COLLABORATIVE CONVERSATIONS

Critical Thinking and Academic Language Part 1

6 – 12

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Overview

- Collaborative Conversations: What Matters and Why
- The Foundation: Core Language and Thinking Strategies
- Upper Elementary and Secondary Language Methods
- Goals and Lessons
- Teaming with Educators

What Really Matters?

- Think critically
- Share thinking using language
- Talk and write about complex ideas
- Use academic language to talk about thinking

Common Core

- …(S)tudents must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner.

  Academic Conversation = Collaborative Conversation

Academic Conversations

- Exchange ideas and establish a common ground ("stand under an idea")
- Build ideas together that lead to deeper understanding of academic material
- Discover novel and more complex ideas
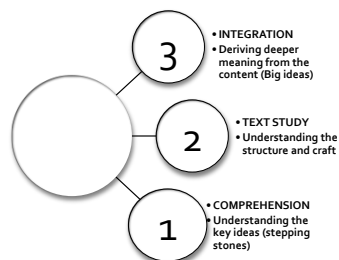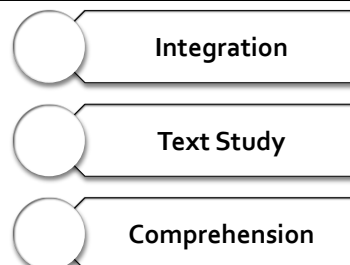- Learn more about self, others and the learning process

Academic Conversations

- Co-construct ideas; explore and deepen understanding

- Variation: Debate or argument in which participants defend and persuade

  Build or Win?

How Do We Build Collaborative Conversations?

- Believe all students can contribute
- Know how they look and sound across grades
- Offer systematic and explicit text-based instruction
- Provide frequent, varied opportunities to practice

Thinking About the Text

Integration

Text Study

Comprehension

- 3 • INTEGRATION
  • Deriving deeper meaning from the content (Big ideas)
- 2 • TEXT STUDY
  • Understanding the structure and craft
- 1 • COMPREHENSION
  • Understanding the key ideas (stepping stones)

Content or Strategy?

- Content: Acquisition of knowledge

- Strategy: How to access knowledge

  SLPs focus on Strategies

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4 Basic Conversational Strategies

1. Strategically use open questions
2. Make inferential comments
3. Determine and talk about what matters
4. Initiate and build an academic conversation with partners

1. Open Questions

Closed: Short, quick answer; check for comprehension; repeat a fact; answer yes/no

When, who, where, which, what and forms of do, have and be

Open: Think critically about the facts; deepen understanding; form new ideas

Why, how and what (decide, think, know, plan, and believe...)

Amazon Lawsuit

Many internet users rely on online customer reviews for their spending decisions. Amazon is suing 1,000 reviewers who it claims posted fake reviews for compensation. Some reviewers were paid as little as $5 per testimony. The suit alleges that the individuals wrote five star reviews of products they never used and plotted with product makers to undermine Amazon's review safeguards. Research shows that 45% of consumers check online reviews before making a purchase and 2/3 say they trust the online reviews. Paying individuals for fake reviews is cheaper than advertising. Legal experts state that suing the reviewers instead of the product makers will discourage the practice.

2. Inferential Thinking

The act of deriving a logical or probable conclusion about text based on presented evidence

- Early, developing, non-literal thinking skill
- Antithetical to retell. What do facts mean?
- Preferred thinking default mode

Once upon a time 3 Billy Goats Gruff dwelled in an alpine meadow. The oldest goat appeared powerful and muscular. The middle goat was just an average goat by any standards. The youngest goat had not yet developed sufficiently to protect himself.

Their meadow was overgrazed; the grass nearly depleted. However, a lush pasture lay just across the valley. Unfortunately, to get to it, the goats had to cross a rickety, wooden bridge that belonged to a grizzled, menacing troll. The youngest brother approached the bridge while the other brothers hid and waited unseen.

In 1953, Edmund Hillary was the first man to climb Everest, the highest mountain in the world. He had made another attempt the year before, but had failed completely. Nevertheless, the English had recognized his efforts and invited him to speak to a packed audience.

