

Academic Conversations as a Gateway to Academic Literacy



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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



Reminders

Why are classroom conversations so important?



1. Content knowledge
2. Academic language (input/output)
3. Communication
4. Relationship
5. ?

This was your TASK

Communications "Tool"
(Essential Features for Language Development)

Is there a useful & engaging purpose for the activity, task, or conversation to be developed or scaffolded?

Does it provide students to use language for academic purposes?

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

Is there a challenge to engage a variety of students? In the activity, is there any teaching and assessment focused on helping low language students? Includes modeling, providing, giving feedback, and/or scaffolds.

Transition Improv Activity (Pre-Coil)

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

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

MC Features: One element is, In contrast, Another problem of, In contrast, A negative aspect of, In spite of the positive of

"Stronger & Clearer Each Time" Grid

What has been helpful about this conversation? What has been challenging? What happens with students next time and why?

Four 21st Skills

Communicate, Collaborate, Create, Critical Thinking

Write/Use Model Conversations

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

How can I develop/improve evidenced by

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

REVIEW: What is comprehension & what influences it?

Identify & consider key info, data, Question, Summaries

Use comprehension strategies

Use the author's perspective!

Use the language of background knowledge

Interpret, relate, & transfer, Apply, Compare, Contrast, Perspective

Use This text, Other Text, Other Issues

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.

PROGRESS: Inquiry Questions

How can I develop my students' argumentative skills, evidenced by the way they engage in conversations about a topic and explicitly draw on information provided by one another, while using talk moves that help them to maintain a line of reasoning .

How can I develop my students' abilities to probe and reflect on ideas under discussion evidenced by the relevance to the topic at hand while using academic language.

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

Video 1

Context

- Grade 5
- Had
- *Prompt:* Are
- Look for strengths and areas to improve based on the COAT



Prompt

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 Clear Expectations (language to use, thinking, content)

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- Effective listening
- Clear speaking (+ use of language asked for in prompt)
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NEW: Creativity Conversations

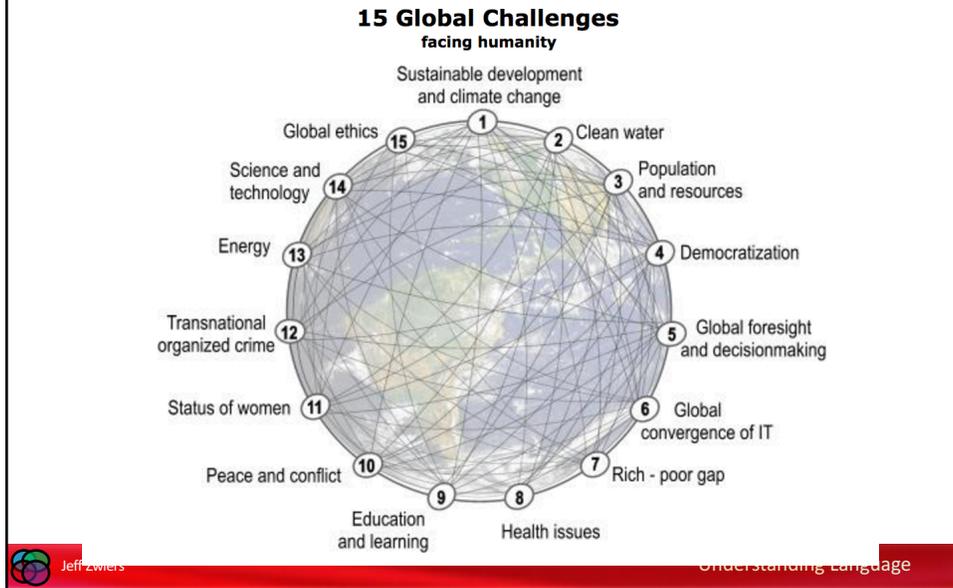
1. Pick a topic that requires a creative way to solve a problem or express a complex idea to others. Give options, if possible.
2. Model for students the collaborative creativity process:
 - Clarify the problem
 - Brainstorm possible solution starters
 - Narrow them down with critical thinking and criteria
 - 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....



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Understanding Language

Creativity Conversations: Your Turn



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 Modeling:** Emphasize skills of supporting and evaluating evidence.
- VI. **Creativity Conversations:** Come up with a story with a theme



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Understanding Language

Sample Lesson Plan: Nonfiction

- I. **Objectives:** Argue a claim about an issue.
- II. **Opinion Formation Cards:** Read cards and share opinions; read article.
- 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
- 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.



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Understanding Language

By the End of the Year

Communications "Tool"
(Essential Features for Language Development)

Is there a useful & engaging purpose for the activity?
Is there an opportunity for developing meaningful language?
Does it give students to use language for students' purposes?
Is there an information gap to the activity, do students get or give information that they want, need, or don't have?
Is there an opportunity to engage in a variety of oral language? In the activity, is there an opportunity for students to use language for students' purposes?
Is there an opportunity for students to use language for students' purposes?

Transition Improv Activity (Pre-Coil)

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

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

PC features: One element is... The scenario... Another problem of... The scenario... A negative aspect of... The scenario... In spite of the positive of... The scenario...

"Stronger & Clearer Each Time" Grid

What happened? (What did you do?)
What did you think? (How did you feel?)
What did you learn? (What did you discover?)
What happened next? (What did you do?)
What did you think? (How did you feel?)
What did you learn? (What did you discover?)

Write/Use Model Conversations

Teach/Do & Gather Evidence

- Use new & adapted interventions and strategies
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Reflect & Plan

- Clarify what teaching and learning should look like
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How can I develop/improve evidenced by

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

REVIEW: What is comprehension & what influences it?

Interpret, understand & transfer, Apply, Connect, Constructed Perspective

Use the **comprehension strategies** that matches the **surface text**

Use the **background knowledge** that matches the **surface text**

Use the **language of the text**

Use the **other text**

Use the **other text**

With your inquiry focus in mind, pick one or two strategies or tools to improve by the end of the year. Try it out in different ways, with different ways of modeling and scaffolding. Take notes on successes and challenges, etc.

NEXT STEPS: Align & Connect Dimensions of PD

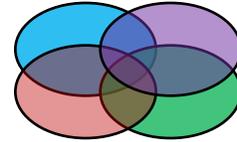
Communication-Based Teaching of Language, Literacy, Thinking Skills, & Content to EIs and AELs

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Understanding Language/SCALE

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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?