

Title	2I Discussions, Speaking & Listening - Use Technology Tools			
Description	Technology tools can support and guide student discussions in many different ways including: practicing listening comprehension, repeating pronunciations, providing prompts, translating, tracking conversations, and recording speaking for evaluation.			
WIDA/SIOP Connection	Task WIDA : AS2			
	Use of Academic Language	Descriptor	Level	Domain
	Recount	Stating main ideas or points of classroom conversations	6	Speaking
	Task SIOP : 12			
	SIOP Section	Descriptor		
	SIOP 30	Assessment of Student Comprehension and Learning of All Lesson Objectives Throughout the Lesson		
Task Objective	Use a technology tool to promote student discussions related to a specific WIDA Speaking standard. The technology tool may also be used to capture the results of student speaking for reflection and evaluation.			
Starting Position	Reference the Personalized Task section of the website for tasks that are of interest to you.			
Criteria	Must Haves		Amazing	
	1. Response completes the task. 2. Accurately reflects WIDA		* Explain how learning from completing the task can be useful to you.	

	<u>Standards</u> and the <u>principles of SIOP</u>. 3. Demonstrates precision and accuracy appropriate to the demands of a graduate course (including correct citations, grammar, and mechanics). 4. Demonstrates thoughtfulness and insights appropriate to the demands of a graduate course. 5. Responds specifically and explicitly to an identified language demand taught in an inclusive setting.	* Promotes self and cultural awareness. * Describes possible next steps. * Relates to developing language skills in specific ways. * Share materials or examples that may be useful to others.
Action	Explore Tools: Explore at least one of the following for inspiration or ideas. • Option 1: Explore the technology tools here or any others (consider ways to use Google tools such as docs and slideshows) that might promote, guide, record, and extend student discussion. • Option 2: Explore a performance task such as creating a paper slide video ◦ Paper Slide Video How To ◦ Health Class Student Example • Option 3: Explore how students can participate in moderated online discussions at the New York Times, What's going on in this Picture • Option 4: Explore Project Zero's Thinking Routines. Think about how you might translate some of their routines for discussion and use technology to carry it out. Create Materials: • Select a WIDA standard for speaking. • Create a performance task or a technology tool that students would use during small group discussions to help students master the speaking standard.	

- *Be sure to identify the subject area and topic, the intended student group, the different levels of language and content knowledge the students have in your description of the activity.*

Be sure to link all of your work and documents in the Capstone project.

Reflection: Answer the following questions on a Capstone slide

1. **Thinking about the technology and discussions (150-250 words total)**

- a. Explain how the lesson materials support students in monitoring their growth in learning language and content. Connect your explanation to examples in the work you are uploading or linking to.
- b. Explain how the technology tool will support students. Connect your explanation to examples in the materials you're linking.

2. **Takeaways:** You can choose one or all questions, or parts from each question. **(200-250 words)**

- a. What was your most significant take away from the assignment? What did you find interesting and useful?
- b. What was most challenging in the task? How did you overcome that challenge?
- c. How will you apply your learning to practice?
- d. To learn more, what might your next steps be?
- e. How would you improve on your current product in the future?