Hillary began by describing his difficulties and, despite the applause, said the he felt frustrated and inept. At one point, however, he moved away from the microphone, went over to the enormous drawing illustrating his route, and shouted: "You may have beaten me this time, Mount Everest, but I'll conquer you next year for the simple reason that you've got as tall as you're going to get but I'm still growing."

Lower Fences or Teach to Climb?

- www.reading.org/reading-today/post/rty/2011/10/13/
  common_core_standards_are_we_going_to_lower_the_fences_or_
 teach_kids_to_climb.aspx#.Uyxj6Rz4pAt

Dr. Timothy Shanahan

"Story maps are now widely used…There was an important flaw in the research results. Young children …easily recalled actions and outcomes, they struggled with the emotional or psychological aspects of stories.

Dr. Shanahan Continues…

Instead of trying to help kids to master the insights about stories that were hard, our now-simplified maps encourage them to focus on those things that don't pose them much problem.

They go on focusing on surface actions, ignoring the motivations and psychological reactions so critical to a deep appreciation of literature."

OUTSIDE: VISIBLE

THINKING

ACTION

INSIDE: INVISIBLE

FEELING
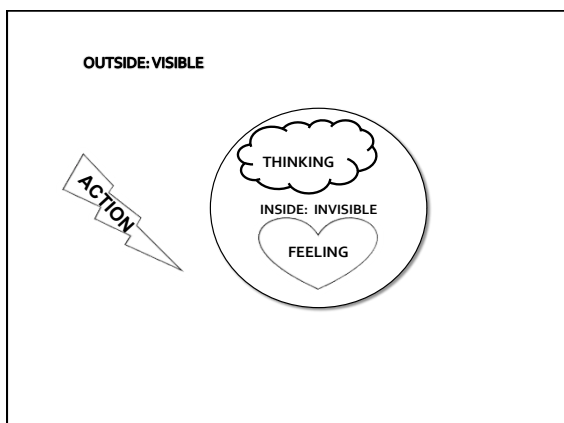
3. What Matters?

- Key ideas in the text or discourse that carry significant meaning.
- Stand out as important
- Understanding them will move learner forward in the text
- Has an emotional subtext; often covert in informational text

Emotions that Prompt Thinking

curious/puzzled	worried/anxious
interested/attentive	surprised/shocked
tense/frightened	angry/outraged
bothered/suspicious	envious/jealous
confused/disbelieving	relieved
amused/excited	disgusted
satisfied	provoked
empathetic/sympathetic	terrified/horrified

Ideas: Small and Big

- Stepping Stone Ideas: Series of key ideas that moves the learner through the discourse

- Big Ideas: The deeper insights with wider applications that stepping stones lead us to discover

You Can Grow Your Intelligence

- Many people don't know how intelligence works and believe that a person is born smart, average or dumb and stays that way. Scientists who study how the brain functions describe it as a muscle. Humans can "use it or lose it." To demonstrate this fact, they studied both animals and humans and found that the more they played, problem-solved and practiced with others, the bigger their brains became. This kind of interaction leads to neuron growth. Their brains actually got heavier. Students need to know that the more they practice and challenge themselves, the smarter they will become. It is hard work but worth the effort.

Stepping Stones

- Research challenges idea that intelligence is fixed. (curious, surprised, impressed)
    - Why does this research seem so important? What does use it or lose it mean?

- Researchers study the impact of learning on animals and children. (convinced, amazed)
    - How does brain growth work? How did scientists discover brain stimulation is important?

- Practice is the key. (determined, convinced, motivated)
    - What is the evidence and significance of permanent change? How does this article change the common perception that some people are just born smart?

- It is worth the effort. (enthusiastic, powerful, optimistic)
    - What difference might this make in our studying habits?

You Can Grow Your Intelligence

BIG IDEAS

Some people believe intelligence is fixed and unchangeable.

Engaging in challenging practice improves intelligence.

Some of the same learning principles seem to apply to animals and humans.

If you believe your are smart and study hard, you can succeed.

Basic Conversational Strategies

1. Strategically use open questions
2. Make inferential comments
3. Determine and talk about what matters
4. Initiate and build an academic conversation with partners

4. How to Hold a Conversation

- Initiate and build an academic conversation with partners

- Use an language rubric that changes with standards, maturity and content

Rubric: 4 is Outstanding!

