

## 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?	1 beer	2 eekee	3 yooch	4 dirt	5 besh	6 alth	7 yehdee	<b>A</b>											
A: Yehdee lira	8 sekeez	9 dohkooz	10 ohn	11 ohn-beer	20 yeer-mee	21 yeer-mee beer	30 oh-tooz												
B: Kitap ne kadar?	<table border="1"> <tr> <td>Kahve 6 lira</td> <td>ekmek</td> <td>bluz 19</td> <td>fırça</td> </tr> <tr> <td>kitap 15</td> <td>kalem</td> <td>pil</td> <td>muz 2</td> </tr> <tr> <td>shay 31</td> <td>su</td> <td>elma 5</td> <td>balık</td> </tr> </table>							Kahve 6 lira	ekmek	bluz 19	fırça	kitap 15	kalem	pil	muz 2	shay 31	su	elma 5	balık
Kahve 6 lira	ekmek	bluz 19	fırça																
kitap 15	kalem	pil	muz 2																
shay 31	su	elma 5	balık																
A: Ohn-besh lira																			
...																			
A: Fırça ne kadar																			
B: Sekeez lira.																			
A: Balik ne kadar?																			
B: Yeer-mee yooch lira																			

### 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.

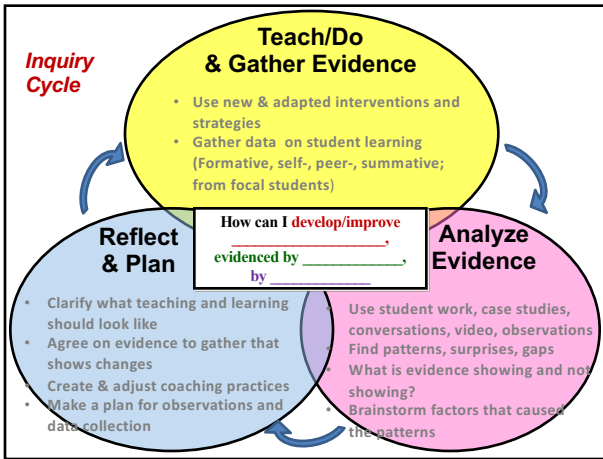


### Goals for this Session

*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.





**More than a Shift**

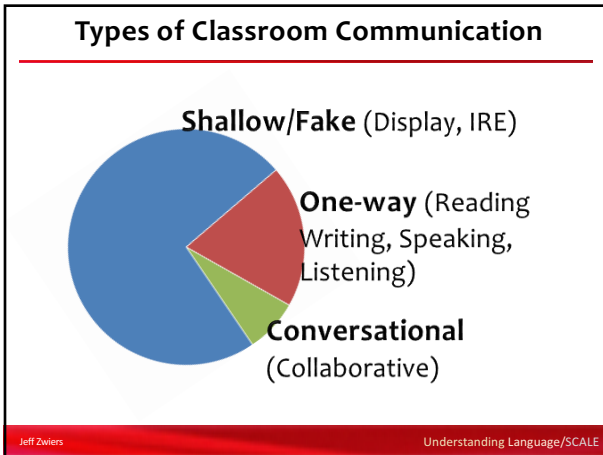
**LESS**

Individual accumulating of right answers, "paying" for points, & playing school

**MORE**

Collaborating, understanding, building, using, & communicating whole ideas

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- 1. Build Conversation-Rich Classroom Culture: Reduce Obstacles that Hinder it**
- Our desire for "control" over learning ("I don't know what they're saying back there.")
  - Lack of seeing the long-term & learning value of classroom conversation
  - Lack of consequences for unclear language
  - Lack of academic conversation assessments, models, supports
  - Lack of conversation practice time (scrimmages)
  - 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.

**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.

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

Idea UNDER CONSTRUCTION

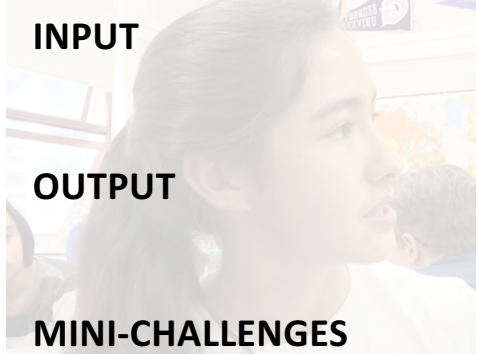
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**Conversation**

