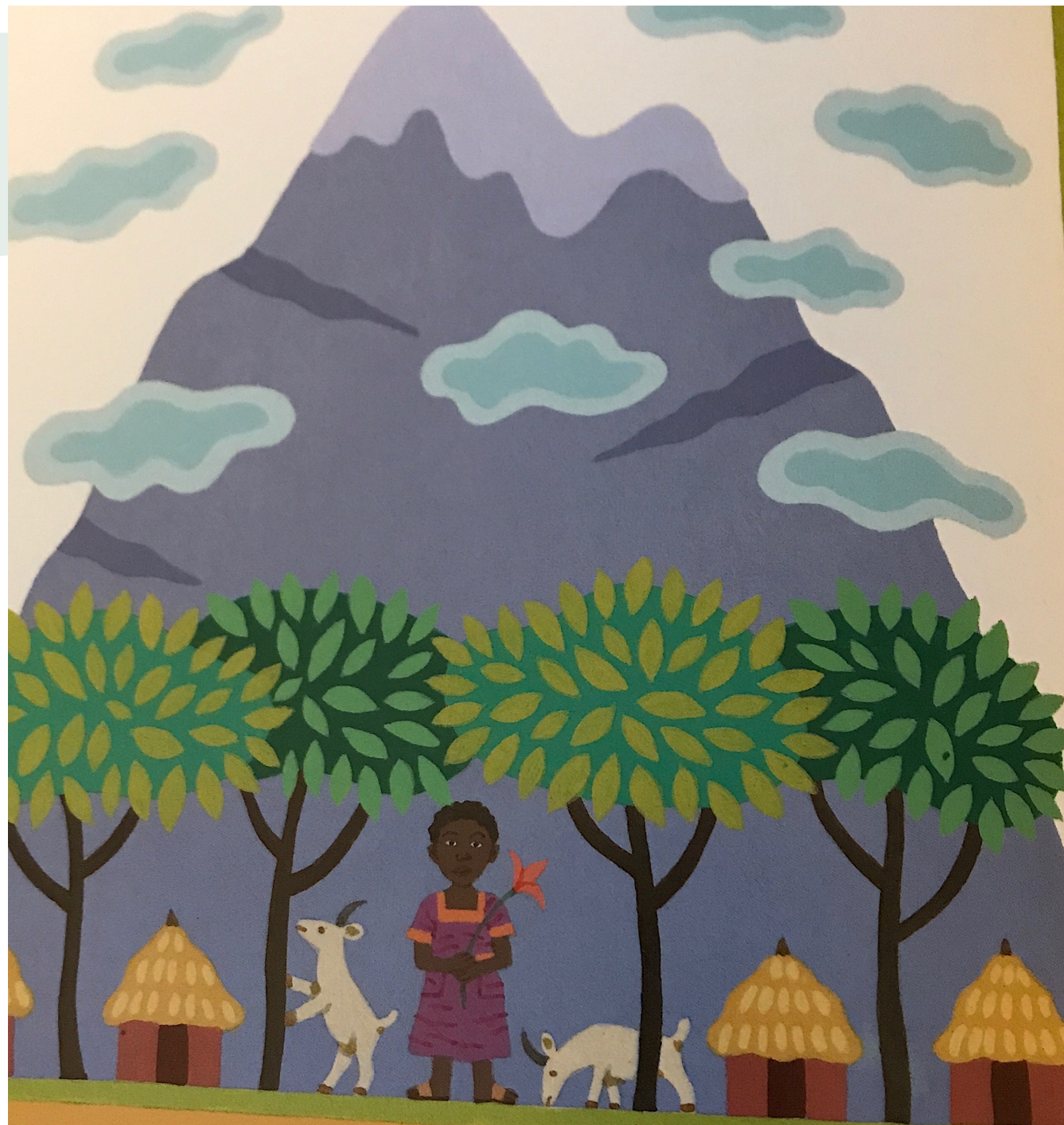


CLOSE READING

- 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.

