


## Oracy into Writing:

How oracy and collaborative writing can support students on the Colorado Writing Standards

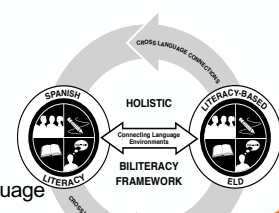
CO-CABE  
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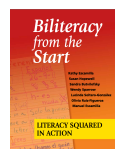



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## Literacy Squared's Holistic Biliteracy Framework



Reading  
Writing  
Oracy  
Metalanguage





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## Make the components of the Literacy Squared framework work for you!

This lesson demo incorporates these main tenets of the Literacy Squared framework:

- \* Integration of reading and writing
- \* Emphasis on oracy
- \* Gradual release of responsibility with emphasis on collaborative writing



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## Big Picture View of a Unit

Connecting Literacy Environments by theme: BECOMING our best selves.

Spanish	Literacy-Based ELD
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Describe the overall structure of events or information in a text.</li> <li>-Compare and contrast a firsthand and secondhand account of the same event or topic.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>-(Students will write an autobiography using chronological structure and will transform a classmate's autobiography into a biography)</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Write explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>-(Students will write about someone they admire in their families)</li> </ul>

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## Colorado Writing & Composition Standards: 3<sup>rd</sup> Grade

**Grade Level Expectation:** Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.

- \* Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- \* Develop the topic with facts, definitions, and details.
- \* Use linking words and phrases (for example: *also, another, and, more, but*) to connect ideas within categories of information.
- \* Provide a concluding statement or section.

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You have read about Sadako in the passage from A Thousand Cranes. You have also read about Mel in the passage from "Fiddle Fanatic." Think about the different feelings that these characters experience in the passages. Write an essay that describes how the feelings of the two characters are similar and how they are different. Be sure to use specific examples from both passages to support your ideas.

In the drama A Thousand Cranes and the passage from Fiddle Fanatic, the main characters express similar feelings. However, they also express different ones.

For example, in A Thousand Cranes, Sadako is thrilled because Kenji told her that he believed she could win. For instance, Kenji told Sadako, "Sadako, I will tell you the truth. I believe you will win." Also, in the next line of dialogue, after Sadako's name they put the word "thrilled" in parenthesis. This shows that Sadako is happy and excited that Kenji believes she's fast enough to beat all the other girls in Hiroshima.

However, although Sadako is thrilled by the fact someone believes she will win, she gets a little frustrated when she gets home. For example, when Sadako gets home, her mother keeps telling her to take off her shoes, pay respect to her elders and her ancestors. She also keeps cutting Sadako off in mid-sentence! If somebody kept cutting me off when I was in the middle of saying something, I would be frustrated, too. I would also be even more frustrated if I was almost bursting with excitement to say something, but I wasn't permitted to say it. Also, Sadako's mother made her wait until her father was home to tell her the "earth-shattering" news. After that, Sadako said, "But, Mother..." This shows that she starts to protest to her mother because she is angry that she can't share her good news.

In the passage from Fiddle Fanatic, the main character feels the same way, but a little more intensely. She also feels jealous. For example, Mel snapped, "Why are you playing in here?" at Abbie when Abbie was playing her violin in the restaurant. This shows that Mel is jealous and frustrated that her little sister is so good at violin, and also that she's concertmistress. Mel also doesn't understand how she's in the second row of violinists, not even the first row. This demonstrates how Mel is frustrated, flustered and jealous of Abbie's position and talent.

A different feeling in Fiddle Fanatic, is that Mel ends up feeling ashamed. Mel feels ashamed because her sister got to be concertmistress, and she didn't even congratulate her! Mel's negative feelings came out first, before she even thought about it. I think this teaches us to be happy for each other, even if we didn't get exactly what we wanted. A1b  
Score Point 4

Although Fiddle Fanatic and a passage from the drama A Thousand Cranes are both different stories with separate characters, they share similar and different feelings.

