

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



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@T4Biliteracy

Teaching for Biliteracy 

Oracy Strategies – Moving Beyond TPR

Scaffolds are...

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
- Experience and observe instruction in order to describe how various scaffolds can be used in conjunction to ensure successful literacy and academic experiences.
- Identify the big idea of the unit and Distinguish the selected scaffolds based on standards and students



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



What is oracy?



- Academic:

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

- Academic language is used in a meaningful context.

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**

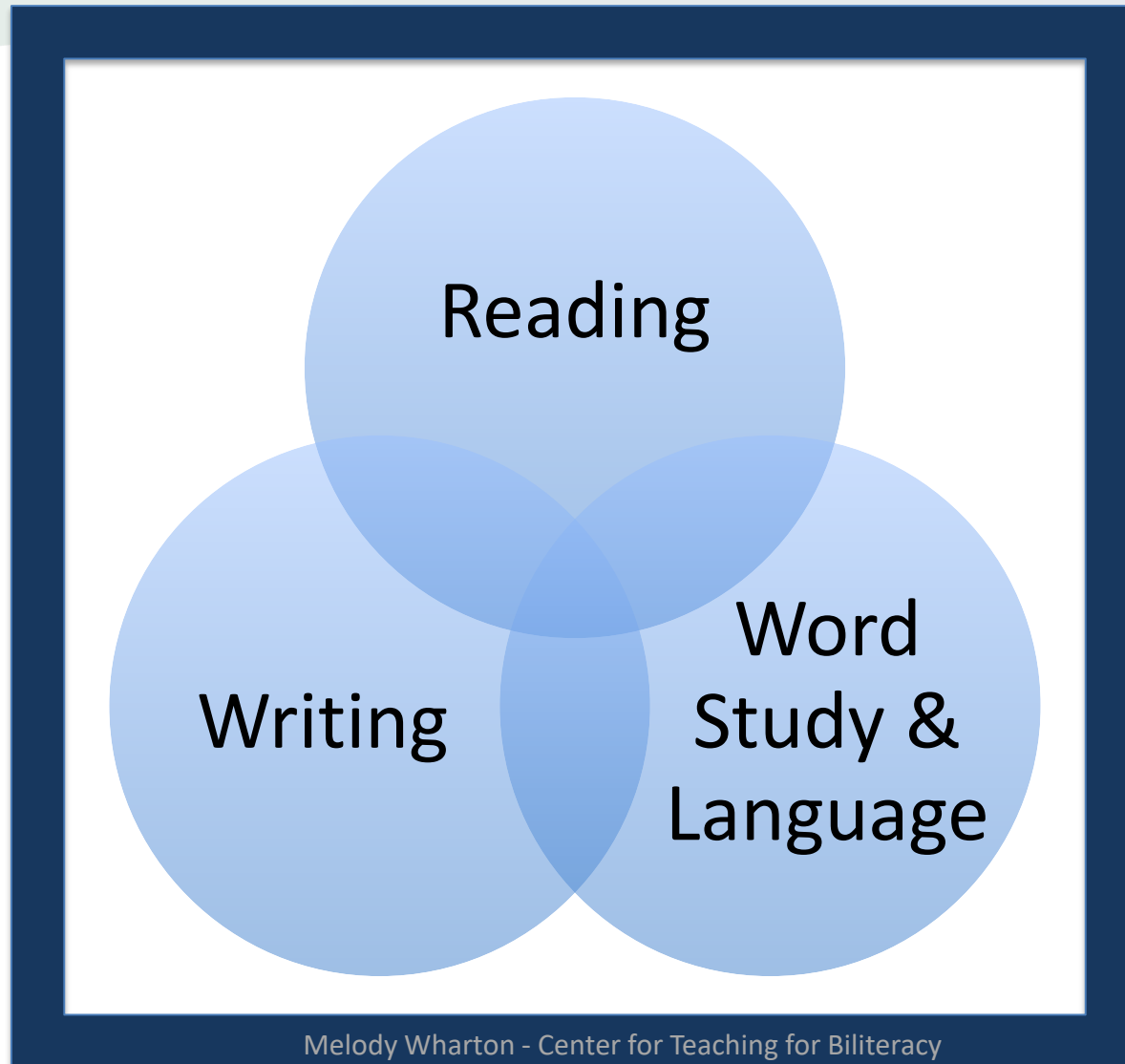


Why is oracy important?

