Read to be Ready

Responding to Texts Through Interactive Speaking and Writing Activities

Celebrate the Work in Our Region

- Think of one success that you have experienced at your school or district supporting your colleagues with the work of Read to be Ready.

- Share successes at your tables using the Round Robin structure.

Module 2
Responding to Texts Through Interactive Speaking Activities

Objectives

- Develop an understanding of oral language as a foundation for literacy learning
- Define interactive speaking and investigate why it is important
- Explore the Tennessee English Language Arts Standards and the relationship between thinking, speaking, listening, reading, and foundational skills
- Consider the roles of the students and the teacher in interactive speaking
- Examine some of the essential routines for interactive speaking
- Understand the planning process for before, during, and after interactive speaking
- Explore and expand the use of facilitative language for teaching, prompting, and reinforcing effective speaking skills
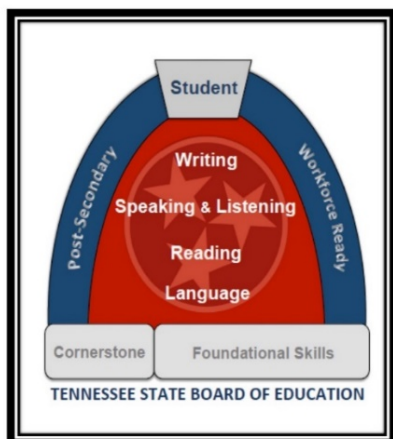
Link to Tennessee English Language Arts Standards

- Interactive speaking lessons focus on the explicit teaching of **Speaking and Listening standards** and **Reading standards,** while incorporating additional **Foundational Literacy standards** through questioning, discussion, and tasks.
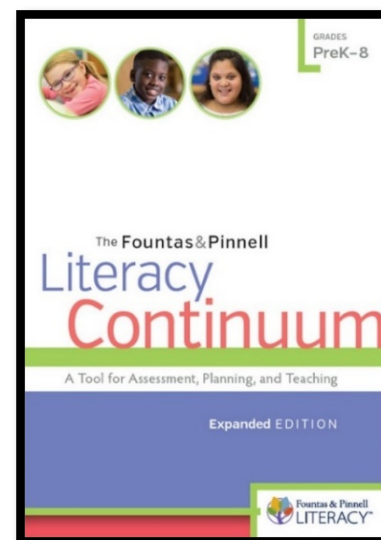
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TEAM Connection

- Standards and Objectives
- Motivating Students
- Activities and Materials
- **Questioning**
- Feedback
- **Thinking**
- Instructional Plans
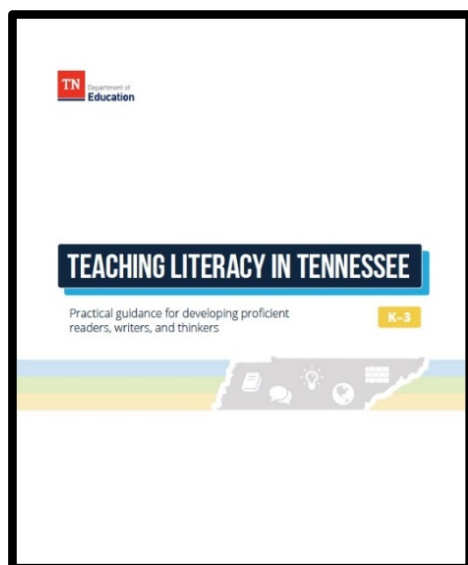
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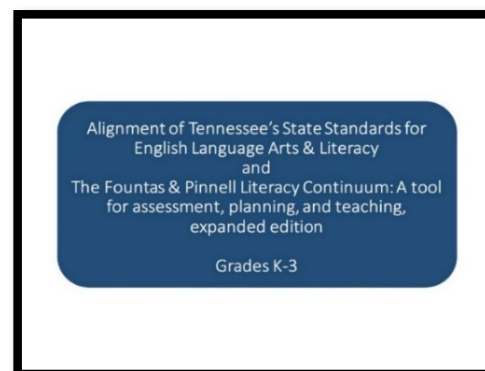
Revisiting Our Resources

