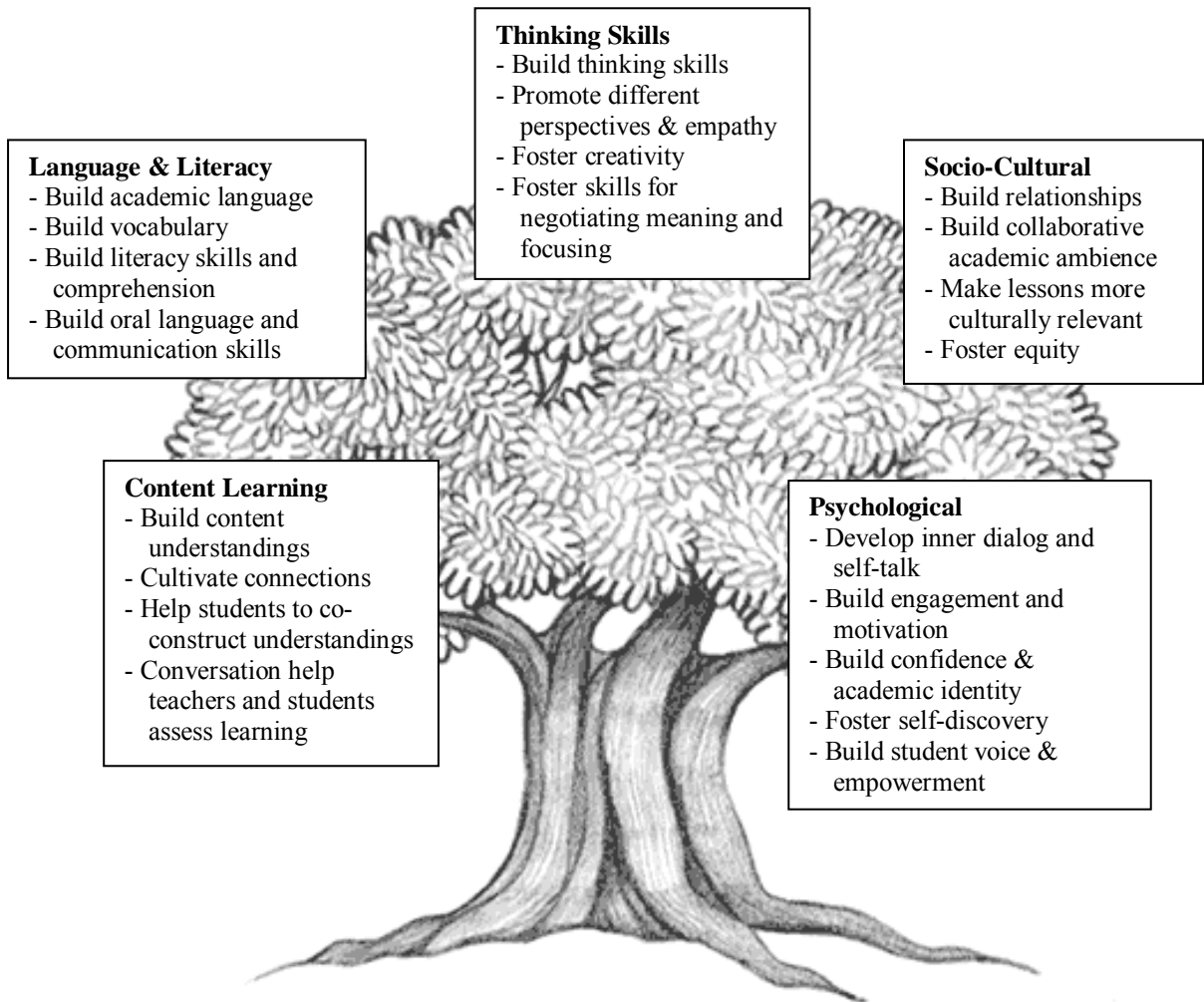


Building Academic Conversation Skills in Every Lesson



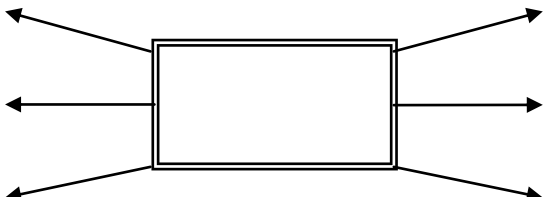
Handout

Santa Ana Unified School District
August 15, 2013
Jeff Zwiers

To download handouts:

