

Fostering Productive Academic Conversations

Cutler-Orosi (2-5)
jeffzwiers.org/august10

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If you don't truly use language, you won't truly learn it.

"Ladies and gentlemen, from the cockpit, this is your airplane mechanic. I was asked to fly the plane today. I have never flown a plane before, nor in this type of weather, but I do know all the names of all the engine parts and how they fit together... So sit back, relax, & enjoy your flight."




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SHIFT from...

LESS to MORE

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




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



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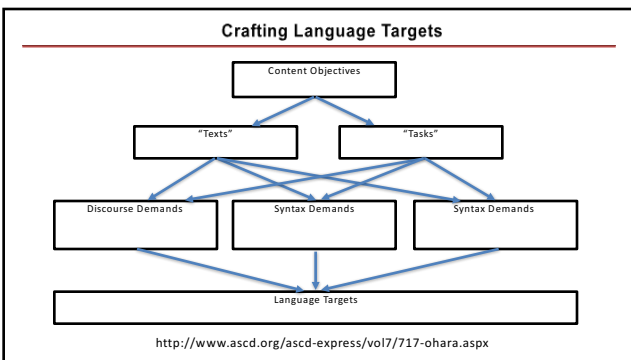
Build Communication-Rich Classroom Culture: Reduce these Obstacles

- Our desire for "control" over learning (e.g., "I don't know what they're saying back there.")
- Lack of seeing the long-term & learning value of classroom communication (curriculum)
- Teaching to assessments that don't value or inspire communication
- Focusing on points and grades → "Tyranny of the bare minimum" + lack of consequences for unclear language
- Lack of academic conversation assessments, models, supports, and practice time (scrimmages)
- Over-structured "discourse" activities and over-use of sentence frames

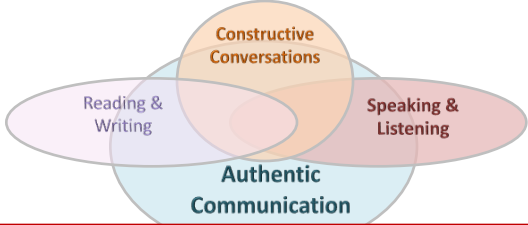


How can we reduce these?

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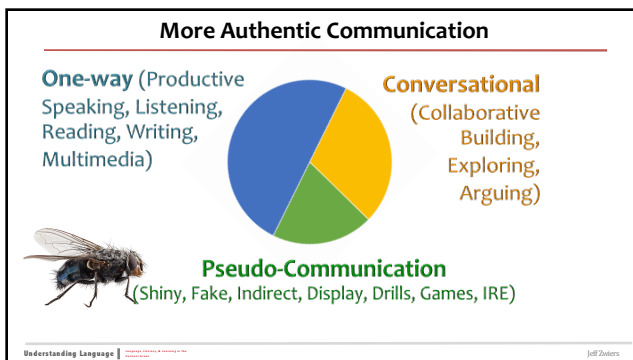
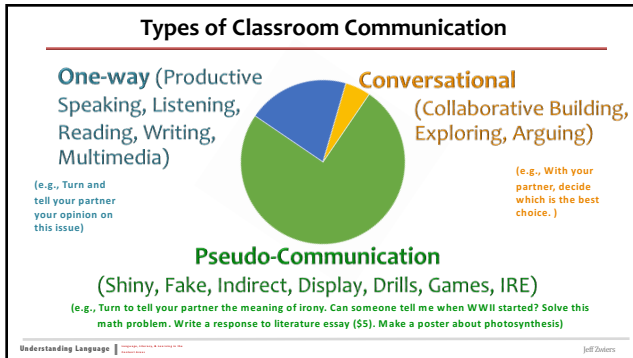


The Role of Authentic Communication



ACKNOWLEDGMENTS
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Authentic Communication in School is

the use of words
(and/or other meaning-carriers)
to share information
for doing meaningful things (creating, changing, deciding, clarifying, etc.)
that just one person can't do.

Why is it so important?

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Features of Activities that Accelerate Language Development

Is there a useful & engaging purpose? Students use language to do/build/change something beyond just answering questions for praise or points. Clarity matters.

Are there information gaps? Students get or give information that they want, need, or don't have. (interdependence)

Is there attention to language in service of communication? There is extra work (modeling, practicing, giving feedback, scaffolds) on language used.

