

Academic Conversations as a Gateway to Academic Literacy



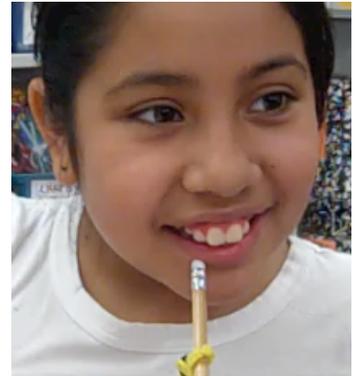
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New York Teachers Webinar 2
March 20, 2017
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Steps Leading Up Until Today

- **Wove conversation activities into lessons and took notes for your partner teachers and us today.**
- **Used some form or parts of the COAT.**
- **Gathered audio samples of student conversations to share today. Optionally, transcribed any interesting portions of one or more of them, and sent to me (Thanks!).**
- **Updated your Inquiry Cycle focus, evidence, and progress**



PROGRESS

Communicativeness "Test"
(Essential Features for Language Development)

___ Is there a useful & engaging purpose? In the activity, do students use language to do something meaningful and engaging (beyond just to answer questions or get points)? Does it prepare students to use language for academic purposes?

___ Is there an information gap? In the activity, do students get or give information that they want, need, or don't have?

___ Is there attention to language in service of communication? In the activity, is there extra teaching and assessment focused on improving how language is used? This includes modeling, practicing, giving feedback, and/or scaffolds.



Transition Improv Activity (Pro-Con)

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

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

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

A & B. Learn?

"Stronger & Clearer Each Time" Grid

I think bad things happen when cultures meet, like wars.

Cultures meet and bad things happen like war. But good things, too, like you can learn other language.

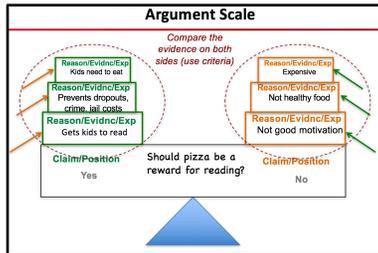
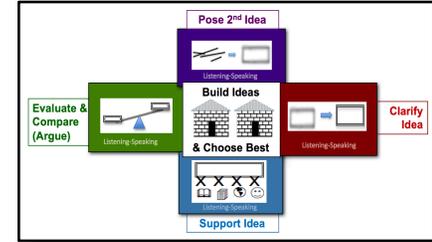
When cultures meet, is bad and good. Bad cuz they fight wars, like they're different. Spain thought they were better than the Aztecs. And good cuz you can learn languages, like Spanish, and new religion.

I think it's both good and bad. Like you learn from each other, but also you can fight.

When cultures meet each other, it helps us to learn how others live, like language. But wars are bad, like the Aztecs and ...

They learn things from each other like new foods. But some cultures think they're best and should control it. They start wars over it.

What happens when cultures meet and why?



Prompt

Relevant & Engaging Purpose Need to talk (info gaps)

Clear Expectations (engaged 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 give an original & relevant initial idea(s) that is thoughtful and shows evidence
- Students clarify ideas (to paraphrasing, defining, questioning, asking questions, requesting clarification, explanation)
- Students use facts or more compelling ideas (arguments/ideas) to build up both ideas and they compare the strength/validity of the evidence of each idea
- Students compare the strength/validity and choose the "stronger/better" idea
- Students explain their final decision & conclusions to 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

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

Write/Use Model Conversations

A:

