

Academic Conversations as a Gateway to Academic Literacy



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WARM-UP - Info Gap Activities: A and B Forms

B: Bluz ne kadar?

A: Yehdee lira

B: Kitap ne kadar?

A: Ohn-besh lira

...









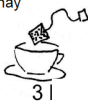



A: Fircha ne kadar?

B: Sekeez lira.

A: Balik ne kadar?

B: Yeermee yooch
lira

1 beer	2 eekee	3 yooch	4 dirt	5 besh	6 altuh	7 yehdee	A
8 sekeez	9 dohkooz	10 ohn	11 ohn-beer	20 yeer-mee	21 yeermee beer	30 oh-tooZ	

Kahve 6 lira 	ekmek 7 	bluz 19 	fircha 
kitap 15 	kalem 	pil 	muz 2 
shay 31 	su 	elma 5 	balik 

Info Gap Activities for Speaking/Listening

Information Gap: DRAW IT FOR ME

Jigsaw Activity

Application Time

- What are situations in your discipline in which a person needs to give or receive information from another person?
- How might you use an Information Gap activity this next week?



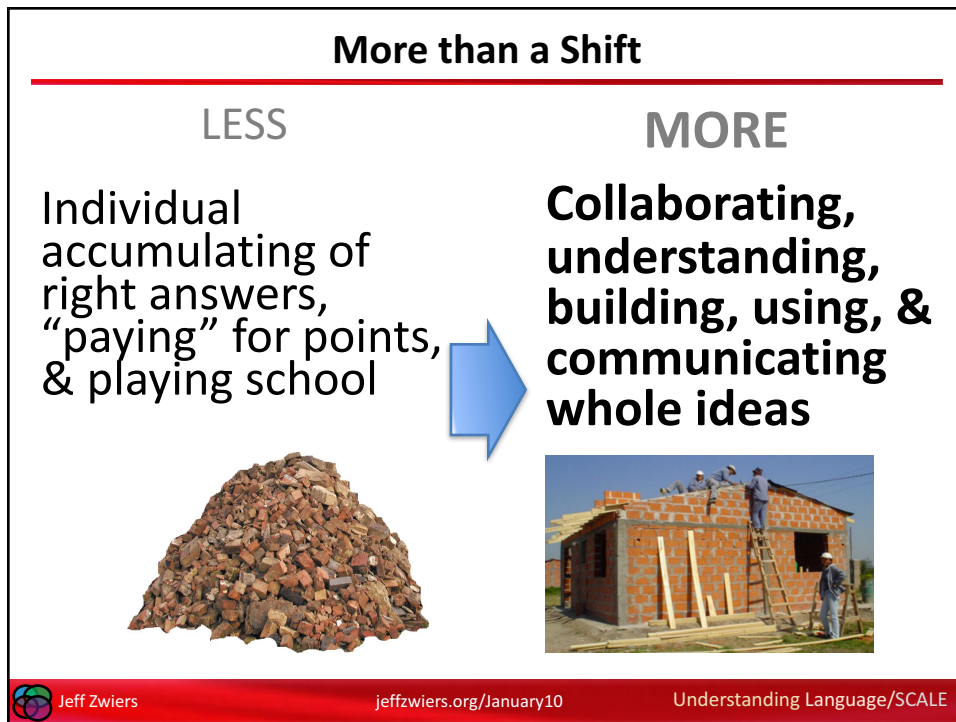
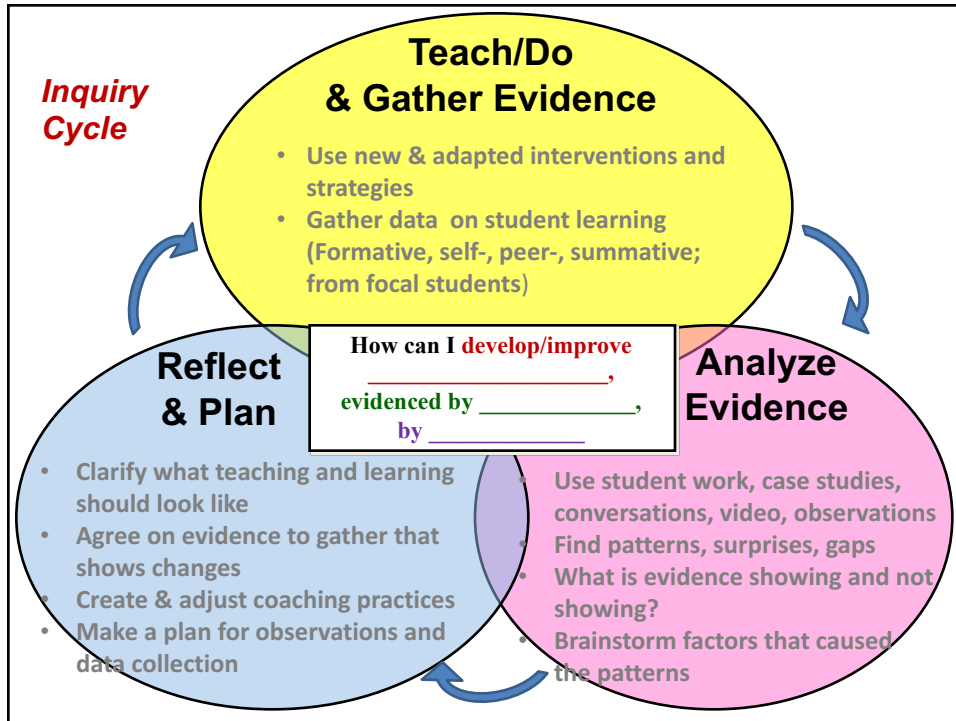
Learning and communicating are in their nature highly interdependent... indeed virtually inseparable.

Goals for this Session

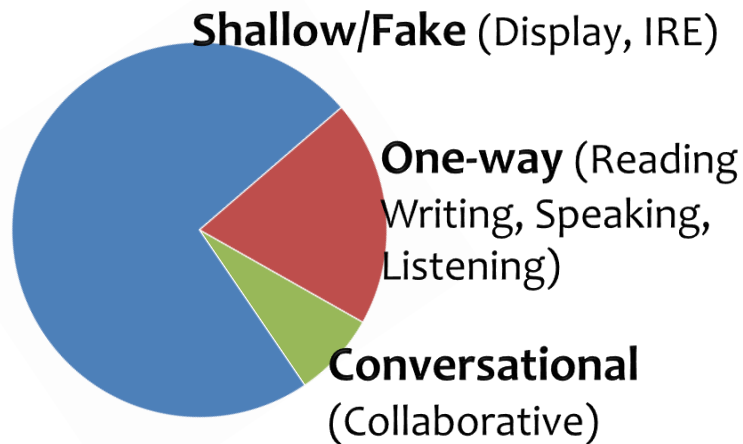
Overarching Goal: Learn ways to develop and assess academic conversation skills in order to promote sustained and effective academic conversations among students.

1. Consider ways to develop a classroom culture of conversation
2. Know what we are looking for in effective conversations in your setting.
3. Learn new ways to develop and assess conversation skills in your classroom, and ways to integrate and adapt activities in lessons.
4. Make a plan for working on and with conversations this year.





Types of Classroom Communication



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1. Build Conversation-Rich Classroom Culture: Reduce Obstacles that Hinder it


1. Our desire for “control” over learning (“I don’t know what they’re saying back there.”)
2. Lack of seeing the long-term & learning value of classroom conversation
3. Lack of consequences for unclear language
4. Lack of academic conversation assessments, models, supports
5. Lack of conversation practice time (scrimmages)
6. Over-structured “discourse” activities and over-use of sentence frames




*How can we
reduce these?*

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Overlap & Differences: Speaking & Conversations




Speaking

is one-way, one-time, clear & strong communication of ideas & thinking.

Think-pair-shares, Answering teacher questions, Jigsaws, Gallery walks, Oral presentations

Conversations

are back-and-forth interactions in which participants *build on* one another's ideas to *build up* ideas that weren't in their minds before talking.



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Conversation



“Conversation is not an add-on —it’s a foundation.”