Tennessee English Language Arts Standards

The Fountas & Pinnell Literacy Continuum
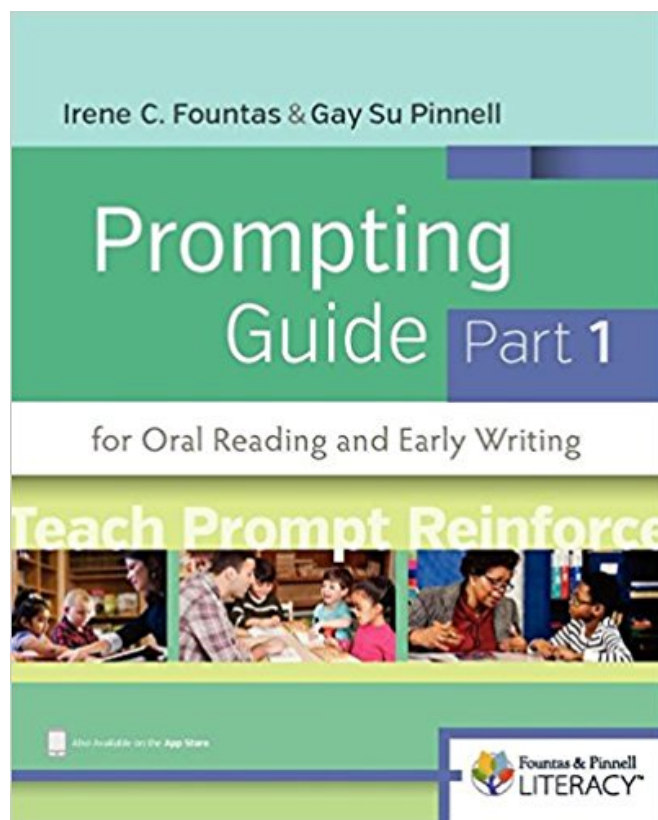
Teaching Literacy in Tennessee

Alignment of Tennessee English Language Arts Standards and *The Fountas & Pinnell Literacy Continuum*

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Identifying New Resources

Fountas & Pinnell, 2016a
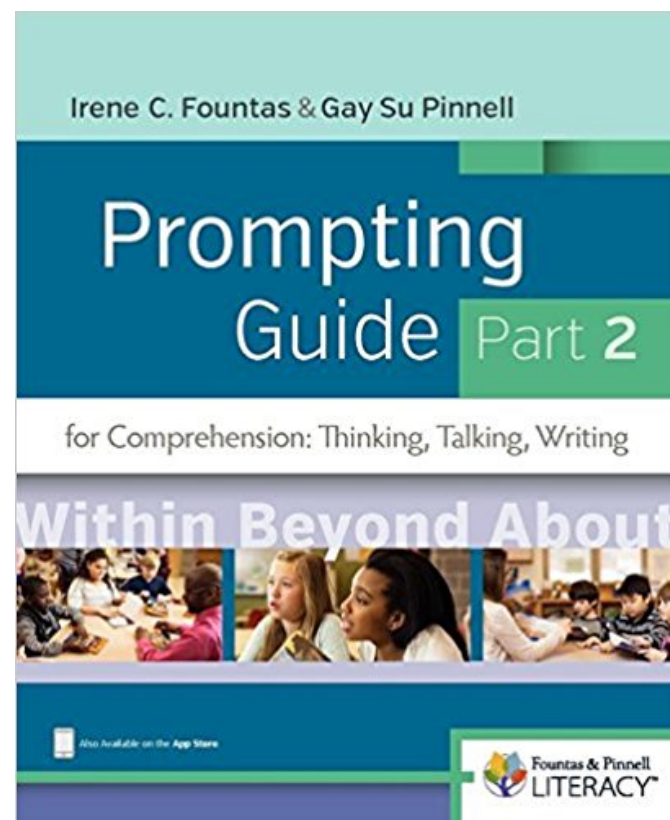
Fountas & Pinnell, 2016b

Reflect on Current Understandings

✓ Place a check mark next to statements that confirm your current understandings.

