**The Next Chapter**

**Session 7: ALL KINDS OF TALK ALONG THE WAY:**

**The Power of Oral Language**

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| Time | activity | notes |
| 5 minutes | Welcome (Slide 1)Checking our roadmap (Slide 2)Goals for Session 7 (Slide 3)  |  |
| 15 minutes | Your turn: time to discuss the assignment from session 6. (Slide 4) |  |
| 25 minutes | Listen to The Moth – Stephanie Summerville: An Indomitable Spirit (Slide 5) Participants may take notes if they want, but the goal is just to listen. When finished, have the participants do a Quick Write (Slide 6)<http://themoth.org/posts/stories/an-indomitable-spirit>  |  |
| 10 minutes |  Definition, Rationale, and And Furthermore… (Slides 7-9)Read through the three slides and have a brief discussion. This may seem obvious, but there is renewed emphasis on the bigger picture of oral language as we better understand its role in comprehension. |  |
| 15 minutes | We need to take one more quick look at the Speaking & Listening Standards. (Slide 10) HANDOUT Use a highlighter to highlight the key words in each standard for your grade. (Participants will have 7 minutes to do this part.) What do you notice? Discuss around the room.This idea that oral language forms the foundation for comprehension is not new, but has gotten much more attention and research in the past five years. The standards really highlight how critical speaking and listening are and yet these are the standards that get the least amount of attention and direct instruction. |  |
| 10 minutes | What is Oral Language?Frayer’s Model-what it IS (Slides 11-12)Don’t forget GRR (Slide 13)What it is NOT (Slide 14) |  |
| 30 minutes | How do you use oral language? (Slide 15)Reasons to Converse in School HANDOUTParticipants will choose 2 reasons from the front, and 2 from the back, naming the specific times when you use oral language to build that particular reason. Give them an example: “Build Literacy Skills”: having students tell the story across their fingers for writing.8 minutes to do this part. Then share at tables (2 minute quick share). Put the document up on the projector and type into the document, listing their answers. (10 minutes) |  |
| 15 minutes | BREAK |  |
| 10 minutes | Teaching Oral Language Skills Explicitly (Slide 16)The Importance of Retelling (Slides 17-18)A quick look at Sulzby’s Storybook Reading Scheme (Slides 19 – 20)Refer to the HANDOUTS but don’t spend lots of time here.What if their own stories became mentor texts? (Slide 21) |  |
| 30 minutes | Lester Laminack quote (Slide 22)(Slide 23) Activity: select a share story from the year and begin to build an oral mentor text. Ex: Jackie’s example from multiage – told the story among teachers many times, never thought to use it as a shared story with class. Share their stories around the table. Oral Mentor Text overview (Slides 24 – 29)Turn and Talk (Slide 30)HANDOUTS – appendix materials |  |
| 15 minutes | Thinking, Learning, and Conversations (Slide 31)What does conversation look like? (Slide 32)Why Talk? (Slide 33)Monologic vs Dialogic Talk (Slides 34 -35)Talk in the classroom falls along a continuum from simple oral language to conversation to discussion to dialogue and finally to discourse, which implies content specific talk. (Slide 36)What We’re Pushing Away From, And Why(Slide 37) Refer to the handout (Paradigm Shifts) as you do the slide.Academic Conversations (Slide 38)The First Days (Slide 39)Five Core Skills of Academic Conversation (Slide 40)HANDOUTS: 1. Tips for Improving Student-to-Student Discourse
2. Paradigm Shifts
3. The Reciprocal Nature of Cambourne’s Conditions…
4. A Sampling of Key Indicators from The First Steps of Oral Language Continuum
5. Indicators of Success-Productive Group Work Rubric
6. Self-Assessment Checklist for Conversation Work
7. Accountable Talk Rubric
8. Accountable Talk Rubric for Text-Dependent Discussion & Advantages of Conversation list
9. Academic Conversation Placement with Prompts
10. First Turn, Last Turn
11. Five Talk Moves
12. SOLAR

Just draw their attention to these handouts for their reference. |  |
| 25 minutes | Oral Language Assessment (Slides 41-42)The MLPP contains assessments for grades K-5 in the area of speaking and listening.HANDOUTS(Slide 43) Take a moment to read over the assessments for your grade. Who currently uses these? How do they inform your instruction? What is the connection to the CCS? What is the connection to the Smarter Balanced assessments? |  |
| 5 minutes | Read aloud the Postlude (“Every Child, Every Time”) from *Talk About Understanding* by Ellin Keene.Assignment (Slide 44) HANDOUTWrap up & Ticket Out the Door (Slide 45) HANDOUT |  |