**"Conversation is not an add-on —it's a foundation."**


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



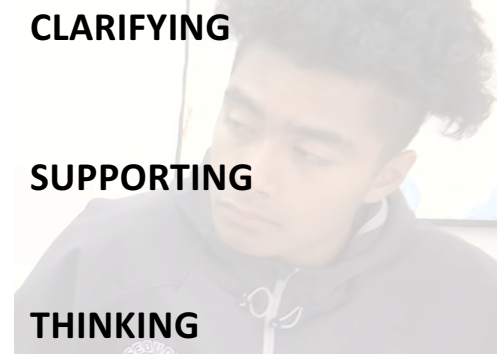
**INPUT** ←


**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**

**EXPEDITIONARY LEARNING**

**GRADE 8: MODULE 2A: OVERVIEW**  
Working **W(1)** Evidence: Taking a Stand

In this second module, students will continue to develop their ability to closely read and analyze the theme of taking a stand. During the first half of Unit 2, 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 2, students will read Part 1 of *Zig Ziglar's Motivation* by Harper Lee and continue to study the theme of taking a stand. They will develop their argument writing skills through scaffolded writing lessons, collaborating 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 2a, having finished the novel, students will return to key questions from the novel that relate to the theme 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**

**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**

**Conversation Observation & Analysis Tool**

TEACHER Notes on prompt effectiveness & measure use of responses & discussion in respectful quantity & quality.	Prompt	STUDENT Notes on response to prompt, quantity & quality.
	<input type="checkbox"/> Relevant & Engaging Purpose <input type="checkbox"/> Need to talk (Info gaps) <input type="checkbox"/> Clear Expectations (language to use, thinking, content)	
	<b>Quantity</b> <input type="checkbox"/> # of turns <input type="checkbox"/> Length of turns <input type="checkbox"/> Equity of voice	
	<b>Quality</b> <input type="checkbox"/> Use conversation skills to co-construct & argue ideas — Turns held on previous turns — Students pose or choose a relevant initial idea(s) that is focused on learning objective(s) — Students clarify ideas (by paraphrasing, defining, elaborating, asking questions, negotiating, etc.) — Students support ideas (using evidence, examples, explanations) — If there are two or more competing ideas (arguing/deciding): — students hold up both ideas and (a) evaluate the strength/weight of the evidence of each idea (b) compare the strengths/weights and choose the "strongest/best" idea (c) explain and/or negotiate final decisions & conclusions <input type="checkbox"/> Clear speaking (c = use of language asked for in prompt) <input type="checkbox"/> Effective listening <input type="checkbox"/> Academic Thinking <input type="checkbox"/> Academic Content <input type="checkbox"/> Nonverbal communication	

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### 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.

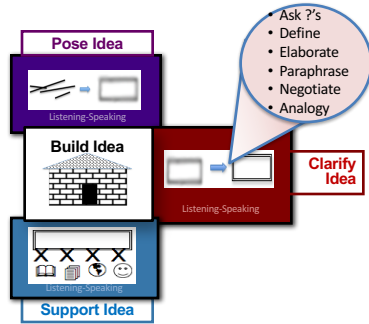
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- ❑ There is a need to talk (info gaps; bring unique ideas)
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**Expository:** Engage in a collaborative argument conversation in which you and your partner build up both sides of the issue and decide 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 telling other, how other people think, **What is a strong theme in TKAM that we need to consider in our society today?**
- 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?**

### Constructive Conversations in 9<sup>th</sup> 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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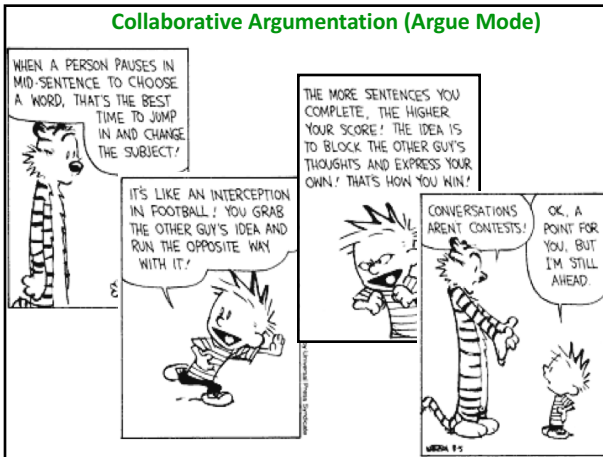
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### Constructive Conversation Excerpt – (Expository)

- 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.







