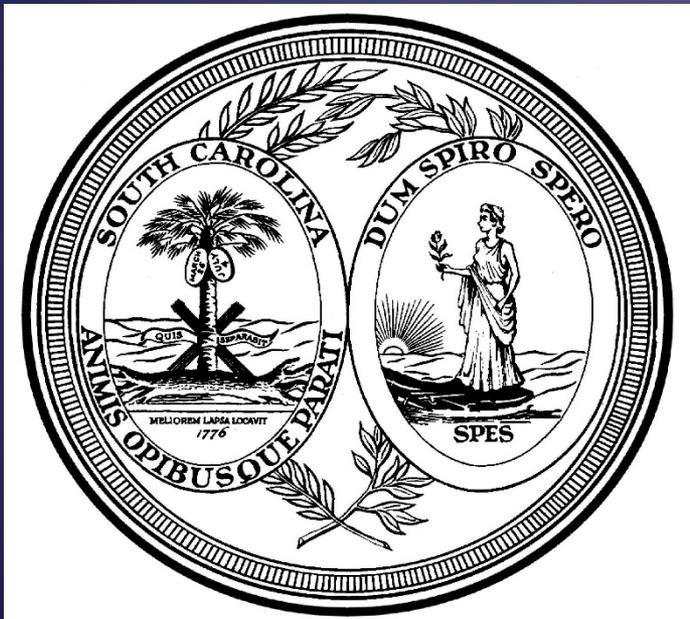


Fall ELA PLO

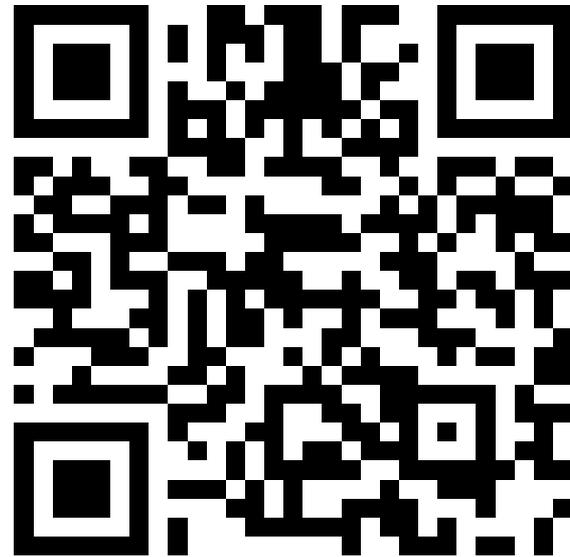
Day 3

Grades 6-8



Padlet

www.tinyurl.com/fallplo3and4



Series “I Can” Statements

- I can incorporate the Inquiry-Based Literacy Standards to inform student learning.
- I can model the use of the Fundamentals of Reading as I teach the Reading-Literary and Reading-Informational Text Standards.
- ➔ I can model the use of the Fundamentals of Communication as I teach the Reading-Literary, Reading-Informational Text, and Communication Standards.
- I can model the use of the Fundamentals of Writing as I teach the Writing, Reading-Literary, and Reading-Informational Text, and Writing Standards.

What is Communication?



Fundamentals

Fundamentals of Reading, Writing, and Communication

The Fundamentals of Reading, Writing, and Communication delineate the underlying assumptions of the processes students must use and integrate to become successful and proficient readers, writers, and communicators, regardless of their grade level or course placement. Through these processes, students apply strategies as they read, write, and communicate. As students use these processes with automaticity, they more successfully navigate new and more challenging content and tasks.

Teachers at all grade levels and in all disciplines should refer to the Fundamentals when determining what students use or neglect as they read, write, and communicate. Engagement increases as students take ownership of their learning through personal understanding and implementation of the reading, writing, and communication processes.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Fundamentals of Writing

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

Fundamentals of Communication



Fundamentals of Communication

- In your groups, discuss what you notice about the fundamentals along with any questions you may have.
- On a piece of chart paper, write down the things you would observe in a classroom that would show you that these fundamentals are being implemented.

Communication (C)

Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.

Teachers should continue to address earlier standards as they apply to more complex text.

Students are expected to build upon and continue applying concepts learned previously.

