

Collaborative Conversations: Speaking and Listening in Secondary Classrooms

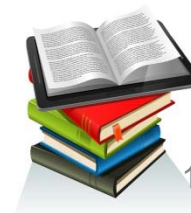
SchoolsMovingUp Webinar ♦ February 13, 2013

PRESENTED BY

Nancy Frey

San Diego State University

English Language Arts and
Literacy in History/Social Studies,
Science and Technical Subjects



Secondary Literacy Partnership

- Association of California School Administrators
- California Department of Education
- California Teachers Association
- Center for Advancement of Reading, CSU
- California Comprehensive Center at WestEd



Webinars in this Series

Archived

- Common Core State Standards for Secondary Teachers
- An Introduction to Reading and Writing, Common Core Style!
- Text Complexity in Reading and Writing

Today

- Collaborative Conversations: Speaking and Listening in Secondary Classrooms



Introductions: Today's Presenter



Nancy Frey

- Professor of Literacy, School of Teacher Education at San Diego State University



Today's Purposes

1. Acquire a working knowledge of the Speaking and Listening Standards and their value.
2. Examine research-based methods for promoting speaking and listening for learning in the disciplines.
3. Utilize technology to support speaking and listening for secondary students.



Section One

Speaking and Listening in Secondary

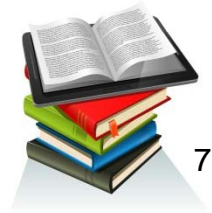
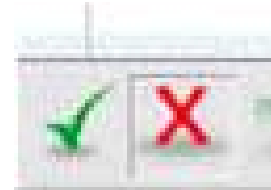


Quick Poll: Background Knowledge

Have you reviewed Speaking and Listening Standards on *Comprehension and Collaboration*?



Have you reviewed Speaking and Listening Standards on *Presentation of Knowledge and Ideas*?



TALK



To acquire a new language, you must use it, not merely listen to others using it.

Academic language is a new language. Treat your students as language learners.



Do you agree?



Comprehension and Collaboration

“A range of collaborative discussions...”



Comprehension and Collaboration

“Integrating multiple sources of information...”



Comprehension and Collaboration

“Evaluate a speaker’s point of view...”



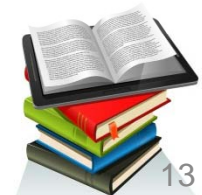
Quickwrite: Active Learning: Why Is Collaboration So Important for Disciplinary Learning?

Take a moment to consider the reasons we just discussed as to why collaboration is so important.

Which reasons resonate most with you?

Which reason creates the greatest sense of urgency, and why?

Share with your PLC or in the chat area.



Presentation of Knowledge and Ideas

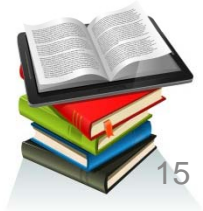
“Present information... such that listeners can follow...”