### 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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### 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: 5<sup>th</sup> Gr. Language Arts/ELD

**Context**

- 5<sup>th</sup> 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 strength/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 \_\_\_\_,

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### 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 ...

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### Transition Improv: Similar-Different

**To**


**Tr**

**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 ...

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### 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 \_\_...

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**How can this type of activity (Transition Improv) 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
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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

## 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 & 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

1<sup>st</sup> Partner

Video Games Banned or Not?

BAN | | | *Mmm* | NOT BAN

### "Stronger & Clearer Each Time" Opinion Continuum

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Me

2<sup>nd</sup> Partner

Video Games Banned or Not?

BAN | | | *Mmm* | *Some* | NOT

### "Stronger & Clearer Each Time" Opinion Continuum

I think video games are bad cuz they show violence.

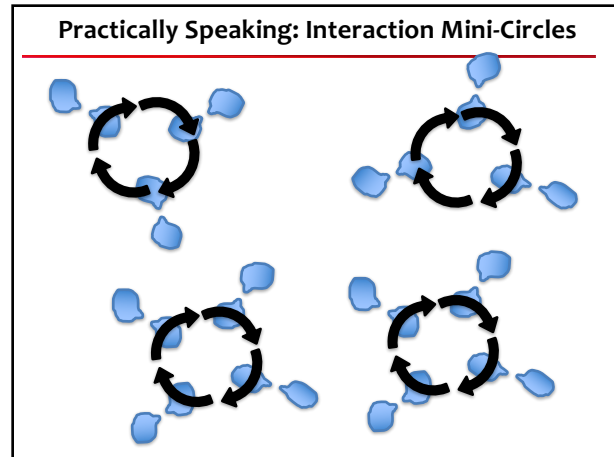
In my opinion, video games are bad. Like war games show kids how to shoot other people. I am on the far right side. Even though some video games fill are violent, many lot are educational. We have a right choose what we play, too.

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.

**Banned or Not?**

NOT



### Stronger and Clearer Activity: Opinion Continuum

**POSITIVE**      **Google's effect on the brain**      **NEGATIVE**

Jeff X      Lea X      Theo X

Notes:

*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

**POSITIVE**      **Google's effect on the brain**      **NEGATIVE**

Jeff X      Lea X      Theo X

Notes:

*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

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### "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? –



**Manuel**

**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 \_\_\_\_\_

(PRE)

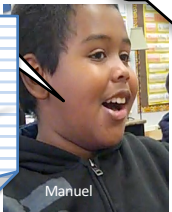
Me His father got up early to heat the house cuz he loved him.

1. Mar \_\_\_\_\_

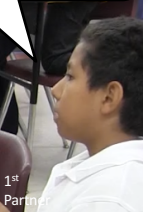
2. \_\_\_\_\_

3. \_\_\_\_\_

Me \_\_\_\_\_



**Manuel**



**1<sup>st</sup> 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.

**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.

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.

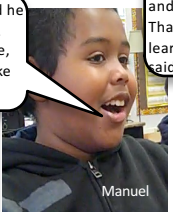
Yeah. Robert's dad se levanto way early to heat the house; and no one thanked him. That's bad. But I think he was learning love is hard, like you said, is not just words.

1. Mario both, learn

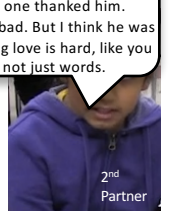
2. Juan religion, Aztecs, Spain

3. \_\_\_\_\_

Me \_\_\_\_\_



**Manuel**



**2<sup>nd</sup> 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.

**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.

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.

Name \_\_\_\_\_

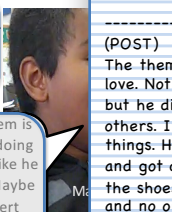
(PRE)

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

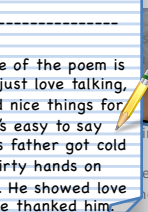
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(POST)

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.