- Sentence Frames
- Language modeling & scaffolding
- Practice
- Formative feedback

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Building proficiencies in speaking and listening with:

TRANSITION IMPROV Activities

e.g., - Transition Improv Activity (Pro-Con)

Topics: Social media's influence on language development

(You will make recommendations to teachers and students about the uses of social media)

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?

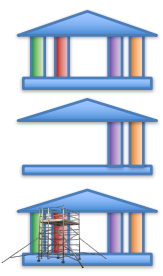
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Does this Activity Accelerate Language Development?

___ **Is there a useful & engaging purpose?** Students use language to do/build/change something beyond just answering questions for praise or points. Clarity matters. Agency?

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___ **Is there attention to language in service of communication?** There is extra work (modeling, practicing, giving feedback, scaffolds) on language used.



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Transition Improv: For-Against

Topics: Genetic engineering, nuclear energy, stem cell research, human-caused climate change, wolf reintroduction, de-extinction, zoos, preserving wetlands, corn as fuel, extraterrestrial life, fracking, adding lime to soil to lower pH, desalination, ...

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

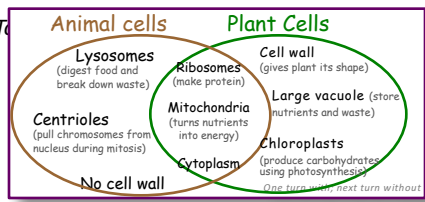
~~but~~

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?

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Transition Improv (Similar-Different)




However, like animal cells, plant cells have _____, which ...
On the other hand, & animal cells both have _____, which serve to ...
Then again, similar to _____ in that they both _____
Animal cells differ from plant cells in that _____

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Transition Improv: Two Views w/ Evidence

Views: Patriots
Loyalists



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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Transition Improv Activity: Math Situations

Topics: Addition-Subtraction, Area-Perimeter, mm-km
Multiplication-Division, Volume-Surface Area
Fractions-Decimals, Integral-Derivative

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

~~but~~

Frames: You need to add when ... because...
When you ... you need to subtract because...
You need to calculate volume when... because...
When you ... you need to use decimals because...

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APPLICATION TIME



How can you use **Transition Improv** activities the first three weeks of the year?

(Pro-Con, For-Against, Similar-Different, Two Views, Math Situations)

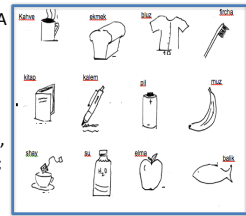
Developing Speaking & Listening with
“INFORMATION GAP”
Activities

Info Gap Activities for Listening and Speaking

What are situations in each discipline in which two people have to share information?

Information Gap: A & B (At the Store)

1. Half of students get A & half get form B
2. Model & preview expressions & vocab
3. Students pair up and each play a role (e.g., A starts as customer; B is store owner)
4. A and B switch roles
5. Optionally, students create their own forms



Info Gap Activities: A and B Forms

- B: Bluz ne kadar?
- A: ohn-dohkooz
- B: Kitap ne kadar?
- A: Ohn-besh lira
- (switch roles)
- A: Fircha ne kadar
- B: Sekeez lira.
- A: Balik ne kadar?
- B: Yeermee yooch lira

1 beer	2 oekoe	3 zooch	4 durt	5 bech	6 alish	7 yehdee	A
8 sekeez	9 dohkooz	10 ohn	11 ohn-beer	20 yeermee	21 yeermee	30 oh-dooz	
Kahve 15	ekamek	bluz	16	fircha			
kitap	kalem	oil	2	muz			
shay	su	elme	5	balik			

Information Gap Cards: Who I am


1. Model for students the goal of sharing biographical info (name, nationality, age when you died, likes & dislikes, etc.)
2. Act out needed vocab (like & dislike verbs) on the wall
3. Give a card to each student and let them practice what they will say to themselves
4. Have them find all three other artists and share their information



Information Gap Cards: Who I am

Mi chiamo...
 Io sono...
 Mi piace... Non mi piace...
 Scrivere
 Scolpire
 Dipingere
 Inventare
 89 = ottanta nove 67 = sesanta sette 82 = ottanta due
 71 = settant'uno
 Avevo ___ anni quando mori

