Module 8

Obtaining Productive Accountable Talk
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
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.”

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

<table>
<thead>
<tr>
<th>PRO</th>
<th>CON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wine tasting is an art</td>
<td>Empty calories</td>
</tr>
<tr>
<td>Good for your heart</td>
<td>Red wine stains</td>
</tr>
<tr>
<td>Use a variety of really cool glasses</td>
<td>Lessens sleep quality</td>
</tr>
</tbody>
</table>
Pro-Con T-chart
Round 1

• **Activity: Round 1**
  • 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

<table>
<thead>
<tr>
<th>Pro</th>
<th>Con</th>
<th>Transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>To begin with…</td>
<td>However…</td>
<td>Because…</td>
</tr>
<tr>
<td>In my opinion …</td>
<td>On the other hand…</td>
<td>In order to…</td>
</tr>
<tr>
<td>Pursuing this further…</td>
<td>In contrast…</td>
<td>Similarly…</td>
</tr>
<tr>
<td>Similarly…</td>
<td>Even though…</td>
<td>Likewise…</td>
</tr>
<tr>
<td>Furthermore…</td>
<td>Whereas…</td>
<td>Equally important…</td>
</tr>
<tr>
<td>Based on what I know or have read…</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

## Language of Sequencing

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
<td>afterwards</td>
<td>as soon as</td>
<td>before</td>
<td>during</td>
<td></td>
</tr>
<tr>
<td>finally</td>
<td>first</td>
<td>following</td>
<td>for (duration)</td>
<td>immediately</td>
<td></td>
</tr>
<tr>
<td>initially</td>
<td>later</td>
<td>meanwhile</td>
<td>next</td>
<td>not long after</td>
<td></td>
</tr>
<tr>
<td>now</td>
<td>on (date)</td>
<td>preceding</td>
<td>second</td>
<td>soon</td>
<td></td>
</tr>
<tr>
<td>then</td>
<td>third</td>
<td>today</td>
<td>until</td>
<td>when</td>
<td></td>
</tr>
</tbody>
</table>
## Language of Cause-Effect

<table>
<thead>
<tr>
<th>accordingly</th>
<th>as a result of</th>
<th>because</th>
<th>begins with</th>
</tr>
</thead>
<tbody>
<tr>
<td>consequently</td>
<td>effects of</td>
<td>finally</td>
<td>first</td>
</tr>
<tr>
<td>for this reason</td>
<td>how to</td>
<td>how if…then</td>
<td>in order to</td>
</tr>
<tr>
<td>is caused by</td>
<td>leads/led to</td>
<td>may be due to</td>
<td>next</td>
</tr>
<tr>
<td>so that</td>
<td>steps involved</td>
<td>therefore</td>
<td>thus</td>
</tr>
<tr>
<td>when…then</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Functions of Language Resources

• Academic Language Function Toolkit:

• 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?