
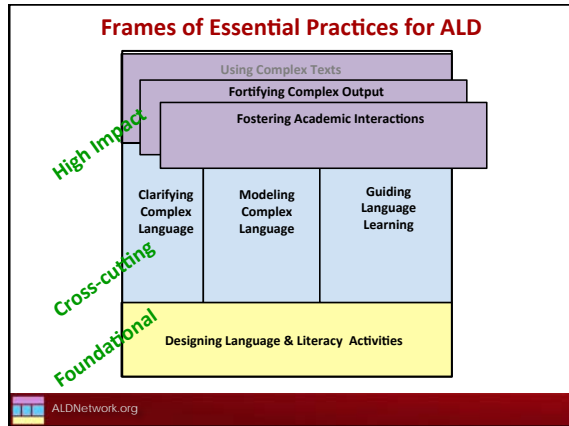


## Building Academic Conversation Skills in Every Lesson



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**Santa Ana Unified School District**  
 To download handouts:  
<http://aldnetwork.org/page/SAUSD>



### Scaffolding Oral Language (3 dimensions) Pro-Con Improv

**Topics:** Camping, Shopping, Traveling, Cell Phones, TV, Computers, Video Games, School, Cars, Conferences, Testing, Snow

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

**Principles:** Equity of voice;  
2-sided thinking; listening

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

**Variations:** Whole class Pro-Con; Compare-contrast, For-Against;  
2 opposing character-author-historian perspectives; cause-effect  
(Director paraphrases after; guesses actor's overall position on issue  
Both write before and/or after; ) Fortunately-Unfortunately






### Fortifying Oral Output: Interview Grid (w/ linked sentences)

NAME	What are the most effective types of assessment of student learning?
Me	

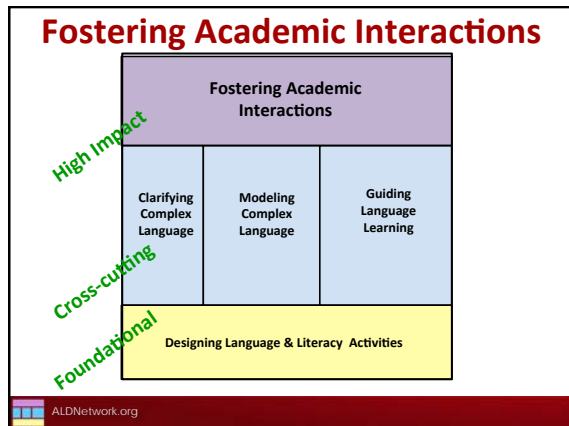
**Principle: Authentic & Augmenting Repetition**

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### Formative Assessment Tool for Complex Output

Symbol	5	4	3	2	1
	Relevant to the topic or task.		Related to the topic or task.		Not relevant to the topic or task.
	Original, whole, memorable, meaningful, purposeful		Partly clear, original, whole, and/or memorable		Not clear, original, whole, or memorable
	Cohesive with logically linked sentences		Partly cohesive with partly linked sentences		Not cohesive and without logically linked sentences
	Uses target language and language of text(s)		Some use of target language and language of text(s)		Little or no use of target language or language of text(s)
	Shows disciplinary thinking (CE, CC, SU, EM, EV)		Shows some disciplinary thinking		Shows little or no disciplinary thinking

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### Building Up the Teaching of Academic Talk

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### Academic Conversations

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;

--Theodore Zeldin

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### Conversation Theory

WHEN A PERSON PAUSES IN MID-SENTENCE TO CHOOSE A WORD, THAT'S THE BEST TIME TO JUMP IN AND CHANGE THE SUBJECT!

THE MORE SENTENCES YOU COMPLETE, THE HIGHER YOUR SCORE! THE IDEA IS TO BLOCK THE OTHER GUY'S THOUGHTS AND EXPRESS YOUR OWN! THAT'S HOW YOU WIN!

IT'S LIKE AN INTERCEPTION IN FOOTBALL! YOU GRAB THE OTHER GUY'S IDEA AND RUN THE OPPOSITE WAY WITH IT!

CONVERSATIONS AREN'T CONTESTS!

OK, A POINT FOR YOU, BUT I'M STILL AHEAD.

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### Common Core State Standards

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. (ELA-Lit.SL.4.1)
- Follow agreed-upon rules for discussions... (ELA-Lit.SL.4.1b)
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (ELA-Lit.SL.4.1c)

Do students need to work on these?

How will these be assessed?

What do these look like in a lesson?

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### Conversations

Samir: Why did that happen?  
 Delia: The chemicals reacted.  
 Samir: Yeah. They got really hot.

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Lisa: I think the theme is being honest.  
 Edgar: Yeah. That's a good one.  
 Lisa: What do you think?  
 Edgar: I like yours about being honest.

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### Conversations

Laura: What caused the fall?  
 Eli: The text said disease and war.  
 Laura: It also said crops and politics.

