



Thank you

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Please enjoy this complimentary excerpt from *The K-3 Guide to Academic Conversations*.

LEARN MORE about this title!

- *Are there enough turns for a meaningful conversation?*
 - *Is each turn long enough? Should they be longer with more sentences?*
 - *Do both students talk more or less an equal amount? Does one student dominate?*
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- *Do students listen well enough to appropriately build on previous turns?*
 - *Do students use posing, clarifying, and supporting ideas to build up one or more ideas?*
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- *Do students build up both (or more) ideas as much as possible?*
 - *Do students then evaluate the overall evidence weight of each side to make a logical decision?*
 - *Do they clearly describe why they chose a side?*
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- *Do students show effective listening by how they respond in each turn and nonverbally?*
 - *Do students work hard to say things as clearly as possible each turn?*
 - *Do they clearly describe why they chose a side?*
 - *Do they use thinking skills needed to have a successful conversation?*
 - *Do they use effective nonverbal skills for listening, emphasizing, questioning, and so on?*
 - *Do they value (and not disrespect) one another's ideas?*

Quantity

- # of turns
- Length of turns
- Equity of voice

Quality

- Use conversation skills to co-construct and 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 and conclusions
- Effective listening
- Clear speaking (plus use of language asked for in prompt)
- Academic thinking (including use of thinking asked for in prompt)
- Academic content (including talk about content asked for in prompt)
- Nonverbal communication (posture, nods, eye contact)
- Value one another's ideas, thinking, and feelings

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