Fundamentals of Communication

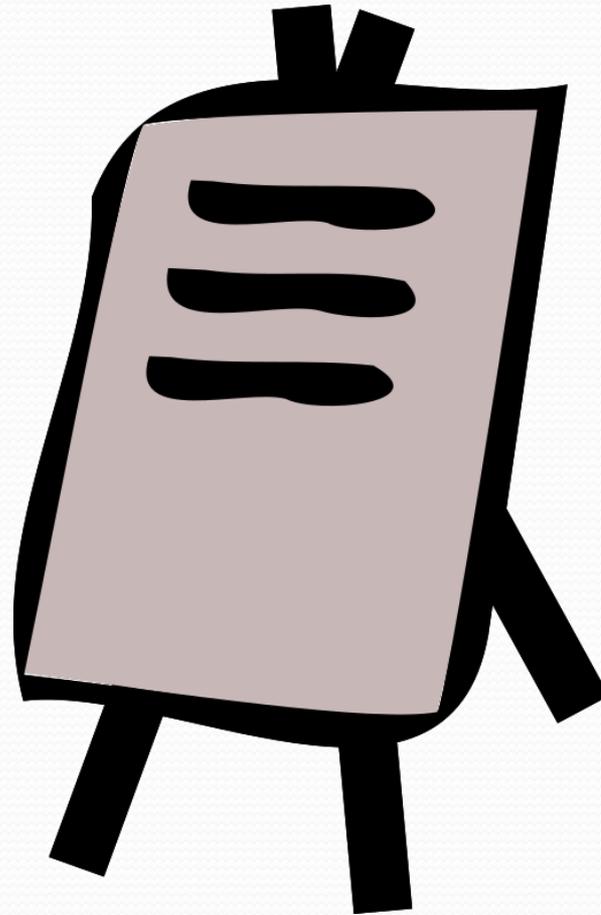
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- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

Meaning and Context (MC)

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
1.1 Consider viewpoints of others by listening, reflecting, and formulating questions; support others to reach common understandings of concepts, ideas, and text.	1.1 Prepare for and engage in conversations to explore complex concepts, ideas, and texts; share ideas and consider alternate viewpoints.	1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking.
1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.	1.2 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion.	1.2 Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.

Charting it Out

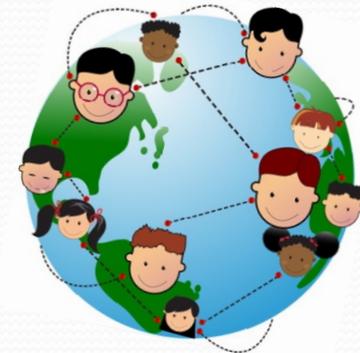




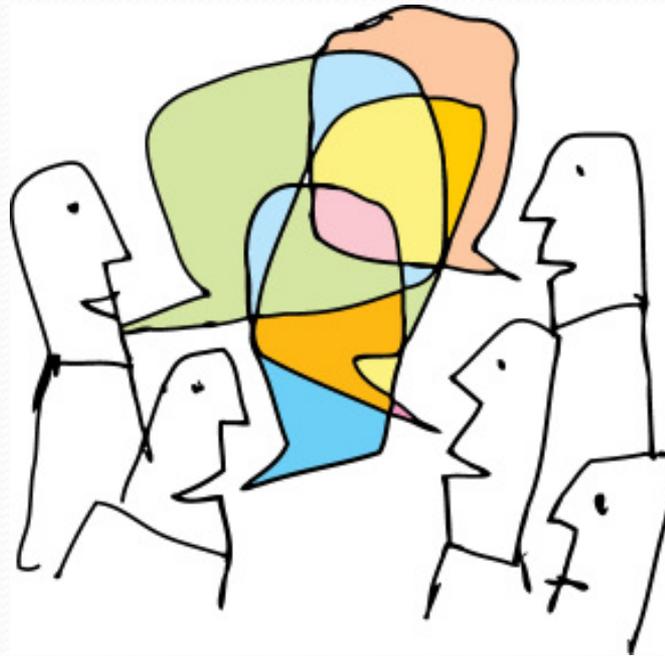
Blog About it



Ways to Communicate



Conversations



Conversations

I didn't know what
I knew until I talked
about it.

7th grade student

Conversations

Build Ideas

Communicate
our thoughts

Shape our identities,
beliefs, and emotions

Conversations

Leave us pondering
and processing ideas
for hours, days, and
even years

Contribute to
inner dialogues

Solve problems

What are Academic Conversations?



Conversations

Conversations not only made us sound smarter, I think they actually made us smarter.