- Prepare students for literacy **instruction**.
- **Ensure** all students (Carmen, Paulo, Antonio, Lucía, Hannah, and others) **are able to** participate
- Respect the language 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

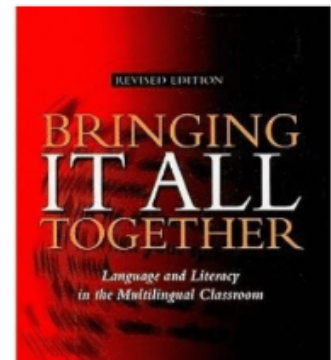


Strategies in Action: Adapted Reader's Theater Listen and Sketch



Listen & Sketch Strategy

- Teacher read a portion of text and then stops. Students then sketch what they heard. Teacher can support with pictures and sentence frames if students want to write notes/labels with their visuals.
 - Aids in visualization and comprehension.
 - Can be taken to Listen & Sketch, to Listen, Write and Sketch and Listen, Sketch & Recount
 - Can be used as formative assessment
 - Teacher to model
- 



With hocked gems financing him, our hero defied all scornful laughter that tried to prevent his scheme. “Your eyes deceive you,” he said. “An egg, not a table, correctly typifies this unexplored planet.”

Now three sturdy sisters sought proof, forging along, sometimes through calm vastness, yet more often over turbulent peaks and valleys. Days became weeks as many doubters spread fearful rumors about the edge. At last, from nowhere, welcome winged creatures appeared, signifying momentous success.



Sample Lesson

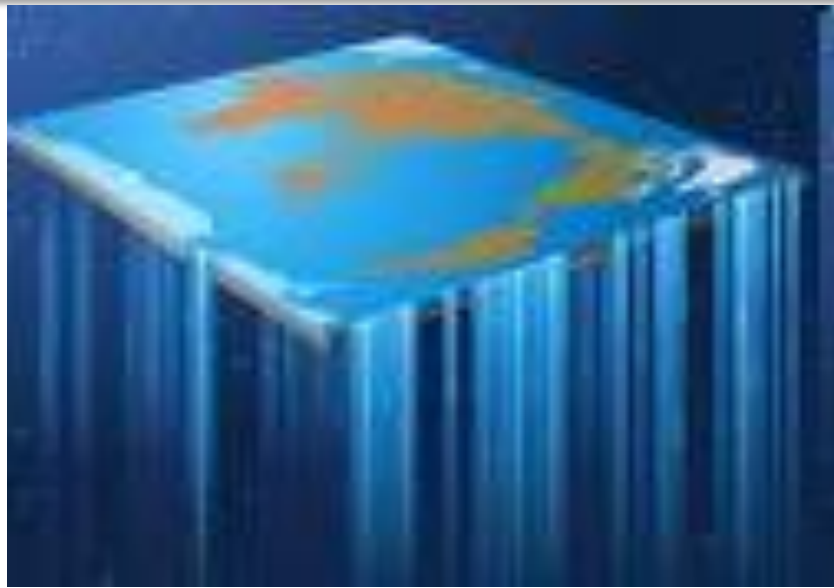
	Lesson 1	Lesson 2
Student		
Teacher		
Scaffolds		



Biliteracy Instruction – Language, Literacy, and Content – even with older students

- Note – the next text was designed for demonstration purposes...
- You will know all the words.
- You will be able to read the text fluently.
- But...the context, or background knowledge, is missing.







Sample Lesson

	Lesson 1	Lesson 2
Student		
Teacher		
Scaffolds		



What do oracy strategies do?

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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			
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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



What was the Enduring understanding or Big Idea?

- **What did you observe?**
- **What was the big idea of the unit?**
- **How does this promote supports and strategies?**



What was the Enduring Understanding or Big Idea?

