

Linking Oracy to Inquiry K-6

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NNCSS - FEBRUARY 3

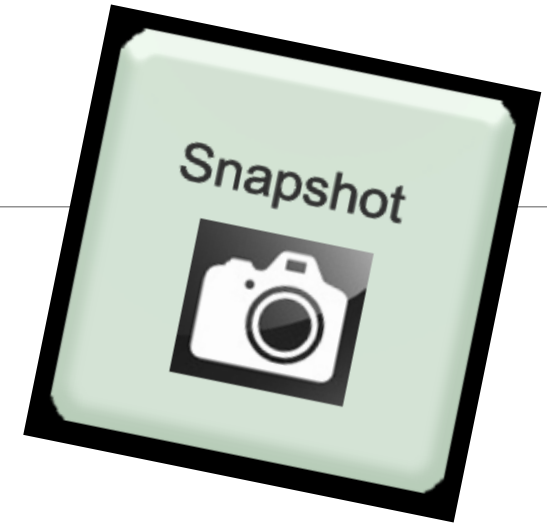
SESSION 2: 11:10 – 12:00

Today's Session

Review: Background on talk tasks

Engage: As a learner

Inquire: How can we employ talk tasks to support students' speaking & listening skills related to the new social studies standards?



How did the citizens of America and the world unite after the tragedy of September 11, 2001?

Supporting Questions:

What happened September 11, 2001?

Where was the event? Who was there?

History/Geography: SS.2.9, SS.2.20



Engage in Talk Task #1



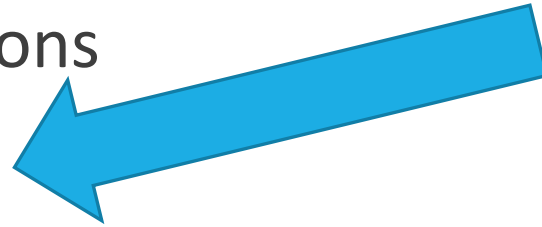
How might this look different for your students?



Talk Tasks in Your Classroom

The K-12 Disciplinary Skills are:

- Constructing compelling questions
- Creating supporting questions
- Gathering and evaluating sources
- Developing claims and using evidence
- Communicating and critiquing conclusions
- Taking informed action



WHY TALK TASKS?

ORACY:

**THE ABILITY TO COMMUNICATE EFFECTIVELY
USING SPOKEN LANGUAGE.**



PARTNER A:
Teacher
Requirements

PARTNER B:
Student
Requirements

PARTNER C:
School
Culture &
Supports

What to look for as
you watch the
upcoming video...

What does a focus on oracy look like?



A Look at School 21

❖ Public, Urban Per Pupil Expenditures:

❖ **£8,072** School (\$10,000 U.S.)

❖ Demographics:

- **28%** Asian

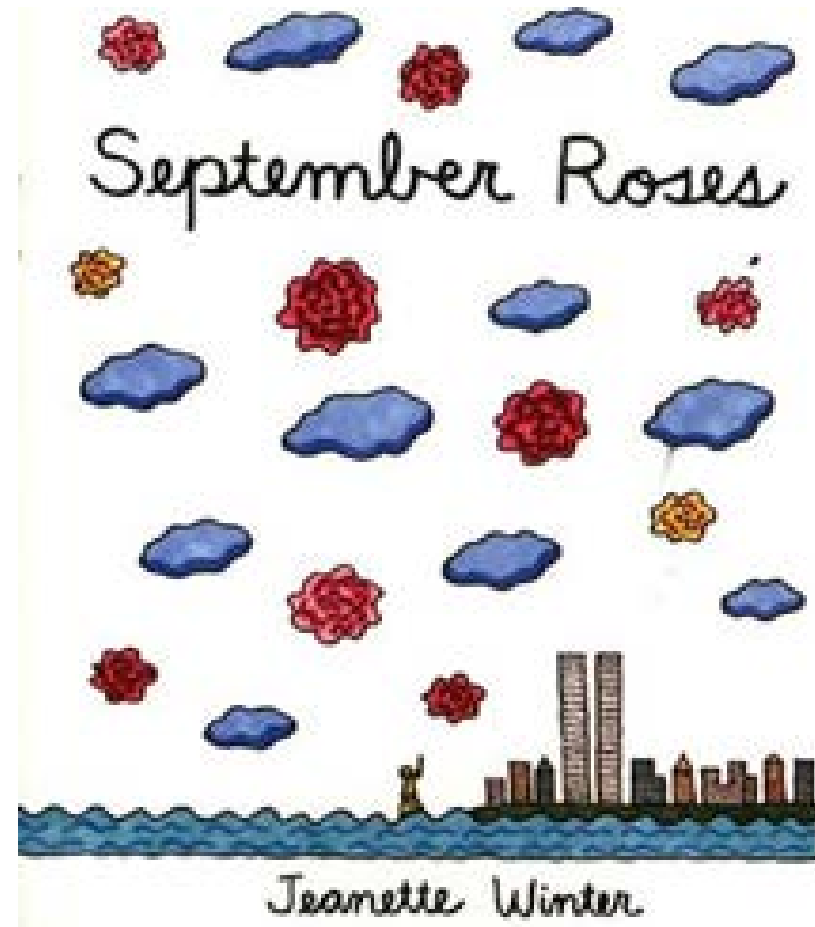
- **36%** Black

- **36%** White

- **49%** Free/Reduced Lunch

❖ Data is from the 2015-2016 academic year

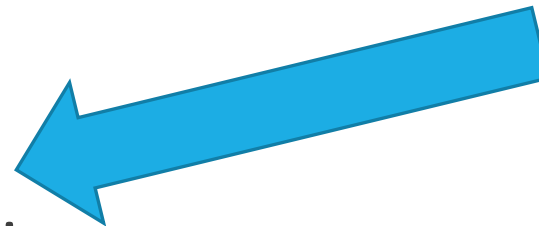
How did different groups of people respond when the Twin Towers collapsed?



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Why is it important to remember the events that happened on September 11, 2001?



9/11 Memorials around the United States of America

<https://www.cnbc.com/2011/08/31/september-11-memorials-across-america.html?slide=13>



Memorial: The Garden of Reflection

Location: Lower Makefield, Penn.

The Garden and the 64-acre Memorial Park in Lower Makefield, Penn., were built in 2005. Nine people from the town died in the tragedy. The site includes a fragment of the World Trade Center, a Wall of Remembrance with all the victims names etched on glass panels, and twin fountains that represent the rising spirits of those lost in the event.



Memorial Name: To Lift a Nation
Location: Emmitsburg, Md.

The memorial named “To Lift a Nation” features three 40-foot high firefighter statues, each weighs more than 5,000 pounds, raising the American flag. It is a recreation of the famous photo by Thomas E. Franklin taken at Ground Zero on 9/11 and is dedicated to all the firefighters that died in the tragedy.





Memorial: Amy Toyen Sculpture
Location: Avon, Conn.

Dedicated in 2002, the piece commemorates the 9/11 victim Amy Toyen, who grew up in Avon, Conn. The project was initiated by Avon High School. Situated outside the Avon Free Public Library, the life-size bronze sculpture depicts Amy as a 5-year-old young girl, in her favorite dress, sitting on a garden bench, with a book in her hands and a Teddy Bear in her arm (two other of her favorite things.)

Memorial: 9/11 Memorial “Postcards”
Location: Staten Island, N.Y.

Built in 2004, “Postcards” features two soaring 40-foot high, white wing-like walls that symbolize notes sent to loved ones. The memorial is dedicated to all the Staten Island, N.Y., residents who died on 9/11, each of them honored with a granite plaque with their facial silhouette, name, birth date, and place of work. Ground Zero can be seen between the “Postcards” wings.



PAIRS SQUARED

(Two A, B Partners Join Up)



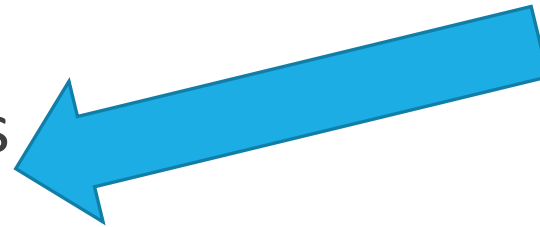
Demonstrate Active Listening: Share with your new group how hearing your partner's response made you think.

“When partner's name said _____ it
made me think _____, because...”

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How might this look different for your students?



What is included in a Talk Task?

- A Standards-Based Prompt to Demonstrate Knowledge, Understanding, and Application
- Thoughtful Grouping
- Reminder of Discussion Guidelines
- Individual Accountability for Every Student
- Necessary Protocol (Accountable Talk, Sentence Stems, etc.)

School 21

ORACY FRAMEWORK for Student Presentations

PHYSICAL

Projection, Gesture

- How are you using your face?
- How are you using your voice?
- How are you using movement and gesture?
- Is pitch, tone, and rhythm of voice varied?
- Do gestures and body language support what is being said?
- Are you in control of your voice and movement?

COGNITIVE

Thinking, Collaborating, Questioning

- Is there a strong argument?
- Have you made clear points backed up with evidence?
- Have you presented complex arguments clearly?
- Do you have a clear beginning, middle, and end?