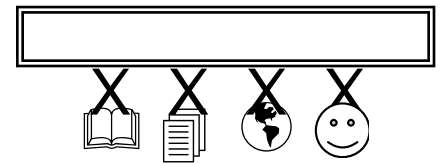
<http://aldnetwork.org/page/SAUSD>

Academic Conversation Placemat



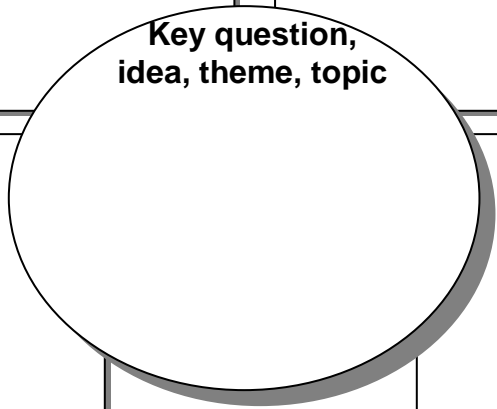
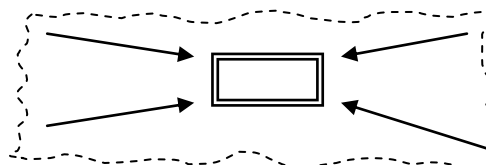
Prompt starters:
 Can you elaborate on...?
 What does that mean?
 What do you mean by...?
 Can you clarify the part about...?
 Tell me more about...
 How is that important? How does it support your point that...
 I understand the part about..., but I want to know...
 Can you be more specific?

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



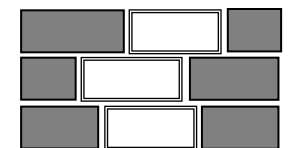
Prompt starters:
 - Can you give an example from the text?
 - What is a real world example?
 - Can you think of examples from other texts?
 - How does the example support the theme?
 - Why is this theme important for people back then, today, and future?
 - How can this theme apply to your life (past, present, future)?

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

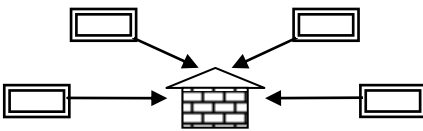
Prompt starters:
 Is that clear?
 Can I hear what you heard?
 Does that make sense?
 Do you know what I mean?
 What do you think?
 I'm not sure of all that I said.

Response starters:
 Let me see if I heard you right...
 To paraphrase what you just said, you...
 In other words, you are saying that...
 What I understood was...
 It sounds like you think that...



Prompt starters:
 How can we add to this idea of...
 What other ideas or examples relate to this idea?
 How can we use this idea?
 Do you agree?
 What contradicts this? What are other points of view?

Response starters:
 I would add that...
 Building on your idea that..., I think...
 That 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...



Prompt starters:
 How can we summarize what we discussed?
 What have we discussed?
 How can we bring these ideas together?
 What is the main point we want to communicate after discussing this?
 What is our conclusion?






Response starters:
 We can say that...
 It boils down to...
 We can agree that...
 Even though some might think that..., we conclude that...

Ideas for generating conversation topics/prompts:
Persuade/decide, Apply, Right or Wrong?
Bias Causes/Effects Compare
Describe thru analogy Hypothesize





Ideas for generating conversation topics/prompts:
Take Perspectives, Interpret themes
Evaluate/critique Solve problem
Synthesize, Create/design

Formative Assessment and Observation Tools

Fortifying Complex Output Student Observation Tool

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

Fostering Academic Interactions Student Observation Tool

	5	4	3	2	1
	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 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.