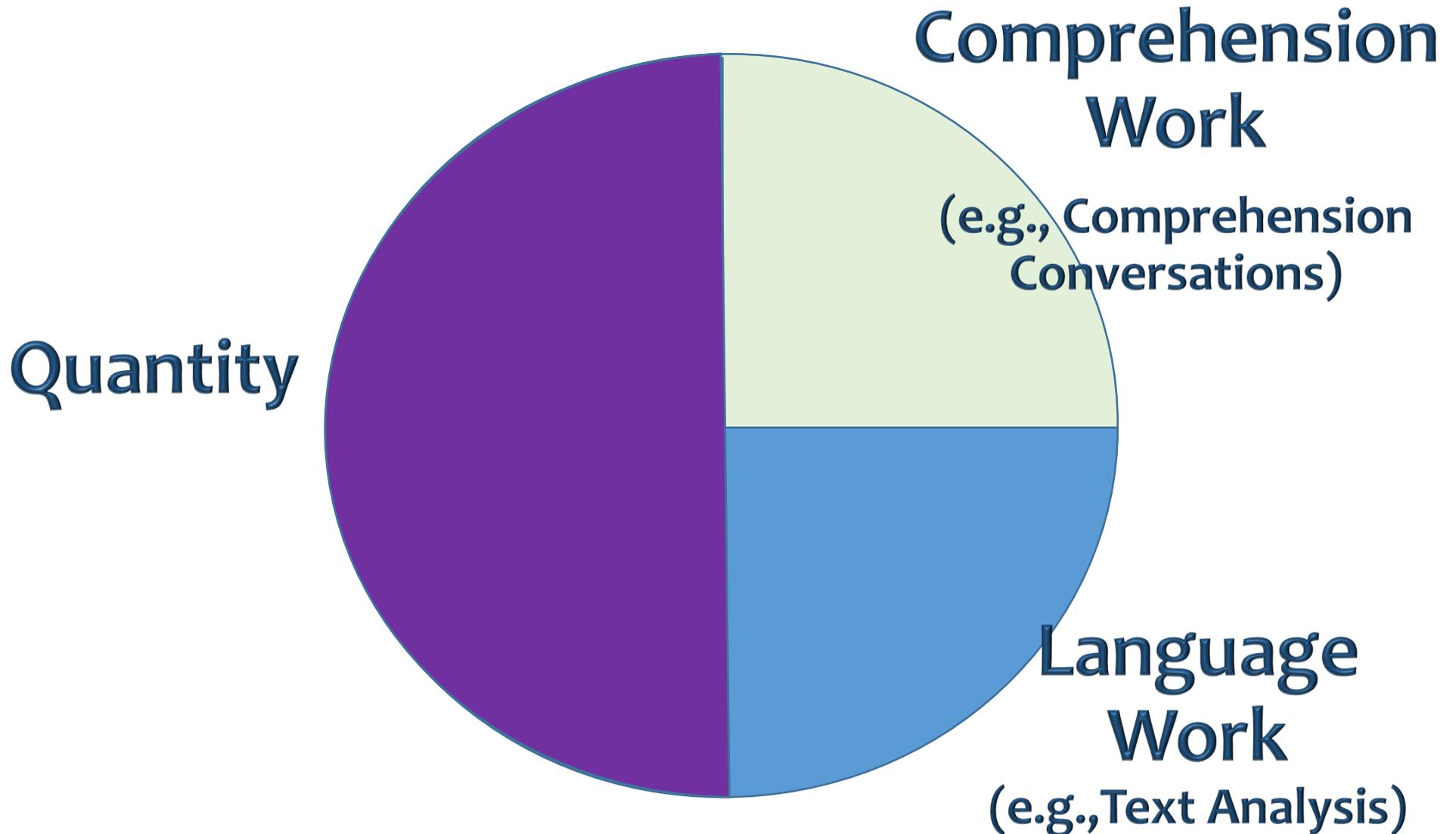
B:



Why is academic language essential for learning and showing learning?

How can every activity that students do in class be leveraged to develop it?

Building Academic Language through Reading



REVIEW: What is *comprehension* & what influences it?