4th grade student

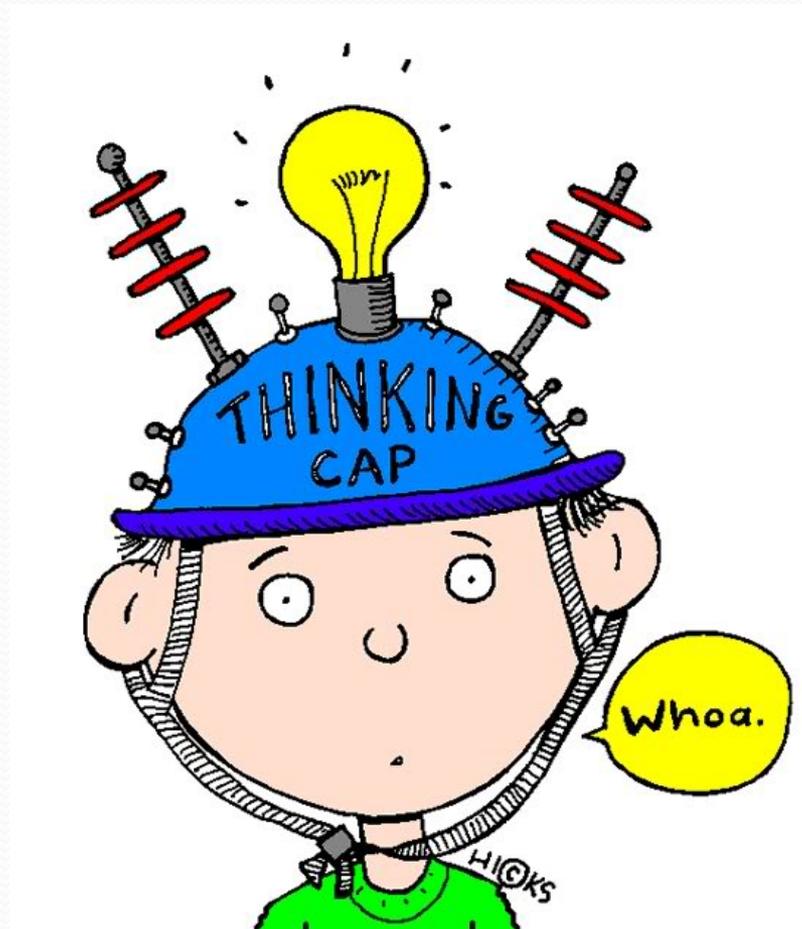
Advantages of Conversations



Advantages of Conversations



Advantages of Conversations



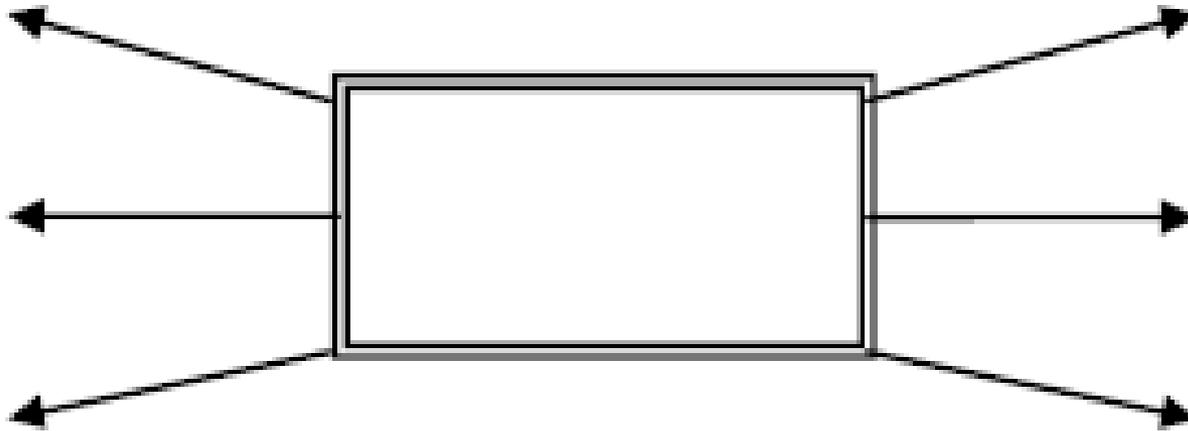
Good vs. Unproductive Conversations



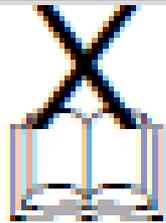
Five Core Skills of Academic Conversations



