

Strategies that Build Oracy and Background Knowledge in Order to Ensure Successful Literacy Experiences



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Teaching for Biliteracy



Oracy Strategies – Moving Beyond TPR

Scaffolds are...

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Handout

 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



**How does oracy development
and the use of scaffolds ensure
successful literacy experiences?**



Session's Outcomes:

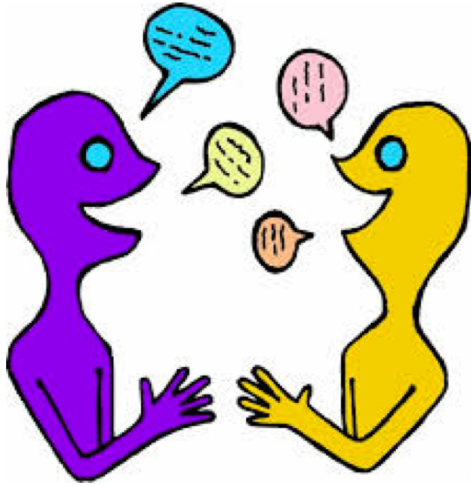
- Define oracy and scaffolds.
- Experience and observe instruction in order to describe how various scaffolds can be used in conjunction to ensure successful literacy and academic experiences.
- Distinguish between and appropriately select scaffolds based on standards and students.



How does **oracy** development
and the use of **scaffolds** ensure
successful literacy experiences?



What is oracy?



- Acad

In other words, the purpose of oracy is to prepare students to internalize and USE academic language meaningfully.

- A... use
in... case
con... ed by a meaningful
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So, what I hear her saying is that oracy...



What do oracy strategies do?

- Promote student-student interaction
- Encourage active **and meaningful** participation of **all** students
- Structure the oral interaction between and among students
- Provide students with a structures in which to experience new concepts and practice new academic **language in the language of instruction**