ALD Practice Frame Observation Notes

Fortifying Complex Output / Fostering Academic Interactions		
Clarifying Complex Language	Modeling Complex Language	Guiding Language Learning
Foundational Practice		
<p>From Zwiers, O'Hara, & Pritchard (in press) <i>Teaching core standards in diverse classrooms: Research-based practices for developing complex language and disciplinary literacy</i> ALDNetwork.org</p>		

Academic Conversation Samples

LANGUAGE ARTS

- A: What do you think the author's message is?
B: Well I don't think it was fair that the principal changed the rules about the jacket, you know, to pay for it.
A: Me too, but what was the lesson from the story?
B: Maybe it was to stand up for what is right.
A: Can you elaborate on that?
B: Well, she was sad at first and then talked to her grandpa who told her he could pay, but wouldn't. Maybe this helped her see that it would be, like, wrong to just give in and pay. What do you think?
A: Yes, I agree. I think Martha changed cuz maybe at first, if she had the money, she would've paid. But, however, her grandfather made her think and show the school people that they were wrong.
B: So how can we apply this to our life?
A: Maybe we can make sure bullies at school don't get away with bullying.
B: And maybe it has to do with racism, like we talked about in class, how people bully people based on their skin color, like we saw in history class.
A: How do we stop racism, though?
B: Maybe study really hard to be lawyers.
A: OK, how can we sum this up?
B: We can say that the author wanted to teach us to stick up for what is right, even when more powerful people change the rules; and we should study more.

HISTORY

- A: Why did the author write this?
B: To tell us about the Boston Massacre. But what I don't get was why it was called a massacre if only 7 people were killed.
A: Can you elaborate?
B: Well, the people weren't so famous, and a massacre usually means lots of people die.
A: Maybe the people reporting it wanted to make it sound really bad.
B: Maybe they wanted to get people all mad in order to rebel, like, to start the Revolution. At that time, not everyone wanted to rebel.
A: Oh like the teacher said, a lot of times the newspapers—I don't think they had radio or T.V. back then—would make up stuff...
B: You mean *exaggerate*?
A: Yeah, they would exaggerate things or focus on things or not print things to influence people.
B: So calling it a massacre made the English look really evil?
A: Maybe. How about today? How can we apply these ideas to today?
B: Like, in commercials they only talk about good parts. And reporting on the war in Iraq might be biased, depending on the source.
A: But why?
B: Maybe to influence voters to vote to get troops out.
A: So we need to remember that words can be biased?
B: Yeah, how history is reported can make a big difference.

SCIENCE

- A: What did you observe?
B: Well, the higher the ramp was, the further the car went.
A: Why do you think that happened?
B: I don't know. We just read about potential energy in the book. So, maybe the higher the ramp, the starting point, the more energy it had and it made it go further.
A: Yeah, I think the cars that went further had more energy because we had to lift the cars higher. We used more energy for them, even though we didn't feel it.
B: But what if we had to push real cars up a hill? Then we would feel it.
A: Yeah. I did that once and used up a lot of energy. I guess I gave it to the car. And every time I go up the stairs, I give myself potential energy, I think.
B: And what about the graph we made? Here we can connect the points and it makes a line, more or less.
A: So what?
B: Well, as the teacher showed last week, we can extra...polite, extrapolate the data. That means we can predict by using the line. So if the ramp is 500 inches tall...
A: We could predict how far the car would go?
B: But we would have to make up a formula or something, since we experiment with a ramp that high. So, if the height, h , is something, we want to know the distance, d ?
A: Well, each time the height is multiplied by around 4, so d could equal 4 times h , more or less.
B: OK, but so what? Why is it important? How is it useful to us?
A: We can learn how to predict when things are linear.

MATH

- A: What do we need to find?
B: We ultimately need to know if we have enough money. But first we need to find the length of the fence.
A: How do you know that?
B: Because it asks if we have enough money. But we need to know how much fence to buy, which goes around the field. Then we need to calculate how much that fence costs and compare it to our \$290.
A: I think we are supposed to estimate a rough answer.
B: Maybe the length will be around 100 meters. What do you think?
A: I think it will be around 90 meters.
B: Why do you think that?
A: Because I think the circle part is 10 meters and I add up the rest.
B: What do we need to do? How can we use a drawing? Can we use a formula or algorithm?
A: We can add the sides that we see but then the circle piece?
B: We can use the formula for a circle perimeter. It's pi times diameter. Then we find the perimeter and divide by four. How does that sound? Can we try any other ideas?
B: That sounds OK. What information do we need? And why?
A: We need the diameter to multiply it by pi. We can find the radius and ... We get 94.8 meters. Times 3 dollars per meter gets us 284.52; so we have enough money.
B: How does the perimeter compare to our estimations?
A: How is this like something that might happen in our lives?