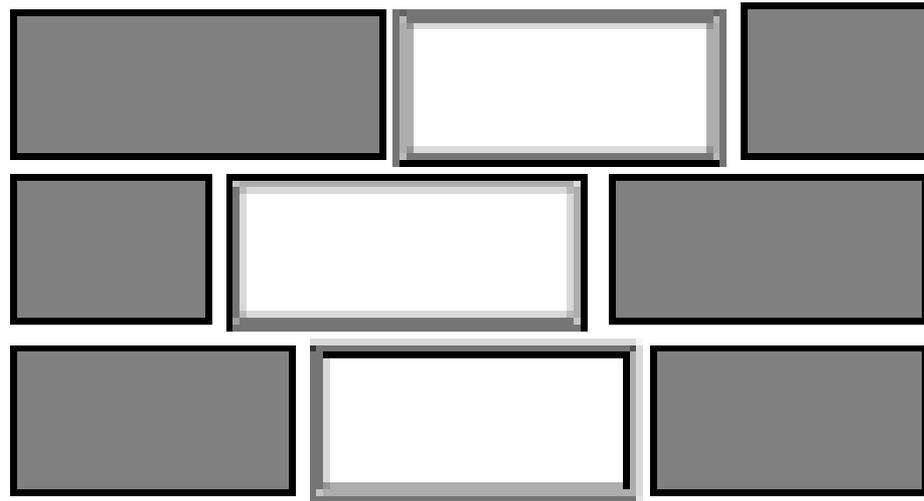
Elaborate and Clarify



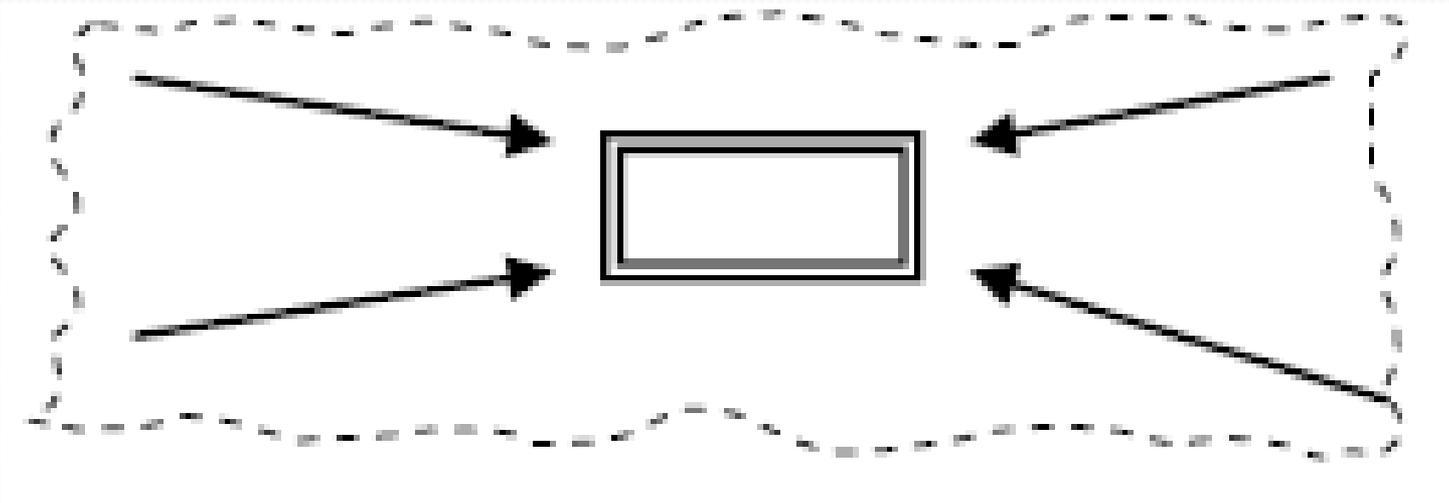
Support Ideas with Examples



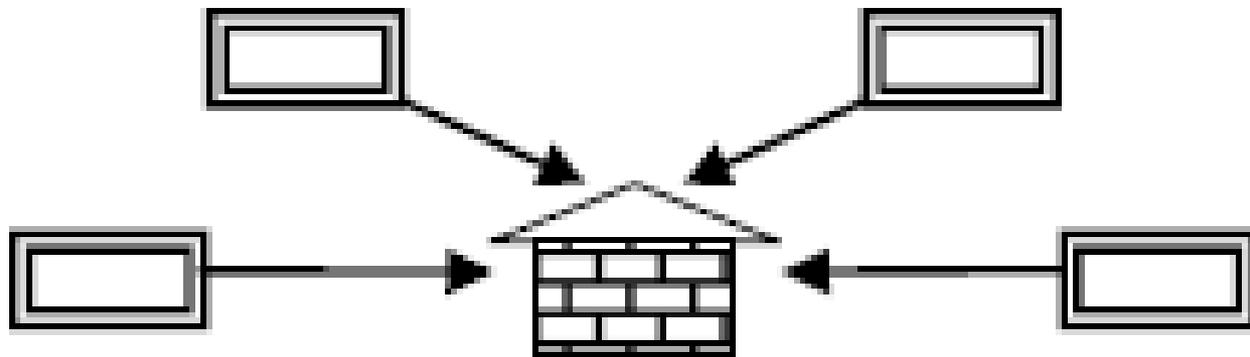
Build on and/or Challenge a Partner's Idea



Paraphrase



Synthesize Conversation Points





THE MAIN IDEA

current education book summaries



Five Academic
Speaking Skills

ACADEMIC CONVERSATIONS: Classroom Talk That Fosters Critical Thinking and Content Understandings By Jeff Zwiers & Marie Crawford (Stenhouse Publishers, 2011)

S.O.S. (A Summary of the Summary)

The main ideas of the book are:

- ~ Academic conversations help students build deep understandings, yet teachers rarely employ them.
- ~ To help, the authors introduce five core conversation skills and show teachers ways to hold different types of productive academic conversations.