Paseo de imágenes

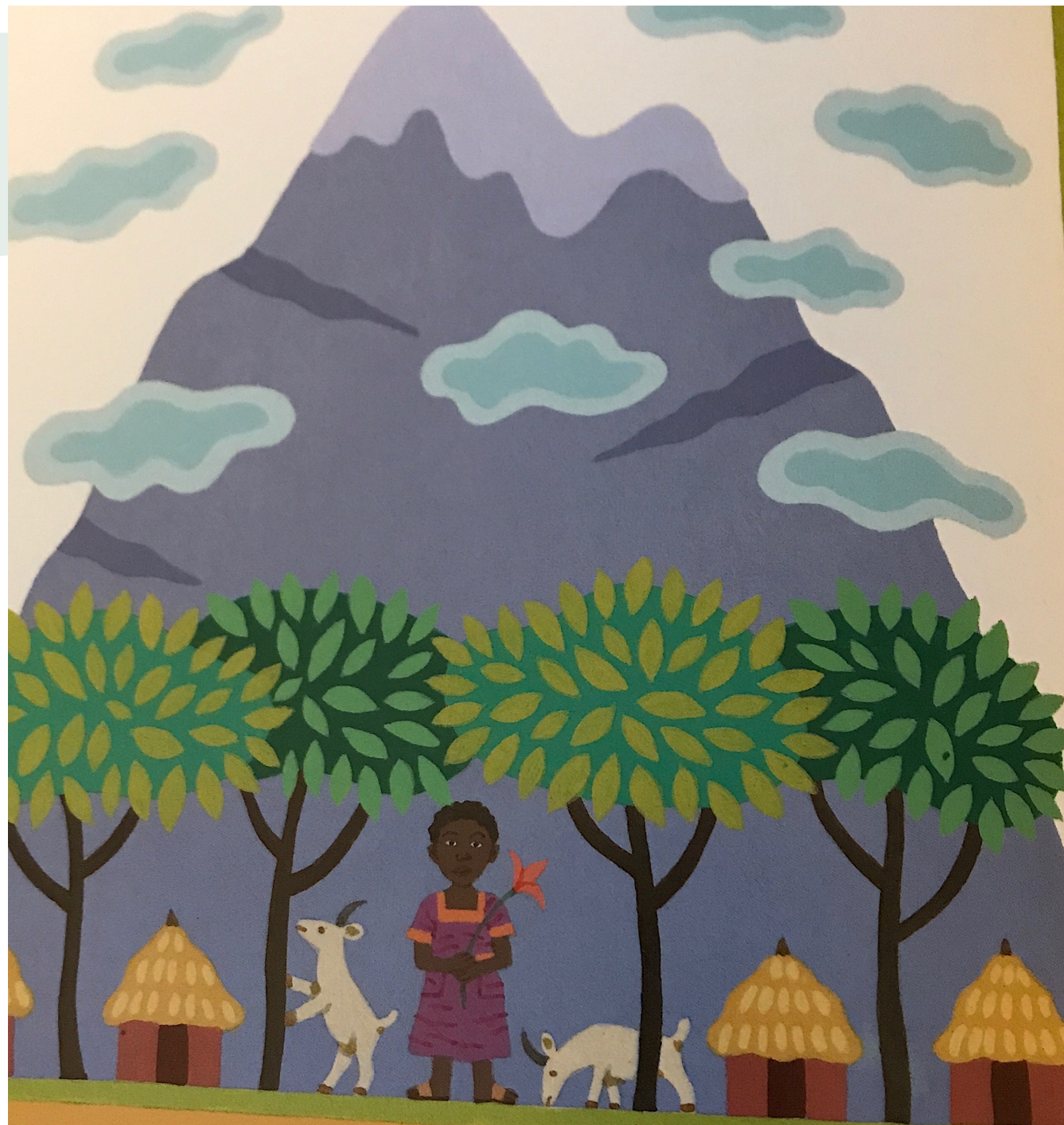




A.R.T.

Adapated
Reading
Theater





Read Aloud

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

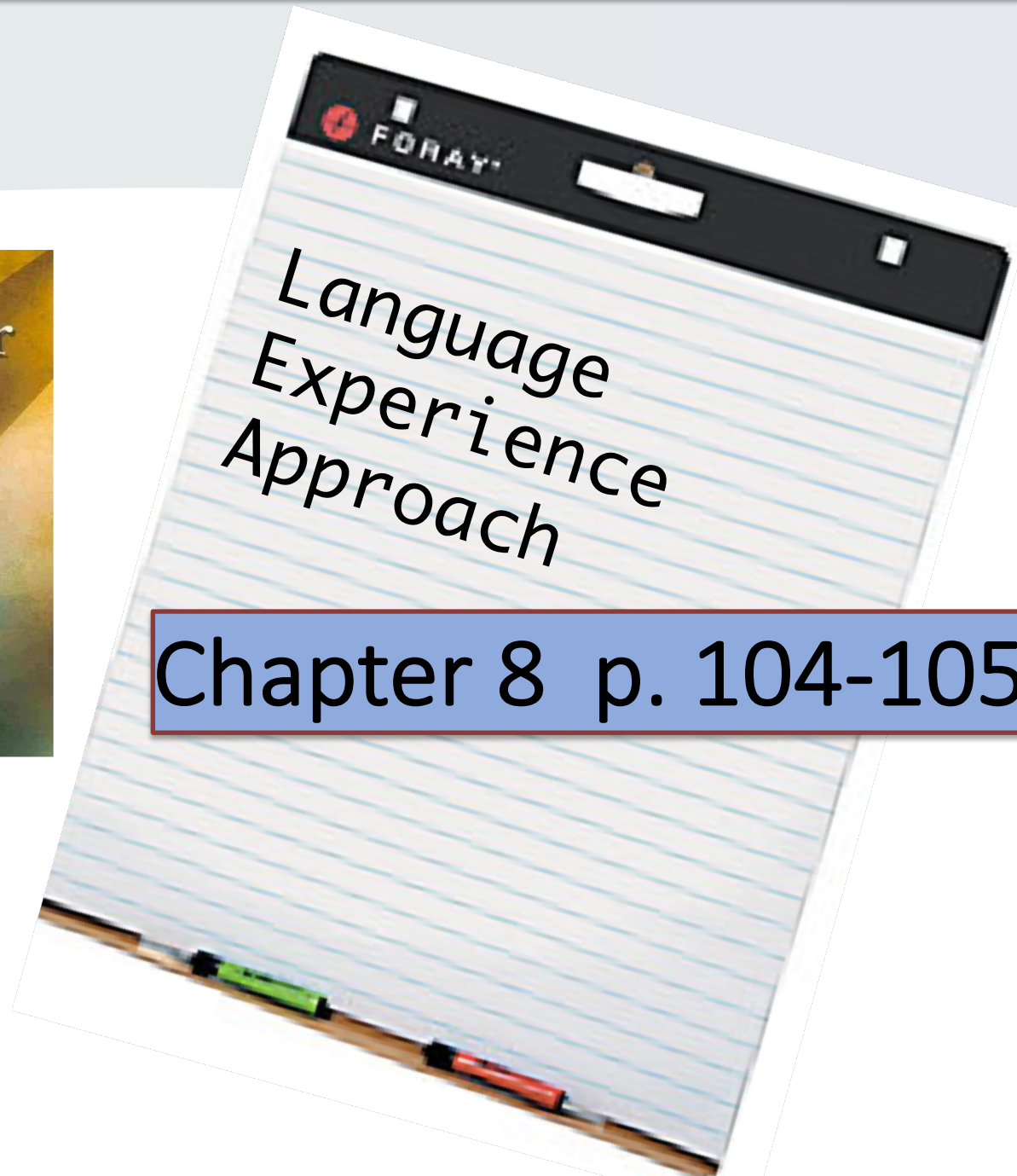
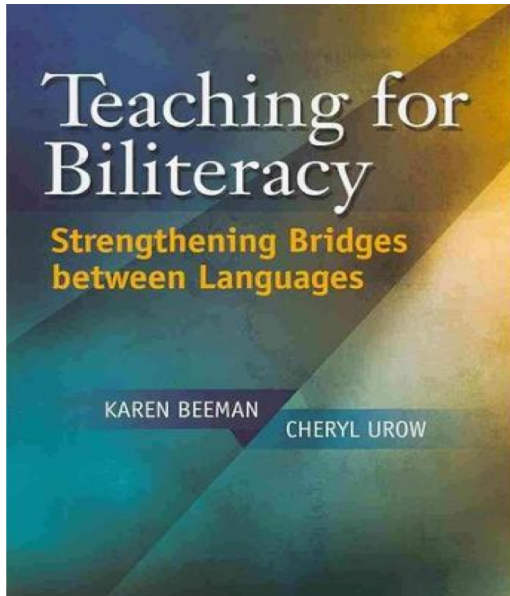