Presentation of Knowledge and Ideas

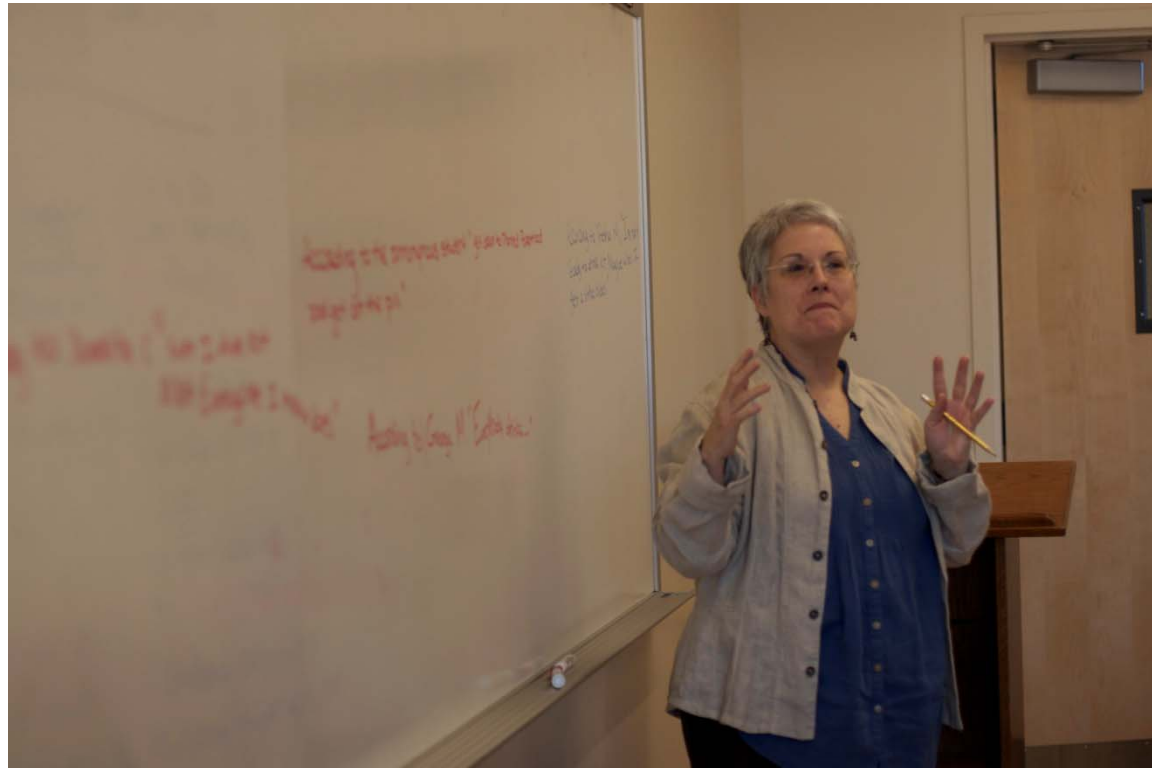


“...digital media and visual displays...”



Presentation of Knowledge and Ideas

“Adapt speech to a variety of contexts...”

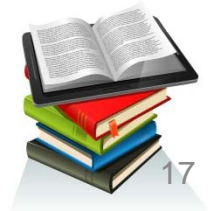


Quickwrite: Active Learning

What are the challenges to presenting knowledge and ideas?

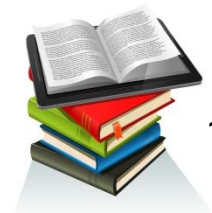
In what ways is this challenging for *students*? For *teachers*?

Share with your PLC or in the chat area.



Discussion & Reflection

- Quick review of the chat area
- Questions and answers



Section Two

Promoting Meaningful Speaking and Listening



The Why's and the How's

- The link between talk and writing
- Argumentation and discussion
- Accountable talk
- Language frames
- Text-dependent questions



Text Types and Purposes



Text Types and Purposes

- Write arguments to support claims and analysis of substantive topics or texts, using **valid reasoning** and **relevant and sufficient evidence**.
- Write **informative texts** to convey complex ideas through effective **selection, organization, and analysis** of content.
- Write **narratives** using **effective technique, well-chosen details, and event sequences**.

Are you familiar with these concepts?



Text Types and Purposes

- **Hear** arguments to support claims and analysis of substantive topics or texts, using **valid reasoning** and **relevant and sufficient evidence**.

- **Describe** informative texts to convey complex ideas through effective **selection, organization, and analysis** of content.

- **Discuss** narratives using **effective technique, well-chosen details, and event sequences**.

Are you familiar with these concepts?

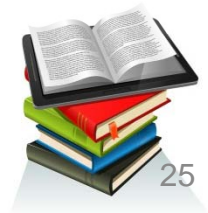


Argumentation and Discussion



Quickwrite: Active Learning

Use the chat area to tell us what you already know about accountable talk.



Accountable Talk

Describes high levels of engagement and critical thinking among learners

- Accountability that discussions are on the topic
- Accountability to use accurate information
- Accountability to think deeply about what is being said



What Accountable Talk Sounds Like

- Press for clarification and explanation: *Could you describe what you mean?*
- Require justification of proposals and challenges: *Where did you find that information?*
- Recognize and challenge misconception: *I don't agree because ...*
- Demand evidence for claims and arguments: *Can you give me an example?*
- Interpret and use each other's statements: *David suggested ...*