Identify & remember key info,
Infer,
Predict,
Question,
Summarize

Use **comprehension strategies**

Use **thinking skills**

Interpret relationships & themes,
Apply,
Compare,
Cause/effect
Perspective

Construct new or clearer meaning that matches the author's and/or comprehender's purpose(s)

Words
Sentences
Organization
Other cues

Use the **language** of the text

Use **background knowledge**

Life
This text
Other "texts"
Other lessons



Video Analysis with the COAT

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

ELA Text

Seedfolks Chapter 1 - Kim

I stood before our family altar. It was dawn. No one else in the apartment was awake. I stared at my father's photograph, with his thin face stem, lips latched tight. his eyes peering permanently to the right. I was nine years old and still hoped that perhaps his eyes might move. Might notice me.

The candies and the incense sticks, lit the day before to mark his death anniversary, had burned out. The rice and meat offered him were gone. After the evening feast, past midnight, I'd been wakened by my mother's crying. My oldest sister had joined in. My own tears had then come as well, but for a different reason.

I turned from the altar, tiptoed to the kitchen, and quietly drew a spoon from a drawer. I filled my lunch thermos with water and reached into our jar of dried lima beans. Then I walked outside to the street.

The sidewalk was completely empty. It was Sunday, early in April . An icy wind teetered trash cans and turned my cheeks to marble. In Vietnam we had no weather like that. Here in Cleveland people call it spring. I walked half a block, then crossed the street and reached the vacant lot.

ELA Text

I stood tall and scouted. No one was sleeping on the old couch in the middle. I'd never entered the lot before, or wanted to. I did so now, picking my way between tires and trash bags. I nearly stepped on two rats gnawing and froze. Then I told myself that I must show my bravery. I continued farther and chose a spot far from the sidewalk and hidden from view by a rusty refrigerator. I had to keep my project safe.

I took out my spoon and began to dig. The snow had melted, but the ground was hard. After much work, I finished one hole, then a second, then a third. I thought about how my mother and sisters remembered my father, how they knew his face from every angle and held in their fingers the feel of his hands. I had no such memories to cry over. I'd been born eight months after he'd died. Worse, he had no memories of me. When his spirit hovered over our altar, did it even know who I was?

I dug six holes. All his life in Vietnam my father had been a farmer. Here our apartment house had no yard. But in that vacant lot he would see me. He would watch my beans break ground and spread, and would notice with pleasure their pods growing plump. He would see my patience and my hard work. I would show him that I could raise plants, as he had. I would show him that I was his daughter.

My class had sprouted lima beans in paper cups the year before. I now placed a bean in each of the holes. I covered them up, pressing the soil down firmly with my fingertips. I opened my thermos and watered them all. And I vowed to myself that those beans would thrive.

Video Analysis with the COAT

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- Need to talk (Info gaps)
- Clear Expectations (language to use, thinking, content)

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- 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
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- Academic thinking (+ use of thinking asked for in prompt)
- Academic content (+ talk about content asked for in prompt)
- Nonverbal communication

Video 1

Context

- Grade
- Had
- *Prompt: Are*
- Look for strengths and areas to improve based on the COAT



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NEW: Role-Based Improv Conversations

(Sample Text: 'The Two Brothers')

1. Pick a text that has characters with different things to share with one another (different perspectives, opinions, stories, motivations, etc.)
2. Tell students the prompt (e.g., You will converse with your partner about which one of you brothers was more right. You will come to an agreement.)
3. Assign roles for each pair (e.g., younger brother and older brother)
4. Have students read the text with the prompt in mind, taking notes on what they will say, based on their role.
5. Have them review their notes and put them onto one note card, with key words and not in complete sentences
6. Students converse with their roles in mind. (Using conversation skills, etc.)



ELA Text

The Two Brothers (Tolstoy)

Two brothers set out on a journey together. At noon they lay down in a forest to rest. When they woke up they saw a stone lying next to them. There was something written on the stone, and they tried to make out what it was.

"Whoever finds this stone," they read, "let him go straight into the forest at sunrise. In the forest a river will appear; let him swim across the river to the other side. There he will find a she-bear and her cubs. Let him take the cubs from her and run up the mountain with them, without once looking back. On the top of the mountain he will see a house, and in that house he will find happiness."