Reading and Writing

Language Experience Approach



L.E.A.



Chapter 8 p. 104-105

What happened first?

It started with _____.

First, _____.

Then what happened?

Then _____.

What happened at the end?

At the end _____.



**Oracy & Background
Knowledge**

Concept Attainment



El tiempo esta frío



El tiempo esta cálido



Reading and Writing

Language Experience Approach



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

What have we done so far to support this L.E.A.?



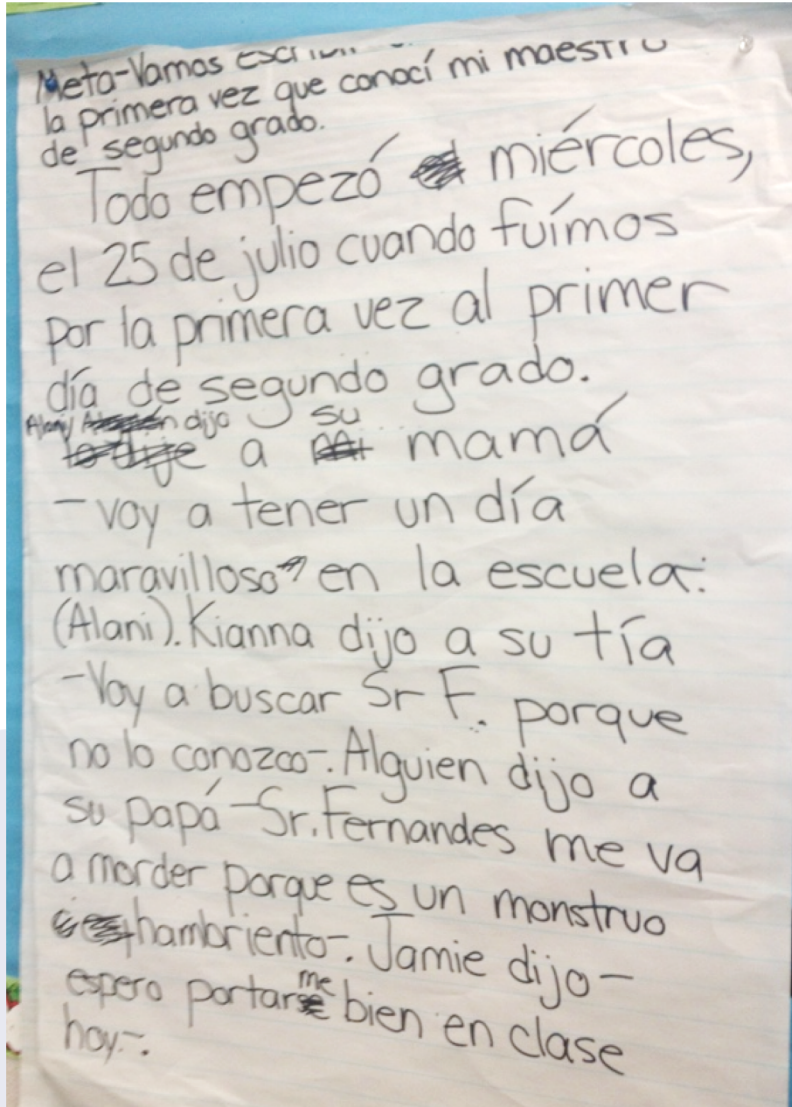
2. Identify a reading and writing focus

- *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.**



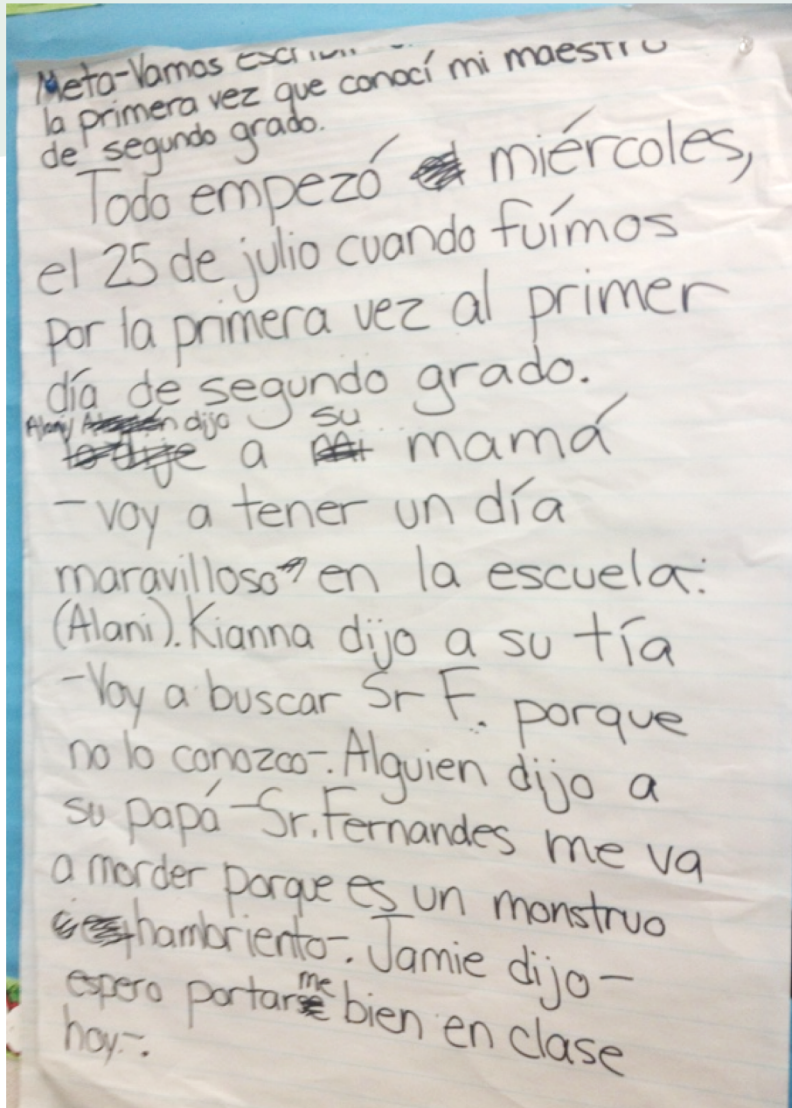
3. Develop Reading and Writing



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



L.E.A



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

A focus for reading standards can be ...

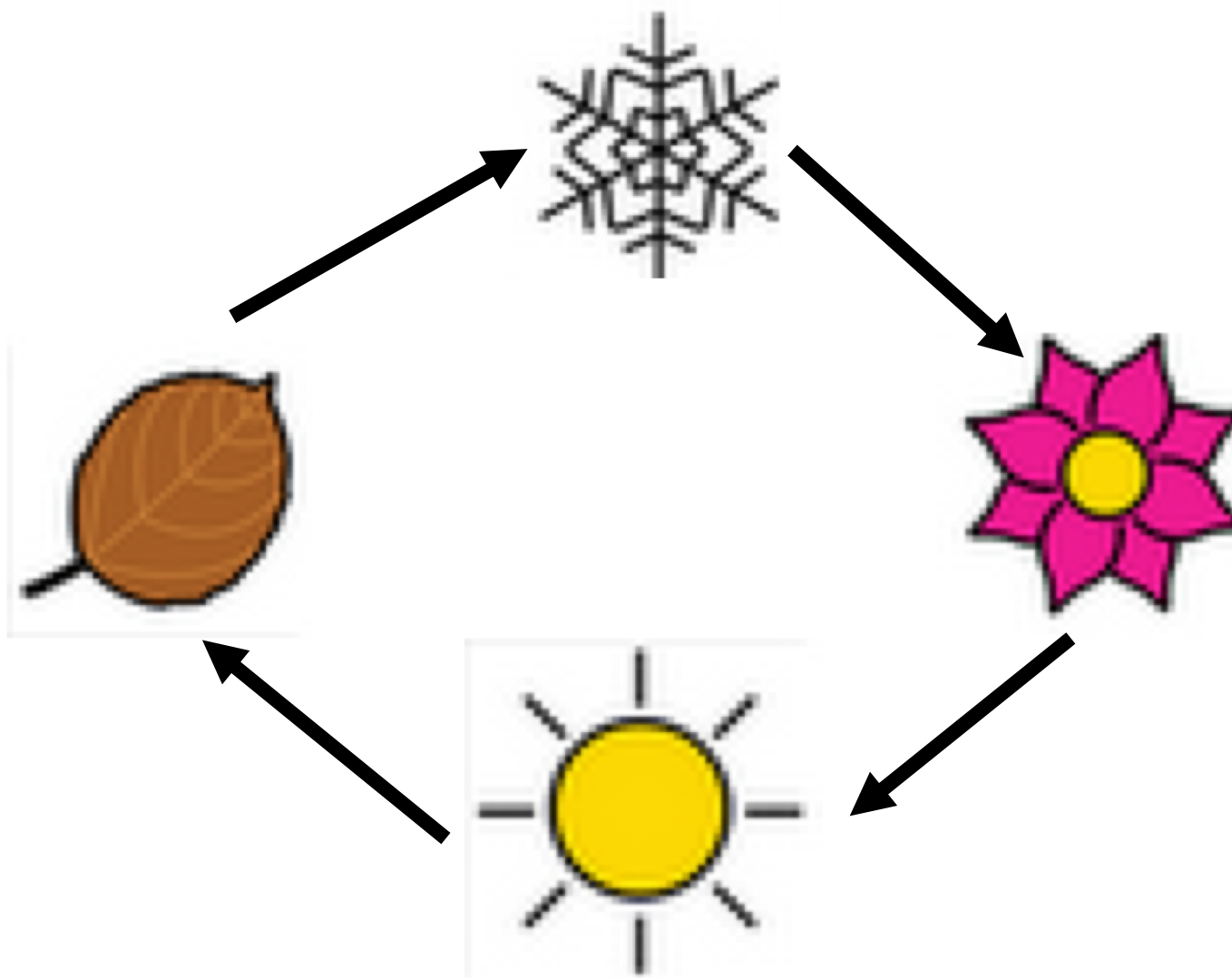
An area of focus for writing can be...