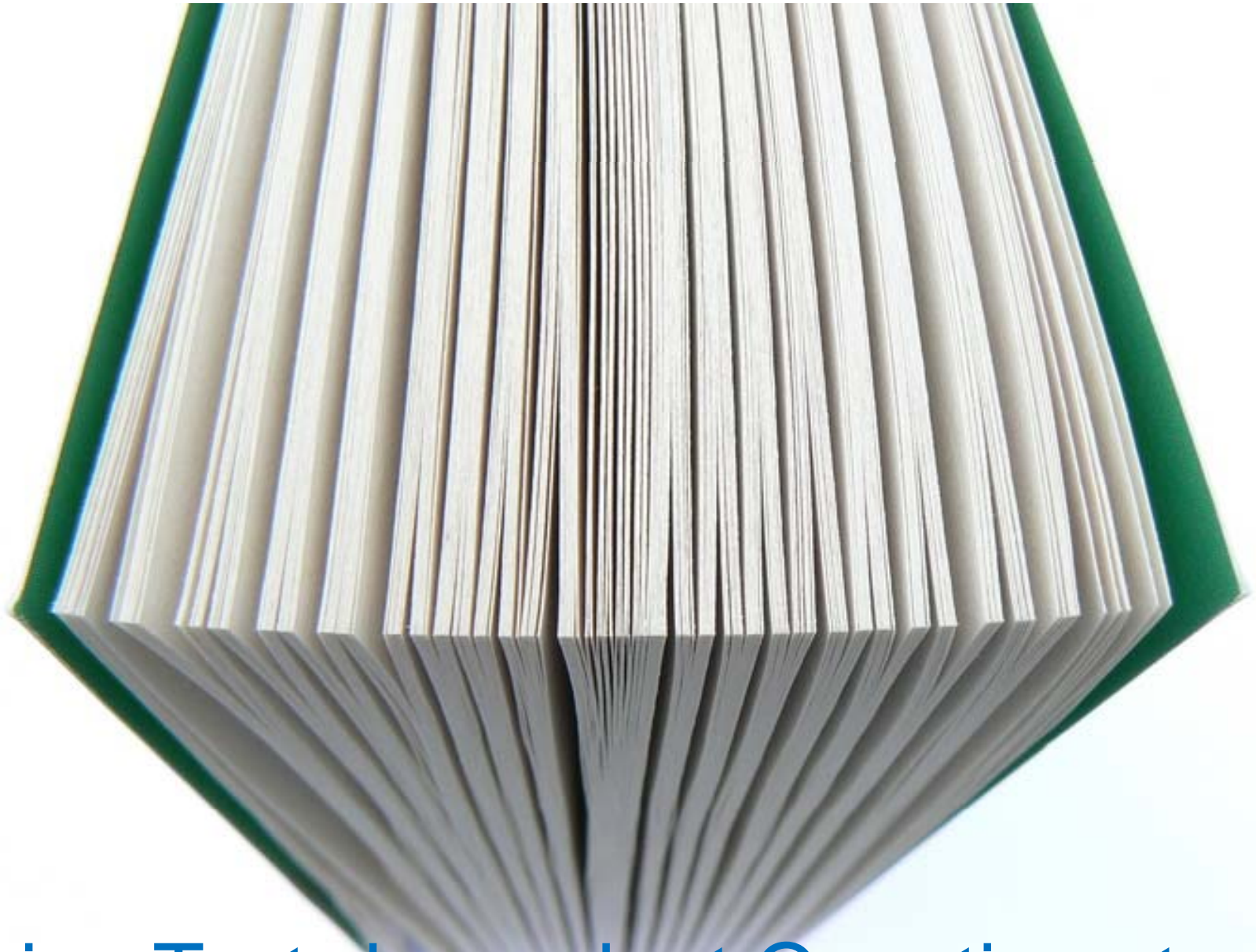
Introduce Language Frames to Scaffold Accountable Talk

Figure 1.

Language frames for argumentation in science.

Making a claim	I observed _____ when _____. I compared _____ and _____. I noticed _____, when _____. The effect of _____ on _____ is _____.
Providing evidence	The evidence I use to support _____ is _____. I believe _____ (statement) because _____ (justification). I know that _____ is _____ because _____. Based on _____, I think _____. Based upon _____, my hypothesis is _____.
Asking for evidence	I have a question about _____. Does _____ have more _____? What causes _____ to _____? Can you show me where you found the information about _____?
Offering a counter-claim	I disagree with _____ because _____. The reason I believe _____ is _____. The facts that support my idea are _____. In my opinion _____. One difference between my idea and yours is _____.
Inviting speculation	I wonder what would happen if _____. I have a question about _____. Let's find out how we can test these samples for _____. We want to test _____ to find out if _____. If I change _____ (variable in experiment) then I think _____ will happen, because _____. I wonder why _____? What caused _____? How would this be different if _____? What do you think will happen if _____/ next?
Reaching consensus	I agree with _____ because _____. How would this be different if _____? We all have the same idea about _____.

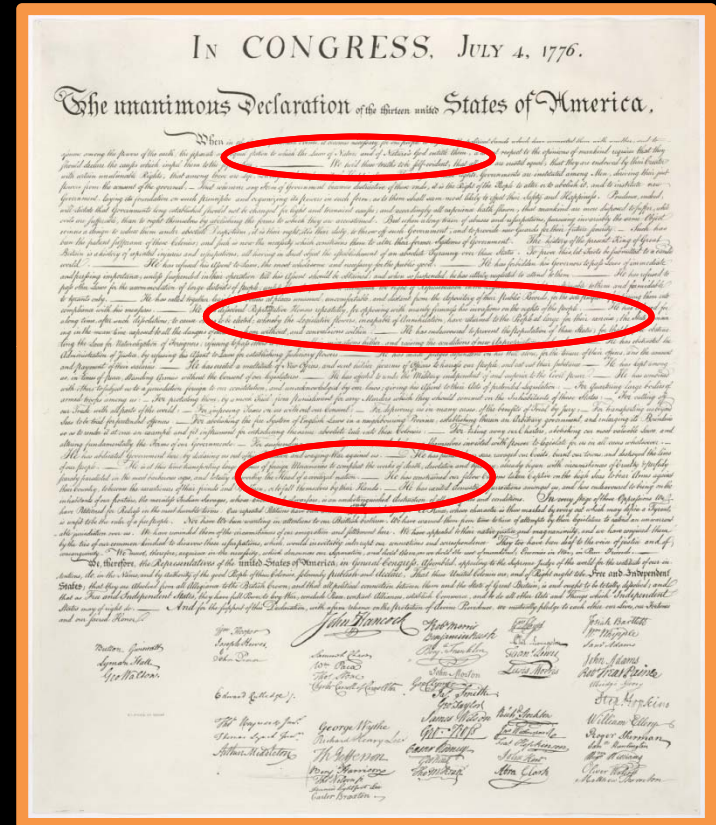
Frames are displayed as a poster and on table tents, in addition to being frequently modeled by the teacher.