- **I want my students to understand that....**
- **For example,**
- **For example,**



Enduring Understanding or Big Idea

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
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Formative Assessment

I want students to understand that stories have predictable elements. For example:

- All stories have characters, a setting, and a specific sequence.



Effective oracy building strategies build the language and background knowledge in anticipation of reading, writing, and content instruction.

- Strategies can and should be used together. Which did I use? See today's handout.
- Adapted Readers' Theater with pictures— p.
- Picture sort— p.
- Adapted Listen and Sketch (GLAD)
- What do all the oracy strategies have in common?



Effective oracy building strategies for the beginning of biliteracy units of study...p84

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Effective oracy building strategies for the beginning of biliteracy units of study...p84

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Strategies in Action: Concept Attainment Observation Reports



Sample Lesson

	Lesson 1	Lesson 2
Student		
Teacher		
Scaffolds		



9. Observation charts

Definition:

Observation charts are groupings of pictures related to the Project GLAD unit. Students work in pairs to write or draw their observations or questions on paper next to the charts.



1. Teacher models how the observation chart works and the expectations for student participation (e.g., one writing utensil per pair, discuss together with partner, write/sketch what they see). *(Note that if observation charts have been done before, explanation may not need to be as explicit.)*
2. There are an adequate number of observation charts around the room so students are not crowded (e.g., 5-7).
3. Working in pairs, students circulate and talk to their partner about the charts.
4. Students record words and/or sketches on blank paper provided by the pictures.
5. Once the activity starts, teacher turns “control” over to the students, while still monitoring their participation.



adaptación animal físico comportamiento
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 atapa encuentra se ve como

El animal se adapta a su entorno físico y comportamiento.
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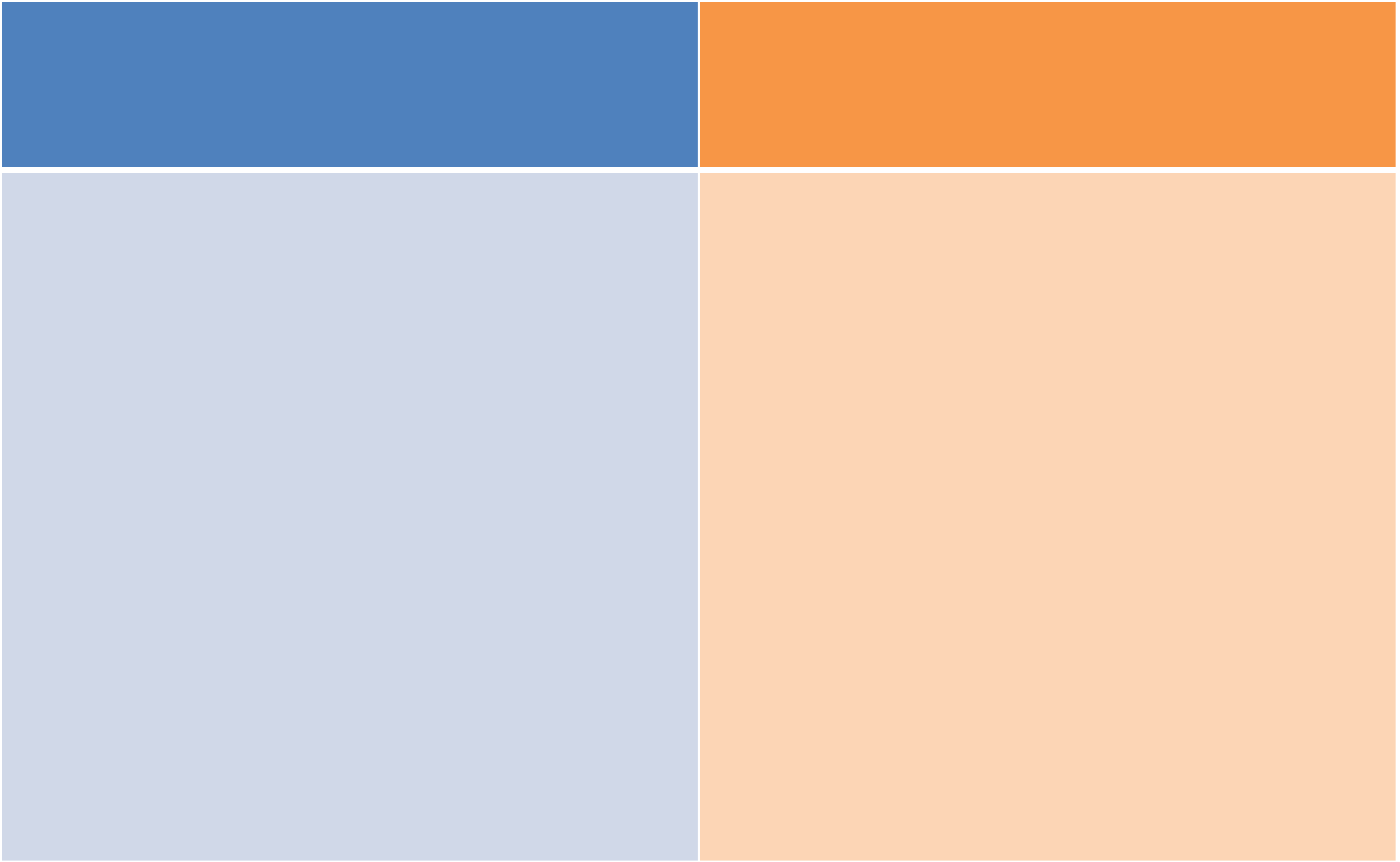
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Melody Wharton - Center for Teaching for Biliteracy