Michelangelo Buonarrotti
 Italiano
 1475-1564



scolpire

scrivere

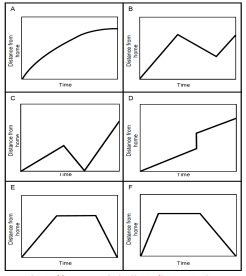
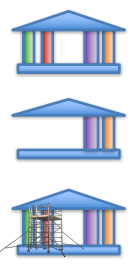
Info Gap Activities: Card Matching (Math)

1 Tom ran from his home to the bus stop and waited. He realized that he had missed the bus so he walked home.

2 Tom walked to the store at the end of his street, bought a newspaper, and then ran all the way back.

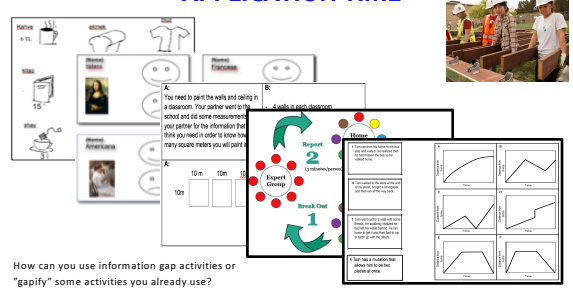
3 Tom went out for a walk with some friends. He suddenly realized he had left his wallet behind. He ran home to get it and then had to run to catch up with the others.

4 Tom has a mutation that allows him to be two places at once.

<http://map.mathshell.org/lessons.php>

APPLICATION TIME



How can you use information gap activities or "gapify" some activities you already use?




Create a Model Conversation (PRE)

Think of an upcoming (or past) lesson and write a conversation between two students that shows their learning.

A:
 B:
 A:
 B:

Conversations

True conversations are much rarer than we think.



Conversation is a meeting of minds with different memories and habits. When minds meet, they don't just exchange facts: they transform them, reshape them, draw different implications from them, engage in new trains of thought. Conversation doesn't just reshuffle the cards-- it creates new ones.

--Theodore Zeldin

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What to Look For in Conversations: Conversation Observation & Analysis Tool (COAT)

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 — 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) — <i>If there are two or more competing ideas (argue/decide):</i> 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	Other Important Skills <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 (posture, nods, eye contact) <input type="checkbox"/> Value one another's ideas, thinking, and feelings
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WHAT: Constructive Conversation Skills (Build one Idea)

Goal: Students collaboratively (but w/o teacher) build an idea (e.g., claim, answer, solution, interpretation), **using the following skills (not natural...and eventually need to be "automatic"):**

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Conversation

Alicia: Rosa Parks. Marcos said all she did was sit down, but I think she was a hero.

Paty: I agree. She has a book about her.

Alicia: Why do you think a whole book?

Paty: She was so brave to go to jail, and it was like just cuz she sat down on a bus. I still can't believe that all happened.

Alicia: All what?

Paty: The racism stuff. Just cuz of skin color? Separate drinking fountains?

Alicia: And she started the...what's that word?

Paty: Boycott.

Alicia: Boycott, so they change those racism rules. All cuz of Rosa! ... Where's Marcos?

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Your Turn

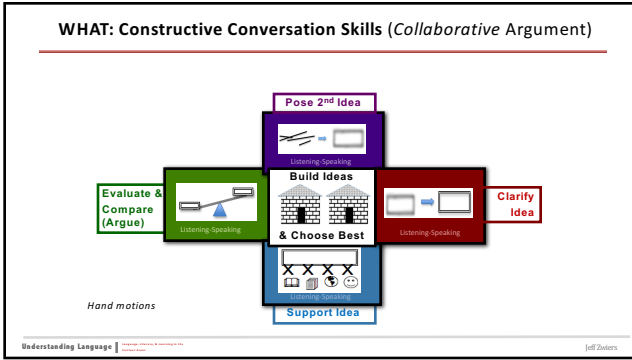
"[...] If you don't want a house built, hide the nails and wood. If you don't want a man unhappy politically, don't give him two sides to a question to worry him; give him one. Better yet, give him none. Let him forget there is such a thing as war. If the government is inefficient, topheavy, and tax-mad, 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. Crum them full of noncombustible data, chock them so damned 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. Don't give them any slippery stuff like philosophy or sociology to tie things up with. That way lies melancholy. (Bradbury, 1953)

Work with a partner to co-construct what you think is an important theme from this text and how it might connect to today. Don't forget to clarify and support your idea.