Ideas/Language	• Spoke confidently; Ideas that matter
	• Focused on inside; thinking/feeling; motives; inferences
	• Stayed in moment; Built one idea at a time
	• Held onto several ideas throughout text
Participation	• Built on ideas from text and each other
	• Listened to each other; Ideas flowed
	• Initiated; Asked others about thinking

Academic Conversations

- "Stand under an idea"
- Build ideas together
- Discover new and complex ideas
- Learn more about self, others and the learning process

These are text-based conversations.

Shared Reading Handout

- Getting Started with Shared Reading Conversations • 4
- Planning for Shared Reading Conversations• 6
- Ways to Organize Shared Reading Conversations • 7
- Exchanging Ideas with a Partner Rubric• 12
- Taking Control of Our Language Rubric• 9

What Does SR Look Like?

- Adult
  - Reads text (multiple times)
  - Facilitates conversation about content
  - Models and coaches how to think and talk about text

- Student
  - Reads along and shares thinking with partners
  - Deliberately uses thinking and language strategies

Text Selection Is Crucial!

- Challenging and accessible to the students' background knowledge and cognitive and language levels
- Of high interest
- Worth talking about
- Classroom text, if possible

  Excerpts work but may require background info

  SLPs teach strategies not content.

Independent and Facilitated (Shared Reading)

- Independent
  - SLP provides open question options and places to stop and talk.
  - Students write their own open questions and decide where to stop and talk.
  - Students responsible for flow of conversation.

- Facilitated
  - SLP provides open questions and places to stop and talk.
  - SLP's instructional language moves conversation forward.
  - Students commit to learning behaviors on rubric.

Lesson Preparation

- Know the text well. Read several times.
- Determine a few Stepping Stone and Big Ideas.
- Decide where to stop and talk.
- Construct a few open questions that direct students to key ideas for each stopping point.
- Keep the talk going using questions, comments and scaffolds. Prevent retells.

Open Wide and Specific

- What are you thinking?
- How does this make sense to you?
- Why would this happen?
- How did education in the US become mandatory?
- Why are the common core standards so controversial?
- What did Putin expect when he invaded the Crimea?

Common Mental State Verbs

Know	Assume
Comprehend	Understand
Evaluate	Plan
Consider	Imagine
Wonder	Examine
Think	Choose
Decide	Believe
Analyze	Judge
Suppose	Reflect

Facilitating Conversations

INSTRUCTIONAL LANGUAGE
- Listen and Follow
- Establish Mental Set
- Open-Wide
- Open-Specific
- Think Aloud
- Anchor
- Gaze, Pause and Emotion
- Directives
- Refer to Text

Instruction that Doesn't Work

- Closed Questions
- Repeats/Expansions
- Conversational Recasts
- Talking More than the Students
- Being the Focal Point of the Conversation
- Dull Text
- Rescuing

What's Worth Noticing?

- ✓ Quality And Quantity Of Talk
- ✓ Critical Thinking And Academic Language
- ✓ Instructional Language That Facilitates Talking And Thinking
- ✓ Classroom Environment And Culture
- ✓ Lesson Content

Very Best of Friends

- Read text
- Where would you stop and talk? Think Stepping Stone.
  - Look for an emotional connection
  - Identify a stepping stone idea
  - Write a few open specific questions

  - Big Ideas (Integration)

Very Best of Friends

Stepping Stone or Key Ideas (Comprehension)
1. Complicated relationship between Jessie, James and William
   How would you describe James and William's relationship? Why does James treat William like a family member. How does Jessie feel about William? Why does she tolerate him?

2. Jessie and William react to James' death
   How does William react to Jessie's death? Why do you think Jessie shuts down and turns William out?