When they had read what was written on the stone, the younger brother said: "Let us go together. We can swim across the river, carry off the bear cubs, take them to the house on the mountain, and together find happiness.

"I am not going into the forest after bear cubs," said the elder brother, "and I advise you not to go. In the first place, no one can know whether what is written on this stone is the truth --perhaps it was written in jest. It is even possible that we have not read it correctly. In the second place, even if what is written here is the truth -- suppose we go into the forest and night comes, and we cannot find the river. We shall be lost. And if we do find the river, how are we going to swim across it? It may be broad and swift. In the third place, even if we swim across the river, do you think it is an easy thing to take her cubs away from the she-bear? She will seize us, and, instead of finding happiness, we shall perish, and all for nothing.

ELA Text

"In my opinion," said the younger brother, "you are wrong. What is written on the stone could not have been put there without reason. And it is all perfectly clear. In the first place, no harm will come to us if we try. In the second place, if we do not go, someone else will read the inscription on the stone and find happiness, and we shall have lost it all. In the third place, if you do not make an effort and try hard, nothing in the world will succeed. In the fourth place, I should not want it thought that I was afraid of anything."

The elder brother answered him by saying, "The proverb says: 'In seeking great happiness small pleasures may be lost.' And also: 'A bird in the hand is worth two in the bush.'"

The younger brother set off, and the elder remained behind. No sooner had the younger brother gone into the forest, than he found the river, swam across it, and there on the other side was the she-bear, fast asleep. He took her cubs, and ran up the mountain without looking back. When he reached the top of the mountain the people came out to meet him with a carriage to take him into the city, where they made him their king.

He ruled for five years. In the sixth year, another king, who was stronger than he, waged war against him. The city was conquered, and he was driven out.

ELA Text

Again the younger brother became a wanderer, and he arrived one day at the house of the elder brother. The elder brother was living in a village and had grown neither rich nor poor. The two brothers rejoiced at seeing each other, and at once began telling of all that had happened to them.

"You see, said the elder brother, "I was right. Here I have lived quietly and well, while you, though you may have been a king, have seen a great deal of trouble,"

"I do not regret having gone into the forest and up the mountain,' replied the younger brother. "I may have nothing now, but I shall always have something to remember, while you have no memories at all."

NEW: Role-Based Improv Conversations

(Sample Text: 'The Two Brothers')