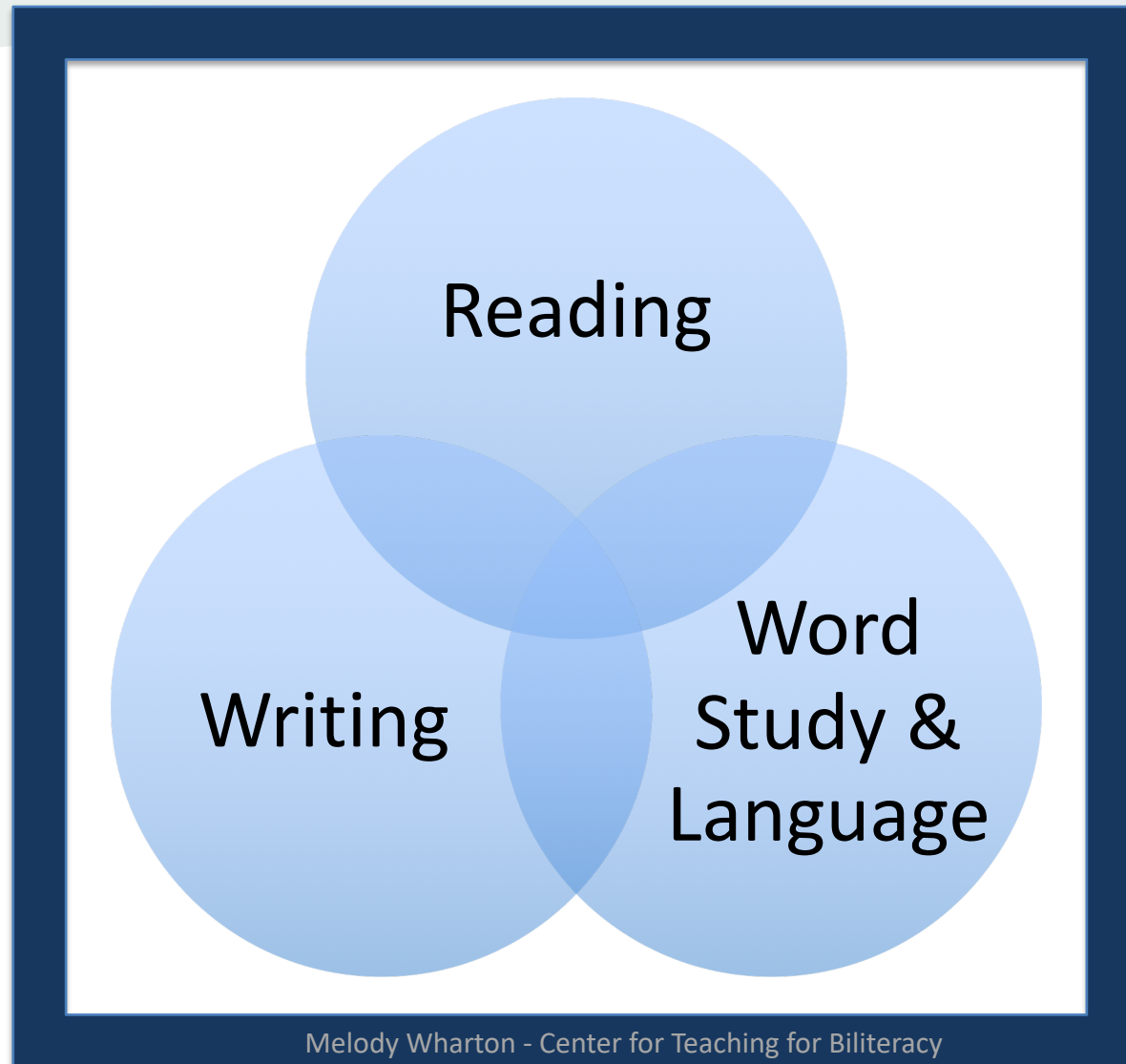


Why is oracy important?

- Prepare students for literacy **instruction**.
- **Ensure** all students (Carmen, Paulo, Lucía, Hannah, Antonio, and others) **are able to** participate
- Respect the language the students bring into the classroom
- Model and teach formal **language**
- Reduce teacher talk and increase student talk and student movement.



What do I build oracy on?



Context
for
Meaning



What do I build oracy on?

- The language students need within the meaningful context of the unit (the theme)
- The unit enduring understandings or big ideas

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 Bridges • Academic Language and experiences		
Reading Comprehension • Strategies and balanced literacy routines	Content Area Instruction • Inquiry • Investigations • Experiments • Experiences	
Writing • Strategies and balanced literacy routines		
Word Study and Fluency • Areas of word study to be studied		
Summative Assessment		
Bridge – Transfer Illustration Side by Side or Así se dice	Bridge – Transfer – Extension/Practice (includes: Listening, Speaking, Reading, and Writing in the other language)	Bridge: Contrastive Analysis 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

Formative Assessment



When do you develop oracy?