You have read about Sadako in the passage from A Thousand Cranes. You have also read about Mel in the passage from "Fiddle Fanatic." Think about the different feelings that the passages. Write an essay that describes how the feelings of the two characters are different. Be sure to use specific examples from both passages to support your ideas.

- Language used for textual evidence
- Linking words
- Descriptive language including pronouns, possessives, verb tenses

In the drama A Thousand Cranes and the passage from Fiddle Fanatic, the main characters, Sadako and Mel, also express different ones.

For example, in A Thousand Cranes, Sadako is thrilled because Kenji told her that he believed she could win. For instance, Kenji told Sadako, "Sadako, I will tell you the truth. I believe you will win." Also, in the next line of dialogue, after Sadako's name they put the word 'thrilled' in parenthesis. This shows that Sadako is happy and excited that Kenji believes she's fast enough to beat all the other girls in Hiroshima.

However, although Sadako is thrilled by the fact someone believes she will win, she still feels a little frustrated when she goes home. For example, when Sadako gets home, her mother keeps telling her to take off her shoes, pay respect to her elders and her ancestors. She also keeps cutting Sadako off in mid-sentence! If somebody kept cutting me off when I was in the middle of saying something, I would be frustrated, too. I would also be even more frustrated if I was almost bursting with excitement to say something, but I wasn't permitted to say it. Also, Sadako's mother makes her wait until her father was home to tell her the "earth-shattering" news. After that, Sadako says, "But, Mother..." This shows that she tries to protest to her mother because she is angry that she can't share her good news.

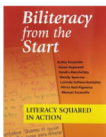
In the passage from Fiddle Fanatic, the main character feels the same way, but a little more intensely. She also feels jealous. For example, Mel was surprised "Why are you playing in here?" at Abbie when Abbie was playing her violin in the restaurant. This shows that Mel is jealous and frustrated that her little sister is so good at violin, and also that she is a concertmistress. Mel also doesn't understand how she's in the second row of violinists, not even the first row. This demonstrates how Mel is frustrated, flustered and jealous of Abbie's position and talent.

A different feeling in Fiddle Fanatic, is that Mel ends up feeling ashamed. Mel was ashamed because her sister was to be concertmistress, and she didn't even congratulate her. Mel's negative feelings came out first, before she even thought about it. I think this teaches us to be happy for each other, even if we didn't get exactly what we wanted. ATB Score Point 4

Although Fiddle Fanatic and a passage from the drama A Thousand Cranes are both different stories with separate characters, they share similar and different feelings.

## How to develop this language? Oracy!


Oracy refers to the oral language skills and structures that are necessary for a child to be successful with the literacy objective



Chapter 2: Oracy

What are the three components of oracy?  
Vocabulary, language structures, dialogue

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## What do we know about collaborative writing?


- \* Talk and social interaction are essential to learning.
- \* When learners work together, sharing ideas and pooling their knowledge- it facilitates learning and is a source of L2 learning.
- \* Joint writing pushes learners to reflect on language, discuss the language they are using, and collaborate in the solution of the linguistic problems they encounter, which results in language learning.
- \* Students engaged in joint writing take longer to complete the task but produce more syntactically more complex and grammatically more accurate.

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See Fernandez Dobao 2012



## Lesson Demo: Oracy and Collaborative Writing to develop the language of description, explanation and comparison




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## Oracy Before Reading

Engage students in dialogue before the reading to:

1. Build background knowledge/connect to prior experiences in order to increase students' comprehension of the text.
2. Practice language that students will need to 1) comprehend the text and 2) express their ideas (orally and in writing) about the text.



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## Pre-Reading Oracy

- ♠ ♣ What is your full name and what do people call you?
- ♥ ♦ My full name is \_\_\_\_\_, but most people just call me \_\_\_\_\_. How about you? What is your full name and what do people call you?
- ♠ ♣ My full name is \_\_\_\_\_, but most people just call me \_\_\_\_\_.

Go to question #2

Make sure both students ask and answer multiple times

### Pre-Reading Oracy

♠ ♣ What is your \_\_\_\_\_'s name? Where does  $\frac{she}{he}$  live?