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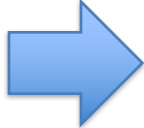

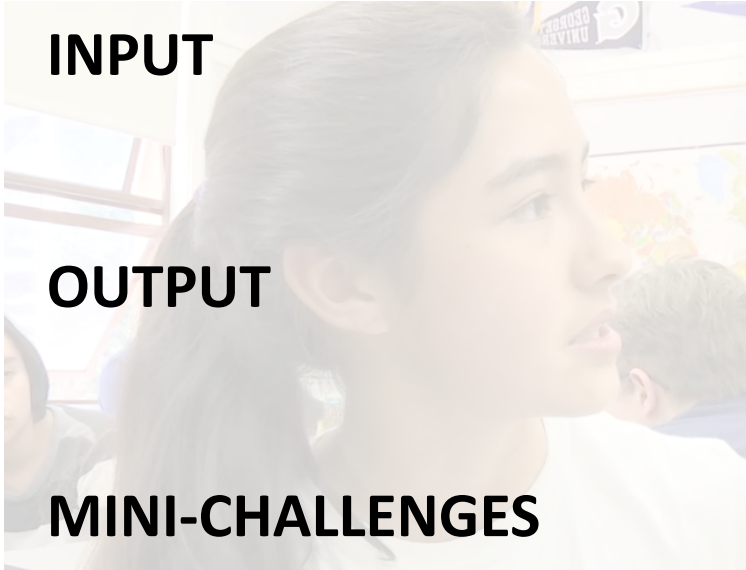
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MY RESEARCH:
Conversations Develop LANGUAGE w/ Loads of...

INPUT

OUTPUT

MINI-CHALLENGES






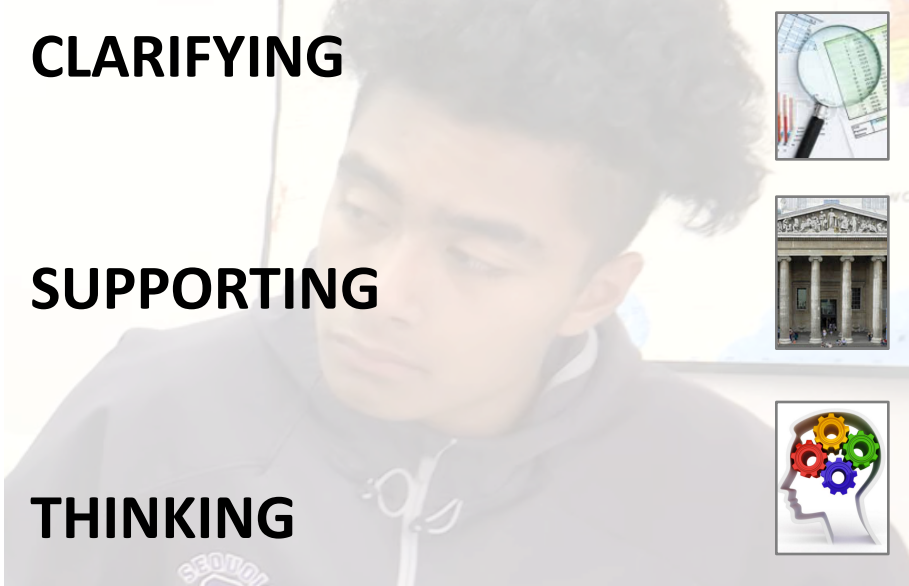
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MY RESEARCH:
Conversation Develops CONTENT w/ Loads of...

CLARIFYING

SUPPORTING

THINKING



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MY RESEARCH: An Interesting Finding

Students (and teachers) tend to be highly focused on process within their conversations



Students use clarification questions and responses in their conversations to follow procedural steps outlined by their teachers. Conversations show themes of task oriented language such as reminding peers to use sentence frames, pointing to steps that they must follow for the conversation, or reiterating the conversation goal for the activity.

How can this be helpful? How can this be unhelpful?

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Unit/Module: Research & Argumentation (Literature 8)

Grade 8: Module 2A: Overview



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EXPEDITIONARY
LEARNING

GRADE 8: MODULE 2A: OVERVIEW
Working With Evidence:
Taking a Stand

In this second module, students will continue to develop their ability to closely read text while studying the theme of taking a stand. During the first half of Unit 1, students will read two speeches reflecting examples of real people taking a stand. By reading these speeches they will build background knowledge about the module's overarching theme, engage in a study of the speaker's perspective, and analyze the craft of forming an argument. In the second half of Unit 1, students will read Part 1 of *To Kill a Mockingbird* by Harper Lee and continue to study the theme

In Unit 2, students will continue to study the theme of taking a stand as they finish the novel. They will develop their argument writing skills through scaffolded writing lessons, culminating in a literary analysis essay in which they argue whether or not it made sense, based on Atticus's character, for him to have taken a stand and defend Tom Robinson. In Unit 3, having finished the novel, students will return to key quotes from the novel that relate to the themes of the Golden Rule and Taking a Stand. Students will form groups to create a Readers Theater montage in

Guiding Questions And Big Ideas

- How does taking a stand in small ways show integrity?
- Is it worth taking a stand for one's self? For others?
- What do we know that Scout doesn't?
- How does the idea of taking a stand connect to the dramatic irony and Scout's perspective?

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Unit/Module: Research & Argumentation (Expository 7)

Grade 7: Module 4A: Unit 2: Overview

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EXPEDITIONARY LEARNING

GRADE 7: MODULE 4A: UNIT 2: OVERVIEW
 Research Study:
 The Effects of Screen Time on the Developing Brain

Unit 2: Research Study: Effects of Screen Time on the Developing Brain

Guiding Questions and Big Ideas

- **How is the adolescent brain changing?**
- **Should screen time be limited? Why or why not?**
- **How can I make an informed decision about an issue and then effectively argue my position?**
- *The effect of screen time on the adolescent brain is a complex question that is still under investigation.*
- *Research requires finding high-quality sources and relevant information.*
- *Making informed decisions includes weighing evidence and considering personal values.*

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2. What to Look for in Conversations

TEACHER Notes on prompt effectiveness & teacher use of supports & structures to scaffold quantity & quality.

Conversation Observation & Analysis Tool

Prompt

Relevant & Engaging Purpose Need to talk (Info gaps)

Clear Expectations (language to use, thinking, content)

Quantity

of turns

Length of turns

Equity of voice

Quality

Use conversation skills to co-construct & argue ideas

- Turns build on previous turns
- Students pose or choose a relevant initial idea(s) that is focused on learning objective(s)
- Students clarify idea(s) (by paraphrasing, defining, elaborating, asking questions, negotiating, etc.)
- Students support ideas (using evidence, examples, explanations)

— *If there are two or more competing ideas (argue/decide):*

- students build up both ideas and
- (a) evaluate the strength/weight of the evidence of each idea
- (b) compare the strengths/weights and choose the "strongest/heaviest" idea
- (c) explain and/or negotiate final decisions & conclusions

Clear speaking (+ use of language asked for in prompt)

Effective listening

Academic Thinking

Academic Content

Nonverbal communication

STUDENT Notes on response to prompt, quantity & quality

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9

Improving Conversation Prompts

- ❑ **There is an engaging purpose** for conversing that (a) **connects to lesson objectives**, and (b) **requires thinking & doing something with ideas** (e.g., create, clarify, argue (=>consensus), decide, rank, solve, evaluate, combine, compare, choose, fortify, build, & transform) (+ Agency)
- ❑ **There is a need to talk** (info gaps; bring unique ideas)
- ❑ **There are clear directions** for how to converse (language use, thinking, content concepts...)

Literature: Collaboratively decide whether or not Atticus should take a stand to defend Tom Robinson. Co-build both sides up with evidence from the text and explain how the evidence supports each side. Then decide which side weighs more and why. Use support language such as *support, evidence, because...* Also remember to use effective nonverbal communication.