3. William becomes wild.
   How does William react to being put out? How does he change?

4. Jessie and William come together.
   What makes Jessie change her mind? How do the two build a new relationship?

Very Best of Friends

Big Ideas (Integration)
- People become very attached to their pets.
- Death affects people in different ways.
- Being abandoned can cause people to lose hope.
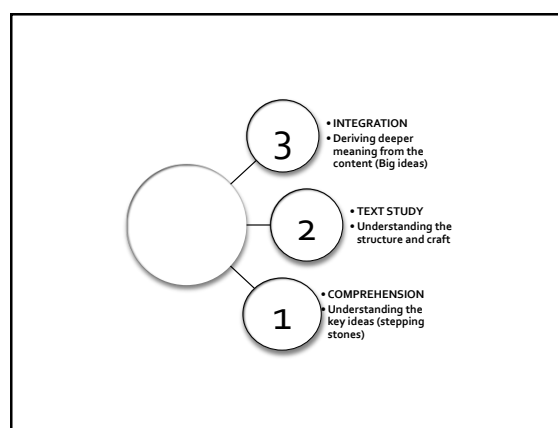- Relationships can be rebuilt with love and trust.
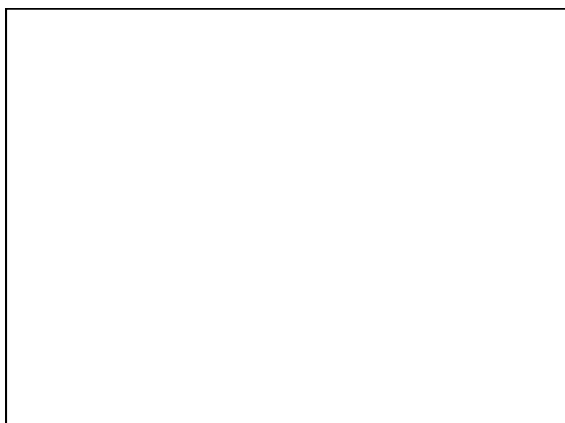
COLLABORATIVE CONVERSATIONS

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Academic Conversations

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- Discover novel ideas and more complex ideas

- Learn more about self, others and the learning process

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3 • INTEGRATION
• Deriving deeper meaning from the content (Big ideas)

2 • TEXT STUDY
• Understanding the structure and craft

1 • COMPREHENSION
• Understanding the key ideas (stepping stones)

Monkey's Paw

- An elderly couple and adult son live in England at the turn of the century. The father comes into possession of a monkey's paw that can supposedly grant wishes. His son thinks it's a lark and encourages his father to wish for 200 pounds to pay off the mortgage. The father does. The next day a stranger from his son's work visits to tell them his son was killed in machinery and the company will compensate 200 pounds. The father smiles slightly in recognition of what happens and faints.

- There's more, of course, but you don't need to know.

Discourse Analysis

- Stepping Stone Ideas and Big Ideas

- Inferential Comments

- Exchanges per idea

- Open questions

- Tier 2 vocabulary; Complex syntax

- Initiation

Excerpt of Independent Conversation

- 4 Students Prepared
  - **Read twice**
  - **Developed open questions**

- SLP Prepared
  - Read twice
  - Developed 4 open questions
    - What do you think about the power of the talisman?
    - Why did the stranger deliver the news in the way that he did?

Stepping Stones

1. Parents' understanding of accident: 8 exchanges

2. Stranger conveying news: 6 exchanges

3. Coincidence/supernatural: 10 exchanges

4. Father's understanding of talisman: 6 exchanges

5. Wife wants son back: 4 exchanges

6. Father's smile: 5 exchanges

7. Son brings death on himself: 7 exchanges

Big Ideas

- Tact is necessary when delivering bad news.

- The mind takes time to process bad news.

- Events can be interpreted as coincidence or supernatural.

- There are consequences to what we say.

- Sacrifice has a cost.

- Plans can go awry.

- Take evil seriously.

Academic Language

• Predictable	• Wrath
• Sinister	• Coincidence/Supernatural
• Foreshadow/Theme/Irony	• Propose
• Symbolize	• Awakened
• Twisted	• Skeptical
• Conveyed	• Regret
• Impact	• Suspenseful
• Sympathy	• Mockery

How To Facilitate A Conversation

- Configure Your Group

- Select High Quality Texts; Use Excerpts

- Facilitate

- Coach Explicitly

- Persevere!

- Build Stamina; Release to Independence

Determining Strategies

- Environment and Culture: Trust and Opportunities

- Instructional Language: Explicit and Facilitating

- Student Responses: Specific and Deliberate

Fresh Start in Africa

- Andrew Goldstein
- https://goldfieldsliteracy.wikispaces.com/file/view/LANG11.pdf
- Read
- Notice 4 stop and talk points
- What emotions, ideas and open questions do you have?