♥ ♦  $\frac{Her}{His}$  name  $\frac{is}{was}$  \_\_\_\_\_ and  $\frac{she}{he}$   $\frac{lives}{lived}$  in \_\_\_\_\_.

♥ ♦ How about you? What is your \_\_\_\_\_'s name? Where does  $\frac{she}{he}$  live?

♠ ♣  $\frac{Her}{His}$  name  $\frac{is}{was}$  \_\_\_\_\_ and  $\frac{she}{he}$   $\frac{lives}{lived}$  in \_\_\_\_\_.

♠ ♣ ♥ ♦ Both: **THANK YOU!**

Switch cards and find another partner

Family Members	
She/Her	He/His
mom	dad
aunt	uncle
grandma	grandpa
great-grandma	great-grandpa


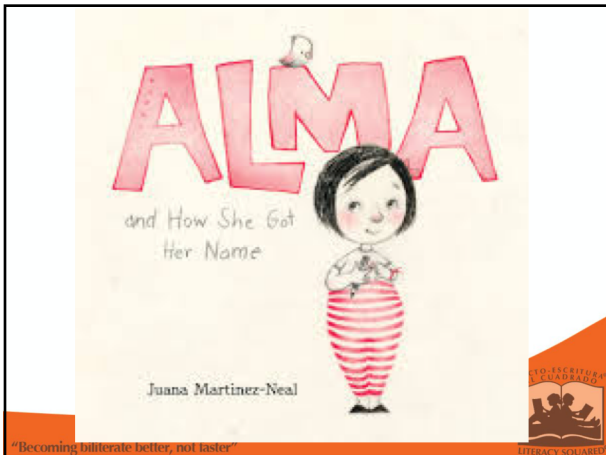
### Pre-Reading Oracy

#### Black cards & Red cards

♠ ♣ ♥ ♦

Instructions:



1. Move around the room.
2. When the music stops, black cards find a red card. Black cards start!
3. Switch cards and find a new partner!
4. Once you have practiced with 3 partners, sit back down.

### Post-Reading Comprehension

Sofia

Adjectives or phrases to describe this person	Examples
Intelligent	She loved to read.
Bright	She taught Alma's dad to read.
Well-read	She loved books and poetry.
Loving	She loved Alma's dad.
Caring	
Affectionate	
She loved natural beauty	She loved jasmine flowers


Copy these onto your own paper

Name	Adjectives	Examples

### Your turn!

Collaborative

1. Your group will fill in the chart about one of Alma's namesakes.
2. Come up with adjectives or phrases to describe the person.
3. Write an example for each adjective or phrase.
4. Send a representative up while you work on the other namesakes.



Esperanza

José

Pura

Candela

	Adjectives or phrases to describe this person	Examples
Sofia	Intelligent, smart, well-read	She loved to read. She taught Alma's dad to read. She loved books and poetry.
	Loving, caring, big-hearted	She loved Alma's dad.
	She loved natural beauty	She loved jasmine flowers
Esperanza	Hopeful	She hoped to travel and her name means "hope" in Spanish.
	Dreamer	She would imagine the places she wanted to visit.
	Loving	Her heart went where her son was.
José	Rooted	She never left her city.
	Creative	He was an artist.
	Respectful Proud	He liked painting people.
Pura	Passionate, Joyful, Empathetic	He saw and loved others.
	Observant	He observed everyday life to paint it.
	Spiritual Superstitious	She believes in spirits that are watching over us. She believes in charms to protect us.
Candela	Precautious	She used a red string as a charm for safety.
	Activist Fighter	She attended protests.
	Determined	She had her kids with her at the protest.

## Oracy... to explain why

With three different people...

Partner A ♥♦	Which of Alma's namesakes stands out to you and why?
Partner B: ♠♣	_____ stands out to me because she/he was _____.
	For example, To illustrate, For instance, Specifically, In fact, _____ she/he _____.
	How about you? Which of Alma's namesakes stands out to you and why?