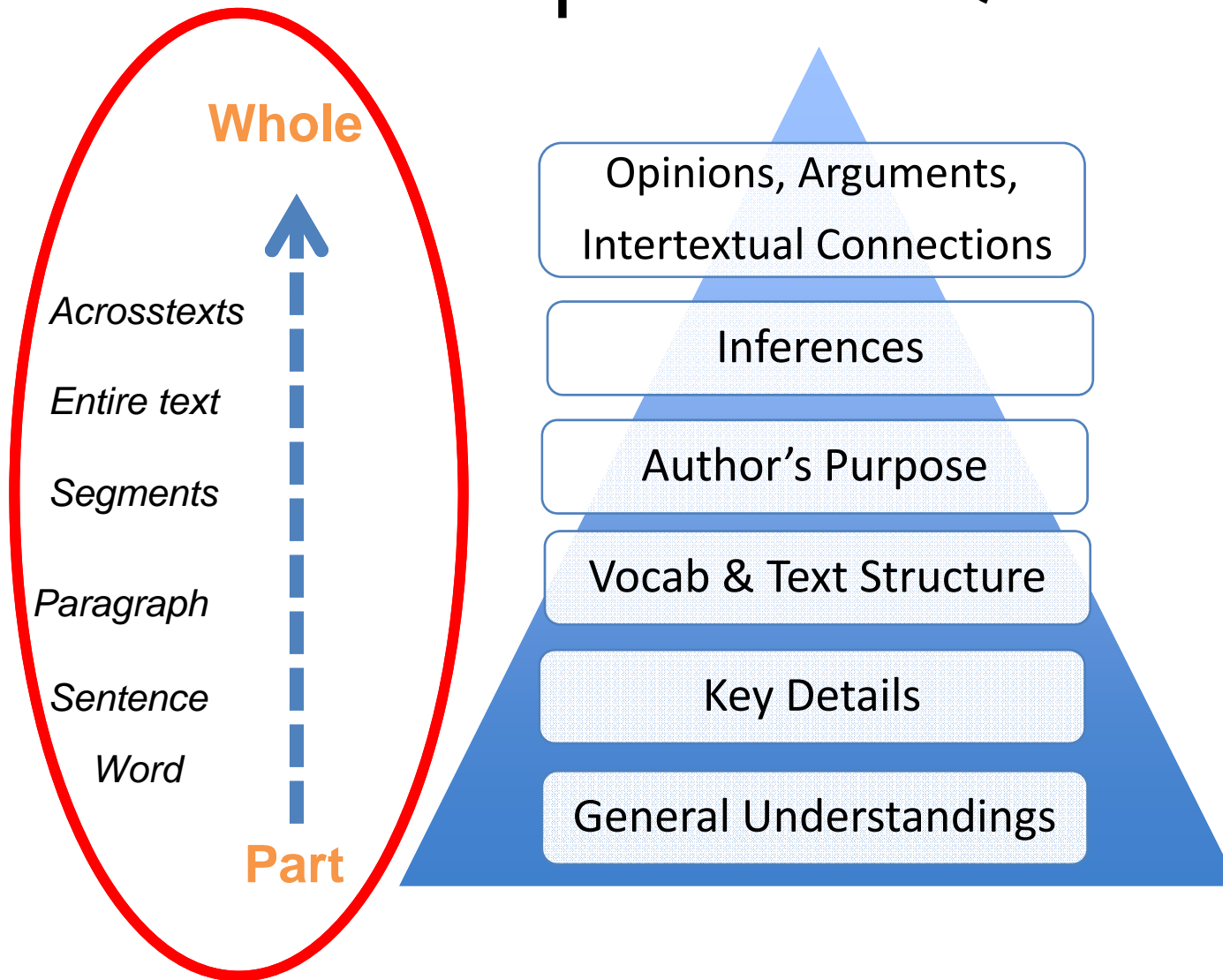
Using Text-dependent Questions to Foster Discussion

1. If you were present at the signing of the Declaration of Independence, what would you do?

2. What are the reasons listed in the preamble for supporting their argument to separate from Great Britain?



Progression of Text-dependent Questions



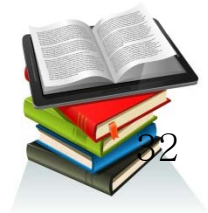


Text-dependent Questions Activity: *Eisenhower's Message to the Troops*



Use the Word handout or read the next slide.