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- Content Area Standards
- Spanish Language Arts Standards
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- English Language Arts Standards
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Content Area Big Ideas/Understandings
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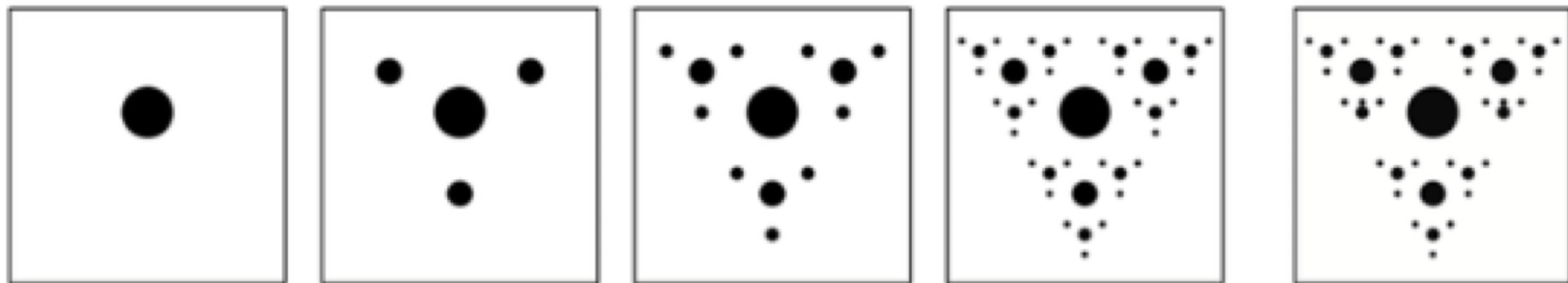
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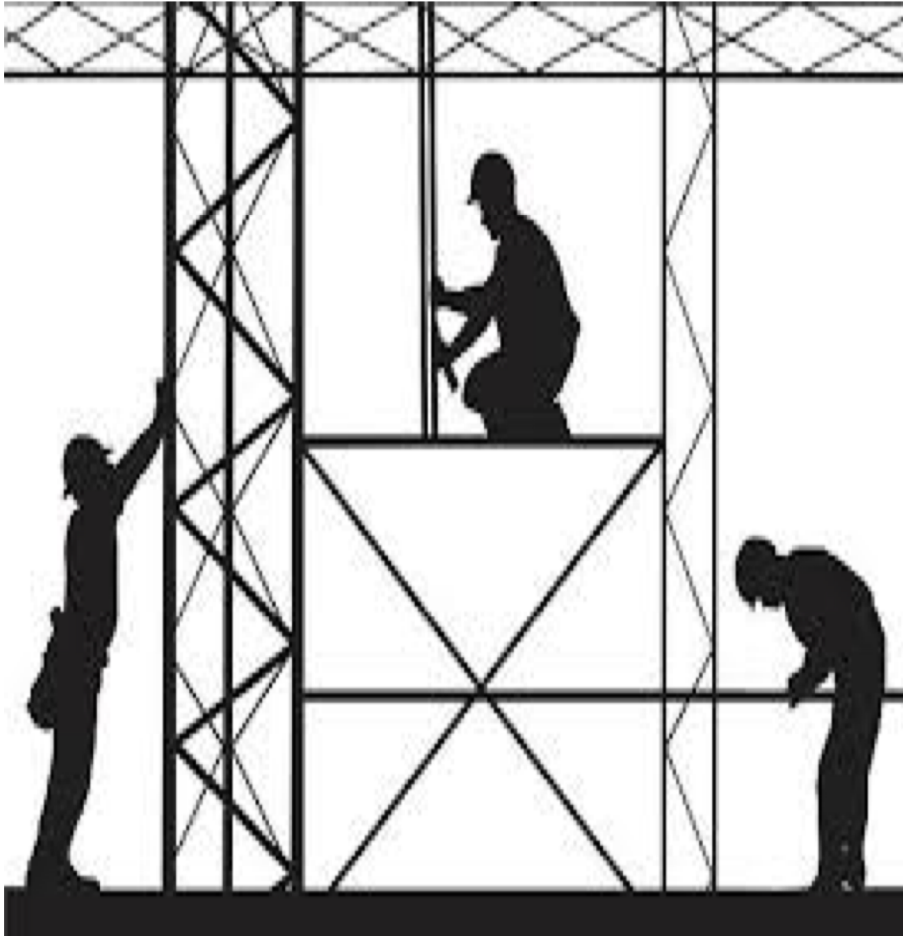
When do you develop oracy?



- ALWAYS start by building oracy and background knowledge
- Building oracy is **RECURSIVE** – always adding language and increasing the complexity of the language.



What are Scaffolds?

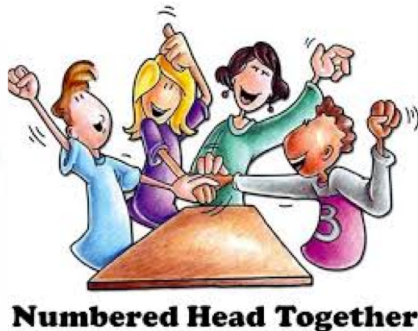


Strategies and supports that get students to grade level performance and independence.



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
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Strategies in Action: Adapted Reader's Theater



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.