Exemplar Lesson Plan 4th Grade Language Arts

The ALD (Academic Language Development) Toolbox below is not a template. You can select “tools” from it and organize them in different ways for different lessons and students. Do not forget to plan for and habitually use practices of clarifying, modeling, guiding, and formatively assessing language learning. Notice the lesson’s focus on thinking, whole ideas, communication, interaction, etc. Additional annotations related to teaching academic English Learners (AELs) are in the third column.

<i>ALD TOOLBOX</i>	Sample Lesson Outline	<i>AEL Annotations</i>
<p>CCSS, content objectives and their Language Objectives</p> <p>Connect to background knowledge, language, and past learning</p> <p>Wide-Angle Reading (emphasize disciplinary literacy & message construction)</p> <ul style="list-style-type: none"> • Focus on Purpose & Background along with one column (Type-Structure, Thinking-Organize-Remember, Questions-Key terms) • Use pair-shares and interactions • Model how to read this type of text (author’s choices, etc.) <p>Close Reading (emphasize content, cohesion, syntax, & key terms)</p> <ul style="list-style-type: none"> • Model thinking and re-reading during read aloud • Text-based questions at word, sentence, paragraph, and whole text dimensions. • Clarify text language that we want students to use in conversations and in writing • Refer back to <i>Wide Angle Reading</i> <p>Output activities to <u>use</u> language and content of texts and experiences to communicate</p> <ul style="list-style-type: none"> • <i>Interview Grids; Continuums; Opinion Cards, Writing organizers; Discussion Lines/Circles</i> • Provide language (syntax and discourse frames) from the text • Students think in linked sentences before output • Formatively assess <p>Whole class Conversation Practice to clarify ideas and build skills for pair and group <i>Constructive Conversations</i> (CC)</p> <ul style="list-style-type: none"> • <i>Hand motions</i> for conversation skills • Modeling CC moves (“If you were Keyana’s partner, how would you respond? How might a person respond to deepen or extend the conversation?”) • How to listen to speaker to build ideas for self and whole group 	<p>1. Objectives: Text: “New Kid” by Patricia Hermes. Interpret the theme(s) of a short story (RL.4.2) using idea-support-explain message organization; Clearly explain how to evaluate, prioritize and support theme ideas with evidence from the text (Language Objective)</p> <p>2. Connect</p> <ul style="list-style-type: none"> • Think-Pair-Share: Why do authors write stories? Why do we read them? What usually happens in a story? Give examples from stories you have read. • Guide discussion to the focus of theme/moral/lesson. <p>3. Wide-Angle Reading</p> <ul style="list-style-type: none"> • Model with hand motions for purpose • Pairs collaborate to fill in W-A Reading framework visual • I lead discussion to fill in just enough background and purpose needed for students to read. • I read first two paragraphs aloud, then they read silently first half of text. • Their 1st read filter = What’s this about? <p>4. Close Reading</p> <ul style="list-style-type: none"> • I read half of text aloud as student listen, stop to ask questions, and echo read at times. • Ask text-dependent questions: Why did Gisella say that she had early dismissal? Who does Emma compare herself to, and why? • 2nd read filter: read for themes and support <p>5. Oral Output practice</p> <ul style="list-style-type: none"> • Halfway through story, students use Interview grid with three different partners: <i>What is the strongest theme and why?</i> Model use of idea-support-explain message organization with hand motions (fist out, other hand under, bring both close to face to examine) • Students build ideas in each successive interview. They can change their minds as they talk. • I model generating a topic sentence and linking it to support sentences. • Each interaction: look less at text and notes; and use more linked sentences and academic language 	<p>Objectives include CCSS ELA-literacy standards and language objective that is most needed for most pressing demands of tasks and texts.</p> <p>Overarching “why are we learning this” questions help motivate students.</p> <p>Wide-Angle Reading builds students’ habits of thinking about the whole text. I fill in background needed (not summarize) for comprehension.</p> <p>Teacher’s reading aloud and students’ echo reading help students to increase fluency in academic language. Text dependent questions with inference challenge students to think based on the text</p> <p>Students strengthen their ideas and their communication of them with successive partners. Hand motions help students remember all three parts (idea-support-explain)</p> <p>Activity allows for authentic and augmenting repetition: fostering habits of linking ordinate and subordinate sentences.</p>

