

Module 8

OBTAINING PRODUCTIVE ACCOUNTABLE TALK



NorthCentral
Comprehensive Center

Nebraska • North Dakota • South Dakota • Wyoming

By the end of the session we will:

- KNOW how to build oral output
- UNDERSTAND the speaking-writing connection
- BE ABLE TO create good prompts for academic talk

Talking for Writing

- Which of your students struggle to clearly express their thoughts in writing?
- Can they clearly express their thoughts while talking?
- Can they sound like a book?
- Jeff Zwiers recommends “speaking in paragraphs.”

Zwiers, J., O'Hara, S., & Pritchard, R. (2014). Three strategies for enriching the quantity and quality of classroom talk. *ASCD Express*, 10(5).

Speaking in Paragraphs

- **Activity: Partner Talk on “Vacations”**
 - Partner up
 - Each individual will make a claim about vacations, and support their claim with evidence
 - Share claim and supporting details with partner, speaking in full paragraphs

Speaking in Paragraphs

- How did this activity increase the quality of talk?
- How can you or others use “Speaking in Paragraphs?”

Using Oral Scaffolds for Persuasive Writing

- Pro-Con T-charts—a precursor activity for persuasive writing

Zwiers, J., O'Hara, S., & Pritchard, R. (2014). Three strategies for enriching the quantity and quality of classroom talk. *ASCD Express*, 10(5).

Pro-Con T-chart

PRO	CON
Wine tasting is an art	Empty calories
Good for your heart	Red wine stains
Use a variety of really cool glasses	Lessens sleep quality

Pro-Con T-chart

Round I

- Activity: Round I
 - Group into teams of three people
 - Select one team member to be the group's Processor—this person meets with Facilitator
 - Remaining two members select the topics they each will discuss the pros and cons of
 - Begin activity when Processor returns to group

Pro-Con T-chart

Round 2

- Activity: Round 2
 - Processors will now share feedback and show Language of Argumentation chart.
 - Groups will repeat the Pro-Con activity, this time intentionally using the Language of Argumentation.

Debrief: Language of Argument

Pro	Con	Transitions
To begin with...	However...	Because...
In my opinion ...	On the other hand...	In order to...
Pursuing this further...	In contrast...	Similarly...
Similarly...	Even though...	Likewise...
Furthermore...	Whereas...	Equally important...
Based on what I know or have read...		

Sample Real-Life Language Functions

- Describing a weekend
- Explaining how to get to a restaurant
- Persuading a friend to help with a project

Language Functions

- Agreeing/disagreeing
- Classifying
- Commanding/giving instructions
- Comparing
- Criticizing
- Denying
- Describing
- Enquiring/questioning
- Evaluating
- Explaining
- Hypothesizing
- Identifying
- Inferring
- Planning and predicting
- Reporting
- Sequencing
- Suggesting

Gibbons, P. (1991). *Learning to learn in a second language* (p. 14). Portsmouth, NH: Heinemann.

Language of Sequencing

after	afterwards	as soon as	before	during
finally	first	following	for (duration)	immediately
initially	later	meanwhile	next	not long after
now	on (date)	preceding	second	soon
then	third	today	until	when

Language of Cause-Effect

accordingly	as a result of	because	begins with
consequently	effects of	finally	first
for this reason	how to	how if...then	in order to
is caused by	leads/led to	may be due to	next
so that	steps involved	therefore	thus
when...then			

Functions of Language Resources

- Academic Language Function Toolkit:
 - <http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf>
- Academic Language Functions:
 - <http://www.colorincolorado.org/sites/default/files/Academic-Language-Function.pdf>

Need a purpose for talking

- Clarifying an idea
- Building knowledge
- Creating a product
- Solving a problem
- Arguing a perspective

Comments? Questions?