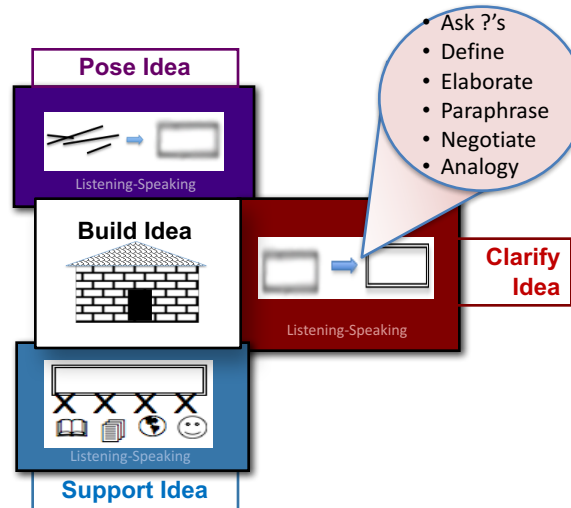
Improving Conversation Prompts

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- ❑ **There is a need to talk** (info gaps; bring unique ideas)
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Expository: Engage in a collaborative argument conversation in which you and your partner build up both sides of the issue and decide whether or not to raise the max number of hours per day that teenagers should use screens. Use evidence and discuss the credibility of sources. Discuss and negotiate types of screen time, if necessary, for your final decision. Use evaluation language such as *outweigh, weak/strong because, credible, etc.*

Constructive Conversation Skills for “Build Up 1 Idea” Mode

Goal: Students collaboratively (but w/o teacher) build an idea (e.g., claim, answer, solution, interpretation), **using the following skills:**



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Conversation Sample (Literature)

- A: I think a big theme is Atticus teaching the kids to be respectful to other, how other people think, and how to be a good person.
- B: **What does that mean?**
- A: Like to get to know others, in their shoes, like when Jem gets to know Mrs. Dubose.
- B: **Yeah, she's mean but was brave to get off the drug before she died; I think that's why Jem was mad when he heard.**
- A: What else?
- B: **The weird guy, Boo. At the end, Scout sees he's nice.**
- A: And they were scared of him but they had never met him.
- B: **What about when Atticus stops the mob at the jail?**
- A: Yeah, I don't think he wanted the kids there; they snuck out. But what did he say afterward? Maybe it's evidence for the theme. Here, he showed affection to Jem.
- B: **So do we have enough evidence to say it's a theme?**

What is a strong theme in TKAM that we need to consider in our society today?

Constructive Conversations in 9th ELA (Lit)

Context

- Sheltered 9th grade English class
- Intermediate and early advanced speakers.
- Have read *To Kill a Mockingbird* and *Of Mice and Men*
- Focal conversation skill: supporting your ideas with examples from a text.
- Some prompts are on the board

This Clip

- Prompt: "What do you think an important theme in TKAM is?"
- How do they clarify and support ideas?

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Constructive Conversation Excerpt – (Expository)

A: Why'd they write this article?

B: I think to tell about the Boston Massacre. But I don't think it was a massacre.

A: What do you mean? Look at the picture.

B: I don't think it happened like that, and like only five people were killed. That's not a massacre. A massacre means lots of people die.

A: Maybe they wanted to make it sound really bad. Like in the painting.

B: But why?

A: Maybe get people mad to fight against the British. They didn't all want to fight. Like rich people, maybe.

B: How do you know that?

A: The book. But I don't know how the book got it. Maybe newspapers?

B: So was it a lie to call it a massacre?

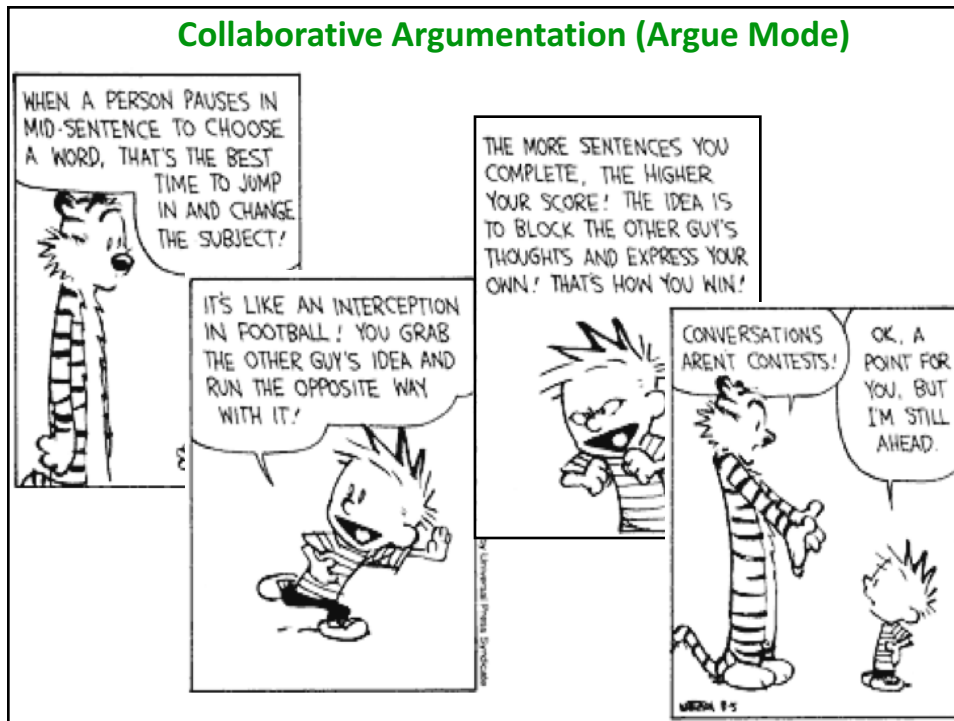
A: I don't know. Probably, but it worked, right? It got the war going.

B: But it was lying. I don't think people should lie, even if it helped us get free from England.

A: Maybe not.

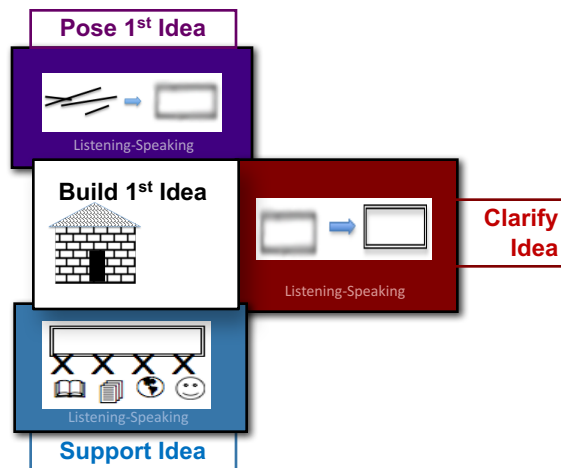


Collaborative Argumentation (Argue Mode)



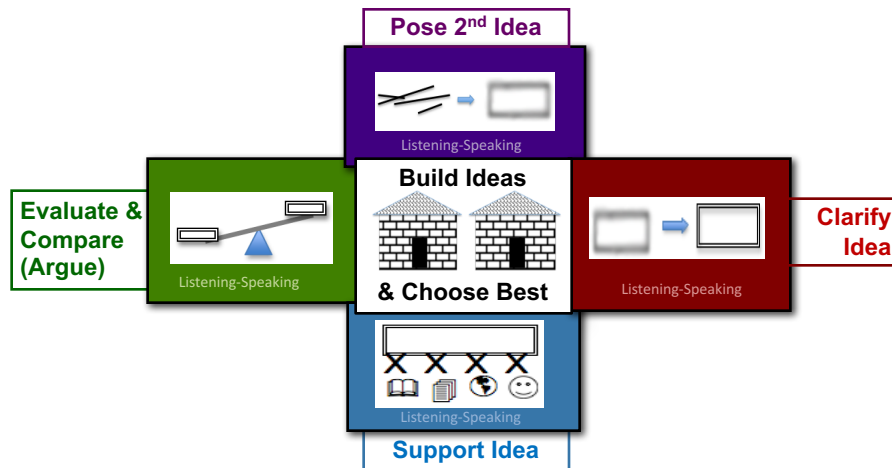
Constructive Conversation Skills for "Argue" Mode

Goal: Students collaboratively (but w/o teacher) build claims & ideas and then choose one of them, using the following skills:



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Collaborative Argument Sample (Expository)

A: I think TV is OK for our brains.