Quickwrite: share comments, give feedback or ask questions



Eisenhower's Message to the Troops

June 6, 1944

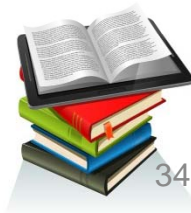
Soldiers, Sailors and Airmen of the Allied Expeditionary Force!

You are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you. The hopes and prayers of liberty-loving people everywhere march with you. In company with our brave Allies and brothers-in-arms on other Fronts, you will bring about the destruction of the German war machine, the elimination of Nazi tyranny over the oppressed peoples of Europe, and security for ourselves in a free world. Your task will not be an easy one. Your enemy is well trained, well equipped and battle hardened. He will fight savagely. But this is the year 1944! Much has happened since the Nazi triumphs of 1940-41. The United Nations have inflicted upon the Germans great defeats, in open battle, man-to-man. Our air offensive has seriously reduced their strength in the air and their capacity to wage war on the ground. Our Home Fronts have given us an overwhelming superiority in weapons and munitions of war, and placed at our disposal great reserves of trained fighting men. The tide has turned! The free men of the world are marching together to Victory! I have full confidence in your courage and devotion to duty and skill in battle. We will accept nothing less than full Victory! Good luck! And let us beseech the blessing of Almighty God upon this great and noble undertaking.

SIGNED: Dwight D. Eisenhower

Activity Time: Pause to Review & Reflect

Please continue typing in your questions and reflections.



Creating Text-Dependent Questions

Level of Text Specificity	CCS Anchor Standard Close Reading Skill	Text Dependent Question
Words/ Phrases	Analyze how specific word choices shape tone (Standard 4)	What words and phrases does General Eisenhower use to inspire the troops on D-Day?