**Manuel**



**1<sup>st</sup> Partner**

**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**

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 strength/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

## 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.



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## Argument Balance Scale

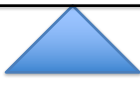


### Structuring Collaborative Argument Conversations: Argument Scale

**Claim**      vs.      **Opposite or Different Claim**

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

Claim/Position	Are humans more good or evil?	Claim/Position
Good		Evil

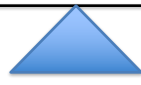


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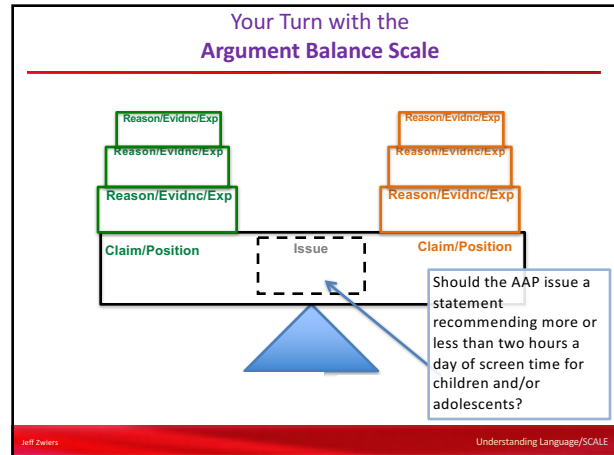
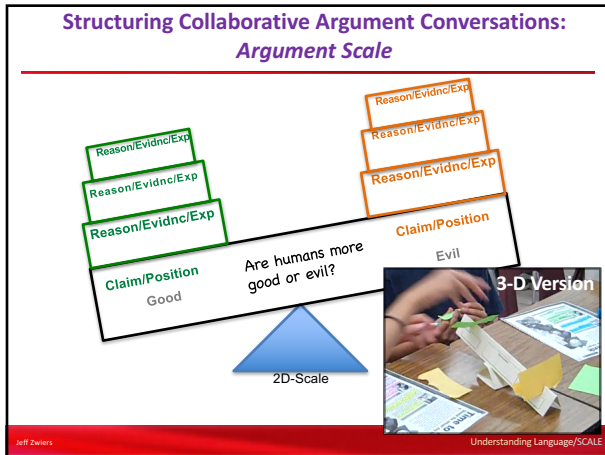
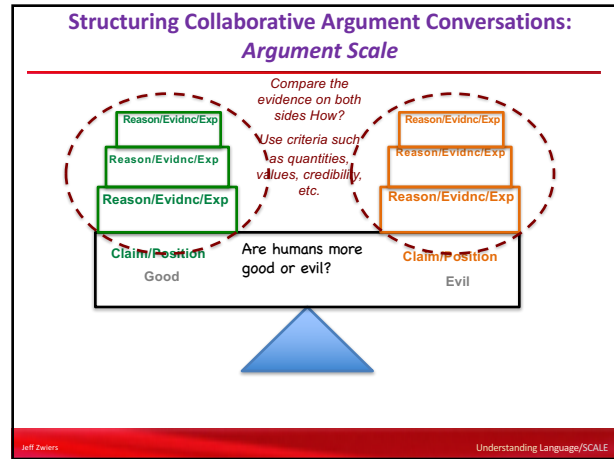
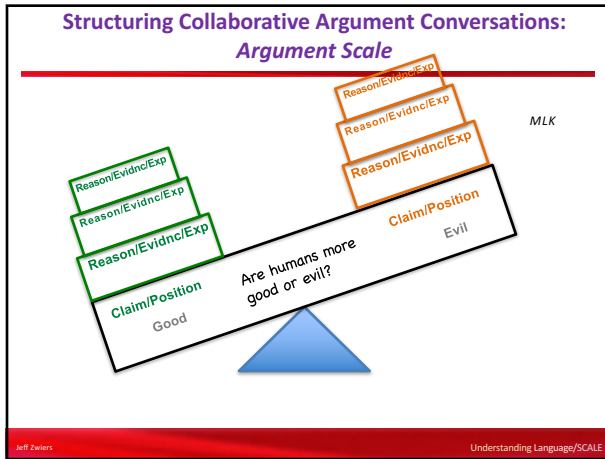
### Structuring Collaborative Argument Conversations: Argument Scale

Mother Teresa

Reason/Evidnc/Exp		
Reason/Evidnc/Exp		
Reason/Evidnc/Exp		
Claim/Position	Are humans more good or evil?	Claim/Position
Good		Evil



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## 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)
<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	
<input type="checkbox"/> Turns build on previous turns	
<input type="checkbox"/> Students pose or choose a relevant initial idea(s) that is focused on learning objective(s)	
<input type="checkbox"/> Students clarify idea(s) (by paraphrasing, defining, elaborating, asking questions, negotiating, etc.)	
<input type="checkbox"/> Students support ideas (using evidence, examples, explanations)	
<input type="checkbox"/> If there are two or more competing ideas (argue/decide): students build up both ideas and	
<input type="checkbox"/> (a) evaluate the strengths/weights of the evidence of each idea	
<input type="checkbox"/> (b) compare the strengths/weights and choose the "strongest/best" idea	
<input type="checkbox"/> (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	

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## 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?