Sample Lesson

	Lesson 1	Lesson 2
Student		
Teacher		
Scaffolds		



El Burrito y la Tuna

cuento guajiro



Ediciones Ekaré



S

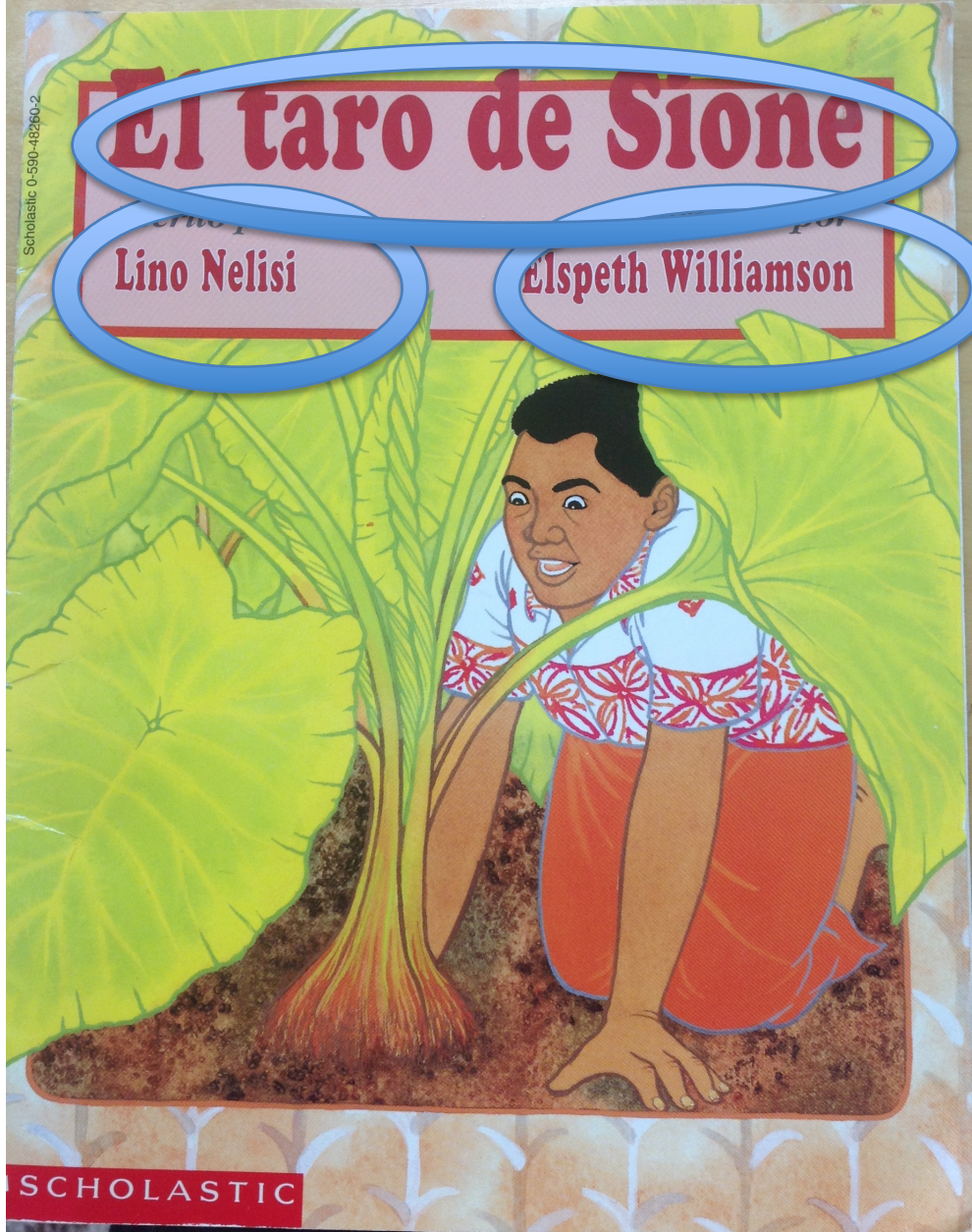
Q

A

Sample Lesson

	Lesson 1	Lesson 2
Student		
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**En la portada
del libro
observo...**

Strategies in Action: Concept Attainment



Los ecosistemas

Sitio web

- ¿Que es un ecosistema?
- ¿Cuales son sus componentes?
- ¿Como se llaman los niveles tróficos?
- ¿Cuales son las relaciones alimentarias y como se describen en una cadena alimentaria?



Sample Lesson

	Lesson 1	Lesson 2
Student		
Teacher		
Scaffolds		





I observe...