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Collaborative Argumentation

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Improving Conversations

Alex: What caused the fall?
 Carlos: The book said disease and war.
 Alex: It also said crops and politics.
 Carlos: All of them, I guess.

Lisa: I think the dog was his best friend in the story.
 Edgar: I would like to add to your idea. My dog ran away last year and we found him in the park.
 Lisa: Which park?
 Edgar: The one by the train station.
 Lisa: I took a train to San Jose last week.

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Conversations at Beginning Levels of Proficiency

Learning objective: Use reasons to argue the importance of a historical figure.
 Prompt: Talk about what makes Abraham Lincoln a hero.

A: How Lincoln a hero?
 B: He stop slavery, the slaves.
 A: How?
 B: The war.
 A: Yeah, Civil. He fought it stop slavery.
 B: Muchos die in the war.
 A: Very bad.
 B: But cuál es more bad? Slavery or die?
 A: Slavery.
 B: Why?
 A: Cuz you not free, like, como en la cárcel, y te golpean. And Lincoln stop it. He's a hero.

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Conversation – (ELA 2nd)

A: I think she not share it (bread)
 B: Why?
 A: Cuz the other animals not work; just lazy.
 B: Yeah. I don't think to share, too.
 A: Why?
 B: Like my dad. He work for money. Not work, no money.
 A: Yeah, no es justo.
 B: Not fair. But teacher said is good to share.
 A: I share when they help. Maybe I paint the school. It's my money, you know?
 B: No. Maybe if ...no pueden...trabajar (work), like they're sick, maybe. But this story animals are lazy.
 A: Is good to share, but not all the time, not with lazies.

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Conversation – 2nd gr. SS

A: What do firefighters need most? (prompt)
 B: Air.
 A: Can you give an example?
 B: Like a tank of air like the picture.
 A: Why do they need it most?
 B: So they won't die.
 A: Why?
 B: When they go in burned buildings. Smoke kills so they need air. Air is most important.
 A: I think they need water most.
 B: Why?
 A: They need it to put out the fire. That's what they do.
 B: But they can't use the water if they die from smoke.
 A: OK, yeah. Air is most important.

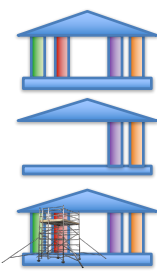
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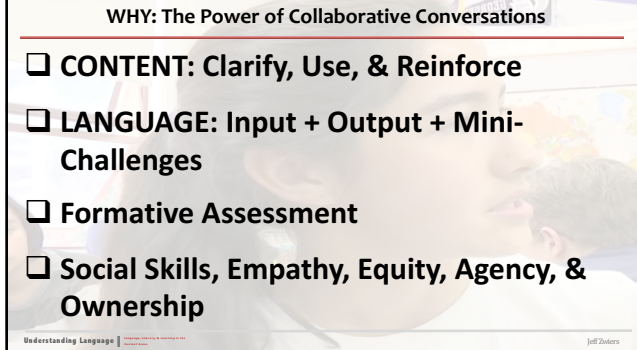
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WHY: The Power of Collaborative Conversations

- CONTENT: Clarify, Use, & Reinforce**
- LANGUAGE: Input + Output + Mini-Challenges**
- Formative Assessment**
- Social Skills, Empathy, Equity, Agency, & Ownership**




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HOW: Conversation Observation Cards

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 an alternative idea and start to build it up	Stay focused on the conversation prompt/purpose
Encourage your partner to talk more	Summarize the conversation up until now	

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5th Gr. Language Arts/ELD



Context


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

This Clip

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

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Building collaborative argumentation skills with the ARGUMENT BALANCE SCALE