Is TV good or bad for developing brains of young people?

B: Why?

A: You can learn stuff; you know those shows about animals.

B: Can you give an example?

A: Like how elephants live and where they go to die.

B: Yeah, and the news can teach you like what is going on so you can talk about it, you know, when teachers ask you.

A: And watching TV keeps some kids from going and stealing.

B: But I think it can be bad for brains, too.

A: How?

B: Well, there's a lot of sex and drugs and, like, killing people in a lot of shows, like NCIS and zombie movies.

A: Yeah, I guess that's no good for brains. And I read that kids can start to do the bad things they watch, like so they don't care, or aren't mad at it.

Conversation: 5th Gr. Language Arts/ELD



Context

- 5th grade Language Arts/ELD class in San Francisco
- Advanced and early intermediate partners.

This Clip

- Prompt: After reading an allegory for the Holocaust, discuss what could have happened if the animals had stood together.
- They practice stating opinions, paraphrasing, and clarifying



3. Activities that develop conversation skills, language, thinking, & content needed for productive conversations

- I. **Transition Improv:** Pro-Con
- II. **Stronger-Clearer Each Time:** Read same text, share claim w/ support
- III. **Academic Conversation Skill Modeling, Scaffolding, & Practicing:** Emphasize skills of supporting and evaluating. (e.g., Conversation Support Cards & common activities such as pair-shares, jigsaws, small group tasks, gallery walks, etc.)
- IV. **Argument Balance Scale Conversations**
- V. **Peer & Self-Assessment**

How can this type of activity
(_____)
support academic conversations?
(conversation skills language, thinking, & content)

- ?
- ?
- ?

Prompt

Relevant & Engaging Purpose Need to talk (Info gaps)
 Clear Expectations (language to use, thinking, content)

Quantity

of turns
 Length of turns
 Equity of voice

Quality

Use conversation skills to co-construct & argue ideas

- Turns build on previous turns
- Students pose or choose a relevant initial idea(s) that is focused on learning objective(s)
- Students clarify idea(s) (by paraphrasing, defining, elaborating, asking questions, negotiating, etc.)
- Students support ideas (using evidence, examples, explanations)
- *If there are two or more competing ideas (argue/decide):* students build up both ideas and
 - (a) evaluate the strength/weight of the evidence of each idea
 - (b) compare the strengths/weights and choose the "strongest/heaviest" idea
 - (c) explain and/or negotiate final decisions & conclusions

Effective listening
 Clear speaking (+ use of language asked for in prompt)
 Academic thinking (+ use of thinking asked for in prompt)
 Academic content (+ talk about content asked for in prompt)
 Nonverbal communication

TRANSITION IMPROV

Activities



Transition Improv Activity: Pro-Con

Topics: Camping, Shopping, TV, Uniforms, Computers, Superheroes, Cars, Conferences, Testing, Internet, Cell phones, Video games,

Transitions: **However,**
On the other hand,
Then again,

~~but~~

Frames: One advantage is ... For example, ...
Another positive of ... is... because...
A negative aspect of ___ is ...
In spite of the positives of _____,

A & B, Lean?

Transition Improv: For-Against

Topics: School uniforms, legalizing marijuana, genetic engineering, nuclear energy, Electoral College, lowering voter age, climate change, wolf reintroduction, de-extinction, zoos, oil pipelines, year-round school, corn as fuel, extraterrestrial life

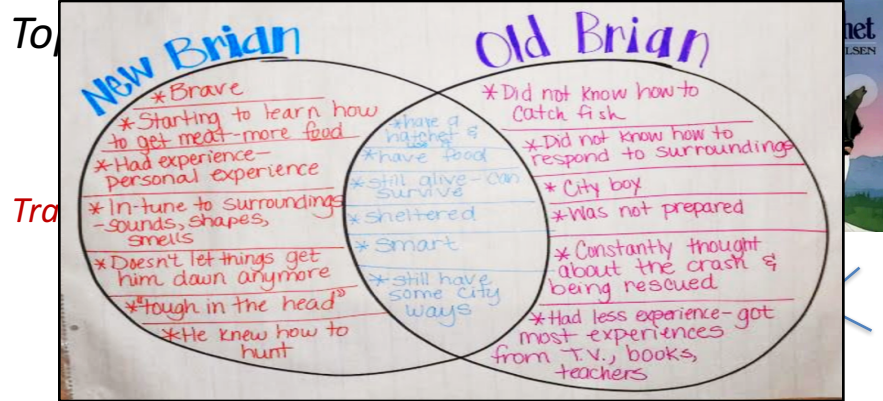
Transitions: **However,**
On the other hand,
Then again,

~~but~~

Frames: One reason for ... is ... For example, ...
Evidence that supports ... is... because...
A reason against ... is ... For example, ...
Evidence that does not support ... is ... because ...

A & B,
Lean?

Transition Improv: Similar-Different



Frames: Unlike the old Brian, new Brian ____, which came from Both new and old brian ____, which ...
 New Brian differs from old Brian in that ____
 An important trait that didn't change in Brian was ...

Transition Improv: Two Views

Views: Patriots – Loyalists
 Jem– Scout (TKAM)
 Google rep - Psychologist



Transitions: However,
 On the other hand,
 Then again,

~~but~~

Frames: The ____ thought that ...
 Many ____ believed that...
 A different perspective held by ____ was that...
 In the eyes of ____...

How can this type of activity (Transition Improv) support academic conversations?

(conversation skills language, thinking, & content)

- ?
- ?
- ?

Prompt	
<input type="checkbox"/> Relevant & Engaging Purpose	<input type="checkbox"/> Need to talk (Info gaps)
<input type="checkbox"/> Clear Expectations (language to use, thinking, content)	
Quantity	
<input type="checkbox"/> # of turns	
<input type="checkbox"/> Length of turns	
<input type="checkbox"/> Equity of voice	
Quality	
<input type="checkbox"/> Use conversation skills to co-construct & argue ideas	
<ul style="list-style-type: none"> — Turns build on previous turns — Students pose or choose a relevant initial idea(s) that is focused on learning objective(s) — Students clarify idea(s) (by paraphrasing, defining, elaborating, asking questions, negotiating, etc.) — Students support ideas (using evidence, examples, explanations) 	
<ul style="list-style-type: none"> — <i>If there are two or more competing ideas (argue/decide):</i> students build up both ideas and <ul style="list-style-type: none"> (a) evaluate the strengths/weight of the evidence of each idea (b) compare the strengths/weights and choose the "strongest/heaviest" idea (c) explain and/or negotiate final decisions & conclusions 	
<input type="checkbox"/> Effective listening	
<input type="checkbox"/> Clear speaking (+ use of language asked for in prompt)	
<input type="checkbox"/> Academic thinking (+ use of thinking asked for in prompt)	
<input type="checkbox"/> Academic content (+ talk about content asked for in prompt)	
<input type="checkbox"/> Nonverbal communication	

Application Time

- What are situations in your discipline in which a person needs to know and describe two sides of an issue?
- How might you use a Transition Improv activity this next week?
- How might you use Transition Improv (Pro-Con, For-Against, Two Views, Similar-Different) for teaching literature?

STRONGER Y CLEARER EACH TIME

Activities:

Opinion Continuum
Stronger-Clearer Grid

Designing “Stronger & Clearer Each Time” Activities



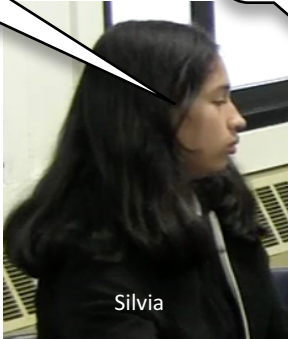
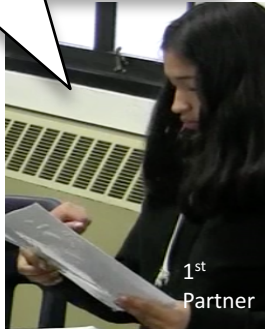
1. Prompt for an **original response**
2. Successive partners: **borrow and use the language, ideas, and evidence** each time-->
 - **Stronger** (often longer) with better supporting evidence and examples, and
 - **Clearer** with more precise terms and linked, organized, complete sentences.
3. Scaffolds **are reduced during** the activity.