En la columna
azul observo ...



En la columna
anaranjada observo ...



En la columna
azul observo ...



En la columna
anaranjada observo ...



En la columna
azul observo ...



En la columna
anaranjada observo ...



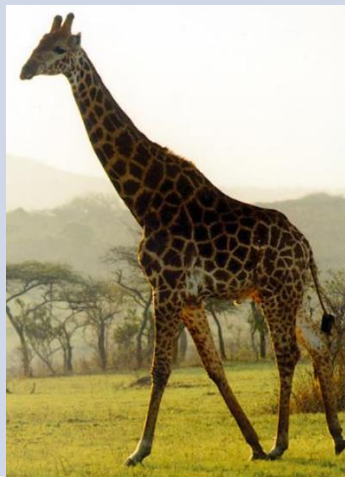
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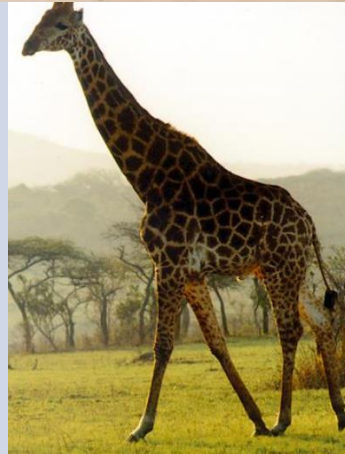
En la columna
azul observo ...



En la columna
anaranjada observo ...



En la columna
azul observo ...



Todas las cosas en
la columna azul
demuestran...

En la columna
anaranjada observo ...

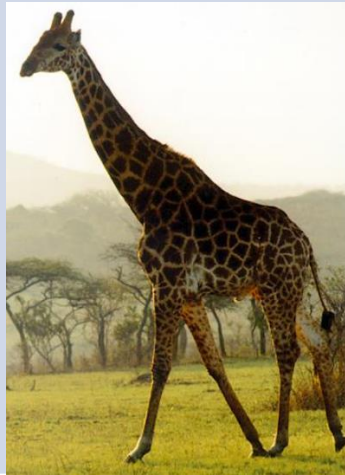


Todas las cosas en
la columna
anaranjada
demuestran...