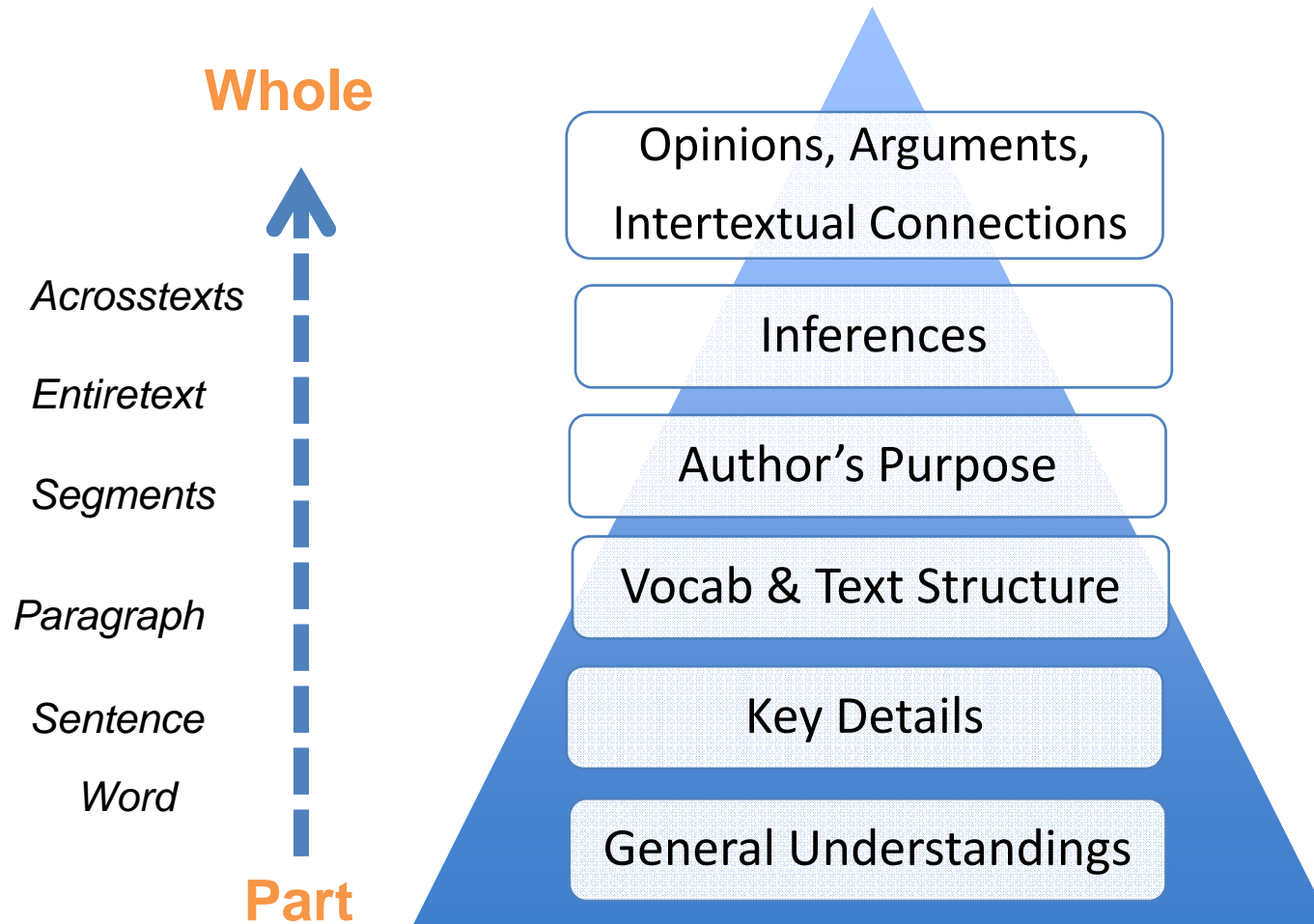
Creating Text-Dependent Questions

Level of Text Specificity	CCS Anchor Standard Close Reading Skill	Text Dependent Question
Sentences	Assess how point of view shapes content (Standard 6)	Eisenhower states that this invasion will “bring about the destruction of the German war machine... eliminate tyranny... and create security throughout the world.” What does that sentence reveal him?

Creating Text Dependent Questions

Level of Text Specificity	CCS Anchor Standard Close Reading Skill	Text Dependent Question
Paragraphs	Summarize key supporting details (Standard 2)	Ike's message to the troops acknowledges the difficulty of the mission, but assures them that they will be triumphant. In what ways does he accomplish this?
	Investigate the structure of specific sentences, paragraphs, and sections of text (Standard 5)	How does the use of religious imagery contrast in the opening and closing?

Progression of Text-dependent Questions

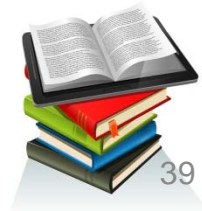


Quickwrite: Active Learning

What steps has your team taken to implement one or more of the following?

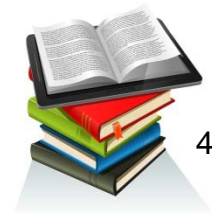
- *Accountable talk*
- *Language frames*
- *Text-dependent questions*

Discuss with your PLC or use the Chat Box.



Discussion & Reflection

- Quick review of the chat area
- Questions and answers



Section Three

Using Technology to Foster Speaking and Listening



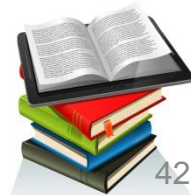
Using Technology for Listening

- Analyzing speeches and audio recordings
 - Top 100 Speeches of the 20th Century @ <http://www.americanrhetoric.com/>
 - National Archives @ www.archives.gov
 - Sound Recordings Analysis Worksheet