"Stronger & Clearer Each Time" Opinion Continuum

I think video games are bad cuz they show violence. I am way on the Ban side.

Switch partners!

I'm on the not ban side. In my opinion, video games are kinda good. I know some games you shoot people, but some teach you.

Me

Video Games Banned or Not?


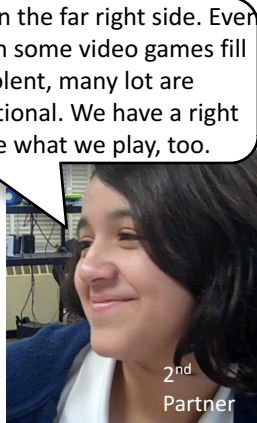
BAN
|
|
|
|
Maven
NOT BAN

"Stronger & Clearer Each Time" Opinion Continuum

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Me

Video Games Banned or Not?

BAN
|
|
|
|
Maven
Janae
NOT

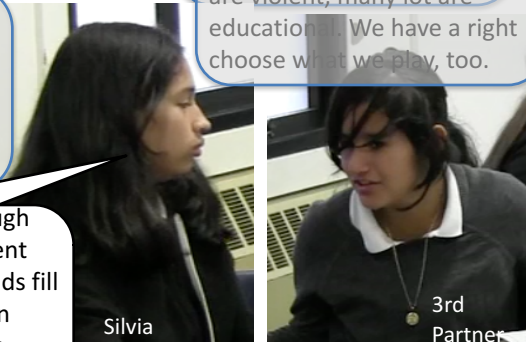
“Stronger & Clearer Each Time” Opinion Continuum

I think video games are bad cuz they show violence.

I’m on the ban side, but not all the way. In my opinion, games should be banned because war video games show kids how shoot others. But some teach you about life.

I am just left of middle. Even though some video games are good, violent ones should be banned. Kids’ minds fill up with violence. Some games can teach to solve problems and learn, which made me move over toward NOT BAN.

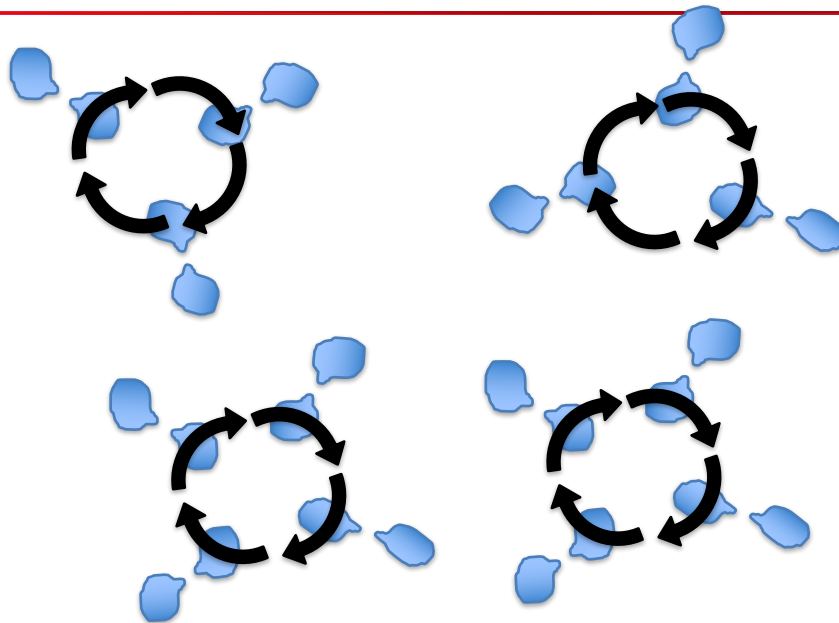
In my opinion, video games are bad. Like war games show kids how to shoot other people on the far right side. Even though some video games fill are violent, many lot are educational. We have a right choose what we play, too.



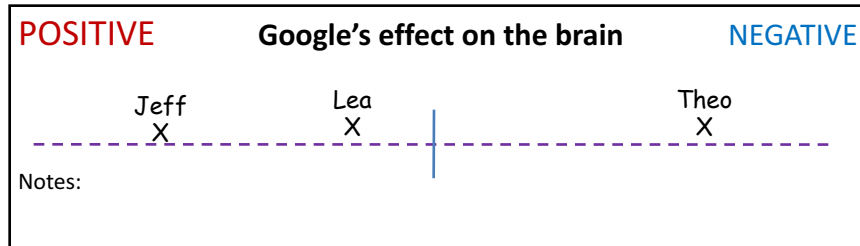
Banned or Not?

| *Maria* | *Juan* | NOT

Practically Speaking: Interaction Mini-Circles



Stronger and Clearer Activity: Opinion Continuum



You can use frames such as

- In my opinion, ____ because _____.
- Despite the advantages of ...
- Given the points that I have heard so far, such as ...
- After talking with (name), I now lean more to the side of ____ because ...

(Listeners can ask clarifying and supporting questions)

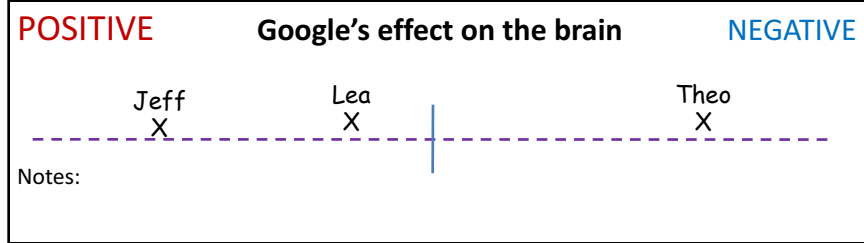
Your Opinion Continuum Text

Is Google Making us Stupid?

YES: Who doesn't love Google? In the blink of an eye, the search engine delivers useful information about pretty much any subject imaginable. But I worry about what Google is doing to our brains. What really makes us intelligent isn't our ability to find lots of information quickly. It's our ability to think deeply about that information. The greater our concentration, the richer our thoughts. If we're distracted, we understand less, remember less, and learn less. The Net bombards us with messages and other bits of data, and every one of those interruptions breaks our train of thought. Even as Google is giving us all that useful information, it's also encouraging us to think superficially. --Nicholas Carr, *The Shallows: What the Internet Is Doing to Our Brains*

NO: Any new information technology has both advocates and critics. More than 2,000 years ago, the Greek philosopher Socrates complained that the new technology of writing "will create forgetfulness in the learners' souls because they will not use their memories." Today, Google is the new technology. The Internet contains the world's best writing, images, and ideas; Google lets us find the relevant pieces instantly. Just as a car allows us to move faster and a telescope lets us see farther, access to the Internet's information lets us think better and faster. By considering a wide range of information, we can arrive at more creative and informed solutions. Internet users are more likely to be exposed to a diversity of ideas. In politics, for example, they are likely to see ideas from left and right, and see how news is reported in other countries. And 81 percent of experts polled by the Pew Internet Research Project say the opportunities outweigh the distractions. --Peter Norvig, director of research at Google Inc.

Stronger and Clearer Activity: Opinion Continuum



You can use frames such as

- **In my opinion, ____ because ____.**
- **Despite the advantages of ...**
- **Given the points that I have heard so far, such as ...**
- **After talking with (name), I now lean more to the side of ____ because**
- ~~**I don't agree... I agree with you...**~~

(Listeners can ask clarifying and supporting questions)

Looking at Student Work (Before & After)

PRE

INTERVIEW TIME!
(Listen in, Share out, Create together)

QUESTION: Why should I care about biodiversity?