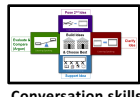
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### Supporting & Structuring Conversations


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




**Language**  
(sentence frames)



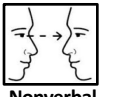
**Conversation skills**  
(Build, pose, clarify, support, evaluate & choose)




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



**Turns**  
(#, equal time, length)



**Nonverbal communication**

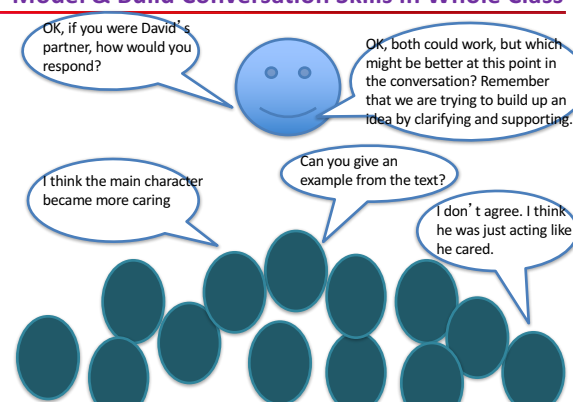


**Content**  
skills, knowledge, evidence

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

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### 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.

Can you give an example from the text?

I think the main character became more caring

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

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### 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

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### 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?**

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### Peer and Self-Assessment

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

**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

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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)

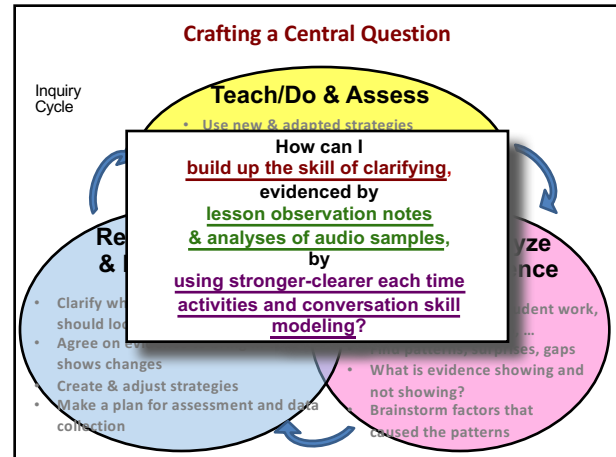
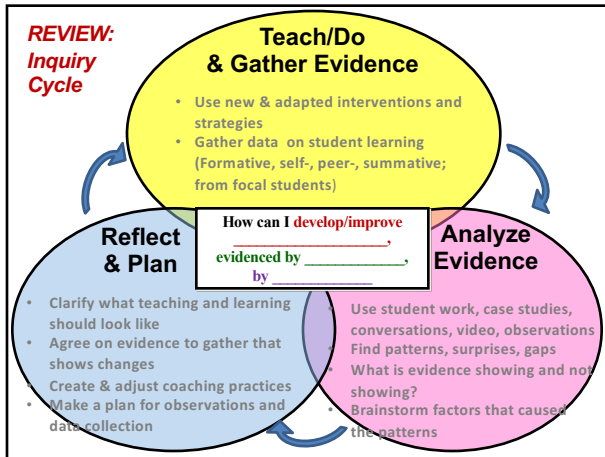
Nonverbal communication

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### 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"> <li>• Say, "Let's understand (clarify, define) this... What we need to do is ..."</li> <li>• Ask, "What does... mean in this case/context/situation?"</li> <li>• Say, "Let's scan through the text again and look for..."</li> <li>• Say, "Let's take two different sides; which one do you want?"</li> </ul>
Your partner offers a short response,	<ul style="list-style-type: none"> <li>• Ask for specific clarification or elaboration</li> <li>• Ask a question (I wonder why/how...)</li> <li>• Ask what a word or expression means</li> <li>• Ask for example that supports it</li> <li>• Give an example and ask if your partner agrees</li> </ul>
Your partner offers a long and confusing response,	<ul style="list-style-type: none"> <li>• Paraphrase it and relate it to the conversation purpose</li> <li>• Ask to clarify the most relevant part of the response</li> <li>• Ask for additional evidence or examples</li> </ul>

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**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.

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