<p>Conversation Models</p> <ul style="list-style-type: none"> • <i>Fishbowl Conversation</i> (2 students or a student and teacher) • <i>Written conversation model</i> on screen; highlight focal thinking skill(s), language, and CC skill(s) • “<i>What to say next</i>” cards: <ul style="list-style-type: none"> - If short, ask to elaborate or for example - If short, ask for other example, or if partner doesn’t have one, provide your own - If long, paraphrase, or ask to clarify or elaborate on one part - When partner finished with idea and examples from both of you, challenge with different idea and start over - Ask thinking questions: What does Mean? How does this help us to understand...? <p>Constructive Conversations</p> <ul style="list-style-type: none"> • <i>Card-based Conversations</i> (e.g., sort and prioritize) with guided practice • <i>Supported-then-Unsupported CC</i> with different partners • Clarify purpose, prompt, and language to be used. • Review hand motion, visual, and stems of focal skill • Formative assessment during: observe with CC card: Observe for sample language or ideas to share with whole class (back-n-forth, create-fortify-negotiate, nonverbal, multiple-linked-sentences, CC skills, Disciplinary Thinking; • Student self-assessment of CCs <p>Written/multimedia activities that use language and content of lesson activities to communicate</p> <ul style="list-style-type: none"> • Graphic organizers: <i>Argument Balance Scale, T-chart, Cause-Effect Diagram, Outline, Semantic Map, Charts</i> • Provide language (syntax and discourse frames) from the text • Students think and talk in linked sentences before writing • Formatively assess 	<p>6. Whole Class Conversation</p> <ul style="list-style-type: none"> • Start with wait time to link sentences: <i>What might be the most important theme?</i> • Quick pair talk; then share for whole class discuss: Be ready to answer • I ask them what to say next to fellow students (to talk as a teacher might do). <p>7. Fishbowl Model with two students</p> <ul style="list-style-type: none"> • I review “What to say next” cards and focus on the skill and language of supporting theme ideas with evidence from the story. • Conversation prompt: <i>Choose most important and/or strongest theme and argue for it.</i> I or others in the class support them when they get stuck. Emphasize importance of clarifying and fortifying theme ideas. <p>8. Constructive Conversations</p> <ul style="list-style-type: none"> • Prepare by taking notes on ideas for preferred theme, its support, and explanation. Same prompt as above. • Hold a CC. • Stop and reflect on the conversation and the skills used. • Hold second CC with different partner without using notes. I observe for: turn-taking; negotiating meaning; supporting ideas. Students self-assess on these at the end. <p>9. Whole class wrap-up conversation</p> <ul style="list-style-type: none"> • How did the conversations help? • What themes came up? Call on random students to say their theme and one that they heard from a peer. They use the idea-support-explain technique. • Connect to content and language objectives <p>10. Final writing: Paragraph on theme</p> <ul style="list-style-type: none"> • I model use of new language and ideas from conversations (I choose an obscure theme that they wouldn’t copy) • Students think-pair-share on what they will write. • They begin to write and finish as homework. • Remind to use new language and idea-support-explain organization. 	<p>Show examples of skill use in the conversation so students can see it, not just hear it. Push responsibility for facilitating and deepening conversations onto students.</p> <p>Modeling allows students to reflect on what makes a conversation effective. Cards are scaffolds.</p> <p>Students prepare for their conversations and focus on a skill; reflection time helps them do things better the second CC; notes are not used in the second conversation in order to build independence and face-to-face skills.</p> <p>Students reflect on the value of conversations for learning and gather theme ideas that they co-generated.</p> <p>Students talk about what they will write before they write. This becomes a formative assessment of language and content skills to inform instruction tomorrow.</p>
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Adapted from Zwiers, O’Hara, & Pritchard (in press) *Teaching core standards in diverse classrooms: Research-based practices for developing complex language and disciplinary literacy*