MY ANSWER: Because the food chain

POST

I should care about biodiversity because without the variety of living things there wouldn't be anything to provide for us for example(s) the rosy periwinkle provides a medicine that treats certain cancers including leukemia.

“Stronger & Clearer Each Time” Grid Text

Those Winter Sundays (Robert Frost)

Sundays too my father got up early
and put his clothes on in the blueblack cold,
then with cracked hands that ached
from labor in the weekday weather made
banked fires blaze. No one ever thanked him.

I'd wake and hear the cold splintering, breaking.
When the rooms were warm, he'd call,
and slowly I would rise and dress,
fearing the chronic angers of that house,

Speaking indifferently to him,
who had driven out the cold
and polished my good shoes as well.
What did I know, what did I know
of love's austere and lonely offices? –



What is a main theme of this poem and how might it affect readers?

“Stronger & Clearer Each Time” Grid

I think it's like how his father loved him, so he got up early.

Switch partners!
Don't forget to use examples.

It think, well he says, what did I know of love, so he was like learning about love.

Name

Me

1. Mar

2.

3.

Me

(PRE)

His father got up early to heat the house cuz he loved him.



What is a main theme of this poem and how might it affect readers?

“Stronger & Clearer Each Time” Grid


I think it's like how his father loved him, so he got up early.

It think, well he says, what did I know of love, so he was like learning about love.

Yeah. Robert's dad se levantó way early to heat the house; and no one thanked him. That's bad. But I think he was learning love is hard, like you said, is not just words.

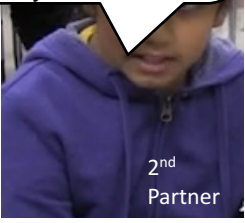
Switch partners!
Don't forget to use examples.

I think his father loved him and he got up early to heat the house. And he was learning about love, like maybe that it's not easy, like no one thanked him.



Manuel

1. Mario	<i>both, learn</i>
2. Juan	<i>religion, Aztecs, Spain</i>
3.	
Me	



2nd
Partner

What is a main theme of this poem and how might it affect readers?

“Stronger & Clearer Each Time” Grid

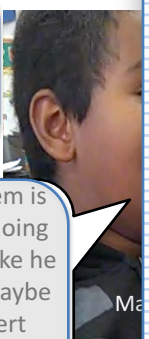
I think it's like how his father loved him, so he got up early.

(PRE)
His father got up early to heat the house cuz he loved him.

(POST)
The theme of the poem is love. Not just love talking, but he did nice things for others. It's easy to say things. His father got cold and got dirty hands on the shoes. He showed love and no one thanked him.

I think his father loved him and he got up early to heat the house. And he was learning about love, like maybe that it's not easy, like no one thanked him.

I think the main theme of the poem is love. It's not just words. And it's doing stuff that they don't thank you. Like he got up early to heat the house. Maybe he did other things, too. Like Robert was learning about love, too.



Ma

What is a main theme of this poem and how might it affect readers?

“Stronger & Clearer Each Time” Grid

Name	How are the ideas the <i>Fahrenheit 451</i> quotation relevant to life in 2017?
Me	(just two or three key words, if any)
1.	
2.	
3.	
Me	

The author wrote... which is similar to what is happening today in...

Society today needs to....

One idea that struck me as relevant was... because...

I don't agree... I agree with you....

(Listeners can ask clarifying and supporting questions)

Your Stronger Clearer Grid Text (*Fahrenheit 451*)

"If you don't want a house built, hide the nails and wood. If you don't want a man unhappy politically, don't give him two sides to a question to worry him; give him one. Better yet, give him none. Let him forget there is such a thing as war. If the government is inefficient, top-heavy, and tax-mad, better it be all those than that people worry over it. Peace, Montag. Give the people contests they win by remembering the words to more popular songs or the names of state capitals or how much corn Iowa grew last year. Cram them full of noncombustible data, chock them so full of 'facts' they feel stuffed, but absolutely 'brilliant' with information. Then they'll think they're thinking, they'll get a *sense* of motion without moving. And they'll be happy, because facts of that sort don't change." (Bradbury, 1953)

How are the ideas
this quotation
relevant to life in
2017?

How can this type of activity (Stronger-Clearer Each Time) support academic conversations?

(conversation skills language, thinking, & content)

- ?
- ?
- ?

Prompt	
<input type="checkbox"/> Relevant & Engaging Purpose	<input type="checkbox"/> Need to talk (Info gaps)
<input type="checkbox"/> Clear Expectations (language to use, thinking, content)	
Quantity	
<input type="checkbox"/> # of turns	
<input type="checkbox"/> Length of turns	
<input type="checkbox"/> Equity of voice	
Quality	
<input type="checkbox"/> Use conversation skills to co-construct & argue ideas	
<ul style="list-style-type: none"> — Turns build on previous turns — Students pose or choose a relevant initial idea(s) that is focused on learning objective(s) — Students clarify idea(s) (by paraphrasing, defining, elaborating, asking questions, negotiating, etc.) — Students support ideas (using evidence, examples, explanations) 	
<ul style="list-style-type: none"> — <i>If there are two or more competing ideas (argue/decide):</i> students build up both ideas and <ul style="list-style-type: none"> (a) evaluate the strength/weight of the evidence of each idea (b) compare the strengths/weights and choose the "strongest/heaviest" idea (c) explain and/or negotiate final decisions & conclusions 	
<input type="checkbox"/> Effective listening	
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<input type="checkbox"/> Academic thinking (+ use of thinking asked for in prompt)	
<input type="checkbox"/> Academic content (+ talk about content asked for in prompt)	
<input type="checkbox"/> Nonverbal communication	

Application Time

- How might you use a Stronger-Clearer Each Time activity this next week?
- How might you use Stronger-Clearer for teaching literature?

Conversation: Key Practices

- I. Push students to push themselves and peers to be as clear as possible every time they say something—to value oral language and the time you give them to practice it.
- II. Encourage students to be “mini-teachers” who draw language out of peers.
- III. Set up situations in which students want to be clear and want to listen to others.
- IV. Set up situations (conversations) in which students want/need to use academic language to be clear.



Argument Balance Scale



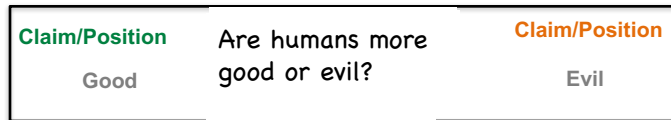
Structuring Collaborative Argument Conversations: *Argument Scale*

Claim

vs.