Argument Balance Scale

Prevent dropouts & jail costs


Gets them to read

Kids need to eat

Stay after school

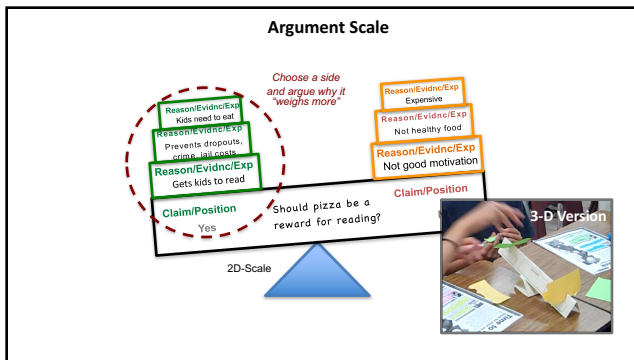
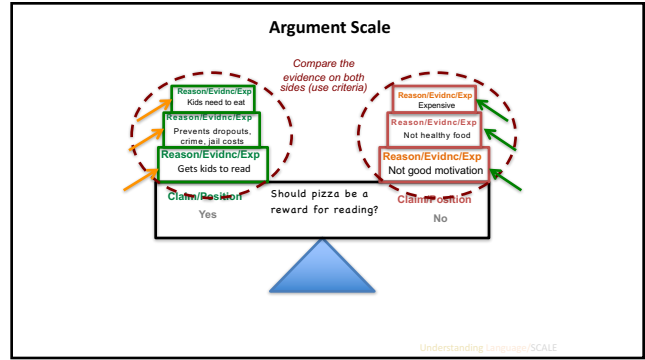
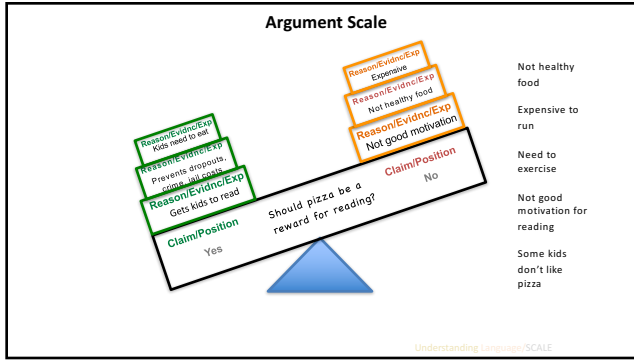
Pizza tastes good

Reason/Evidnc/Exp Kids need to eat		Reason/Evidnc/Exp Prevents dropouts, crime, jail costs
Reason/Evidnc/Exp Gets kids to read		Reason/Evidnc/Exp Gets kids to read
Claim/Position Yes	Should pizza be a reward for reading?	Claim/Position No



Stay after school

Pizza tastes good



Video Example

CONTEXT
5th grade Language Arts/ELD class Advanced and early advanced partners.

After reading an article on a program that gives pizza as reward for reading, students discuss their opinions on the issue.

THIS CLIP

- Watch for supporting opinions, building on ideas, and clarifying
- Notice if and how the balance scale helps students to extend talk
- Consider next steps based on this conversation

Text: Schoolgirl loses veil legal case

A 12-year-old schoolgirl has failed in a legal challenge to her school's ban on a full-face veil. Justice Silber had been told that the girl's three older sisters had attended the same school and had worn the niqab with no problems. But the school told the girl it was not acceptable because teachers believed it would make communication and learning difficult. About 120 of the school's 1,300-plus pupils are Muslims. About half of them wear the hijab headscarf, which is permitted.

In his judgement, Justice Silber stressed that he was dealing with one particular case - not the wider issue of whether the niqab should be worn, in schools or anywhere else. He said the ban was "proportionate" in the light of certain factors:

- the veil prevented teachers from seeing facial expressions - a key element in effective classroom interaction
- the necessity to enforce a school uniform policy under which girls of different faiths would have a sense of equality and identity
- security - the head teacher had said an unwelcome visitor could move around the school incognito
- the need to avoid peer pressure on girls to take up wearing the veil

The girl's lawyer, Shah Qureshi, said: "It's surprising that he decided that the school had not infringed my client's freedom to manifest her religion given the fact that she entered the school on the understanding that the wearing of the veil was allowed when being taught by male teachers." Costs in the case were awarded against the family.

Should the girl be allowed to wear the niqab in school?

Claim/Position
Yes No

Understanding Language SCALE

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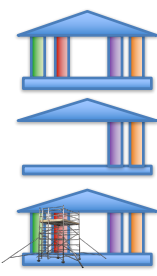
Understanding Language SCALE

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Role-Based Improv Conversations

(Sample Text: 'The Two Brothers' by Tolstoy)




- Pick a text that has characters with different things to share with one another (different perspectives, opinions, stories, motivations, etc.)
- 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.) (Model this with a different text, if this is new to students.)
- Assign roles for each pair (e.g., younger brother & older brother)
- Have students read the text with the prompt in mind, taking notes on what they will say, based on their role.
- Have them review their notes and put them onto one note card, with key words and not in complete sentences
- Students converse with their roles in mind. (Using conversation skills [e.g., both build up both ideas] and any language that you want to hear)

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Creativity Conversations

- Pick a topic that requires a creative way to solve a problem or express a complex idea to others. Give options, if possible.
- 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
- Have students collaborate to create or write their idea for a realistic audience....