★ Place a star next to statements that you hope to learn more about.

? Place a question mark next to statements that challenge your current understandings.

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What is interactive speaking?

What is interactive speaking?

"These speaking and listening skills—like reading and writing skills—are founded upon the belief that students must 'have words in order to use words.' The K–5 Foundational Standards work in conjunction with the K–5 Speaking and Listening Standards to help young students build their skills in understanding spoken words and sounds, speak in complete sentences, ask and answer questions and describe and report on topics..."

Tennessee English Language Arts Standards

Say Something Talk Structure

- During this talk structure, each person takes a turn saying something about their thoughts related to the big ideas.

- One person begins by making a comment about one of the quotes while the others listen.

- The next person may make a comment reacting to or adding to the original comment or introducing a new idea.

- Continue the process until everyone has had a chance to share.

Characteristics of Interactive Speaking

Characteristics of Interactive Speaking	
Interactive speaking is…	Interactive speaking is not…

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Guidance for Viewing Videos

- Read through the guidance for watching videos of teaching found in Appendix A, page 185.

Video: Second Grade
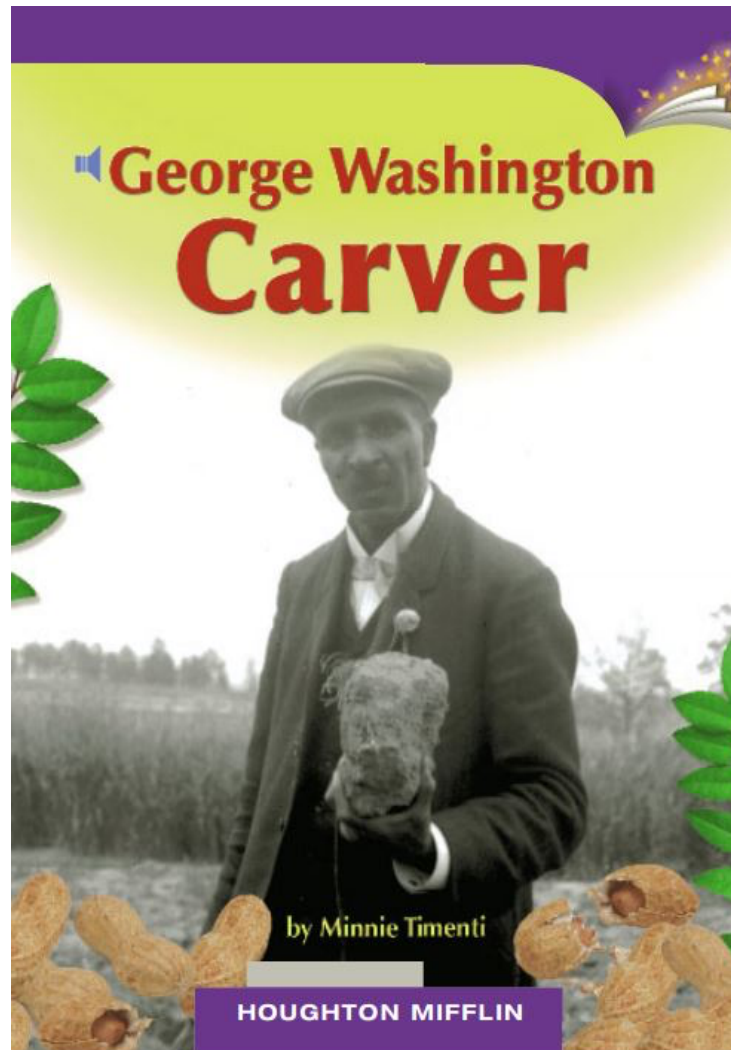
Speaking & Writing to Deepen Comprehension