**Purpose of oracy:**

- To practice possessive (Alma's) and pronouns she/he
- To practice past tense when describing someone from a text (i.e. "she was hopeful")
- To practice transitions for examples (for example, to illustrate, etc.)
- To practice the phrase "stands out"



### Connecting Oracy to Writing:



Write an explanatory paragraph about one of Alma's namesakes and add additional information

In your groups: put all of the sentences together into a paragraph:

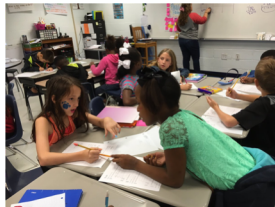


Sofia was Alma's grandmother. She was an intelligent and well-read woman. **For example**, she loved to read and taught Alma's dad to read. **Additionally**, Sofia was big-hearted **because** she really loved alma's dad. **Moreover**, she loved natural beauty. **For instance**, she loved jasmine flowers.

Transitions to explain why: For example, To illustrate, For instance, Specifically, In fact,

Transitions to add more information: In addition, Additionally, Furthermore, Moreover, Secondly, What's more, Also

## Read your paragraph to three people!



## From here...

Move to independent writing.



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## On your own...

- \* Think about someone in your own family that stands out to you.
- \* Fill out the chart about this person. Come up with at least three descriptions:

The person I'm describing: My niece Hayden



Adjectives or phrases to describe this person	Examples
Intelligent	She loves to read.
Smart	She got first place in the math competition.
Well-read	She got first place in the geography bee .
Funny, humorous	She has a contagious laugh. She likes to tell jokes.
Creative, artistic, crafty	She loves to draw. She makes a lot of friendship bracelets.

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## Turn your chart into a paragraph

Adjectives or phrases to describe this person	Examples
Intelligent	She loves to read.
Smart	She won first place in the math competition
Well-read	She won first place in the geography bee
Funny, humorous	She has a contagious laugh She likes to tell jokes
Creative, artistic, crafty	She loves to draw. She makes a lot of friendship bracelets

Transitions to explain why: For example, As an example, To illustrate, For instance, because

Transitions to add more information: In addition, Additionally, Furthermore, Moreover, Secondly, What's more, Also

I love my 14-year-old niece Hayden. Hayden is very intelligent. **To illustrate**, she won first place in both the math competition and the geography bee. **In addition**, Hayden is funny. She loves to tell jokes and she has a very contagious laugh. **What's more**, Hayden is creative. **For example**, she loves to draw and she makes a lot of friendship bracelets.

## Extensions

- You can use these paragraphs as a starting point to show how you can add more examples, more descriptive language, more voice, text evidence, etc.

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## Comparisons & Text Evidence

### How is Alma similar to \_\_\_\_\_?

2 *Sofia* "Sofia was your grandmother," he began. "She loved books, poetry, jasmine flowers, and, of course, me. She was the one who taught me how to read."  
"I love books and flowers...and you, too, Daddy!"  
I am Sofia.

**How is Alma similar to Sofia?**  
Similar to Sofia, Alma \_\_\_\_\_.  
**How do you know?**  
I know this because in paragraph \_\_\_\_\_, Alma says, \_\_\_\_\_.

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## Your turn: Oracy

**How is Alma similar to Sofia/Esperanza/José?**

Similar to \_\_\_\_\_, Alma \_\_\_\_\_.

**How do you know?**

I know this because in paragraph \_\_\_\_\_, Alma says, \_\_\_\_\_.

**SWITCH CARDS!**

Ask three other people

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## Connect Oracy to Writing

Example: Similar to Sofia, Alma likes to read. I know this because in paragraph 2, Alma says, "I love books."

Write at least two sentences comparing Alma to Esperanza and José. Be sure to add the text evidence.

Similar to \_\_\_\_\_, Alma \_\_\_\_\_. I know this because in \_\_\_\_\_, Alma says, "\_\_\_\_\_."