1. Pick a text that has characters with different things to share with one another (different perspectives, opinions, stories, motivations, etc.)
2. Tell students the prompt (e.g., You will converse with your partner about which one of you brothers was more right. You will come to an agreement.)
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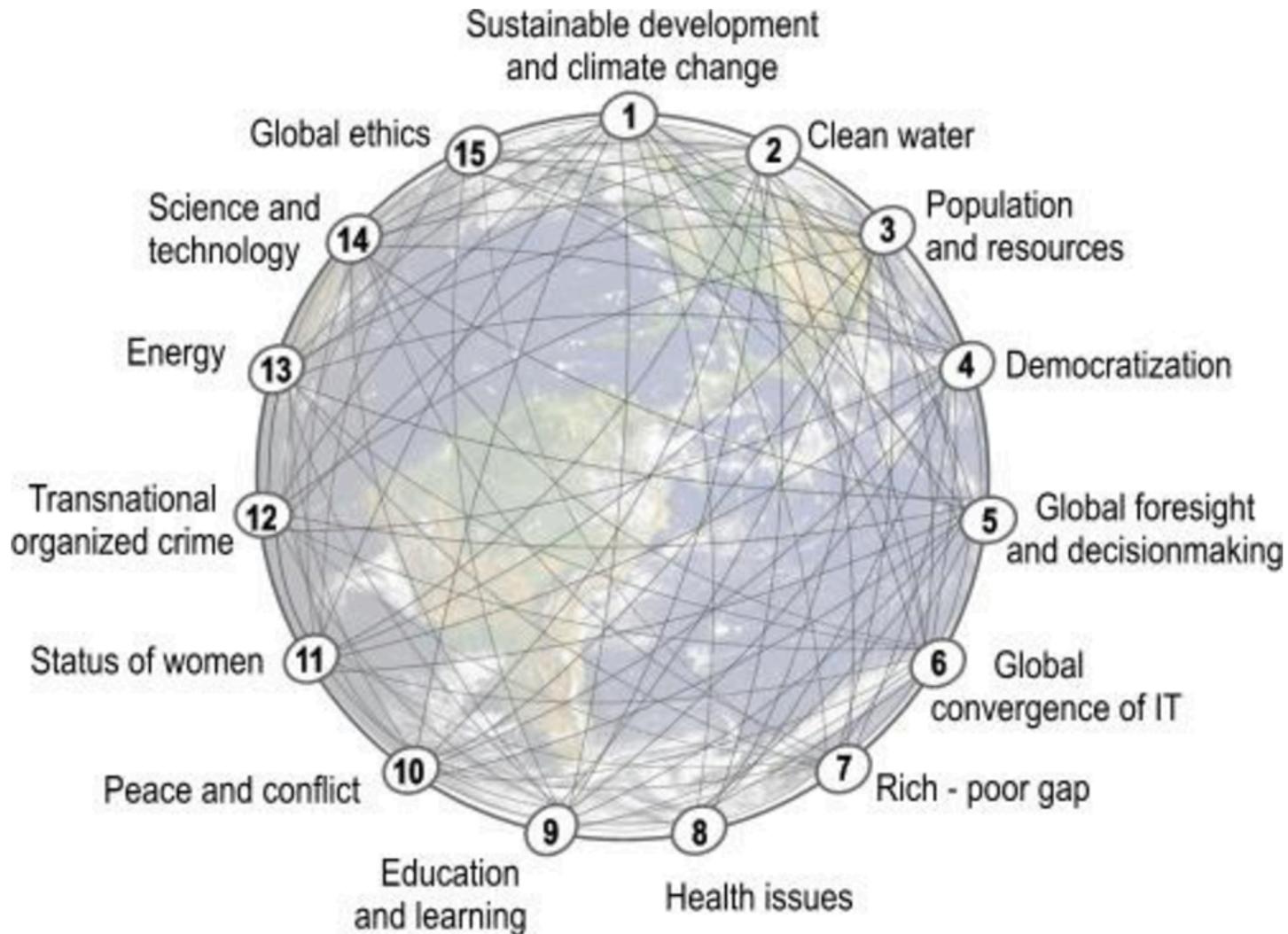
NEW: Creativity Conversations

1. Pick a topic that requires a creative way to solve a problem or express a complex idea to others. Give options, if possible.
2. Model for students the collaborative creativity process:
 - Clarify the problem
 - Brainstorm possible solution starters
 - Narrow them down with critical thinking and criteria
 - Zoom in on two and then compare their merits, limits, rationales, evidence, potentials, related histories...
 - Choose the best solution and discuss how to implement it
3. Have students collaborate to create or write their idea for a realistic audience....



NEW: Creativity Conversations

15 Global Challenges facing humanity



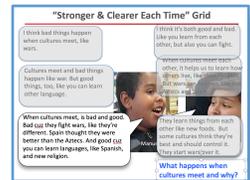
Lesson Planning

Sample Lesson(s) Plan: ELA

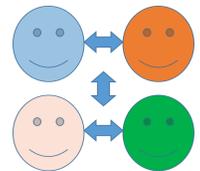
I. **Objectives:** Infer and support themes in short stories. Argue the most important theme for students your age.



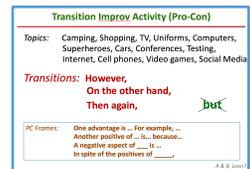
II. **Stronger-Clearer Each Time:** Read same story, share theme, support



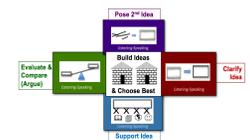
III. **Modified Jigsaw:** Think-Pair-Square: Read different stories, share theme and evidence with partner, then w/ other pair.