Strategies Based on Big Ideas



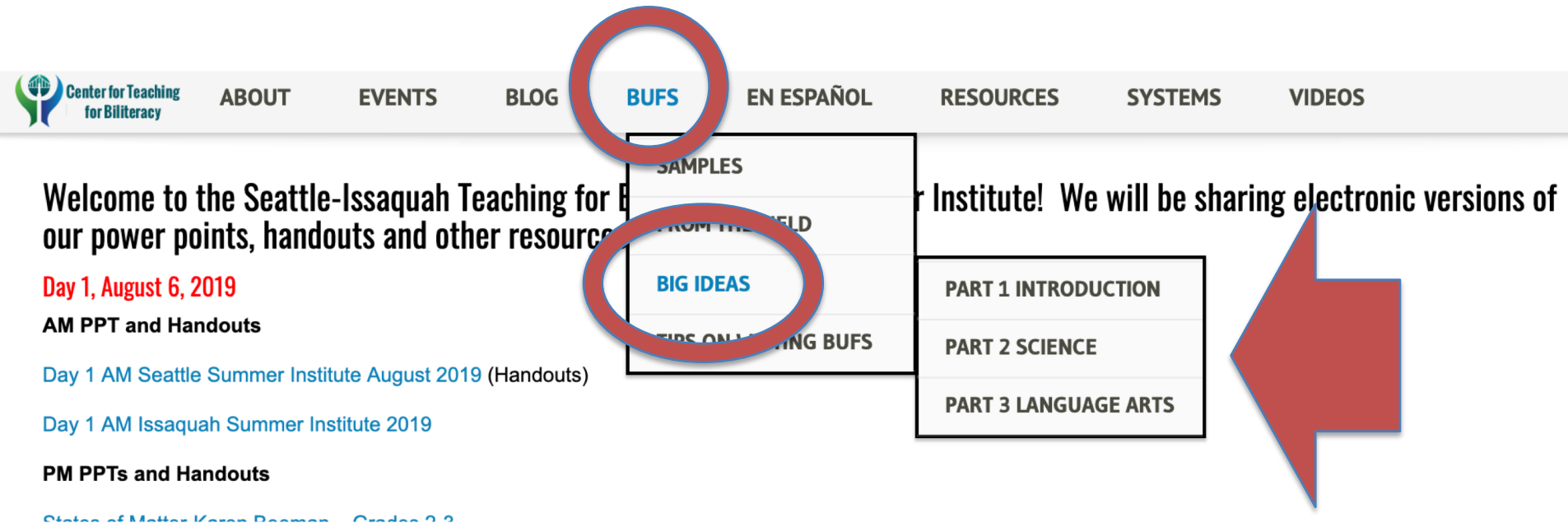
What strategy would you use?

I want my students to understand that community members have responsibilities such as following rules and order to keep all community members safe. For example:

- In my school community we walk in a quiet line so we can hear important directions.
- We raise our hand to speak to signal that we have something important to say.



More on Big Ideas (or Enduring Understandings)



The screenshot shows the website for the Center for Teaching for Biliteracy. The navigation bar includes links for ABOUT, EVENTS, BLOG, **BUFS**, EN ESPAÑOL, RESOURCES, SYSTEMS, and VIDEOS. The **BUFS** link is circled in red. A dropdown menu is open under **BUFS**, showing options: SAMPLES, FROM THE FIELD, **BIG IDEAS** (circled in red), and TIPS ON USING BUFS. To the right of the dropdown, a red arrow points left towards the **BIG IDEAS** option. Below the navigation bar, the main content area has a heading "Welcome to the Seattle-Issaquah Teaching for Biliteracy Summer Institute! We will be sharing electronic versions of our power points, handouts and other resources." followed by a date "Day 1, August 6, 2019" and sections for "AM PPT and Handouts" and "PM PPTs and Handouts".

Center for Teaching for Biliteracy

ABOUT EVENTS BLOG **BUFS** EN ESPAÑOL RESOURCES SYSTEMS VIDEOS

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Day 1, August 6, 2019

AM PPT and Handouts

Day 1 AM Seattle Summer Institute August 2019 (Handouts)

Day 1 AM Issaquah Summer Institute 2019

PM PPTs and Handouts

States of Matter, Karyn Deemer, Grades 2-3

SAMPLES

FROM THE FIELD

BIG IDEAS

TIPS ON USING BUFS

PART 1 INTRODUCTION

PART 2 SCIENCE

PART 3 LANGUAGE ARTS

On our website:
BUFS -> Big Ideas



Additional Resources on our Website



About Blog Shifting Toward a Multilingual View of Biliteracy

14
APR

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...](#)

18
FEB

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...](#)



About  Blog 

Beginning with Biliteracy: A Kindergarten Story

25
FEB

Un buen comienzo con las experiencias concretas: parte 2

 By Susan Pryor  Comments Off on Un buen comienzo con las experiencias concretas: parte 2  Beginning with Biliteracy: A Kindergarten Story