Why I chose this book:

I chose this book because speaking and listening skills are needed *all the time* – they cut across all grades and all subjects. In addition, not only do the Common Core State Standards call for speaking skills, but employers are increasingly demanding employees with better communication skills. The time is NOW to focus on these important communication skills.

Why not make *academic conversations* the focus of your PD for the fall? I think this could be the perfect time to bring ALL of your teachers together for PD around a Common Core skill that is also a very important real-world skill.

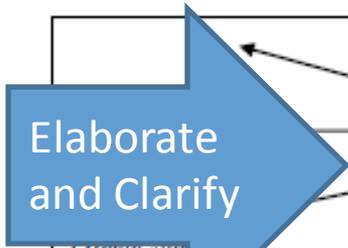
Also, for those of you worried about time lost on this “soft skill,” the authors make it clear that the goal of the conversations is to improve and build *content understandings* in the core disciplines. As one seventh grade student said, “I didn’t know what I knew until I talked about it.”

Note that the book primarily focuses on the upper elementary through high school grades.

The Scoop (In this summary you will learn...)

- √ *Five academic conversation skills all teachers should teach – elaborating, supporting ideas, building on ideas, paraphrasing, and synthesizing.*
- √ *Actual activities teachers can use to bring academic conversation skills into their classrooms.*
- √ *The seven features of an effective academic conversation.*
- √ *How academic conversations can even be used to build grammar and vocabulary.*
- √ *How academic conversations help students develop a deeper understanding of core academic subjects than simply reading and writing about them.*

Academic Conversation Placemat

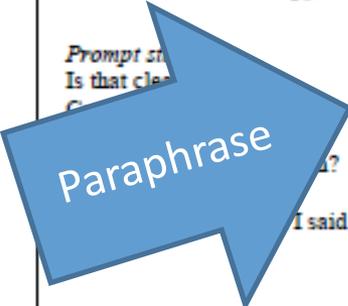
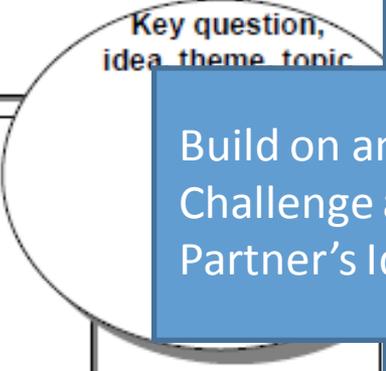
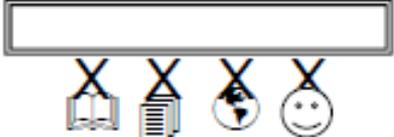


Prompt starters:
 Can you elaborate on...?
 What does that mean?
 What do you mean by...?
 Can you clarify the part about...?
 Tell me more about...
 How is that important? How does it support your point that...
 I understand the part about..., but I want to know...
 Can you be more specific?

Response starters:
 I think it means...
 In other words,
 More specifically, it is ... because...
 Let's see, an analogy might be...
 It is important because...

Prompt starters:
 - Can you give an example from the text?
 - What is a real world example?
 - Can you think of examples from other texts?
 - How does the example support the theme?
 - Why is this theme important for people back then, today, and future?
 - How can we use them apply to your life (past, present, future)?

Response starters:
 For example,
 In the text it said that...
 Remember in the other story we read that...
 An example from my life is
 One case that illustrates this is...

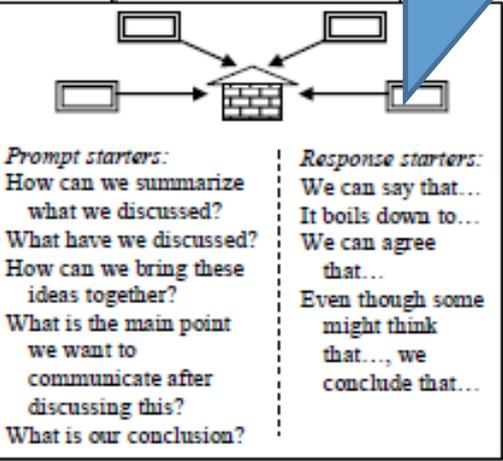


Prompt starters:
 Is that clear?
 Can you rephrase that?
 I said...

Response starters:
 Let me see if I heard you right...
 To paraphrase what you just said, you...
 In other words, you are saying that...
 What I understood was...
 It sounds like you think that...

Prompt starters:
 How can we add to this idea of...
 What other ideas or examples relate to this idea?
 How can we use this idea?
 Do you agree?
 What contradicts this? What are other points of view?

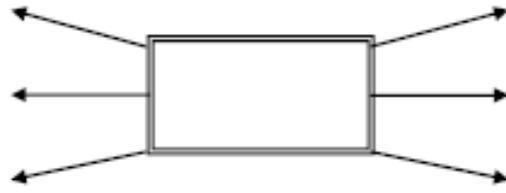
Response starters:
 I would add that...
 Building on your idea that..., I think...
 That idea connects to...
 I see it a different way, On the other hand, ...
 Let's stay focused on the idea of.... Let's get back to the idea of...
 That makes me think of...