Text-dependent Questions : National Archives Sound Recording Analysis Worksheet

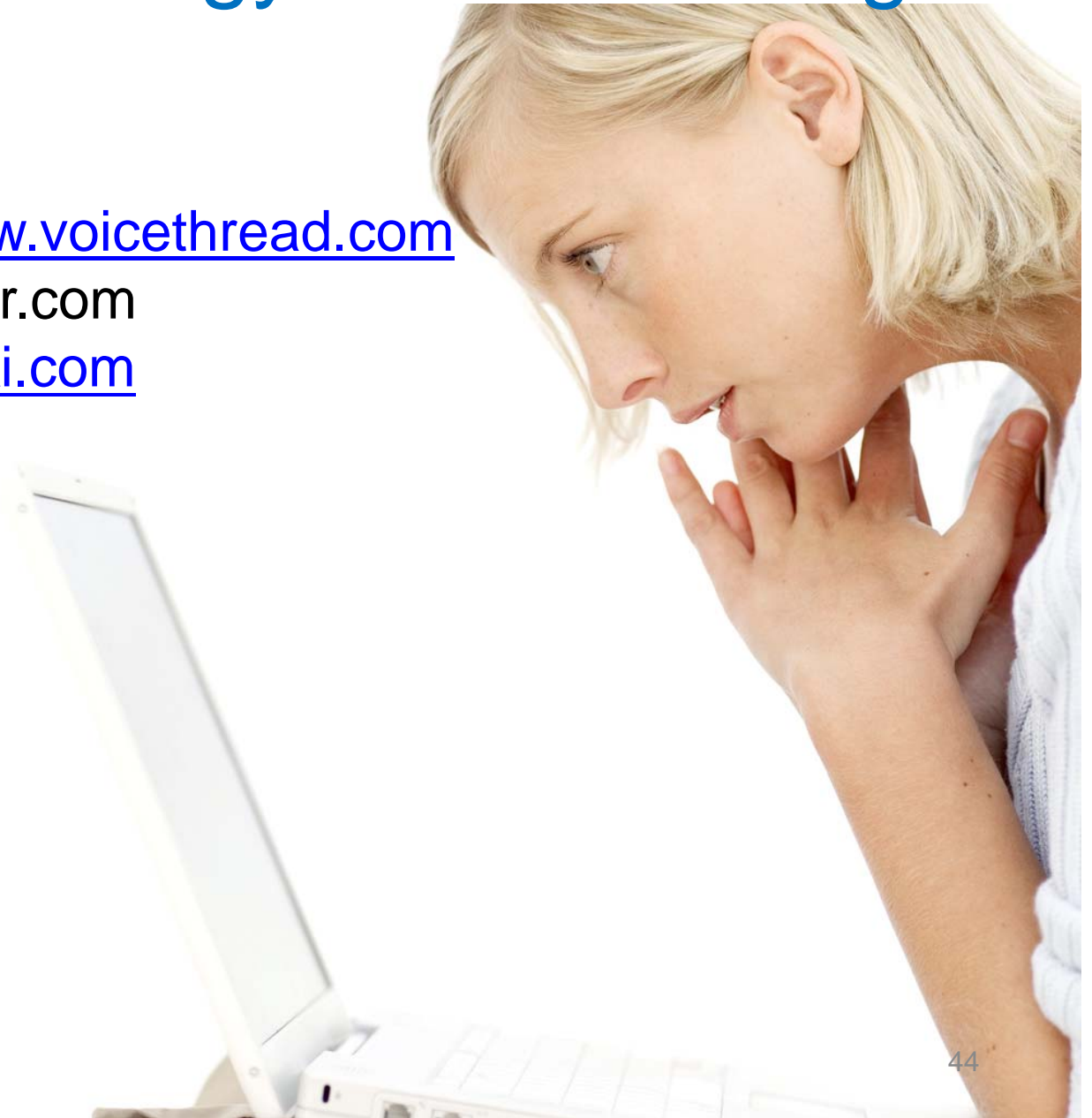
Reset Form	Sound Recording Analysis Worksheet	Print Form
Step 1. Pre-listening		
A. Whose voices will you hear on this recording?		
B. What is the date of the recording?		
C. Where was this recording made?		
Step 2. Listening		
A. Type of sound recording (check one):		
<input type="radio"/> Policy Speech	<input type="radio"/> Convention proceedings:	What informatioin do you g
<input type="radio"/> Congressional Testimony	<input type="radio"/> Campaign speech	
<input type="radio"/> News report	<input type="radio"/> Arguments before a court	
<input type="radio"/> Interview	<input type="radio"/> Panel discussion	
<input type="radio"/> Entertainment broadcast	<input type="radio"/> Other	
<input type="radio"/> Press conference		
B. Unique physical qualities of the recording		
<input type="checkbox"/> Music		
<input type="checkbox"/> Live broadcast		
<input type="checkbox"/> Narrated		
<input type="checkbox"/> Special sound effects		
<input type="checkbox"/> Background sounds		
C. What is the tone or mood of this recording?		
Step 3. Post-listening (or repeated listening)		
A. List three things in this sound recording that you think are important:		
1. _____		
2. _____		
3. _____		
B. Why do you think the original broadcast was made and for what audience?		
C. What evidence in the recording helps you to know why it was made?		



Using Technology for Presenting

- VoiceThread @ www.voicethread.com
- Glog @ edu.glogster.com
- Avatars @ www.voki.com

Are you familiar with these tools? If so, please share your experiences in the chat.



Wiki Pages & Files Users Settings

Search this workspace


VIEW EDIT

Origin of Life Voki Project Description

last edited by kimberlykelliot@yahoo.com 2 days, 4 hours ago

Page history

Planning Guide: Origin of Life Voki



Description: You and a partner will create avatars that will explain one of the following experiments:

- Redi's experiment on spontaneous generation
- Pasteur's experiment on biogenesis
- Miller & Urey's experiment simulating Earth's early environment

Planning: Before you create your avatars, you will need to research your experiment and plan a script. Your avatar only has 1 minute of talking time. In with 2 avatars plan on talking about your experiment for 2 minutes. Include the following information in your script

[Create a page](#)
[Upload files](#)
[Invite more people](#)
[Share this page](#)
[Put this page in a different folder](#)
[Add Tags](#)
[Control access to this page](#)
[Copy this page](#)

Navigator

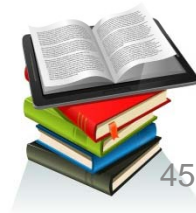
February 7, 2012 4 links

- Origin of Life Voki Project Description
- Period 1 Vokis
- Period 2 Vokis
- Period 3 Vokis
- Period 4 Vokis

Print Files options

Sidebar

Ms. Elliot's Science Home Page

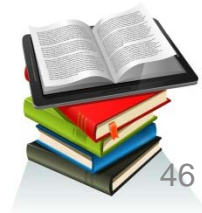


Group or PLC Discussion Follow-up Activity



What technology applications have you used to foster speaking and listening?
What are the challenges to doing so?