**Oracy & Background
Knowledge**

**TPR: Total Physical
Response**

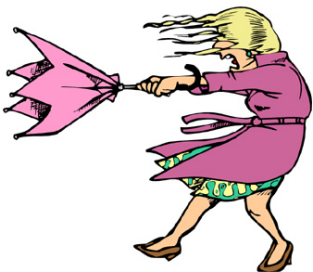
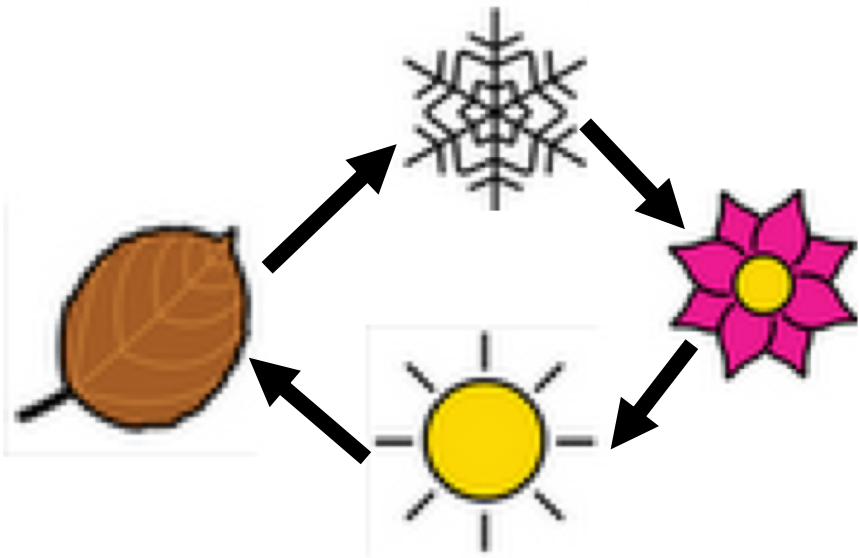
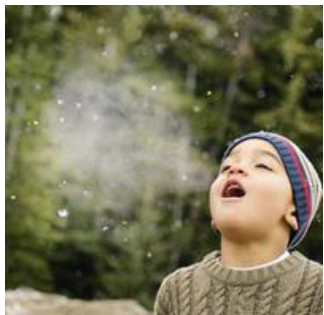




**Oracy & Background
Knowledge**

**TPR: Total Physical
Response**



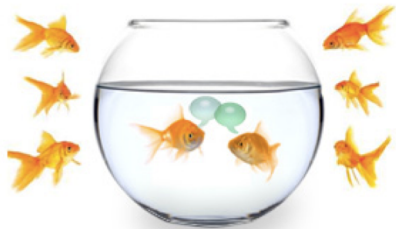


**Oracy & Background
Knowledge**

**Fishbowl &
Sentence Stems**





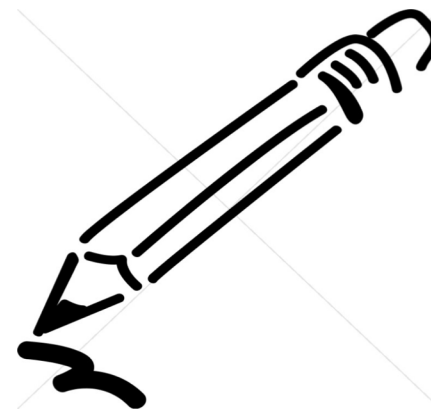


Estudiante A:- ¿Cómo está el tiempo?

Estudiante B:- El tiempo está _____. Es __(la estación)___

Estudiante A:- ¿Cómo lo sabes?