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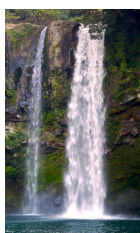
Growing conversation skills in math with the Math Paired Conversation Protocol



Math Paired Conversation Protocol

PROBLEM: Suppose it takes the Almond River 4 years, by itself, to fill a reservoir, and Campbell Creek, on its own, 6 years to fill it. If both are flowing into the reservoir, how long will it take to fill it?

Paraphrase and clarify problem for one another (in pairs) <i>(Talk about what is asked; what is given; what happens; what the units are, etc.)</i>			
<input type="checkbox"/> TALK			
Estimate the answer <i>(Each partner generate and justify their own estimate; then compare them)</i>			
<input type="checkbox"/> TALK			
METHOD A (name it)	Justify method <input type="checkbox"/> TALK	METHOD B (name it)	Justify method <input type="checkbox"/> TALK
Visuals, Drawings, Charts, Symbols, Calculations, Solution	Justify what you do	Visuals, Drawings, Charts, Symbols, Calculations, Solution	Justify what you do
<input type="checkbox"/> TALK		<input type="checkbox"/> TALK	



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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)

ELA Literature: Collaboratively decide

ELA Expository: Decide whether or not to

Math: Work with your partner to create

Science: In your conversation, compare

History: With your partner, decide if Lincoln was more interested in abolishing slavery or more interested in preserving the Union. Use evidence to support the claims on each side and evaluate the value of the evidence, along with any bias that might exist in the sources. Use historian language such as "This is strong evidence because..."

from the lab.

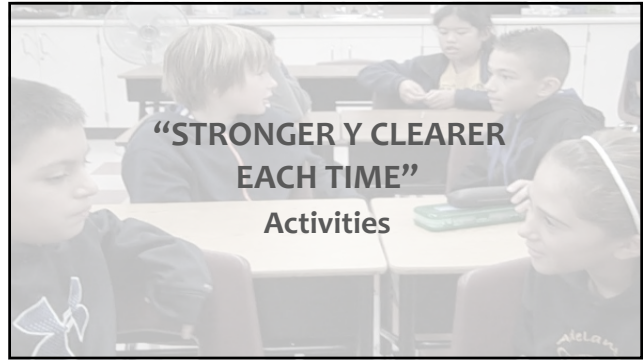
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Create a Model Conversation (POST)

Think of an upcoming (or past) lesson and write a prompt and conversation between two students that shows their learning.

A:
B:
A:
B:

- 1) You analyze the conversation for the skills and language you will need to teach.
- 2) You use the model conversation with students to show them what you are looking for when they have conversations.



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” Grid

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

Switch partners!
Don't forget to use examples; Stronger + clearer!

(PRE)
Bad things happen when they meet. Wars start.

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

What happens when cultures meet and why?

“Stronger & Clearer Each Time” Grid

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

Switch partners!
Don't forget to use examples; Stronger + clearer!

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 their religion. But wars can happen, like the Aztecs and Spain.

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

1. *Mario* both, learn
2. *Juan* religion, Aztecs, Spain
3. *Me*

What happens when cultures meet and why?

“Stronger & Clearer Each Time” Grid

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

(PRE)
Bad things happen when they meet. Wars start.

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

(POST)
When cultures meet, is both bad and good. Bad cuz they fight, like the Aztecs and Spain. Spain thought they were better so they took over. Good cuz of new food and languages and religion.

What happens when cultures meet and why?

"Stronger & Clearer Each Time" Grid

Name	Conversations takes time and energy—and many are loud, "messy," and sometimes contain errors. So, is it worth it to have students converse during lessons?	
Me	(Just two or three key words, if any)	(You will present to your school on the value of having more conversation in every lesson)
1.		
2.		
3.		
Me		


One powerful way in which conversation can help students is...
 I think educators need to know that authentic communication means...
 Teachers can adapt their lessons in several ways, such as...
I disagree with you.
(Listeners can and should ask clarifying and supporting questions)

"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 | | | | NOT BAN

"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 | | | | NOT BAN

"Stronger & Clearer Each Time" Opinion Continuum

I think video games are bad cuz they show violence.