- Listen to and participate in the reading of *Boy, Were We Wrong about the Solar System* by Kathleen V. Kudlinski
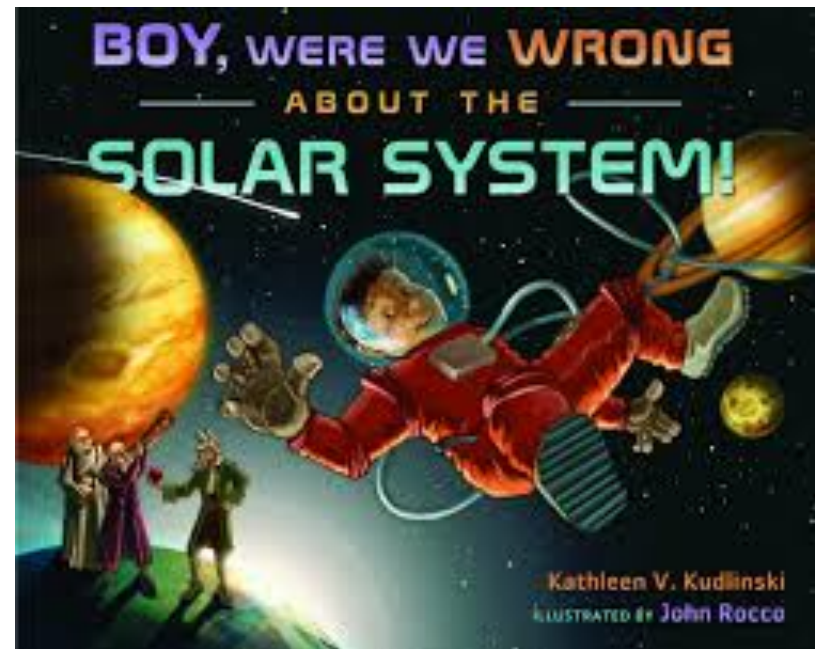
Table Discussion

- How did I as the teacher provide opportunities for discussion? (i.e. structures, questions, prompting)

- How did engaging in these opportunities deepen understanding of the enduring understanding...in this case, how did our discussion support your understanding of how people's views of the universe changed over time?

- How did the teacher utilize your responses to advance your thinking? What might be some ways that your thinking could have been extended? Were there opportunities to clarify misconceptions?

- How did these opportunities to talk and write about text support students in standards acquisition? (reading, writing, science)

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Group Discussion

- Why is it important for students to have opportunities to discuss and write about text?

Group Discussion

- Why is it important for students to have opportunities to discuss and write about text?

- Why is it important for that text to be high-quality, content-rich, and complex?

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Reading is Thinking: Understanding Systems of Strategic Actions

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Systems of Strategic Actions

Use the strategic actions wheel to analyze the question sequence for the read aloud. Answer the following questions.

- Which strategic actions have the questions supported students in using?
- How were the questions crafted to support those actions?
- What might be some other ways a teacher could support students in utilizing the strategic actions during an interactive read aloud or shared reading experience?

Why is interactive speaking important?

Why is interactive speaking important?

"Speaking and listening skills are necessary for young people to be successful in the post-secondary, workforce, and creative endeavors they pursue. To this end, the Speaking and Listening Standards serve as a bridge between reading and writing skills: in the ELA classroom, students share their understandings and ideas gleaned from reading and develop their written voice through presentations, public speaking, and participation in classroom discussions."

Tennessee English Language Arts Standards

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How to Implement Interactive Speaking Activities

Defining Roles in Interactive Speaking

- After reading "Understanding Roles During Interactive Speaking Activities," discuss the following questions at your tables:

  - Which of these might be the easiest actions to implement? Why?

  - Which of these might be the most challenging actions to implement? Why?

  - How will you address these challenges?

Video Grade 3: Atlantic

- View the lesson and record the following:
  - balance of teacher talk and student talk
  - how the teacher facilitates interactive speaking through demonstration and prompting
  - how the students respond to the teacher and to each other
  - the tone and quality of the conversation

How to Establish Routines for Interactive Speaking

- Read "Establishing and Implementing Classroom Routines: Turn and Talk."