Ideas for generating conversation topics/prompts:
Persuade/decide, Apply, Right or Wrong?
Bias Causes/Effects, Compare
Describe thru analogy, Hypothesize

Ideas for generating conversation topics/prompts:
Take Perspectives, Interpret themes
Evaluate/critique, Solve problem
Synthesize, Create/design

Academic Conversation Placemat



Prompt starters:

- Can you elaborate on...?
- What does that mean?
- What do you mean by...?
- Can you clarify the part about...?
- Tell me more about...
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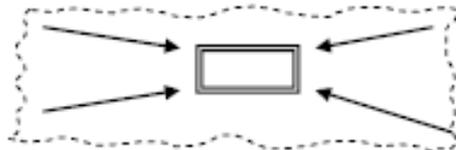


Prompt starters:

- Can you give an example from the text?
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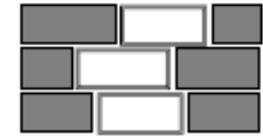


Prompt starters:

- Is that clear?
- Can I hear what you heard?
- Does that make sense?
- Do you know what I mean?
- What do you think?
- I'm not sure of all that I said.

Response starters:

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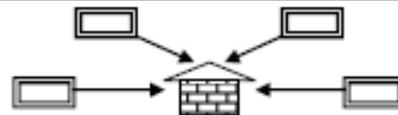


Prompt starters:

- How can we add to this idea of...
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Response starters:

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- Let's stay focused on the idea of.... Let's get back to the idea of...
- That makes me think of...



Prompt starters:

- How can we summarize what we discussed?
- What have we discussed?
- How can we bring these ideas together?
- What is the main point we want to communicate after discussing this?
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Response starters:

- We can say that...
- It boils down to...
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- Even though some might think that..., we conclude that...

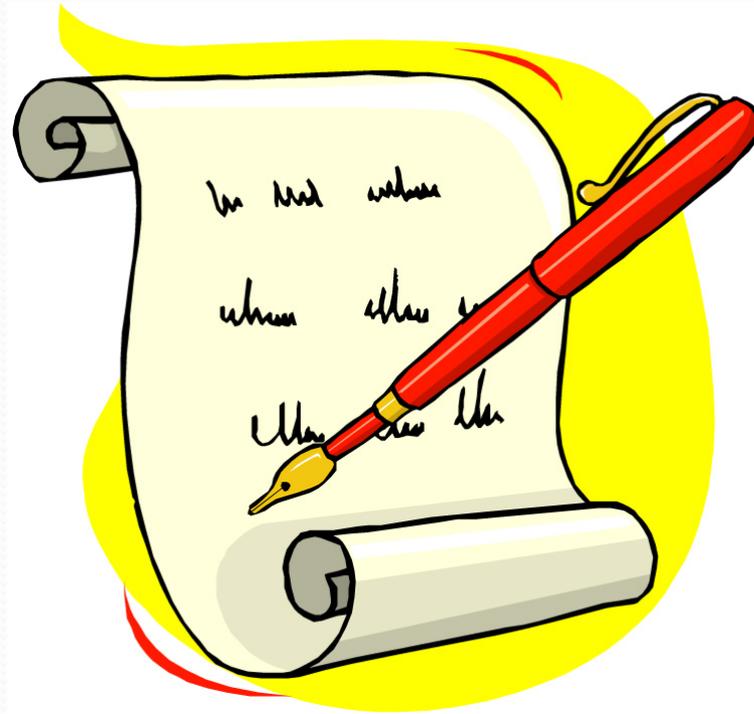
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- Bias Causes/Effects Compare*
- Describe thru analogy Hypothesize*

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- Take Perspectives, Evaluate/critique Synthesize,*
- Interpret themes Solve problem Create/design*

Summarize

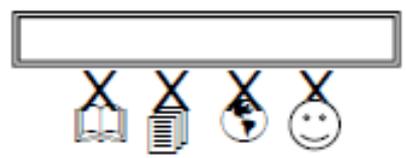


Academic Conversation Placemat



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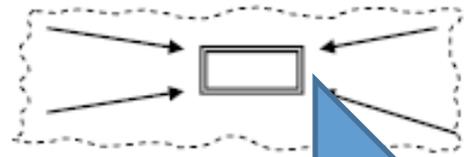
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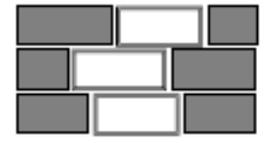
**Key question,
 idea, theme, topic**
**The importance of
 teaching students to
 have academic
 conversations.**