En la primera parte de este blog, describí el uso de las experiencias compartidas para iniciar una unidad de lectoescritura bilingüe. En este blog, continuaremos el tema de cómo iniciar las unidades bilingües con las experiencias concretas enfocándonos en el uso de los cuentos. En este blog, describiremos la dramatización de los cuentos como una estrategia para asegurar un contexto comprensible para las lecciones subsiguientes que son basadas en los cuentos. Los cuentos son un recurso poderoso para alcanzar las metas integradas que son [Read More...](#)

18
FEB

Un buen comienzo con las experiencias concretas: parte 1

 By Susan Pryor  Comments Off on Un buen comienzo con las experiencias concretas: parte 1  Beginning with Biliteracy: A Kindergarten Story

La enseñanza en un aula bilingüe o en un programa dual se realiza de una manera óptima cuando empezamos con experiencias concretas que desarrollan la oralidad y el conocimiento previo de todos los estudiantes. En un contexto monolingüe, es muy común dejar la excursión u otra actividad concreta para el final de una unidad y usarla como una celebración o refuerzo de lo que los estudiantes han aprendido. Pero en un contexto bilingüe o multilingüe, las actividades concretas sirven [Read More...](#)

08
JAN

Getting Off to a Great Start... Beginning the Conversation about Bilingualism with Our Youngest Students

 By Susan Pryor  4 Comments  Beginning with Biliteracy: A Kindergarten Story

I begin the conversation about bilingualism with my students before the first day of school arrives. I meet most (if not all) of them when they come for a classroom visit about one week before school starts. During this visit, students become familiar with the classroom and choose/label their cubby. I explain that in this classroom I will speak a lot of Spanish and a little bit of English. This reflects the one-teacher, 80/20 program model I work in, [Read More...](#)

Susan Pryor



About → Blog → How I Fit In Dana Hardt

17
MAR

Literacy Improvement Series: Oracy Development

 By Dana Hardt  1 Comment  [How I Fit In: Teaching for Biliteracy as a Monolingual English Teacher](#)

LITERACY. It doesn't mean just reading. Or writing. It also includes listening and speaking. Did I mention that it is an essential piece to ALL content areas? And human interaction in general? Plus it is what separates us from other life forms! The capacity for literacy is what makes humans unique, and – quite frankly – naturally brilliant. So what about BILITERACY? Is it different? Is it even more special? Does it encompass more? It is. It does. And as [Read More...](#)