- Turn and talk with a partner to discuss some of the big ideas you gathered from the reading about:
  - selecting partners
  - teaching routines
  - anchor charts
  - observing turn and talk
  - open-ended questions

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How to Establish Routines for Interactive Speaking

- Consider some of the other talk structures that we have used in our work together:
  - Round Robin
  - Stand Up, Hand Up, Pair Up (SU, HU, PU)
  - Heads together
  - Jigsaw
  - Talking Sticks/Talking Chips
  - Say Something

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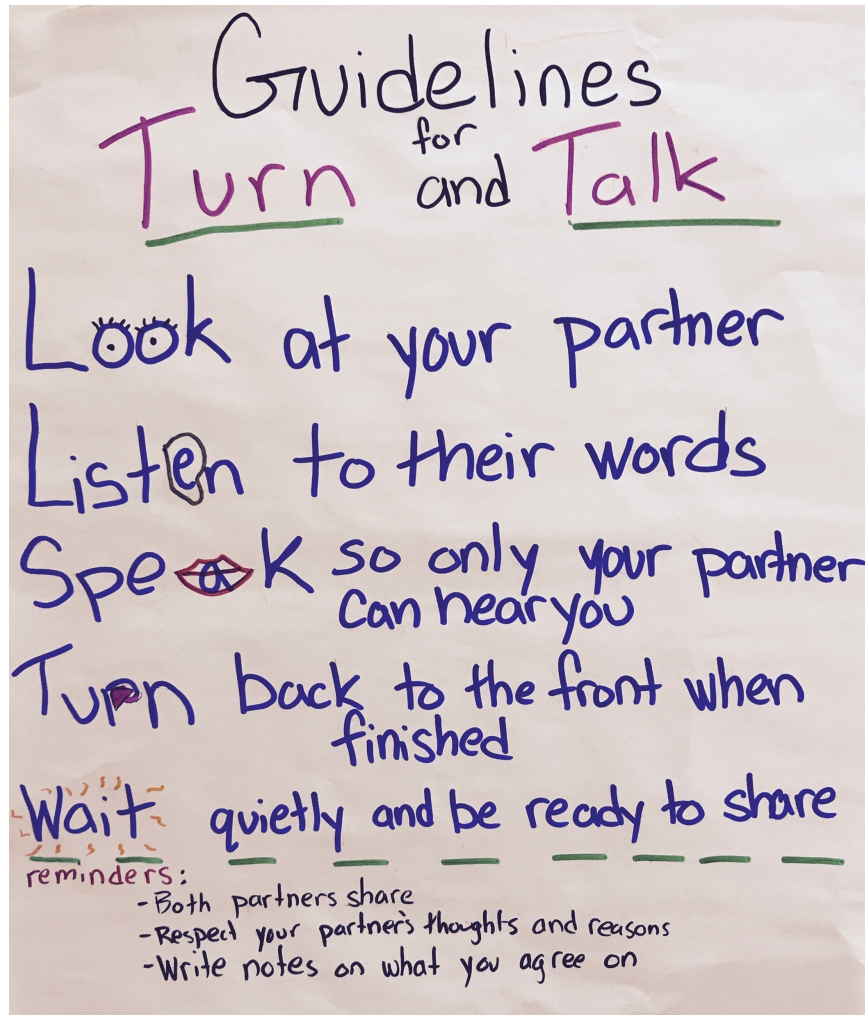
Anchor Charts

- Study the examples of anchor charts in your manual.

- Discuss the questions in the manual at your table.

- Record notes in your manual to help you remember what was discussed.

A Teacher's Reflections on Facilitating Talk

- Read over the questions about Kacy on page 44.

- Watch the video interview of a second grade teacher as she shares how she teaches her students to talk to each other.

- The transcript of the discussion is provided for you on page 191 in Appendix A.

- Take notes in the space provided.

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Language to Support Thinking, Talking, and Writing About Reading

– How is this chart helpful in identifying language that provides different levels of support for teaching students to think, talk, and write about texts?

– How might you use this chart to help teachers understand the levels of support in the language they use to support thinking, talking, and writing about reading?