Prompt starters:
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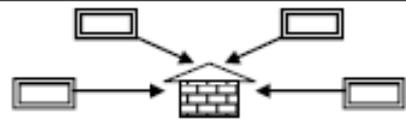
**Synthesize
 Conversation
 Points**



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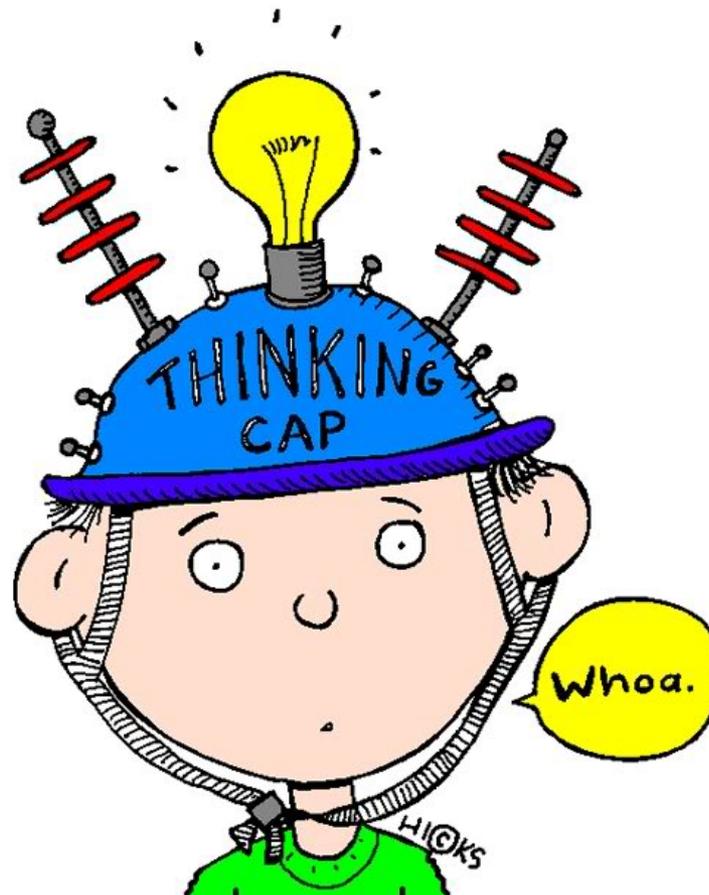


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Take Perspectives, Evaluate/critique Synthesize,
Interpret themes Solve problem Create/design

5 Core Skills



1

Chapter 3: Lesson Activities for the 5 Core Academic Conversation Skills (pg. 3)



Chapter 4: Designing Effective Communication Tasks (pg. 4-5)



Chapter 5: Training Students for Advanced Conversations (pg. 5)



Chapter 6: Teaching Academic Grammar and Vocabulary Through Conversations (pg. 5-7)



Chapter 7: Conversations in Language Arts (pg. 7)

 **THE MAIN IDEA**
current education book summaries

 **Academic Conversations**
The Core Skills for the 21st Century
Five Academic Speaking Skills

ACADEMIC CONVERSATIONS:
Classroom Talk That Fosters Critical Thinking and Content Understandings
By Jeff Zwiers & Marie Crawford (Stenhouse Publishers, 2011)

S.O.S. (A Summary of the Summary)

The main ideas of the book are:

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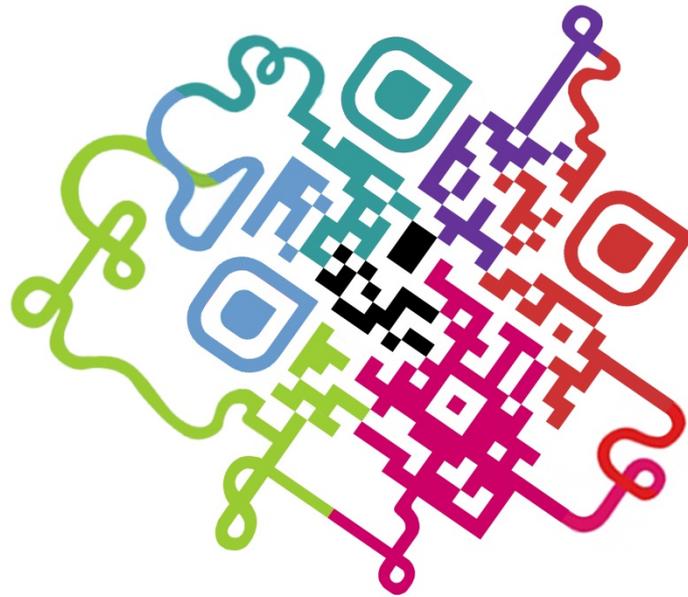
- √ Five academic conversation skills all teachers should teach – elaborating, supporting ideas, building on ideas, paraphrasing, and synthesizing.
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- √ How academic conversations help students develop a deeper understanding of core academic subjects than simply reading and writing about them.