Discuss with your PLC team.

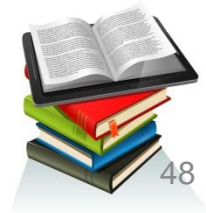


Section Four: Resources & Next Steps



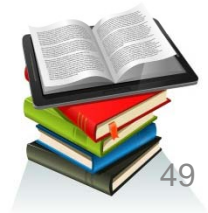
Resources

- *Library of Congress* @ www.loc.gov/teachers/
- *IRA/NCTE lessons* @ www.readwritethink.org
- *Understanding Language lessons for English learners* @ ell.stanford.edu
- K-12 lessons at NYC Department of Education @ schools.nyc.gov/Academics/CommonCoreLibrary
- Others? (add to the chat box!)



The Takeaway

- Acquisition of academic language requires many of the same supports needed for learning a new language.
- Collaborative conversations are foundational to gaining knowledge in the disciplines.
- Talk is fundamental to writing and reading.



Quickwrite: Final Thoughts

Given what you have learned today about the Speaking and Listening standards, what will be your first step or next step in transitioning to the CCSS?



Archived Webinars in this Series

This webinar will be archived and available for viewing at future dates. Archived webinars in this series:

- Common Core State Standards for Secondary Teachers
- An Introduction to Reading and Writing, Common Core Style!
- Text Complexity in Reading and Writing

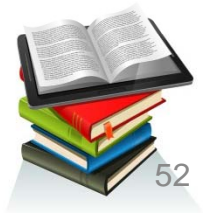


Contact Information

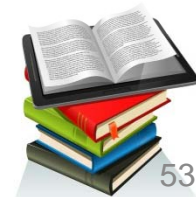
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Thank You



Post-Webinar Reflection/Discussion/Connection

The screenshot shows the top navigation bar of the Brokers of Expertise website. The header includes the logo for the State of California Department of Education, the user name 'Welcome, Julie', and counts for 'Messages 9' and 'Notifications 1'. A search bar is located in the top right corner. Below the header is a main navigation menu with options: Home, Resources, Professional Development Content, Calendar, People, Community Groups (highlighted), Standards, and Contact. Underneath this menu are links for 'Add New Group', 'My Groups', and 'Browse Groups'. The main content area features a section for the 'Secondary Literacy Partnership Common Core Series' with a book icon and a list of management options. To the right is a 'Contributed Resources' section with a 'RECENTLY ADDED RESOURCES' tab and a 'VIEW ALL (4)' link. A resource titled 'Appendix C: Samples of Student Writing' is listed as being added 6 hours ago.

BROKERS OF EXPERTISE
STATE OF CALIFORNIA DEPARTMENT OF EDUCATION

Welcome, Julie Messages 9 Notifications 1 Help Log Out

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Add New Group My Groups Browse Groups

Secondary Literacy Partnership Common Core Series

<http://www.myboe.org/go/groups/SLP>

This group is part of Secondary Literacy Partnership series (2012–2013) focused on transitioning to the California Common Core State Standards (CCSS) in English Language Arts and Literacy in History/Social Studies, Science, & Technical Subjects.

The Secondary Literacy Partnership, (formerly Secondary Literacy Summit) **welcomes** you to this online community where you can continue to explore and share with each other around this series designed to assist in transitioning to the California Common Core State Standards in English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects.

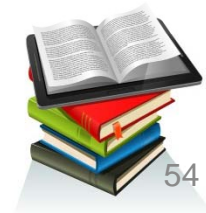
Contributed Resources

RECENTLY ADDED RESOURCES VIEW ALL (4)

Appendix C: Samples of Student Writing
6 hours ago
Appendix C contains samples of student writing for multiple grade levels and content areas.

Manage this Group »
Group Discussions »
Send Message to Group »
Membership Privacy Settings »
Leave Group »

<http://www.myboe.org/go/groups/SLP>



Next Steps

Feedback Survey

<http://www.surveymonkey.com/s/slpfour>

Archive Information:

<http://www.schoolsmovingup.net/webinars/sls4>

Secondary Literacy Partnership Common Core Series Community:

<http://www.myboe.org/go/groups/SLP>