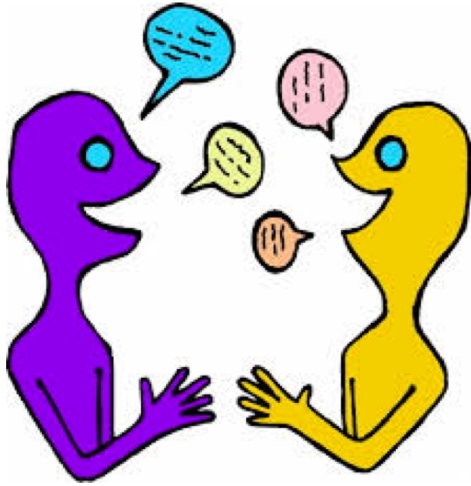
Session Closure



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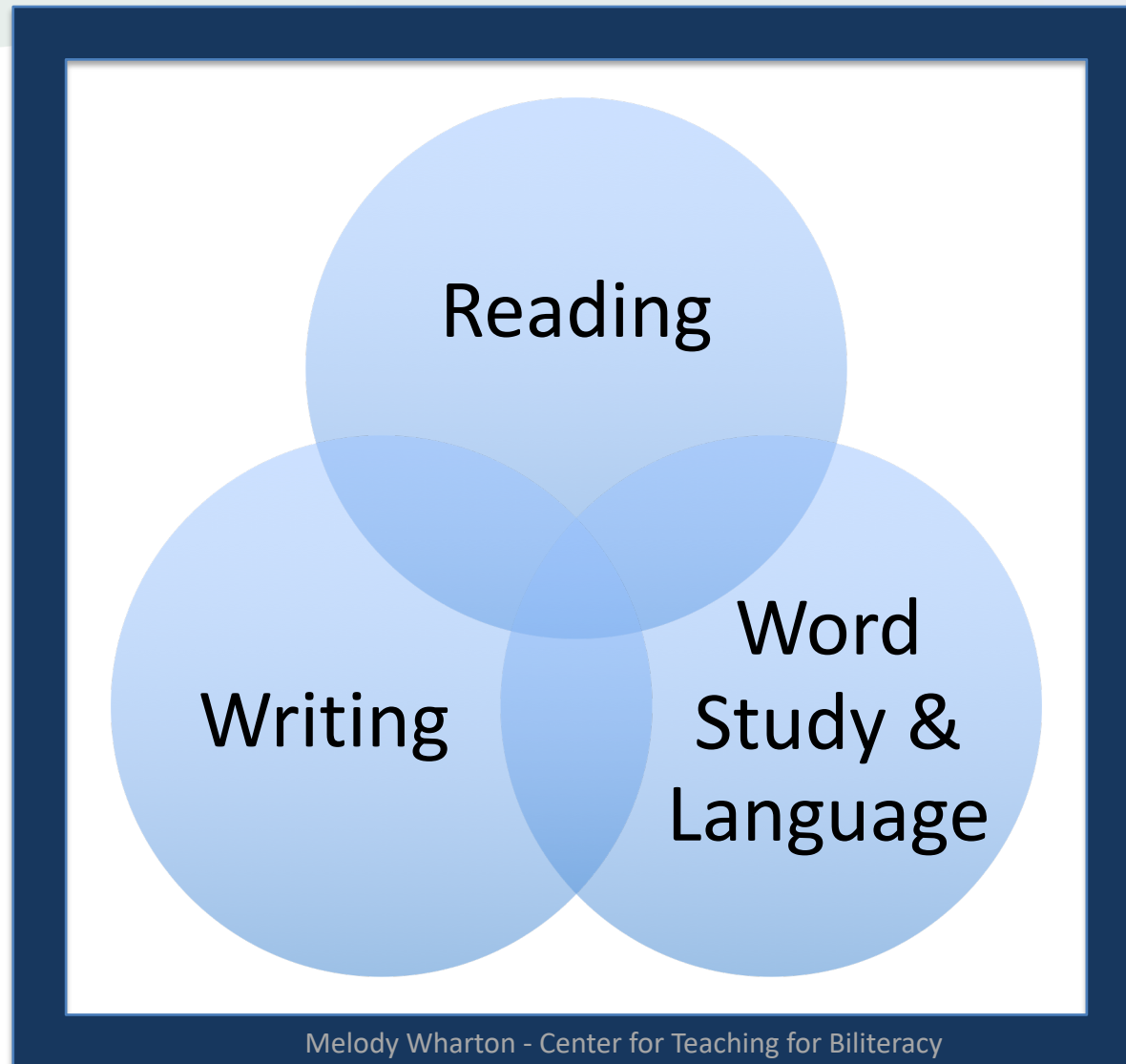