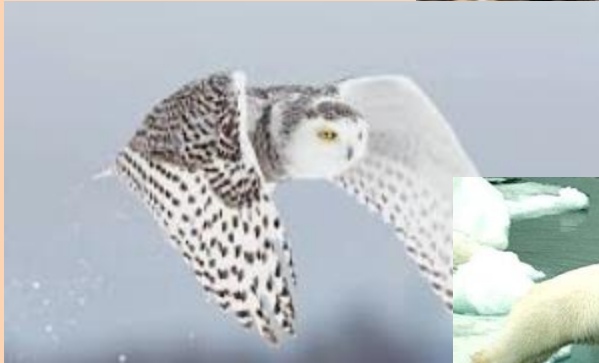


**En esta ilustración observo..
Entonces, creo que va en la columna...**

En la columna
azul observo ...



En la columna
anaranjada observo ...



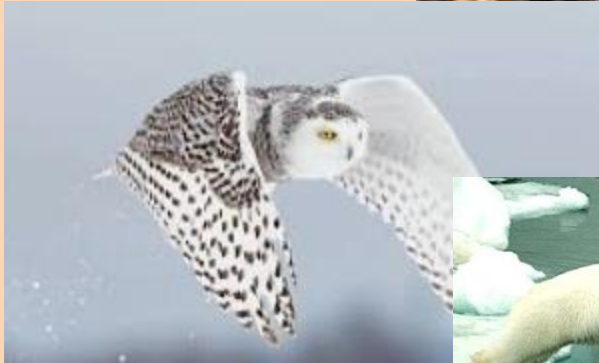


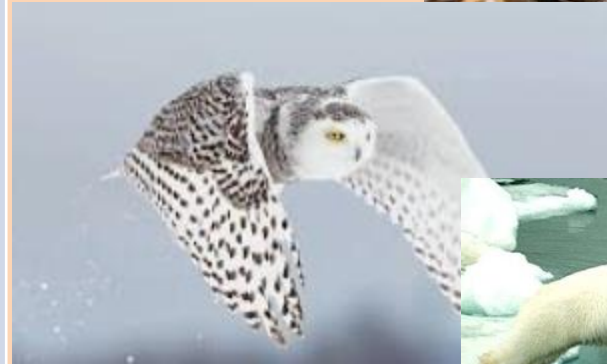
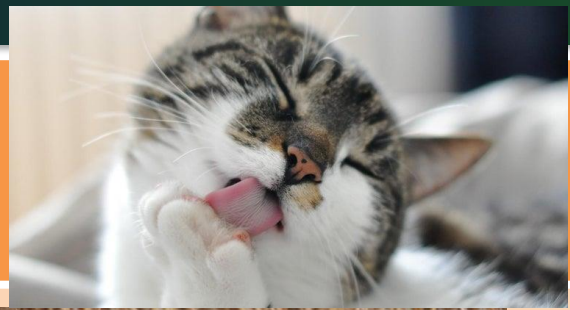
**En esta ilustración observo..
Entonces, pienso que va en la columna...**

En la columna
azul observo ...



En la columna
anaranjada observo ...

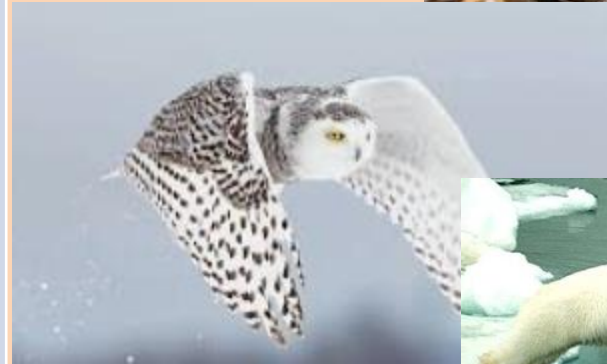


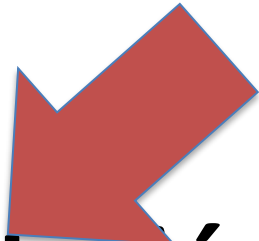
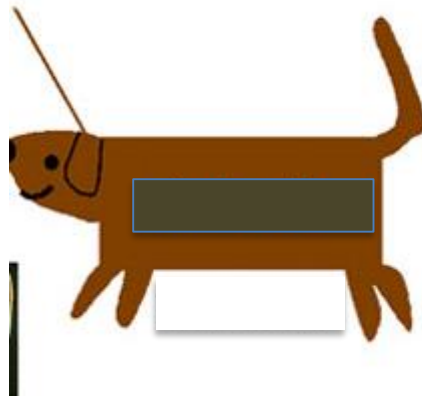