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12 min. clip/4 reading segments. Reading not shown

Segments: Black/white title indicates reading just finished. Conversation is beginning.

Read Article: Lives in Traumatic Environment

Read Article: Transfers to Kenyan School

Read Article: Chosen for Promise

Read Article: Returns a Changed Young Man

8 Stepping Stone Ideas tracked at bottom of video

Instructional Moves: / separates multiple moves

Stepping Stone Ideas

1. Environment Limits Choices
2. New Choices
3. Spotting Potential
4. Chooses to Learn
5. Mapping Success
6. Being Himself
7. Left Behind
8. Passing It On

Big Ideas

- Environment impacts behavior and learning.
- Adults can make a difference.
- Everyone has choices.
- There are different kinds of leadership.
- We have a responsibility to give back.

Building Ideas: Stepping Stones

1: Environment Limits Choices: 7 exchanges/1 facilitation
2: New Choices: 6/0
3: Spotting Potential: 4 /1
4: Chooses to Learn: 2 /1
5: Mapping Success: 4/2
6: Being Himself: 3 /1
7: Left Behind: 2 /2
8: Passing It On: 12/3

Our Big Ideas

- Environment impacts behavior and learning.
- Everyone has choices.
- We have a responsibility to give back.
- Adults can make a difference.
- There are different kinds of leadership.
- Its important to be your own person.
- Values/behaviors are passed from generation to generation.

Academic Vocabulary

- Surroundings (I)
- Transfer (A)
- Distracted (I & M)
- Opportunity (B)
- Threat (I)
- Process (I)
- Environment (I)
- Successful (B)
- Responsible (I)
- Continue (A)
- Generation (A)

Next Steps?

- Would you read and talk about it again?
- Andy: Go deeper into ideas; Craft complex language
- Isabella: More practice on higher level text
- Brian:
- Miguel: Go deeper into ideas; Lift language
- Group: Introduce lifting language and rehearsal; Begin independent practice with guided video debrief

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9 min. clip

7 Stepping Stone Ideas tracked at bottom of video

Instructional Moves: black and white boxes appear at the bottom of the video

Keep your eye on Brian. How might we collaborate with his teachers?

Stepping Stone Ideas
Exchanges/Facilitations

1. Disease as a Gift 4/2
2. Reassure fans   4 /5
3. Achieve goals 2 /2
4. Grateful   3/5
5. Nature of Disease 3 /0
6. Making most of Life   2/1
7. Legacy/Character   10/5

Next Steps?

- Jena:
- Isabella: More practice on higher level text
- Brian:
- Miguel: Go deeper into ideas; Lift language
- Group: Introduce lifting language and rehearsal; Deconstruct video

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Collaboration Case Study: Supporting Brian

- Which strategies would you recommend for the first grading period?
- Collaboration to support Brian
  - Create Conducive Environment
  - Instructional Strategies for Teacher
  - Instructional Strategies for Student

Goal Handout

- Active Participation
- Build Ideas
  - Student will use open questions about a specific idea in the text or lecture to engage self and others in a collaborative conversation with diverse partners across multiple text as measured by discourse analysis.
- Self-Advocate

## Collaboration with Teacher

- Support
  - Student's access to the curriculum and participation in conversations and language-based projects
- Identify
  - Specific goals and strategies
- Schedule
  - Time with teacher and/or Student

When Is Collaboration Effective?

Buy-in

- Stakeholders:
  - Understand and value strategies
  - Know how and when to use
  - Have tools that support implementation

Regular Communication, Observation and Demonstration

MEET	IMPLEMENT	MONITOR
PLAN	OBSERVE/DEMO	EVALUATE
SCHEDULE	PRACTICE	ADJUST
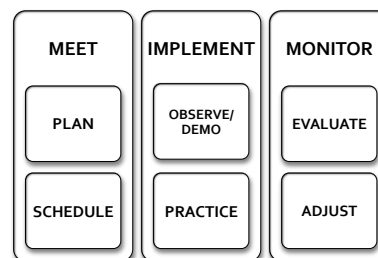
Strategy Talk

- Which strategies are most effective?
- Why do we think they will work?
- Where are opportunities to use them?
- How will we ensure they are being used?
- How will we know they are effective?
- What are our next steps?

Thank You!

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