

Engaging and Supporting All Learners Conference
August 2, 2016
Cedar Shores Resort, Oacoma, South Dakota

Academic Talk



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NorthCentral
Comprehensive Center

Nebraska • North Dakota • South Dakota • Wyoming

Today's Targets



Use a strategy to learn a strategy

Recognize productive accountable talk

Reflect on implementation

Using Oral Scaffolds for Persuasive Writing

Pro-Con T-charts – a precursor activity for persuasive writing

Source: Adapted from *Common Core Standards in Diverse Classrooms*, by J. Zwiers, S. O'Hara, & R. Pritchard, 2014, Stenhouse Publishers.

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 Jane

Remaining two members, *Director and Speaker*, select the topics they each will discuss the pros and cons of

Begin activity when Processor returns to group. Refer to Handout 1.

Pro-Con T-chart

Drinking Wine

PRO

Wine tasting is an art

Good for your heart

Use a variety of really cool glasses

CON

Empty calories

Red wine stains

Lessens sleep quality

Pro-Con T-chart – Round 2

Activity: Round 2

Processors will now share feedback and show Language of Argumentation chart from Handout

Groups will repeat the Pro-Con activity, this time intentionally using the Language of Argumentation

Debrief Pro-Con T-chart

What did you learn from this activity?

How would you like to see this Pro-Con activity used in classrooms?

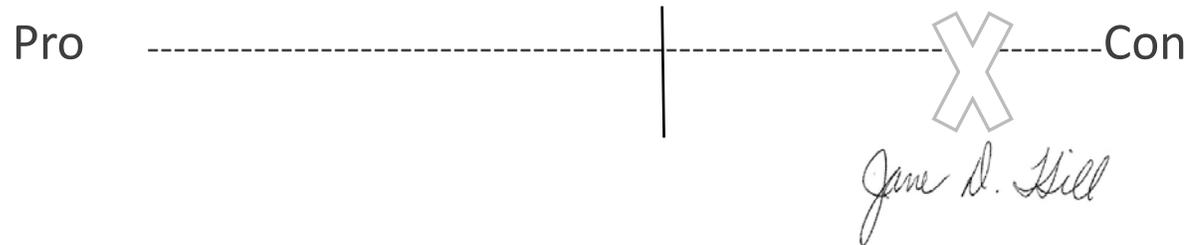
Using Oral Scaffolds for Writing Opinions

Opinion Continuum – a precursor activity for persuasive writing

Source: Adapted from *Common Core Standards in Diverse Classrooms*, by J. Zwiers, S. O'Hara, & R. Pritchard, 2014, Stenhouse Publishers.

Talk Before Writing an opinion piece using Opinion Continuum

Using technology with ELLs



Debrief Opinion Continuum

How did your opinions grow after each round?

How can you or others use Opinion Continuum?

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