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## Add the comparison sentence to your paragraph

- Sofia was Alma's grandmother. She was an intelligent and well-read woman. **For example**, she loved to read and taught Alma's dad to read. **Additionally**, Sofia was big-hearted **because** she really loved alma's dad. **Moreover**, she loved natural beauty. **For instance**, she loved jasmine flowers. **Similar to Sofia**, Alma likes to read. **I know this because in paragraph 2**, Alma says, "I love books."

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## Extensions Continued... TRANSFORMATIONS

You can use this writing as a basis for students to develop & refine their language through transformations:

Past-tense	Present-tense
Sofia <b>was</b> intelligent and well-read.	Sofia <b>is</b> intelligent and well-read.
Candela believed <b>in</b> spirits.	Candela believes <b>in</b> spirits.

Adjective	Noun
I admire that Sofia was intelligent.	I admire Sofia's intelligence.
I admire that José was artistic.	I admire José's artistic ability.

Answer	Question
Pura was Sofia's great-aunt.	Who was Pura?
My aunt lives in Mexico.	Where does your aunt live?

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## Cross-Language Connections

- Discuss any cognates or false cognates of transition words
- Have students search for these transition words in their Spanish texts
- Have students complete an *Así se dice* in Spanish of a descriptive paragraph written in English or vice versa
- Have students write an explanatory paragraph about a character from their focal Spanish text

Por ejemplo,  
Como ejemplificar,  
Un ejemplo de esto,  
Incluso,  
De hecho,

Además,  
Adicionalmente,  
Por otra parte,  
Seguidamente,  
En primer/segundo lugar,



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## Let's Review this lesson...

- Oracy before reading to activate prior knowledge and to develop language (vocabulary, possessives, pronouns)



Read the names for an activity

1. What is your full name and what do people call you?  
My full name is \_\_\_\_\_ but most people just call me \_\_\_\_\_.  
How about you? What is your full name and what do people call you?  
My full name is \_\_\_\_\_ but most people just call me \_\_\_\_\_.

2. What is your \_\_\_\_\_? Name? Where does \_\_\_\_\_ live?  
Name \_\_\_\_\_ and \_\_\_\_\_.  
How about you? What is your \_\_\_\_\_? Name? Where does \_\_\_\_\_ live?  
Name \_\_\_\_\_ and \_\_\_\_\_.  
Does \_\_\_\_\_ live \_\_\_\_\_?



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## Let's Review this lesson...

- Oracy before reading to activate prior knowledge and to develop language (vocabulary, possessives, pronouns)
- Collaborative groups developed adjectives and examples.

	Adjectives or phrases to describe this person	Examples
Sofía	Intelligent, smart, well-read	She loved to read. She taught Alma's dad to read. She loved books and poetry.
	Loving, caring, big hearted	She loved Alma's dad.
	She loved natural beauty	She loved jasmine flowers.
Esperanza	Hopeful	She hoped to travel and her name means "hope" in Spanish.
	Dreamer	She would imagine the places she wanted to visit.
	Loving	Her heart went where her son was.
	Rooted	She never left her city.
José	Creative	He was an artist.
	Respectful Proud	He liked painting people.
	Passionate, Joyful, Empathetic	He saw and loved others.
	Observant	He observed everyday life to paint it.
Pura	Spiritual Superstitious	She believes in spirits that are watching over us. She believes in charms to protect us.
	Precautious	She used a red string as a charm for safety.
Candela	Artistic	She attended costume.

## Let's Review this lesson...

- Oracy before reading to activate prior knowledge and to develop language (vocabulary, possessives, pronouns)
- Collaborative groups developed adjectives and examples.
- Oracy practice to combine the adjectives and examples using transitions.

Partner A: Which of Alma's namesakes stands out to you and why?  
\_\_\_\_\_ stands out to me because she/he was \_\_\_\_\_.

Partner B: For example,  
For example,  
To illustrate,  
For instance,  
Specifically,  
In fact,  
\_\_\_\_\_ she/he \_\_\_\_\_.

How about you? Which of Alma's namesakes stands out to you and why?



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## Let's Review this lesson...