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Mansur: I think there are different ways to solve it.  
 Lynn: So? Just do what the teacher did.  
 Mansur: But why did she turn the fraction over?  
 Lynn: Who cares? Just turn it over.

$$\frac{3a}{3c-6} \div \frac{9ab}{c^2+4}$$

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### Academic Conversation Skills Placemat

(Mini-teachers)

**Goal: Students independently build and negotiate ideas** (e.g., knowledge, agreement, solution), using the following skills:

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### Academic Conversation Placemat

**Key question:** Idea, theme, topic

**Pragmatic starters:** Can you elaborate on...? What does that mean? What do you mean by...? Can you clarify the part about...? Tell me more about... How is that important? How does it support your point that...? I understand the part about... but I want to know... Can you be more specific?

**Response starters:** I think it means... In other words... More specifically, it is... Let's see, an analogy might be... It is important because...

**Pragmatic starters:** Can you give an example from the text? What is a real world example? Can you think of examples from other texts? How does the research support the theme? Why is this theme important for people like this, today, and later? How can this theme apply to your life, your peers, future?

**Response starters:** For example... In the text it said that... Remember in the other essay we read that... An example from my life is... One case that illustrates this is...

**Pragmatic starters:** How can we add to this idea...? What other ideas or examples relate to this idea? How can we use this idea? Do you agree? What connections do you see between this idea and...? Let's get back to the idea of... That makes me think of...

**Response starters:** I would add that... Building on your idea that... I think... This idea connects to... I see it a different way, on the other hand... Let's stay focused on the idea of... Let's get back to the idea of... That makes me think of...

**Pragmatic starters:** How can we summarize what we discussed? How are we feeling about...? What have we discussed? How can we agree...? What have we disagreed...? How can we bring these ideas together? What is the main point we want to communicate after discussing that? What is our conclusion?

**Response starters:** Let me see if I heard you right... To paraphrase what you just said, you are saying that... What I understood was... It sounds like you think that... We can agree that... I believe when... I think though some might think that... we can conclude that...

**Ideas for generating conversation topics/prompts:** Personal interests... apply... right or wrong?... Company... Opposites... Current news analysis

**Ideas for generating conversation topics/prompts:** Take Perspectives... Analyze a theme... Evaluate a prompt... Solve a problem... Generate a design

### Formative Assessment Tool for Academic Interactions

	5	4	3	2	1
<b>Focus</b>	Student turns show strong evidence of the target knowledge, thinking skill(s), and language of the lesson.	Student turns show some evidence of the target knowledge or thinking skill(s) of the lesson.	Student turns show little or no evidence of the target knowledge or thinking skill(s) of the lesson.		
	Each turn helps to build an idea, meaning, and understanding intended in the lesson; most turns create, clarify, and fortify ideas.	Some turns help to build ideas, meaning, and understanding intended in the lesson; some turns create, clarify, and fortify ideas.	Few or no turns help to build ideas, meaning, and understanding intended in the lesson.		
	When there are multiple ideas, students compare, evaluate, and negotiate their meaning.	When there are multiple ideas, students engage in some comparing, evaluating, and negotiating their meaning.	Few or no turns help to build ideas, meaning, and understanding intended in the lesson.		
	Partners use appropriate postures, movements, and eye contact to show engagement and listening.	Partners lack the use of some appropriate postures, movements, and eye contact to show engagement and listening.	Partners seldom use appropriate postures, movements, and eye contact to show engagement and listening.		

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### Academic Conversation in History (8<sup>th</sup>)

A: Why did the author write this?  
 B: To tell us about the Boston Massacre. But I saw that only seven people were killed. That isn't a massacre.

A: What do you mean?  
 B: Well, a massacre means lots of people die.  
 A: Maybe the people who wrote it wanted to make it sound really bad.  
 B: Yeah. I think they wanted to get people all mad, to fight. Maybe to start the Revolution.

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### TOOL: Fortifying Ideas with an Argument Balance Scale

2D-Scale

3D-Argument Scale

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### Teach & Assess

**Reflective Inquiry Process**

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

**Reflect & Plan**

- Clarify what learning should look like
- Agree on evidence to bring in that shows changes
- Create & adjust lesson plans
- Make a plan for assessment and data collection

**Analyze Evidence** (e.g., student work)

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

How can I develop my students' evidenced by \_\_\_\_\_, by using \_\_\_\_\_


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<b>WEOPT Professional Conversation Organizer</b>					
	What (is/was to be learned)	Evidence (of student learning)	Observed (teacher practice)	Push (teacher practice)	Target (teacher practice)
Academic Interaction					
Complex Output					
Content					

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**Next Steps**

- Understand difference between output and interaction**
- Gather evidence on what students do and need.**
- Weave strategies into lessons.**



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 Handouts & tools: [ALDNetwork.org/page/SAUSD](http://ALDNetwork.org/page/SAUSD)