Adaptación física



Adaptación del comportamiento

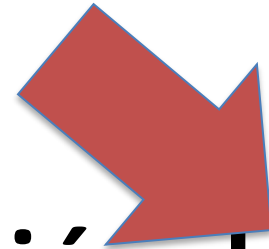




Adaptación física



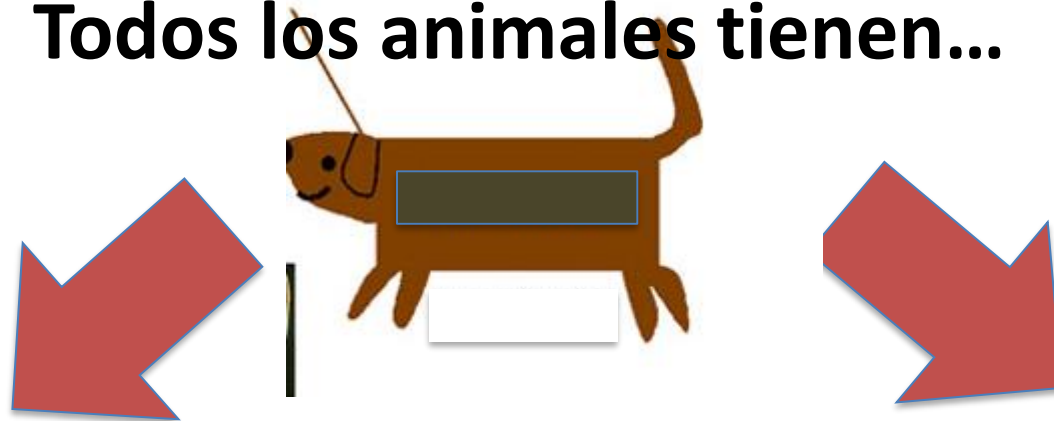
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Adaptación del comportamiento



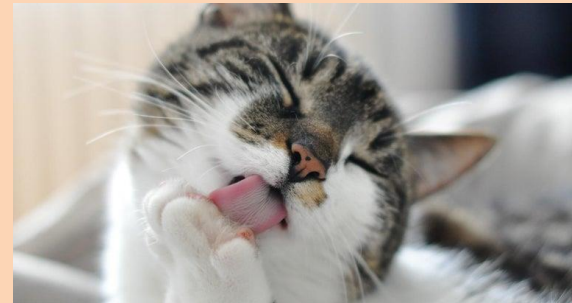
Todos los animales tienen...



..adaptaciones físicas y



Adaptaciones de comportamiento.



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Enduring Understanding or Big Idea

I want students to understand that all organisms that can be classified according to their physical and behavioral traits

For example:

- Physical traits describe organisms external and internal parts that come from inherited traits from their parents.
- Behavioral traits allow organisms survive such as hibernation, staying in groups and storing food.

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
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Sample Lesson

	Lesson 1	Lesson 2
Student		
Teacher		
Scaffolds		



What was the Big Idea?

- **What did you observe?**
- **What was the big idea of the unit?**
- **How does this promote supports and strategies?**



What was the Big Idea?

- I want my students to understand that....
- For example,
- For example,



Focus for Observation



4th Grade Science; Spanish



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

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Formative Assessment



Enduring Understanding or Big Idea

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Formative Assessment

I want students to understand that there are a variety of forces that impact the movement of an object. For example:



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Formative Assessment

I want students to understand that there are a variety of forces that impact the movement of an object. For example:

- What examples of forces did you witness in the video?



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Formative Assessment

I want students to understand that there are a variety of forces that impact the movement of an object. For example:

- Gravity is a force that pushes objects toward the earth.
- Friction is a force that slows objects down.

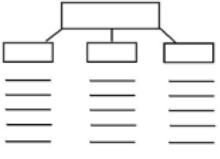


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Focus for Observation

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Created with/by students and used by Students



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.