- Oracy before reading to activate prior knowledge and to develop language (vocabulary, possessives, pronouns)
- Collaborative groups developed adjectives and examples.
- Oracy practice to combine the adjectives and examples using transitions.
- Collaborative groups wrote explanatory paragraphs and added information using transitions.

#3: Write an explanatory paragraph and add more information  
In your groups, put all of the sentences together about one of Alma's namesakes into a paragraph. Use the following transitions:

Transitions to explain why:  
For example, To illustrate, For instance, Specifically, In fact.

Transitions to add more information:  
In addition, Additionally, Furthermore, Moreover, What's more, Also.

Example: Sofía was Alma's grandmother. She was an intelligent and well-read woman. For example, she loved to read and taught Alma's dad to read. Additionally, Sofía was big hearted because she read love stories. And, Moreover, she loved natural beauty. Specifically, she loved jasmine flowers.



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## Let's Review this lesson...

- Oracy before reading to activate prior knowledge and to develop language (vocabulary, possessives, pronouns)
- Collaborative groups developed adjectives and examples.
- Oracy practice to combine the adjectives and examples using transitions.
- Collaborative groups wrote paragraphs using transitions.
- Students read paragraphs to 3 others.

Read your paragraph to three people!



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### Let's Review this lesson...

1. Oracy before reading to activate prior knowledge and to develop language (vocabulary, possessives, pronouns)
2. Collaborative groups developed adjectives and examples.
3. Oracy practice to combine the adjectives and examples using transitions.
4. Collaborative groups wrote paragraphs using transitions.
5. Students read paragraphs to 3 others.
6. **Students compared Alma to another character in the story: first orally, then in writing.**

**Compare: How is Alma similar to Sofia?**

**#5: Compare Alma to her namesakes using text evidence**

**Example:** Similar to Sofia, Alma likes to read. I know this because in paragraph 2, Alma says, "I love books."

**Write at least two sentences comparing Alma to Esperanza and José. Be sure to add the text evidence.**

"Similar to \_\_\_\_\_ Alma \_\_\_\_\_ I know this because in \_\_\_\_\_ Alma says, \_\_\_\_\_"

1. \_\_\_\_\_
2. \_\_\_\_\_

"Becoming

### Let's Review this lesson...

1. Oracy before reading to activate prior knowledge and to develop language (vocabulary, possessives, pronouns)
2. Collaborative groups developed adjectives and examples.
3. Oracy practice to combine the adjectives and examples using transitions.
4. Collaborative groups wrote paragraphs using transitions.
5. Students read paragraphs to 3 others.
6. **Move to independent writing.**

**Turn your chart into a paragraph**

**Subject:** \_\_\_\_\_

**Adjective:** \_\_\_\_\_

**Verb:** \_\_\_\_\_

**Transitions to explain why: For example, As an example, To illustrate, For instance, Because**

**Transitions to add more information: In addition, Additionally, Furthermore, Moreover, Secondly, What's more, Also**

**Example:** I have my 14-year-old niece Hayden. Hayden is very intelligent. To illustrate, she won first place in both the math competition and the geography bee. In addition, Hayden is funny. She loves to tell jokes and she has a very contagious laugh. What's more, Hayden is creative. For example, she loves to draw and she makes a lot of friendship bracelets.

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### Let's Review this lesson...

1. Oracy before reading to activate prior knowledge and to develop language (vocabulary, possessives, pronouns)
2. Collaborative groups developed adjectives and examples.
3. Oracy practice to combine the adjectives and examples using transitions.
4. Collaborative groups wrote paragraphs using transitions.
5. Students read paragraphs to 3 others.
6. Move to independent writing.
7. **Writing becomes basis for more writing & language work throughout the unit.**

**Compare: How is Alma similar to Sofia?**


**From here...**

**Cross-Language Connections**

**Thank you!**

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### Take-aways...

- \* Analyze the language of your writing tasks
- \* Add oracy activities before, during and after reading that build language you want to see in writing.
- \* Connect this oracy to writing
- \* Add more collaborative writing to your repertoire
- \* Be creative and have fun!



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