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*?
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.
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**.
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 …*

• Institute for Learning, University of Pittsburgh
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 _________.  
| | 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

- General Understandings
- Key Details
- Vocab & Text Structure
- Author’s Purpose
- Inferences
- Opinions, Arguments, Intertextual Connections

Parts of the text:

- Whole
- Entire text
- Segments
- Paragraph
- Sentence
- Word
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
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

<table>
<thead>
<tr>
<th>Level of Text Specificity</th>
<th>CCS Anchor Standard Close Reading Skill</th>
<th>Text Dependent Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words/Phrases</td>
<td>Analyze how specific word choices shape tone (Standard 4)</td>
<td>What words and phrases does General Eisenhower use to inspire the troops on D-Day?</td>
</tr>
<tr>
<td>Level of Text Specificity</td>
<td>CCS Anchor Standard Close Reading Skill</td>
<td>Text Dependent Question</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Sentences</td>
<td>Assess how point of view shapes content (Standard 6)</td>
<td>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?</td>
</tr>
<tr>
<td>Level of Text Specificity</td>
<td>CCS Anchor Standard Close Reading Skill</td>
<td>Text Dependent Question</td>
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</tr>
<tr>
<td>Paragraphs</td>
<td>Summarize key supporting details (Standard 2)</td>
<td>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?</td>
</tr>
<tr>
<td></td>
<td>Investigate the structure of specific sentences, paragraphs, and sections of text (Standard 5)</td>
<td>How does the use of religious imagery contrast in the opening and closing?</td>
</tr>
</tbody>
</table>
Progression of Text-dependent Questions

1. General Understandings
2. Key Details
3. Vocab & Text Structure
4. Author’s Purpose
5. Inferences
6. Opinions, Arguments, Intertextual Connections
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

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Text-dependent Questions: National Archives Sound Recording Analysis Worksheet

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Preliminary</td>
</tr>
<tr>
<td>A. Whose voice will you hear on the recording?</td>
</tr>
<tr>
<td>B. When is the date of the recording?</td>
</tr>
<tr>
<td>C. Where was this recording made?</td>
</tr>
<tr>
<td>Step 2: Listening</td>
</tr>
<tr>
<td>A. Type of sound recording (check one):</td>
</tr>
<tr>
<td>☐ Policy Speech</td>
</tr>
<tr>
<td>☐ Campaign Speech</td>
</tr>
<tr>
<td>☐ Congressional Hearing</td>
</tr>
<tr>
<td>☐ News report</td>
</tr>
<tr>
<td>☐ Argumentative speech</td>
</tr>
<tr>
<td>☐ Interview</td>
</tr>
<tr>
<td>☐ Panel Discussion</td>
</tr>
<tr>
<td>☐ Entertainment/Comedy</td>
</tr>
<tr>
<td>☐ Other</td>
</tr>
<tr>
<td>B. Unique physical setting of the recording:</td>
</tr>
<tr>
<td>☐ Voice</td>
</tr>
<tr>
<td>☐ Line/Broadcast</td>
</tr>
<tr>
<td>☐ Reviewed</td>
</tr>
<tr>
<td>☐ Special sound effects</td>
</tr>
<tr>
<td>☐ Background sound</td>
</tr>
<tr>
<td>C. What is the time or date of the recording?</td>
</tr>
<tr>
<td>Step 3: Post-Learning for repeated listening</td>
</tr>
<tr>
<td>A. List three things in the sound recording that are not important:</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>B. Why do you think this recording was made and for what audience?</td>
</tr>
</tbody>
</table>
| C. What statements in the recording help 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.
**Origin of Life Voki Project Description**

*Last edited by kimberlykeller@yahoo.com 2 days, 4 hours ago*

**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 so with 2 avatars plan on talking about your assignment for 3 minutes. Include the following information in your script:
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

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

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

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