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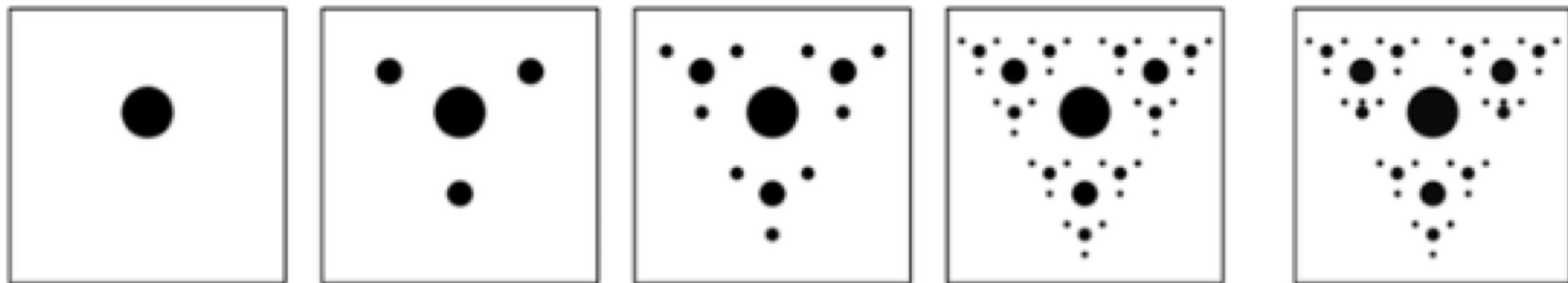
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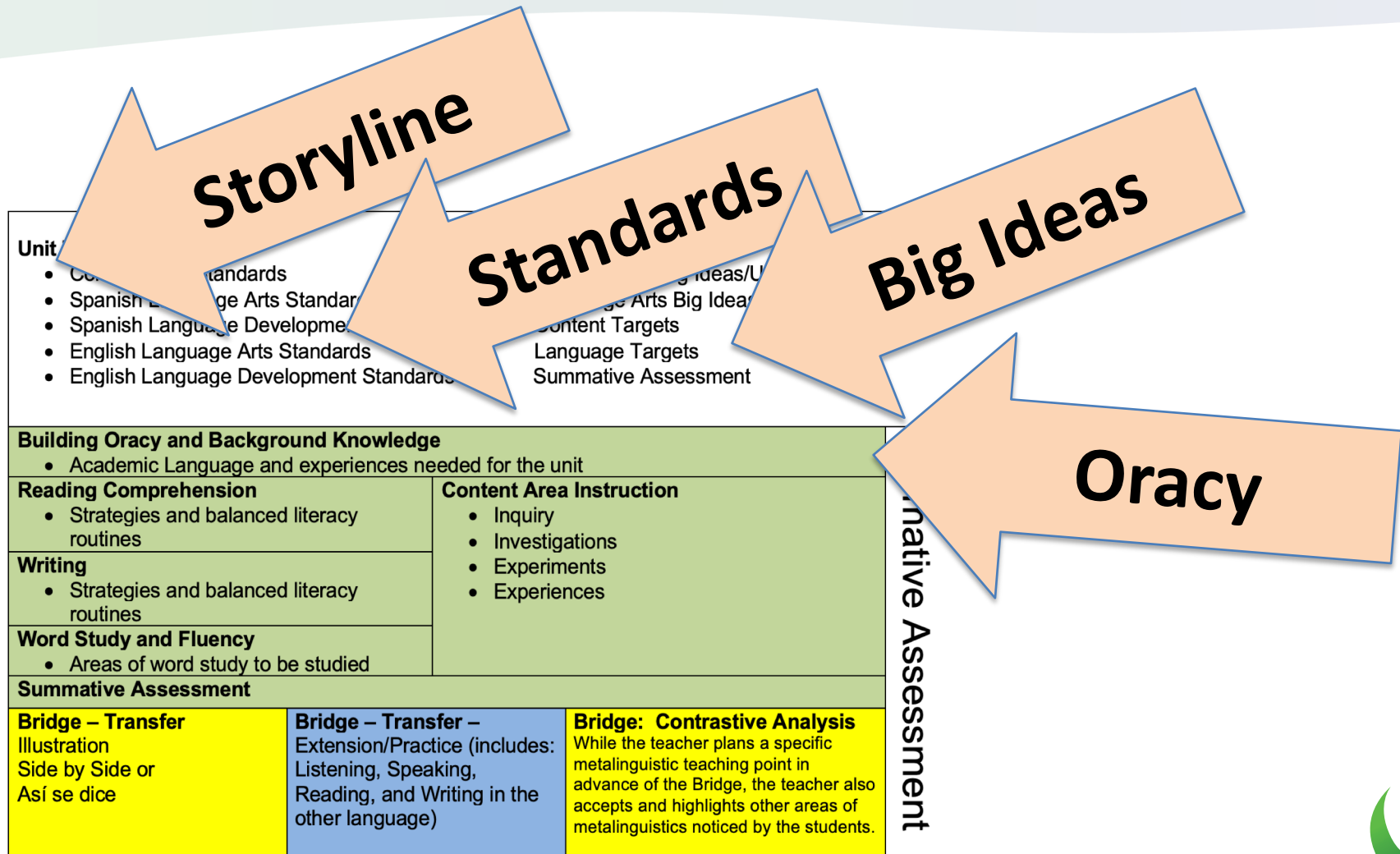
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Connecting to the Oracy of Day 1



Ticket out

- Something I learned about oracy is...
- Scaffolds benefit students because...
- My biggest takeaway from this session is.....





@T4Biliteracy

#SeattleBSI2019

#developingbilingual

#growthmindset

#studentcentered

#standardsbased