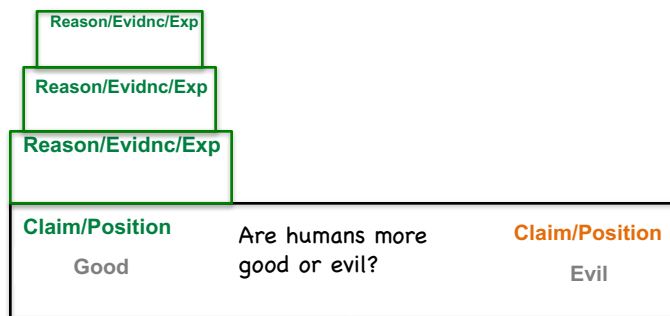
**Opposite or
Different Claim**

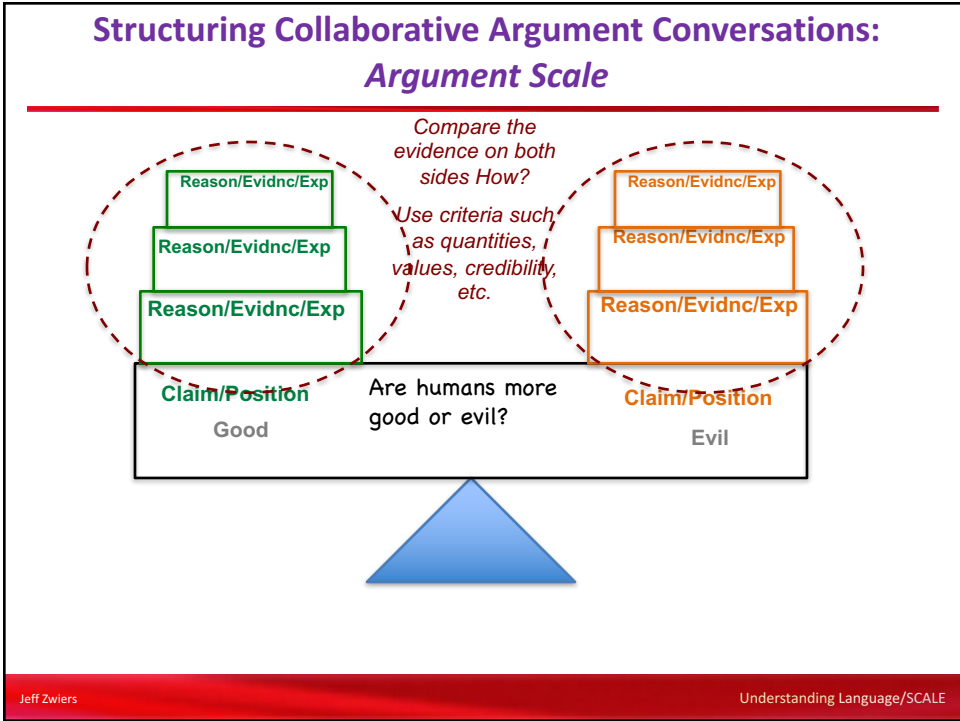
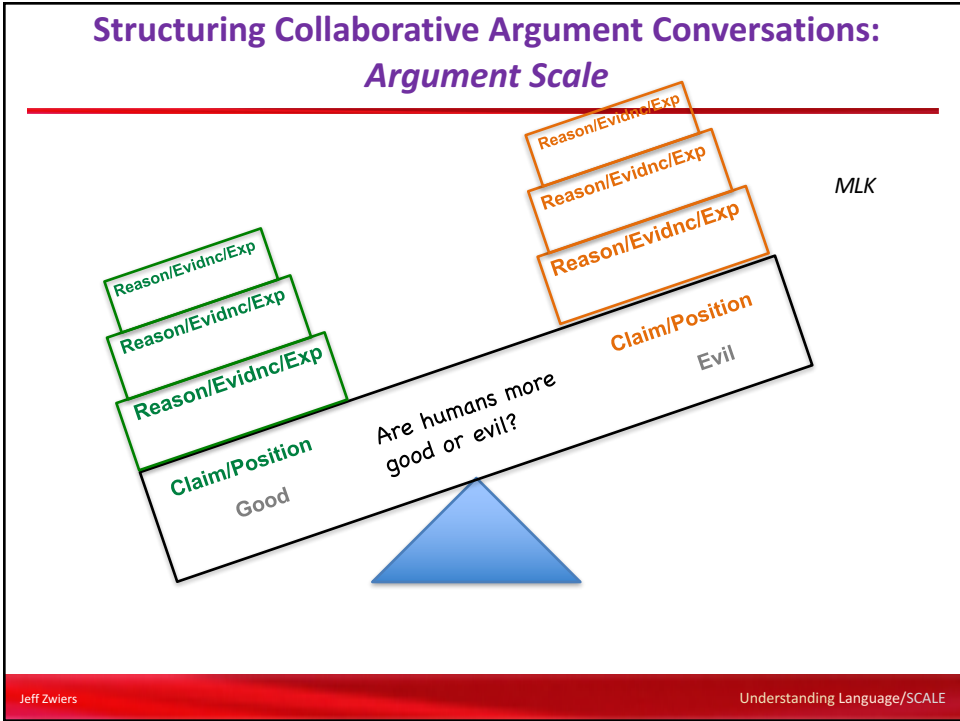
Which claim's reasons, evidence, and explanations weigh the most?



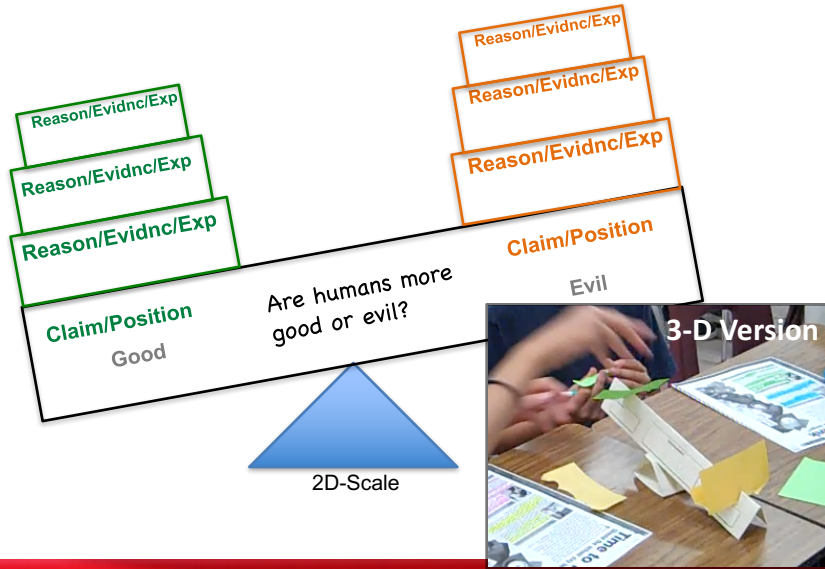
Structuring Collaborative Argument Conversations: *Argument Scale*

*Mother
Teresa*





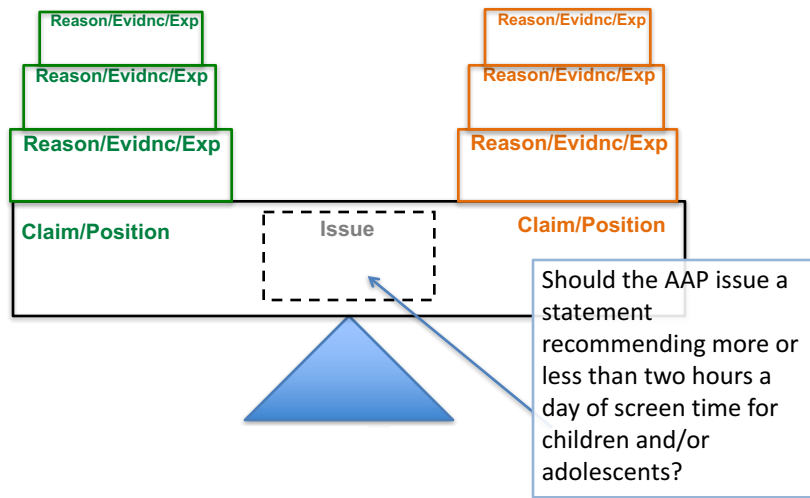
Structuring Collaborative Argument Conversations: Argument Scale



Jeff Zwiers

Understanding Language/SCALE

Your Turn with the Argument Balance Scale



Jeff Zwiers

Understanding Language/SCALE

How can this type of activity (Argument Scale) support academic conversations?

(conversation skills language, thinking, & content)

- ?
- ?
- ?

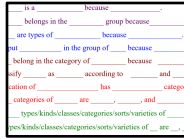
Prompt	
<input type="checkbox"/> Relevant & Engaging Purpose	<input type="checkbox"/> Need to talk (Info gaps)
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<input type="checkbox"/> Academic content (+ talk about content asked for in prompt)	
<input type="checkbox"/> Nonverbal communication	

Application Time

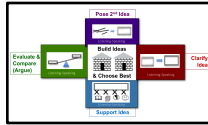
- What are situations in your discipline in which a person needs to evaluate the weight of evidence of two sides of an issue?
- How might you use a Argument Scale activity this next week?
- How might you use Argument Scale for teaching literature?

Supporting & Structuring Conversations

When we “structure” a conversation, what are we structuring—and why?



Language
(sentence frames)



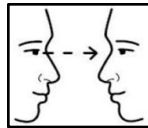
Conversation skills
(Build, pose, clarify, support, evaluate & choose)



Thinking skills
(AR, CO, EV, IN, AP...)



