

Yearly Pacing/Unit Planner for Oral Language Instruction in Morning Meeting

Goals:

- Multiple Exchanges
- Increased complexity of conversation skills (prompts, stems)
- Move from everyday to academic and precise language

New Stems and prompts taught in morning meeting, practiced with everyday topics (Mon/Tues) and Academic Prompts/stems/topics Wed - Fri.

Unit 1 Launch - August 15th - 31st

(Consider grade level appropriate launch stems - how are we building from grade to grade?)

<p>Talk Behavior Goals: (See Kathy Collins hand out, ELD part 1 standards, speaking and listening standards)</p> <ol style="list-style-type: none"> 1. Understand partner talk expectations 2. Be courteous conversationalists, active listeners and helpful speakers 	
<p>Conversation skills: (see Zwiers placemat and Talk Prompts and Stems)</p> <ol style="list-style-type: none"> 1. Create: Asking others starters & Expressing opinion starters 2. Clarify: Asking questions to clarify understanding 	
<p>Initiator</p>	<p>Responder:</p>
<p><u>Asking others ideas Starters:</u></p> <ul style="list-style-type: none"> ● I want to hear your ideas. ● What do you think? ● Would you like to go first? ● Ok, your turn. ● What do you think about what we read/heard/saw? <p>Prompts to clarify confusion</p> <ul style="list-style-type: none"> ● Are you asking ___? ● I want to make sure I understand your question. Were you saying that ___? ● I'm not sure I understand. Can you say it another way? ● What does ___ mean? (definition of a word) 	<p>Expressing opinion starters</p> <ul style="list-style-type: none"> ● I think _____. I don't think _____. ● I believe _____ ● In my opinion _____. ● Based on my experience _____. ● From my perspective _____. <p>Prompts to check for clarity</p> <ul style="list-style-type: none"> ● Does that answer your question? ● Does that help? ● Was that enough information?
<p>Performance Task: Grand Conversation</p>	

Unit 2 - Sept 4th - Oct 5th (sustaining a conversation)

<p>Talk Behavior Goals: (See Kathy Collins hand out, ELD part 1 standards, speaking and listening standards)</p> <ol style="list-style-type: none"> 1. Self manage partner talk time with a repertoire of ways to start the conversation 2. Think toward talk time 3. Ask relevant questions 4. Support their ideas with evidence 	
<p>Conversation skills: (see Zwiers placemat and Talk Prompts and Stems)</p> <ol style="list-style-type: none"> 1. Create: Presenting Facts Starters 2. Evaluate: Agree/disagree respectfully 3. Support: offer and elicit support (examples, reasons, etc) 	
<p>Initiator:</p>	<p>Responder:</p>

<p>Presenting Facts Starters</p> <ul style="list-style-type: none"> • I read that ____ • The text says ____ • Research shows ____ • From my experience, I know that ____ <p>Requesting response</p> <ul style="list-style-type: none"> • Do you agree? • Do you have a different idea/opinion? <p>Support</p> <ul style="list-style-type: none"> • One reason I think ____ is because ____ • One example of ____ is ____ • On page ____ it says, OR As the text says, ____ • For example, ____ • The article/author states that ____. • ____ is an example of ____ 	<p>Agreeing and disagreeing</p> <ul style="list-style-type: none"> • I agree/disagree with ____ because ____. • I support ____ because ____. • I found what ____ said convincing because ____. • I respectfully disagree with _____. I think _____. • I understand why you think _____, but I disagree because _____. <p>Eliciting Support</p> <ul style="list-style-type: none"> • Can you give an example? • What makes you think that? • Can you give evidence to support your claim? • Can you justify your perspective with evidence from ...?
<p>Performance Task: Sustained Partner Talk</p>	

Unit 3 - Oct 8th - Nov 8th (challenging evidence and evaluating your position)

<p>Talk Behavior Goals- Students will: (See Kathy Collins hand out, ELD part 1 standards, speaking and listening standards)</p> <ol style="list-style-type: none"> 1. Have a variety of ways to maintain and sustain their conversations 2. Take notes to bring to talk time 3. Allow themselves to be challenged by another's POV or evidence 4. Affirm others and add information 	
<p>Conversation skills: (see Zwiers placemat and Talk Prompts and Stems)</p> <ol style="list-style-type: none"> 1. Add on 2. Question Evidence 3. Respond to disagreement 	
<p>Initiator:</p>	<p>Responder:</p>
<p>Review of starter prompts already learned.</p> <p>Responding to disagreements or rethinking</p> <ul style="list-style-type: none"> • I'm going to stick with my original position because ____. • I need to think about that more because _____ • I've changed my mind because ____. • My point of view changed because _____. 	<p>Prompts for adding on</p> <ul style="list-style-type: none"> • Also, I read that ____ • In addition to what you said, I remember that _____ • I want to piggyback on what ____ said by adding ____. • One reason/fact that hasn't been said yet is _____ • An additional way to solve this problem is _____. <p>Questioning Evidence</p> <ul style="list-style-type: none"> • How does that example/fact/reason support your main idea?
<p>Performance Task: Debate</p>	

Unit 4 - Nov 12 - Dec 15th (Group Talks)

(Consider grade level appropriate launch stems - how are we building from grade to grade?)

Talk Behavior Goals: (See Kathy Collins hand out, ELD part 1 standards, speaking and listening standards) 1. Be able to adapt conversation skills from partner talk to group talk
Conversation skills: (see Zwiers placemat and Talk Prompts and Stems) 1. Review prompts, stems and skills for group talk
All: Stems for when someone is talking too much Stems to include a quiet member of the group Stems to get group back on topic
Performance Task: Book Club or Group Conversation

Oral Language Teacher Coaching Prompts:

- Is there a more precise synonym to use?
- Can you say that in a different way?
- Can you elaborate? Expand?
- Can you connect/combine those two ideas into one sentence?

Essential Features of Conversation by grade band:

K-2

- Following the rules of discussion
- Moving from participation to turn taking
- Sustaining discussion through questioning
- Adult support

3-5 Features

- Preparation for discussion
- Yielding and gaining the floor
- Posing and responding to questions
- From explaining own ideas to explaining the ideas of others

6-8

- using evidence to probe and reflect
- collegial discussions include goals and deadlines
- questions connect ideas from several speakers
- acknowledge new information

Possible Performance Tasks

- Partner conversations about classroom content
- Sustained partner conversations about classroom content
- Grand Conversations
- Independent sustained on topic group conversation
- Debate
- Socratic Dialogue
- Group oral presentations
- Poster (students all contribute ideas to a poster and then present it to the class).
- Recorded Interviews or conversations
- Podcast
- Social Action
- Family Playlist