

8th Grade History-Social Science/Spanish Language Arts Unit 1
Observation Tool – Day 2 Oracy for Literacy

Instructional Activity	Observations and Notes
Part 1: Adapted Reader’s Theater – Following the teacher as a model, the students retell a historical fiction text written from the point of view of King George III.	
Part 2: Fishbowl and Sort – Using images and sentence prompts, students work together to sequence the images and use them to retell the text.	
Part 3: Language Experience Approach (LEA) – Student pairs discuss and share King George III’s point of view, using their sort as a source from which to cite examples.	
Part 4: Sort – Student pairs work together to pair sentences with the images of their first sort. (The sentences are an objective summary of the text cut apart into sections/strips.)	
Part 5: Language Experience Approach (LEA) – Student pairs discuss and share key features of the sentences (to identify the sentences as an objective summary describe key features of an objective summary).	
Part 6: Read Something, Say and Write Something – Student pairs read a text together to: - Cite additional examples from the text that supports a particular point of view - Identify key concepts to incorporate into an objective summary.	

Translation of Adapted Reader’s Theater

I am the sovereign, the supreme leader, of the great British Empire—King George III. Look at how beautiful I am. My subjects must obey my authority, because my job—the responsibility of the king—is to protect them and to grow the power of my empire. However, some of my subjects seem to have forgotten that. What they don’t remember is that years ago, my ancestors signed royal charters to establish the colonies in America. The Crown helped them survive in the new colonies, but because of them, the royal coffers were emptied. To refill the coffers, I decided to decree that the colonists had to pay taxes to contribute to the cost of their own defense. Instead of showing loyalty and gratitude, they responded with insolence, conspiracies, and riots. They said it was unfair not to have representation in Parliament. I have shown restraint. I have removed some taxes. But if from now on they do not respect my rule, there will be no order. I was chosen by Providence and have been granted—by the hand of God himself—the right to exercise dominion over my subjects. And so, what happens now?

Teaching for Biliteracy....

Engages ALL students actively and meaningfully using a variety of high-leverage strategies and language supports. What are students doing? How are they held accountable for academic content and language? What does their body language say about their relationship with the teacher, the language, and instruction?	Intentionally builds oral language (listening and speaking) and background knowledge in preparation for content and literacy (reading and writing) instruction. What language and knowledge are the focus of instruction? How are students expected to use the academic language? How will this instruction prepare students for more rigorous inquiry or literacy (either more complex or more independently)?
Includes a meaningful frame for learning: Integrating content or a universal theme with language development and literacy instruction. How are day 1 and day 2 related? In what way does using content and language (from day 1) support students with deepening their understanding of the text on day 2 and beyond?	Strategically plans for the three linguistic spaces: Spanish, the Bridge, English Is there a language policy? What is the teacher's expectation of language use? How are students held accountable? How does the language policy help students achieve the three pillars?