Estudiante B:- Observo (veo) que está _____ y la gente_____



Reading and Writing

Language Experience Approach

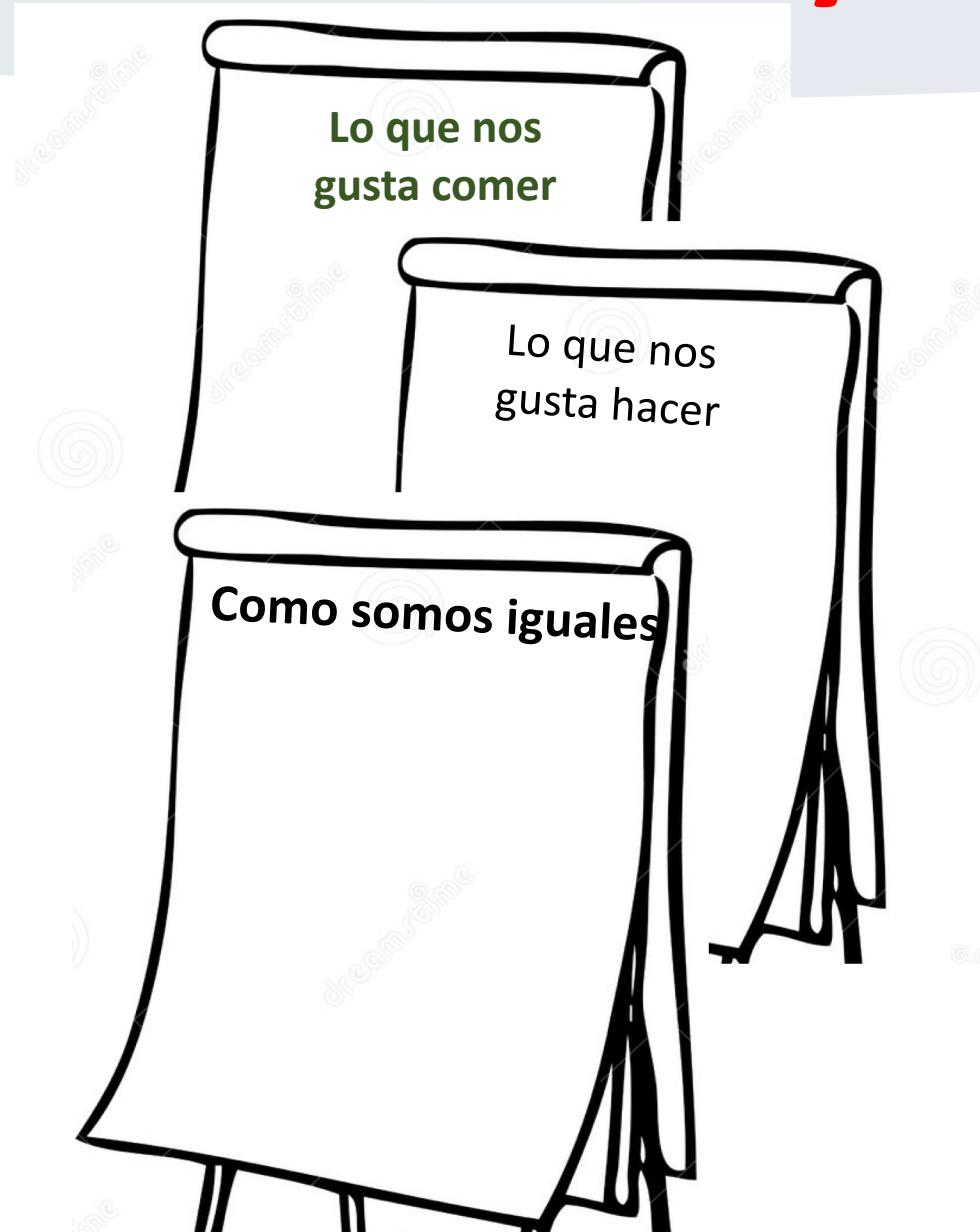


Oracy



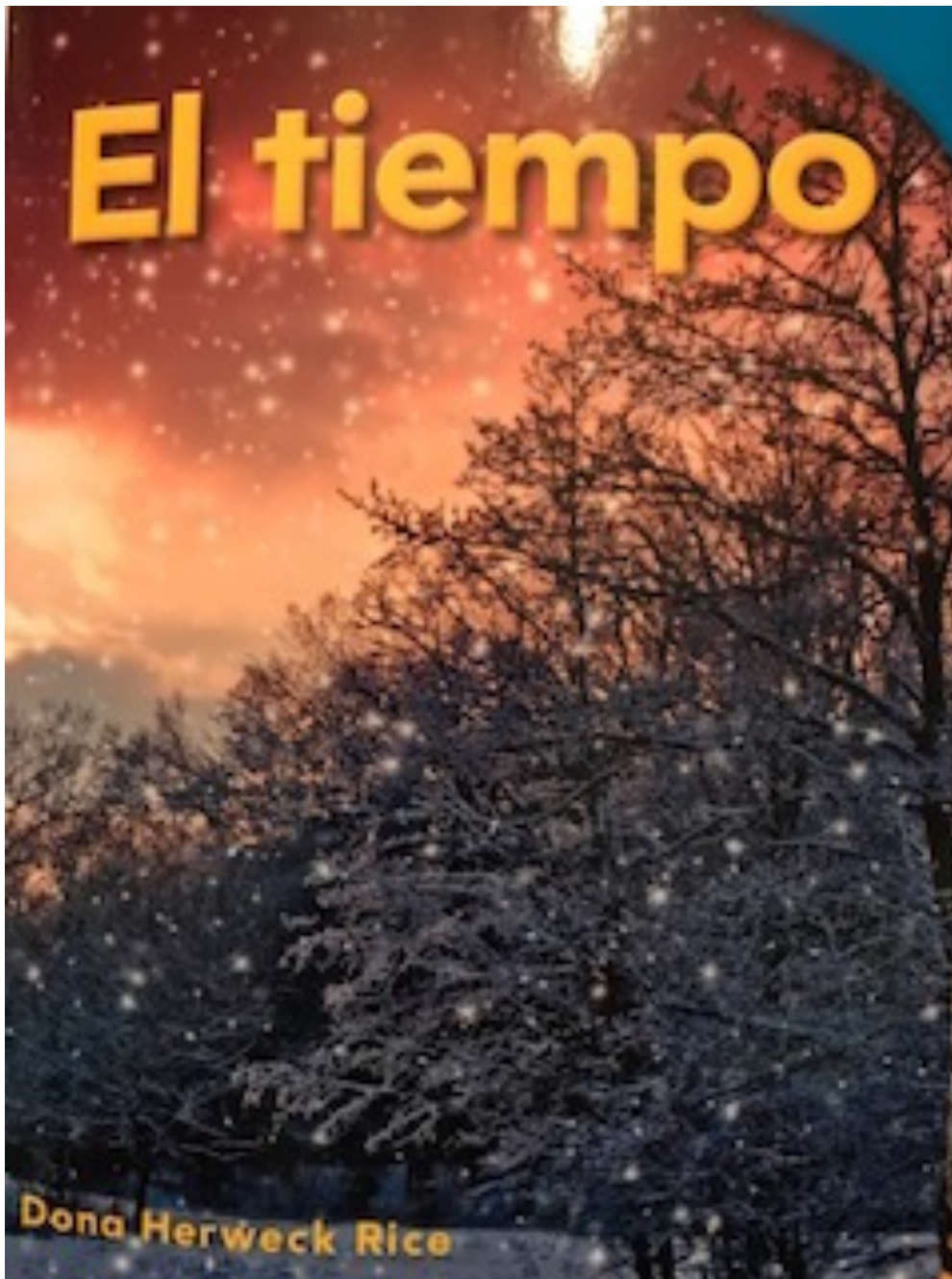
Literacy

- ✓ Concept Attainment
 - Objects
 - Activities
- ✓ TPR
- ✓ Fish Bowl
