

Linking Oracy to Inquiry



NNCSS - FEBRUARY 3

TALK TASK MATERIALS

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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/>

TALK TASK PLANNING TEMPLATE

Worthwhile Standards-Based Topic & Why It's Important	
Discussion Norms	
Thoughtful Group Formation (What type of configuration will work best?)	
Prompt (What texts will guide the discussion?)	
Task (What will students do? What roles will they have for both speaking and for listening?)	
Accountability (How will you measure student engagement and growth as speakers and listeners?)	

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?

Groupings



Nest

Students stand apart and whisper their ideas to themselves



Circle (of 6 to 12 students)

A group of six students face each other in a circle. Pupils step inside the circle individually and speak to the group, considering their audience, maintaining good eye contact and using appropriate body language.



Pairs

Two students talking together



Onion

Students form an inner and outer circle. Up to six pupils stand back-to-back in the inner circle, with each facing a partner on the outer circle.



Trios

Three students talking with each other. Two students have a discussion while the third observes then summarises and critiques



Traverse

Pupils stand in two parallel lines opposite a speaking partner.



Coaching Onion/Fishbowl

A coaching onion is a useful tool for switching discussion partners as pupils on the inner circle can rotate to face someone new. It also allows students to contribute ideas to a larger group without worrying about speaking to them all at once.

A fishbowl enables the outer circle to observe the inner circle's discussion.

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



LEGO Listening Roles for Discussion

Role	Description	Sample Listening Stems
 <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...</p>

LEGO Listening Roles for Discussion

Role	Description	Sample Listening Stems
<p data-bbox="163 315 310 354">Referee</p> 	<p data-bbox="401 315 800 602">Starts new branches of discussion. Kicks off discussion with key questions.</p>	<p data-bbox="835 233 1913 293">So we don't understand about the bit...</p> <p data-bbox="835 315 1409 375">Why do you think...?</p> <p data-bbox="835 396 1234 456">Let's start by...</p> <p data-bbox="835 477 1745 537">So that leads us to the question...</p> <p data-bbox="835 558 1745 618">The first thing we need to do is...</p>
<p data-bbox="128 628 344 667">Challenger</p> 	<p data-bbox="415 628 785 850">Argues against presented views. Provokes further discussion.</p>	<p data-bbox="835 628 1283 688">You said..., but...</p> <p data-bbox="835 709 1738 769">But if that's true, then how can...</p> <p data-bbox="835 790 1814 850">That may be true, but what about...</p>
<p data-bbox="149 1062 331 1101">Clarifier</p> 	<p data-bbox="394 1062 806 1170">Attempts to clarify responses.</p>	<p data-bbox="835 1062 1829 1122">What do you mean when you say...?</p> <p data-bbox="835 1143 1667 1203">Can you give us an example...?</p> <p data-bbox="835 1224 1409 1284">Is that the same as...?</p>

Talk Task Self & Peer Assessment

Individual or Group Name _____

Talk Task _____

Oracy Skill	Gold/Silver/Bronze Rating	Goals for Next Talk Task
Physical		
clarity of pronunciation		
facial expression and eye contact		
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		

GOLD means 'consistently demonstrates this skill'.

SILVER means 'demonstrates this skill some of the time'. BRONZE means 'rarely or never demonstrates this skill yet'.

NOTES