Strategies Based on Big Ideas



What strategy would you use with this Big Idea?

Kinder:

I want my students to understand that the community members follow rules and order to keep community members safe.

- For example, in my school community, we walk in a quiet line so we can hear the important directions.
- For example, in the classroom we raise our hands to speak, to signal we have something to say.



What strategy would you use with this Big Idea?

Fourth Grade:

I want my students to understand that the geography of the natural resources of our region influences the life in the community.

- For example, in Washington there are many lakes and rivers making travel and industry more economical.
- For example, the volcanic ash in Washington



What strategy would you use with this Big Idea?

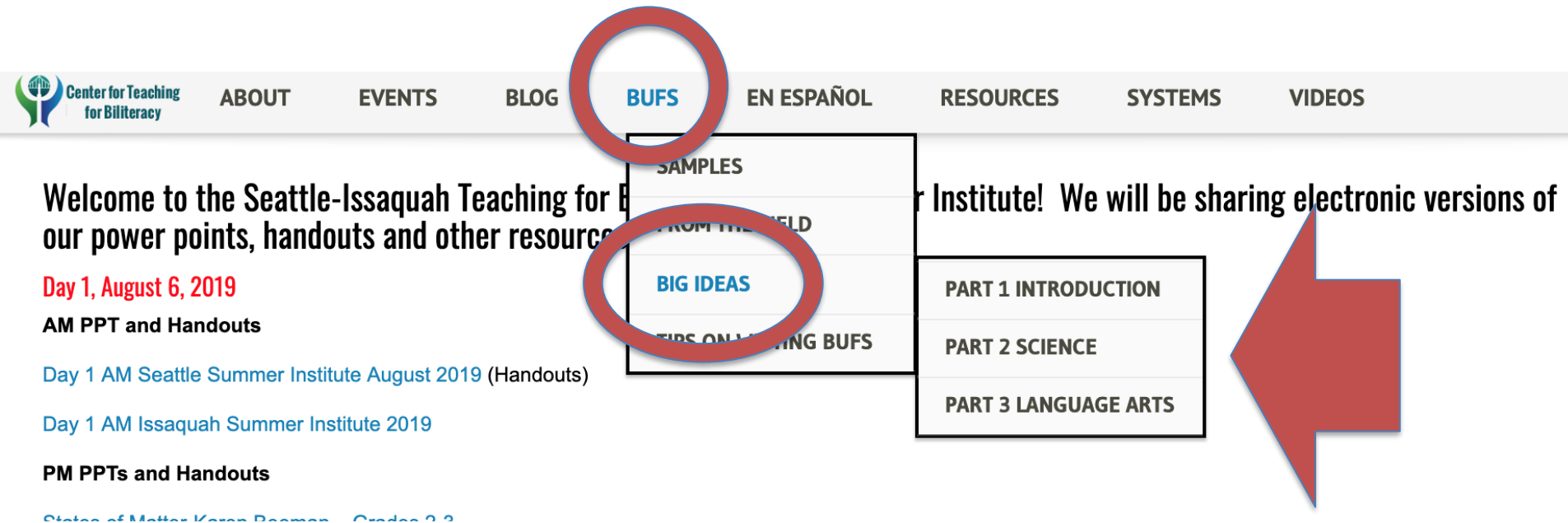
High School:

I want my students to understand that when reading literary text, it is important to determine the theme of the text and analyze the development over the course of the text.

- For example, the theme of the Llorona is you never know what you have until it is gone and each character has a different point of view.



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 a box containing three parts: PART 1 INTRODUCTION, PART 2 SCIENCE, and PART 3 LANGUAGE ARTS. The main content area on the left includes a welcome message, a date (Day 1, August 6, 2019), and links for AM PPT and Handouts, and PM PPTs and Handouts.

Center for Teaching for Biliteracy

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

Welcome to the Seattle-Issaquah Teaching for Biliteracy Institute! We will be sharing electronic versions of our power points, handouts and other resources.

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 Kevin Beaman - 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



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Closure:

Tweet me!

If I ensure to.... Then...

@T4Biliteracy