- ✓ Working in partnerships



Reading and Writing





**Libros autenticos en
los dos idiomas**

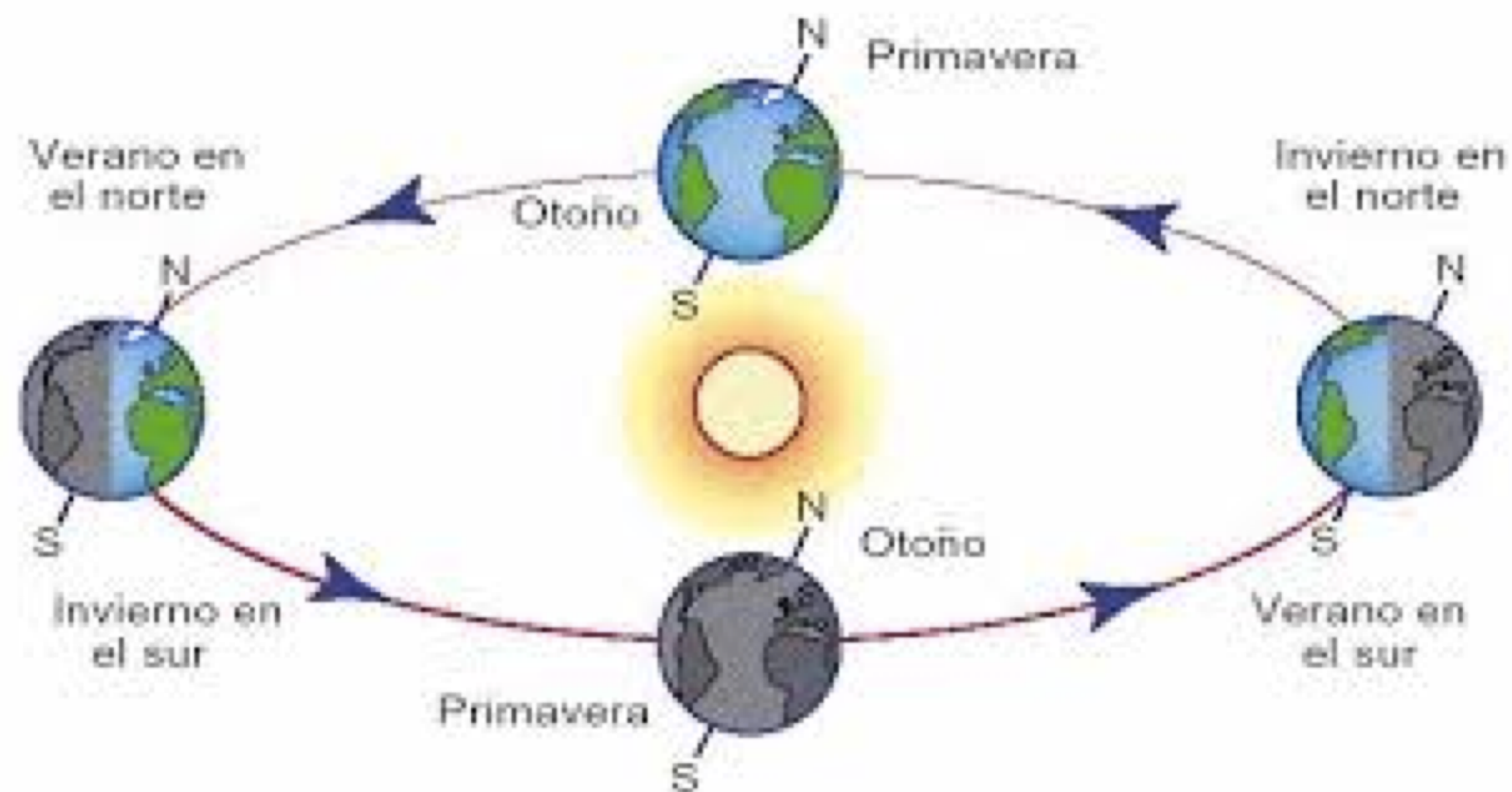




Las **estaciones** son los periodos del **año** en los que las condiciones se mantienen.

Estos periodos son normalmente **cuatro**:
primavera, verano, otoño e invierno.