LINGUISTIC

Vocabulary Acquisition, Lexical Choice

- Does the speech have precise language?
- Do you use formal or informal language?
- Is there a range of appropriate vocabulary?

EMOTIONAL

Audience, Engagement, Pathos

- Are you making an impact on the audience?
- Is the speech given with energy and 100% commitment?
- Are you connecting with the audience?
- How have you taken risks (i.e. using humor, surprise) in your speech?



Physical

Voice

- Fluency & pace of speech
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language

- Gesture & posture
- Facial expression & eye contact



Cognitive

Content

- Choice of content to convey meaning & intention
- Building on the views of others

Structure

- Structure & organisation of talk

Clarifying & summarising

- Seeking information & clarification through questions/ing
- Summarising

Reasoning

- Giving reasons to support views
- Critically examining ideas & views expressed



Linguistic

Vocabulary

- Appropriate vocabulary choice

Language

- Register
- Grammar

Rhetorical techniques

- Rhetorical techniques such as metaphor, humour, irony & mimicry



Social & Emotional

Working with others

- Guiding or managing interactions
- Turn-taking

Listening & responding

- Listening actively & responding appropriately

Confidence in speaking

- Self assurance
- Liveliness & flair

Audience awareness

- Taking account of level of understanding of the audience

Group Configurations

Nest (x1)



Pairs (x2)



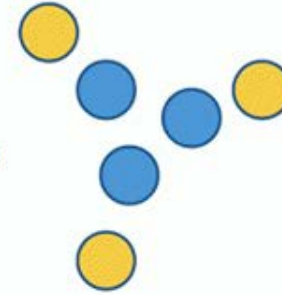
Trios (x3)



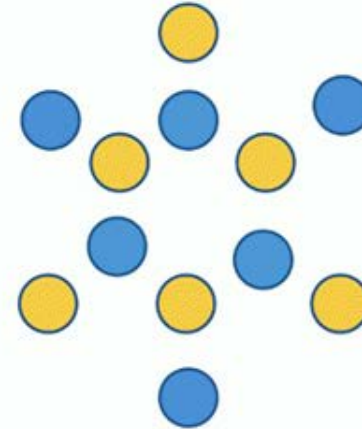
Circle (x6 or x12)



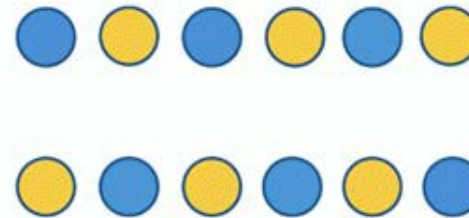
Onion (x6)



Coaching Onion (x12)



Traverse (x12)



Discussion Guidelines



We always respect each other's ideas.

**We are prepared to change our minds
as we learn.**

**We clarify, challenge, summarize, and
build on each other's ideas.**




**We invite others to contribute by
asking questions.**

We demonstrate proof of listening.

We speak in complete sentences.

SPEAK ~ LISTEN ~ LEARN

Speaking & Listening Roles

<p>Surgeon</p> 	<p>Asks probing questions to go deeper into responses.</p>	<p>What is it about...that makes you say...? Can you tell us a little more...? Justify what you have said... Please show us the evidence...</p>
<p>Builder</p> 	<p>Develops others' answers.</p>	<p>That was a good point...it could also... I would like to add... Yes, and then you could... Ok, but don't you think... Previously we spoke about... I would like to pick up on...</p>
<p>Summarizer</p> 	<p>Summarizes the overall discussion in brief. Rounds up points so far.</p>	<p>Am I right in thinking...? Are you saying...? Have I got that right? Are you saying...? So are we supposed to be...? So that suggests... So we don't understand about the bit...</p>

INDIVIDUAL ACCOUNTABILITY:

Self & Group Assessments

Peer Feedback

Teacher Feedback



Linguistic	
formal academic language	
specific vocabulary in context (if assigned)	
Cognitive	
building on the views of others	
summarizing	
maintaining focus on task	
giving reasons and evidence to support views	
critically examining ideas and views expressed	
Social & Emotional	
turn-taking	
listening actively and responding appropriately	

Resources for Prompts

Project Tahoe <http://projecttahoe.org/>

One Pagers

Visual Analysis

Choose a DBQ source for a talk task

Stanford History Education Group <https://sheg.stanford.edu/>

Pew Research Center <http://www.pewresearch.org/>

Listenwise <https://listenwise.com/>

ABC-CLIO (go through WCSD website – Library Services)

Google Arts & Culture <https://www.google.com/culturalinstitute/beta/>

Final Thoughts & Questions