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Chapter 1 Lesson Activities



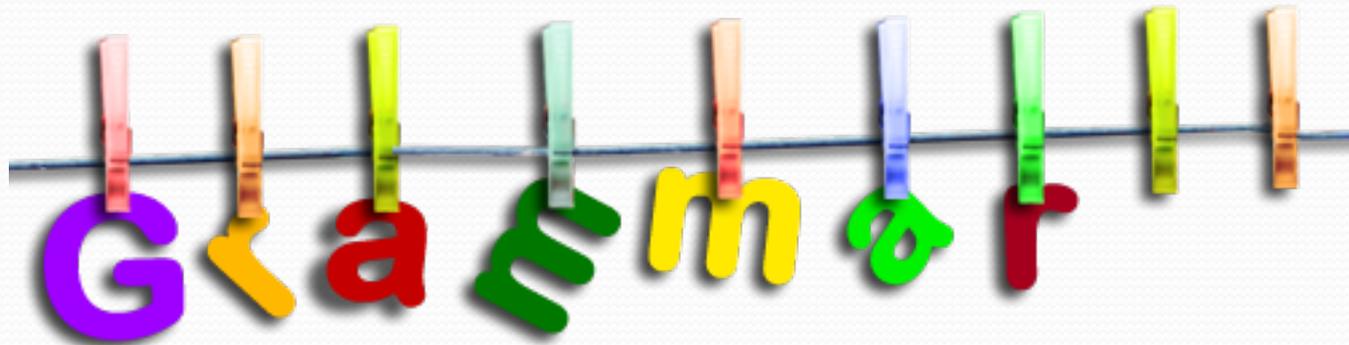
Chapter 4: Designing Effective Conversation Tasks



Chapter 5: Training Students for Advanced Conversations



Chapter 6: Teaching Academic Grammar and Vocabulary Through Conversations



Chapter 7: Conversations in Language Arts



Conver-Stations



Conver-Stations

- How does this strategy encourage student-led conversations?
- What are the benefits of using movement during class discussions?
- How could this strategy be adapted to other activities?

Conver-Stations



Collaboration vs. Cooperative Learning



Collaboration vs. Cooperative Learning

- What are the key differences between collaboration and cooperative learning?
- How does Mr. Olio help students develop their own ideas while learning from others?
- What can you learn from Mr. Olio about creating a collaborative environment?

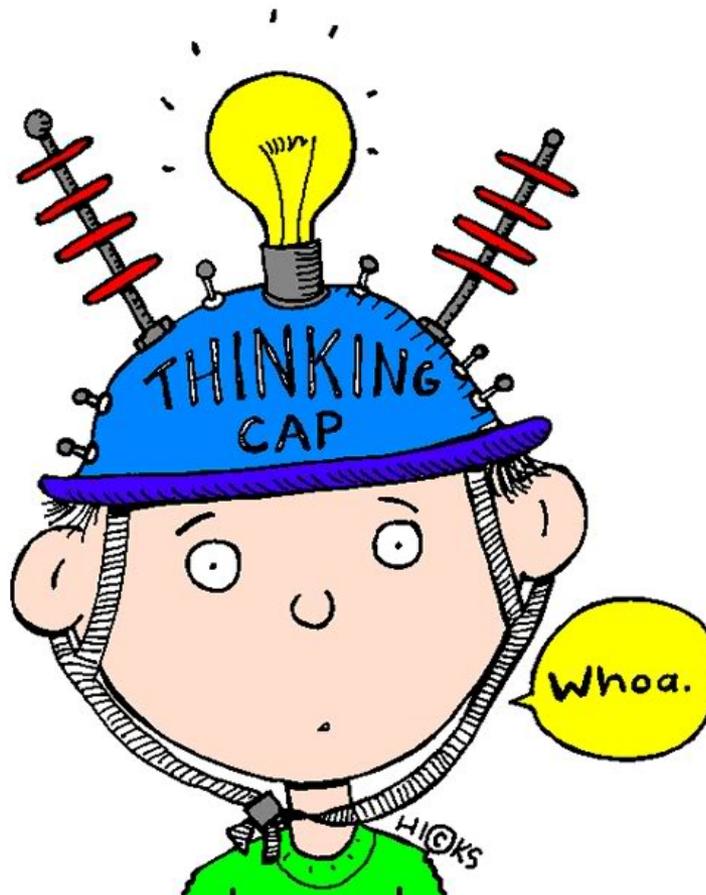
Purposeful Grouping for Collaboration



Purposeful Grouping for Collaboration

- How does Ms. Thomas help all students feel comfortable sharing their opinions?
- What do students learn from working in diverse groups?
- How could you use the “tea party” protocol in your classroom?

Purposeful Grouping for Collaboration



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Exit Slip

www.tinyurl.com/day3exitslip6-8