En el año existen **cuatro estaciones**, las cuales ya se mencionaron anteriormente, pero hay que aclarar que estas estaciones no se presentan de la misma manera en todo el mundo, pues dependiendo del lugar puede existir un clima distinto.



Reflection on sample biliteracy instruction

What helped me as a learner was _____



I feel that _____ would be challenging.



The Purpose of Oracy is ...



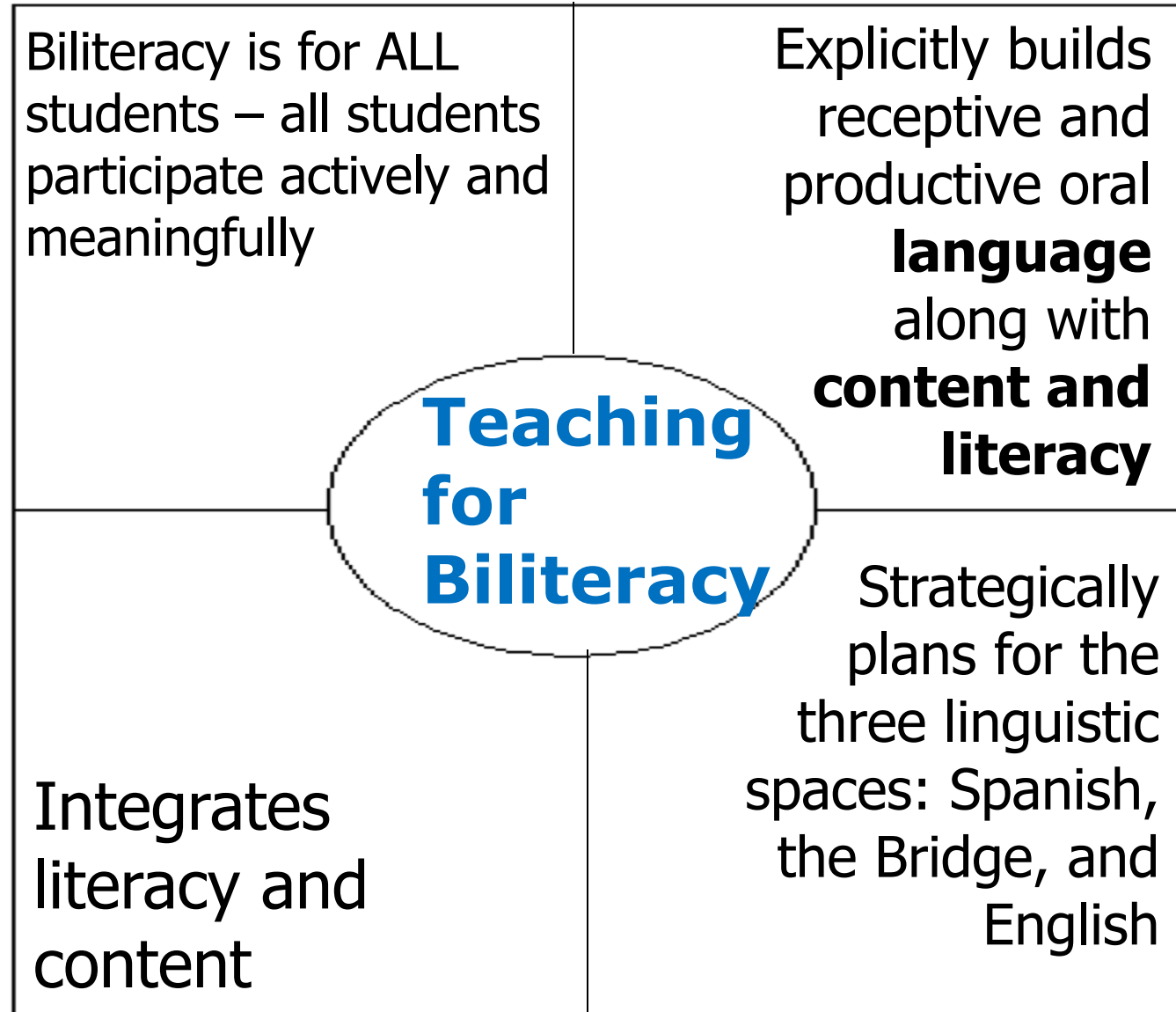
..to prepare **ALL** students for literacy success with grade level texts and academic content.



Defining Biliteracy:
Teaching for Biliteracy means
always teaching
language
literacy
and
content



Defining biliteracy instruction



**My biggest take away from
today is _____**

¡Gracias!

Theme

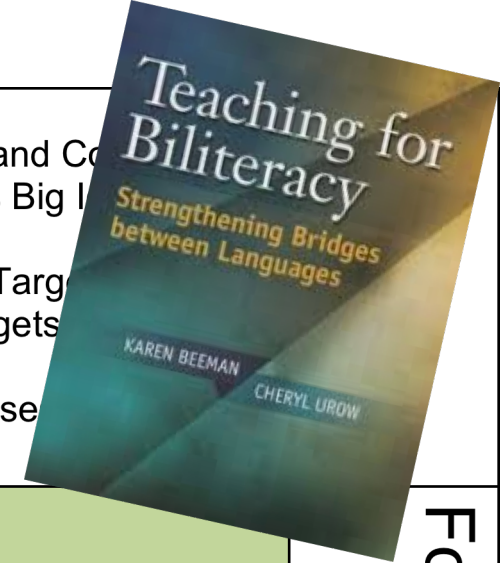
Standards:

- 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

SummativeASSE



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