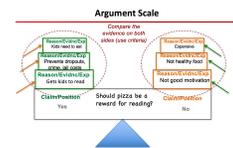
IV. **Transition Improv:** Two Differing Themes (e.g., 'Two Brothers')



V. **Academic Conversation Model:** Emphasize skills of supporting and evaluating evidence and importance, and arguing for one theme over another.



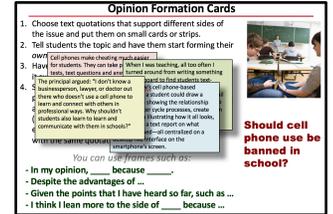
VI. **Argument Balance Scale Conversations:** 2 Themes



Sample Lesson Plan: Nonfiction

I. **Objectives:** Argue a claim about an issue.

II. **Opinion Formation Cards:** Read cards and share opinions; read article.



Opinion Formation Cards

1. Choose text quotations that support different sides of the issue and put them on small cards or strips.
2. Tell students the topic and have them start forming their own opinions.
3. **Work in groups:** They can take 10-15 minutes to discuss, all together, all the cards. They can take 10-15 minutes to discuss, all together, all the cards. They can take 10-15 minutes to discuss, all together, all the cards.
4. **Work in groups:** They can take 10-15 minutes to discuss, all together, all the cards. They can take 10-15 minutes to discuss, all together, all the cards.

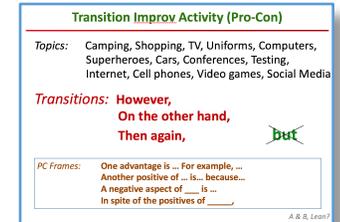
You can use the following sentence frames:

- In my opinion, _____ because _____.
- Despite the advantages of _____, _____.
- Given the points that I have heard so far, such as _____, _____.
- I think I lean more to the side of _____ because _____.

Should cell phone use be banned in school?

III. **Gallery Walk:** (Read different articles on same issue, share posters of opinion and evidence)

IV. **Transition Improv:** Pro-Con on topic of social media



Transition Improv Activity (Pro-Con)

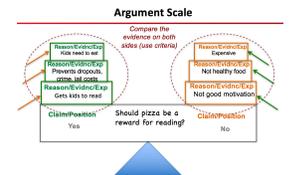
Topics: Camping, Shopping, TV, Uniforms, Computers, Superheroes, Cars, Conferences, Testing, Internet, Cell phones, Video games, Social Media

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

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

A. B. S. Loan?

V. **Academic Conversation Modeling of use of Argument Balance Scale:** Emphasize skills of supporting and evaluating evidence and importance, and arguing for one theme over another.



VI. Write a final paragraph or two.

1. Refine your inquiry cycle focus

Teach/Do & Gather Evidence

- Use new & adapted interventions and strategies
- Gather data on student learning (Formative, self-, peer-, summative; from focal students)

Reflect & Plan

- Clarify what teaching and learning should look like
- Agree on evidence to gather that shows changes
- Create & adjust coaching practices
- Make a plan for observations and data collection

Analyze Evidence

- Use student work, case studies, conversations, video, observations
- Find patterns, surprises, gaps
- What is evidence showing and not showing?
- Brainstorm factors that caused the patterns

How can I **develop/improve** _____,
evidenced by _____,
by _____

TASK

Communicativeness "Test"
(Essential Features for Language Development)

___ Is there a useful & engaging purpose? In the activity, do students use language to do something meaningful and engaging (beyond just to answer questions or get points)? Does it prepare students to use language for academic purposes?

___ Is there an information gap? In the activity, do students get or give information that they want, need, or don't have?

___ Is there attention to language in service of communication? In the activity, is there extra teaching and assessment focused on improving how language is used? This includes modeling, practicing, giving feedback, and/or scaffolds.