Introduction to *Prompting Guide 2*
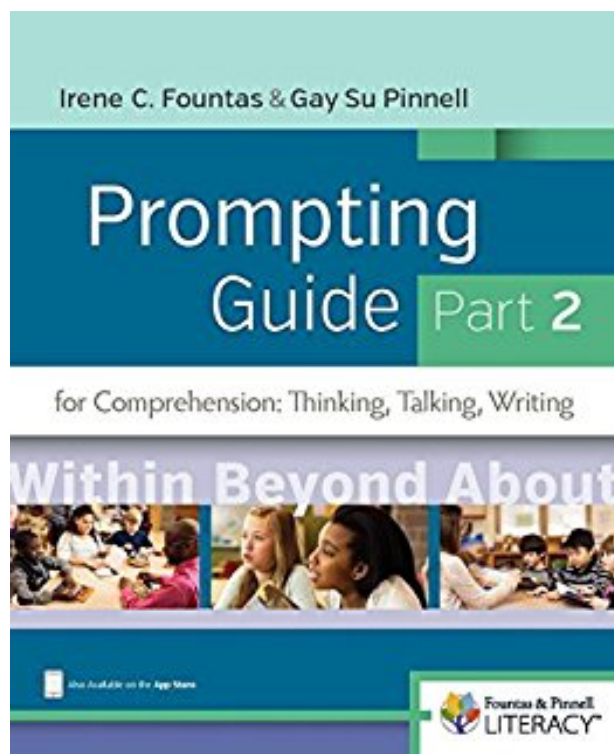
All Read:

- "Language for Teaching Systems of Strategic Actions," p. 3

- "Using the Language Prompts," p. 6.

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From Standards to Teaching Language

Choose TN ELA Standard

↓

Select appropriate behavior from *The Continuum* or the Alignment Document

↓

Identify the system of strategic action and locate the corresponding section in *Prompting Guide 2*

↓

Explore general or genre-specific sections to choose a prompt

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From Standards to Teaching Language

Choose TN ELA Standard:

2.RL.KID.2

⬇

Select appropriate behavior from *The Continuum* or the Alignment Document:

Infer the messages in a work of fiction (◇)

⬇

Identify the system of strategic action and locate the corresponding section in *Prompting Guide 2*

Inferring (fiction), Theme

⬇

Explore general or genre-specific sections to choose a prompt:

What is the big message of this text?

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Language to Support Thinking, Talking, and Writing About Reading

Tennessee ELA Standard	Teach	Prompt	Reinforce
2.RL.KID.2: Recount stories including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.			
3.RL.IKI.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.			

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Varied Levels of Support for Interactive Speaking During Interactive Read Aloud

- Reflect:
  - How does this activity help you think about how teachers can shape the level of support to teach students how to think, talk, and write deeply about texts?

"The language teachers use can help readers learn how to focus and expand their thinking through speaking and writing. Adjusting the language of teaching as readers take on more of the behaviors and understandings helps to move students towards independence."

Clay, 2005

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Planning for Interactive Speaking Activities

- Read the "Guide to Planning Responding to Reading Through Interactive Speaking Activities."

- Reflect

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Oral Language as a Resource for Literacy Learning

Oral language is the foundation for all literacy learning. It is the system through which we use spoken words to express knowledge, ideas, and feelings. It has a strong relationship to reading comprehension and writing. Teachers need to think about how they are utilizing speaking as a tool for literacy learning and supporting students' development of oral language across the day. They also need to understand how talking about texts supports comprehension and writing.

- Read through quotes.

Interactive Speaking: Synthesis

- Return to the chart, "Responding to Texts Through Interactive Speaking Activities" in the section "Reflecting on Current Understandings."

- Review any statements you marked with a star or a question mark.

- Then read the quotes on page 52 in your manual.

- Synthesize your learning using the reflection questions on page 53 in your manual.

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Closing Thoughts

"Students learn by talking. Talking represents the student's thinking. We engage students in conversation that is grounded in a variety of texts—those that students read, hear read aloud, or write—and that expands their ability to comprehend ideas and use language to share thinking."

Fountas & Pinnell, 2017