Turns
(#, equal time, length)



Nonverbal communication



Content
skills, knowledge, evidence

WARNING: Watch out for an inverse relationship between structure and engagement in student conversations.

Jeff Zwiers

Understanding Language/SCALE

Model & Build Conversation Skills in Whole Class

OK, if you were David's partner, how would you respond?

OK, both could work, but which might be better at this point in the conversation? Remember that we are trying to build up an idea by clarifying and supporting.

I think the main character became more caring

Can you give an example from the text?

I don't agree. I think he was just acting like he cared.

Conversation Support Cards (Triads)

Ask for an (another) example to support the idea	Paraphrase what your partner said	Ask your partner to clarify (Why...How...)
Show that you are listening with your eyes, nods, posture	Pose a competing idea and start to build it up	Stay focused on the conversation prompt
Encourage your partner to talk more	Summarize the conversation up until now	Ask for criteria used to evaluate evidence

Practice Using the Cards to Support Conversations: Triads

Identity (by Julio Noboa Polanco)

Let them be as flowers,
always watered, fed, guarded, admired,
but harnessed to a pot of dirt.

I'd rather be a tall, ugly weed,
clinging on cliffs, like an eagle
wind-wavering above high, jagged rocks.

I'd rather be unseen, and if then shunned by everyone,
than to be a pleasant-smelling flower,
growing in clusters in the fertile valley,
where they're praised, handled, and plucked by greedy, human hands.

I'd rather smell of musty, green stench
than of sweet, fragrant lilac.
If I could stand alone, strong and free,
I'd rather be a tall, ugly weed.



**How might the ideas
in this poem help
some of our
students?**

Peer and Self-Assessment

How can we adapt the COAT (on right) for peer and student self-assessment?

Prompt	
<input type="checkbox"/> Relevant & Engaging Purpose	<input type="checkbox"/> Need to talk (Info gaps)
<input type="checkbox"/> Clear Expectations (language to use, thinking, content)	
Quantity	
<input type="checkbox"/> # of turns	
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Jeff Zwiers

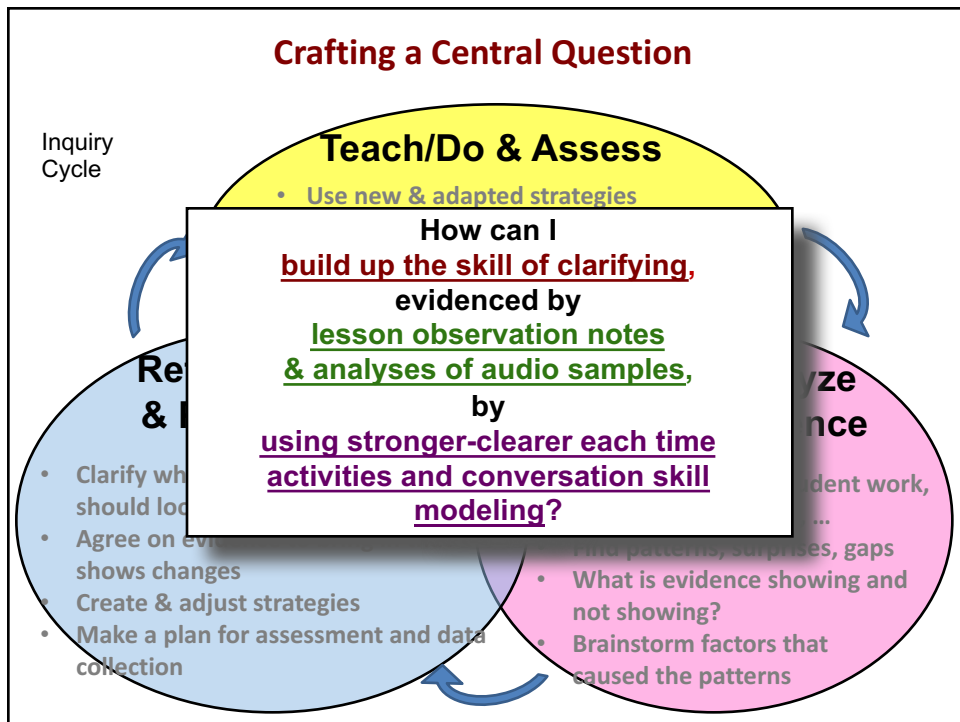
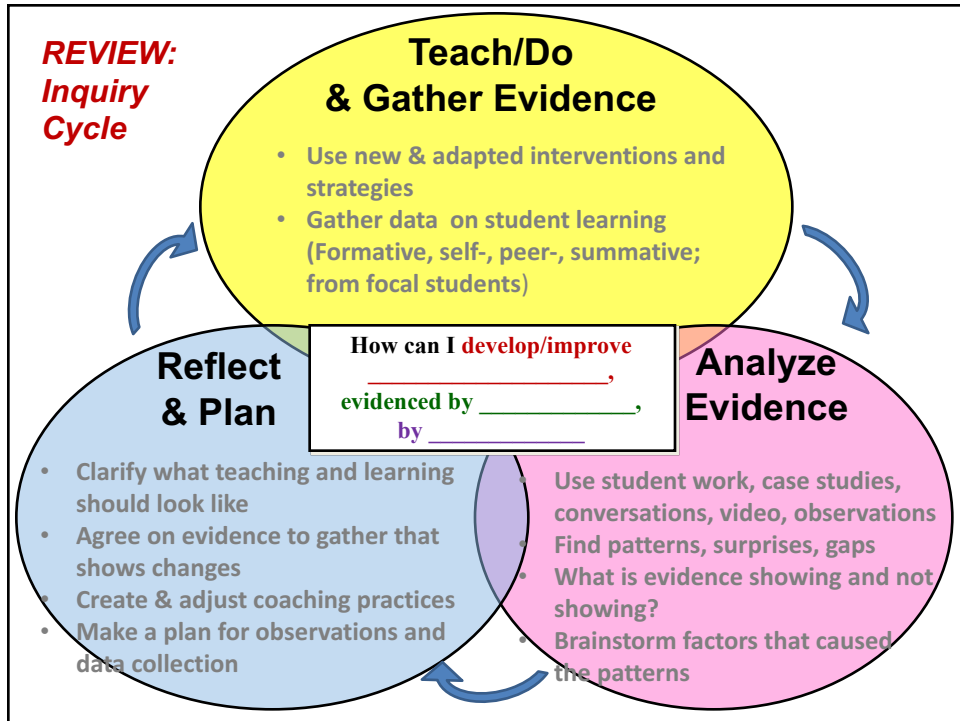
Understanding Language/SCALE

If-When Chart for Structuring Skills & Language

If... or When...	You can
The conversation doesn't start well or at all,	<ul style="list-style-type: none"> • Say, "Let's understand (clarify, define) this... What we need to do is ..." • Ask, "What does... mean in this case/context/situation?" • Say, "Let's scan through the text again and look for..." • Say, "Let's take two different sides; which one do you want?"
Your partner offers a short response,	<ul style="list-style-type: none"> • Ask for specific clarification or elaboration • Ask a question (I wonder why/how...) • Ask what a word or expression means • Ask for example that supports it • Give an example and ask if your partner agrees
Your partner offers a long and confusing response,	<ul style="list-style-type: none"> • Paraphrase it and relate it to the conversation purpose • Ask to clarify the most relevant part of the response • Ask for additional evidence or examples

Jeff Zwiers

Understanding Language/SCALE



Planning Time and Next Steps

- Choose an inquiry cycle focus and question
- Write a model prompt and model conversation that has your inquiry focus in it. Use the Conversation Observation and Analysis Tool.
- Weave activities into lessons and take notes for your partner teachers and next time we meet.
- Read abridged Chapter 8 of *Common Core Standards in Diverse Classrooms* (Zwiers, O'Hara, Pritchard, 2014)



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References

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 Zwiers, J. & Soto, I. (2016) *Academic Language Mastery: Conversational Discourse in Context*. Corwin Press.
 Zwiers, O'Hara, & Pritchard (2014) *Common Core Standards in diverse classrooms: Essential practices for developing academic language & disciplinary literacy*. Stenhouse.