Transition Improv Activity (Pro-Con)

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

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"Stronger & Clearer Each Time" Grid

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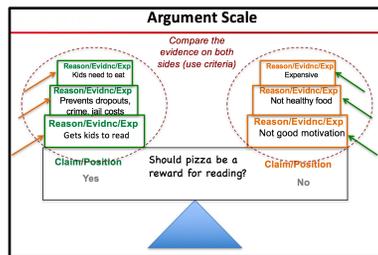
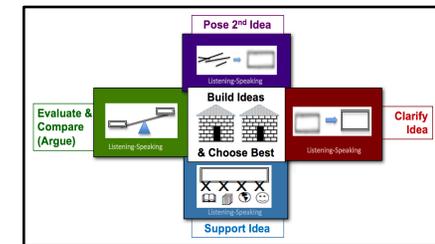
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I think it's both good and bad. Like you learn from each other, but also you can fight.

When cultures meet each other, it helps us to learn how others live, like language. But wars are bad, like the Aztecs and ...

They learn things from each other like new foods. But some cultures think they're best and should control it. They start wars over it.

What happens when cultures meet and why?



Prompt

Relevant & Engaging Purpose Need to talk (info gaps)

Clear Expectations (engaged 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 bring in relevant evidence (initial ideas) that is
- Students clarify ideas (rephrasing, defining, questioning, asking for clarification, etc.)
- Students explain their thinking (reasoning, explanations)
- Students use persuasive language (persuade/decide): students build up both ideas and they compare the strength/weight of the evidence of each idea
- Students summarize their ideas and choose the "stronger/better" idea
- Students explain their final decisions & conclusions

Effective Listening

Clear speaking (i.e. use of language suited for the prompt)

Academic thinking (i.e. use of thinking suited for the prompt)

Academic content (i.e. talk about content asked for in prompt)