I'm 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.

Me

Video Games Banned or Not?


BAN | | | | NOT BAN

Does this Activity Accelerate Language Development?

___ Is there a useful & engaging purpose? Students use language to do/build/change something beyond just answering questions for praise or points. Clarity matters. Agency?

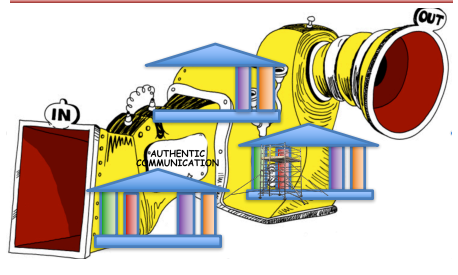
___ Are there information gaps? Students get or give information that they want, need, or don't have. (interdependence)

___ Is there attention to language **in service of communication**? There is extra work (modeling, practicing, giving feedback, scaffolds) on language used.



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Transforming Curriculum, Lessons, Activities






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Strengthening Communicativeness in every Activity

<p>Write essay, report, letter Read & answer questions Use graphic organizers Take notes Create a poster Write a lab report Solve a word problem Writers' Workshop Simulation Analyze a painting</p>	<p>Give One, Get One Four Corners Games (Bingo, Jeopardy) Oral Presentation Gallery Walk Answer teacher questions Think-Pair-Share Literature Circles Jigsaw Socratic Seminar</p>	<p>Create a story Video Dramatization Debate Readers Workshop Write a Prequel/Sequel Make a Podcast</p>
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Sample Lesson Plan: History

- I. **Objectives:** Argue a historical claim.
- 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 about likely causes. 
- IV. **Transition Improv:** For-Against on topic
- V. **Academic Conversation Modeling of use of Argument Balance Scale:** Emphasize skills of supporting and evaluating evidence and importance, and arguing for one cause over another. 
- VI. **Creativity Conversations:** Co-Write a final argument article.



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Sample Lesson Plan: Science

- I. **Objectives:** Describe the circulatory system.
- II. **Activity in pairs:** Heart rate resting and after running.
- III. **Stronger & Clearer Grid:** (Read text about system and share ideas with each partner; use heart rate activity as an example. 
- IV. **"No-Look Write"** write a description of the circulatory system without looking at texts or notes.
- V. **Academic Conversations:** Read articles on the effects of diet and smoking on the circulatory system. Co-create posters that argue for better diet, exercise, and quitting smoking. 


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Sample Lesson Plan: Math

- I. **Objective:** Collaborate to solve word problems with multiple solution methods
- II. **Launch Problem in Pairs:** Pairs try to talk through ways to solve a new problem (find the price point) with whole group sharing of strategies and questions. 
- III. **Stronger & Clearer:** Students meet with successive partners to improve, clarify, and expand their solution ideas
- IV. **Info Gap Problem:** A has situation; B has data
- V. **Math Paired Conversation Protocol:** Emphasize skills of supporting solution ideas with the words of the problem and math principles. 
- VI. **Co-Crafting Conversations:** Co-Write a similar but more challenging word problem.

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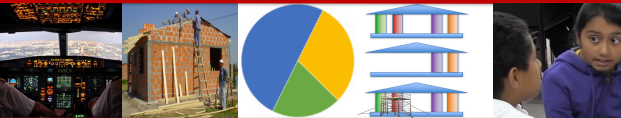
APPLICATION TIME



Think about how you might plan using **the activities and principles from today** in your upcoming lessons.

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Conclusion



<p>Learners must use language in order to learn it!</p>	<p>Shift from solo piling up pieces to co-constructing whole ideas!</p>	<p>Increase authentic speaking, listening, reading, writing, & conversing</p>	<p>Language features include purpose, info gaps, and attention to language</p>	<p>Conversations clarify content, foster language input & output, show learning, & cultivate noncognitive skills & agency</p>
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Considerations When Using Sentence Frames

- Will these particular sentence frames **extend rather than constrain** my particular students' language?
- Will these sentence frames help students internalize chunks of academic language **that will be useful in other contexts**?
- Does my curriculum involve other activities that push students **beyond sentence levels to extended discourse**?

(Karen Thompson)