Nonverbal communication

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

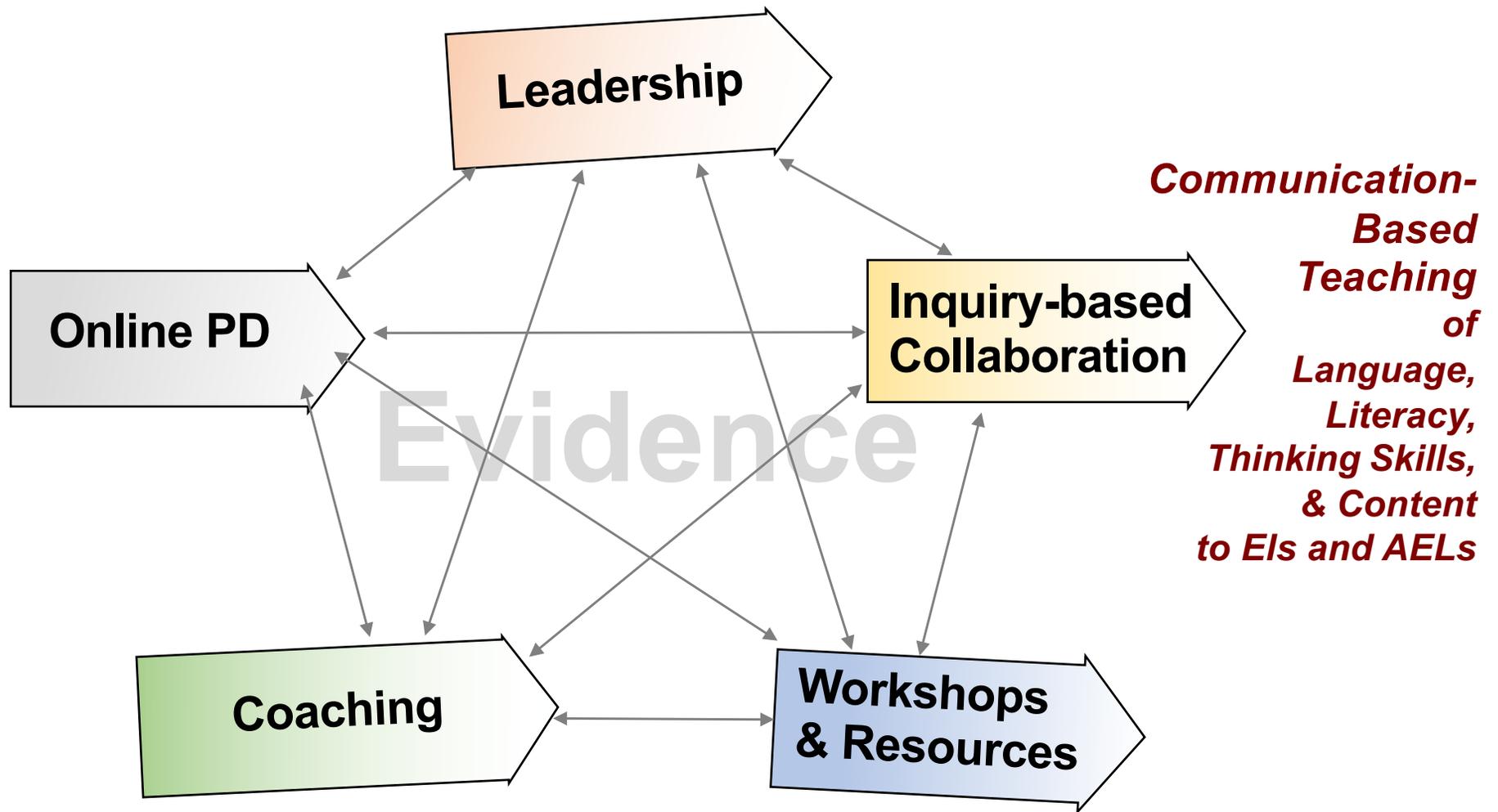
Write/Use Model Conversations

A:

B:

Pick one or two strategies or tools to become more expert in by the end of the year. Try it out in different ways, with different ways of modeling and scaffolding. Take notes on successes and frustrations, etc. You will share your expertise (and student evidence, if possible) with us in the final webinar.

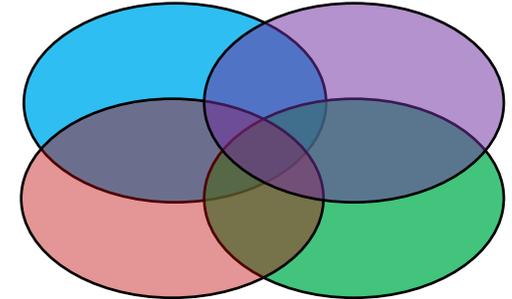
Align & Connect Dimensions of PD



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References

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3 x 3 x 3 Framework for Strengthening All Activities

AL Development

	3 MODES		
	Comprehension (Interpretive) (Reading/Listening)	Expression (Productive) (Talking/Writing)	Conversation (Collaborative)
3 DIMENSIONS			
<i>Organization/ Discourse</i>	Does an activity that emphasizes comprehension of <i>discourse</i> include: an engaging purpose, information gap, & attention to language?	Does an activity that emphasizes expressing with new <i>discourse</i> include: an engaging purpose, information gap, & attention to language?	Does an activity that emphasizes conversing with new <i>discourse</i> include: an engaging purpose, information gap, & attention to language?
<i>Sentence (grammar & syntax)</i>	Does an activity that emphasizes comprehension of <i>sentences</i> include: an engaging purpose, information gap, & attention to language?	Does an activity that emphasizes expressing new <i>sentences</i> include: an engaging purpose, information gap, & attention to language?	Does an activity that emphasizes conversing with new <i>sentences</i> include: an engaging purpose, information gap, & attention to language?
<i>Vocabulary</i>	Does an activity that emphasizes comprehension of <i>vocabulary</i> include: an engaging purpose, information gap, & attention to language?	Does an activity that emphasizes expressing with new <i>vocabulary</i> include: an engaging purpose, information gap, & attention to language?	Does an activity that emphasizes conversing with new <i>vocabulary</i> include: an engaging purpose, information gap, & attention to language?

