DEVELOPING LITERACIES FOR EVERY SEASON OF THEIR LIVES WITH WRITTEN CONVERSATION STRATEGIES

PRESENTED BY BUFFY J. HAMILTON

October 2015
SWON Webinar
TODAY'S ROADMAP

1. Inspiration/Motivation
2. The Harvey Daniels Workshop
3. First Efforts
4. Evolving Practices/Variations
5. Paper vs. Whiteboard Surfaces
6. Resources
SEED IDEAS
Life/Real Worlds

Academic and Cultural Capital

Sponsors of Literacies

Information Literacies
what narratives of literacy learning and practices will schools and libraries value, sanction, privilege?
Content area standards

TRUMP ALL OTHERS in k-12
Participatory Culture

+ Inquiry Stance on Literacies

More diverse pathways and narratives of literacy learning: meaning making
Academic Literacies

1. **Disciplinary literacy**: “...the join understanding of discipline-specific literacy features through which knowledge is created and practices are shared” (Kiili, Mäkinen, and Coiro 225).

2. **Argumentative literacies**: “As students work to establish themselves as contributing members of a domain-specific discourse community, argumentative literacy practices enable them to consider alternative perspectives, broaden and deepen their knowledge, and make judgement to inform their decision making. As a result, students are able to identify, evaluated, and produce arguments within a wide range of individual and social literacy events...students are able to effectively composed, evaluate, and learn from arguments by adopting the social practices of the target discipline” (Kiili, Mäkinen, and Coiro 225).

3. **Collaborative literacies**: “...those literacy practices in which two or more person engaged in reading and/or writing together are equally responsible for negotiating meaning through talk. The goal of collaborative literacy practices is to produce a joint interpretation of a text” (Kiili, Mäkinen, and Coiro 225). In this case, our texts were previous knowledge and the PBS video segment.
Framework for Information Literacy

Authority Is Constructed and Contextual
Information Creation as a Process
Information Has Value

RESEARCH AS INQUIRY
Scholarship as Conversation
SEARCHING AS STRATEGIC EXPLORATION
To Buffy, my favorite non-vampire!!

Sincerely David

The Best-Kept Teaching Secret

Original photos by Buffy Hamilton
The Best-Kept Teaching Secret
Define: “Write around”

A strategy in which “Small groups of kids write and exchange notes about a curricular topic for several rounds—maybe 5 to 15 minutes of sustained writing—and then they burst into out-loud talk that’s rooted in their extended written rehearsals” (Daniels 155).
Define: Write Around Text on Text

“what happens when you have several kids annotate the same copy of a text at the same time, jotting down their responses in the margins. Quite naturally, students start reading other people’s comments and want to give their classmates a written high five, ask a clarifying question, or throw down a tough challenge” (Daniels 184).
Caesar started an alliance with Brutus and Cassius. They did this to prepare for the fights against different things. It prepared us for different things because they allowed us to be prepared because we don't know what is next. How do you react in an alliance and war?

Caesar thought that Cassius had betrayed him. Caesar was the strongest one. He was forced into military.
Large Group Share/Discussion

Introduce guidelines for participation

Small Group Processing

Writing/Thinking Time
Benefits

• Can be used across all content areas and age groups
• Can use multiple kinds of “texts”
• Fantastic springboard for inquiry and helping students develop questions
Stripling Model of Inquiry

Connect
- Connect to self, previous knowledge
- Gain background and context

Wonder
- Develop questions
- Make predictions, hypothesis

Reflect
- Reflect on own learning
- Ask new questions

Express
- Apply understandings to a new context, new situation
- Express new ideas to share learning with others

Investigate
- Find and evaluate information to answer questions, test hypotheses
- Think about information to illuminate new questions and hypotheses

Construct
- Construct new understandings connected to previous knowledge
- Draw conclusions about questions and hypotheses
Darrell Cicchetti

Effort 1: 10th Language Arts
Try to write as neatly as possible so other can read your sentences. You may also sketch/draw in addition to composing text responses. Hashtags are also acceptable.
Try to maximize your writing time and keep your pen moving. Use your sketchbook for reference if you are getting stuck for ideas or remembering details from the last 2 days’ materials.
Compose and respond quietly---channel all your conversation energy on to the paper for this first round of written responses.
Try to answer all part of the writing prompt/question as clearly and specifically as you can.
Small Group Discussion with Scaffolding
Large Group Share and Discussion
<table>
<thead>
<tr>
<th>Category</th>
<th>Abbreviation for Sticky Note</th>
<th>Tally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td>Q</td>
<td>15</td>
</tr>
<tr>
<td>Opinion</td>
<td>O</td>
<td>14</td>
</tr>
<tr>
<td>Annotation of Text</td>
<td>A</td>
<td>5</td>
</tr>
<tr>
<td>Response to Peer</td>
<td>R</td>
<td>9</td>
</tr>
<tr>
<td>Response to Text</td>
<td>RTT</td>
<td>38</td>
</tr>
<tr>
<td>Drawing/Graphic</td>
<td>D</td>
<td>11</td>
</tr>
<tr>
<td>Off Topic</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>Opinion</td>
<td>Q</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Annotation of Text</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>Response to Peer</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Response to Text</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Drawing/Graphic</td>
<td>RTT</td>
<td></td>
</tr>
<tr>
<td>Off Topic</td>
<td>OT</td>
<td></td>
</tr>
</tbody>
</table>

Why did Eddie go ahead and take the scholarship?

Who was she talking to on the phone?
The Write Around Text on Text activity afforded my CP students an opportunity to engage course material (and each other) on a much deeper level than they had experienced during previous class discussions. The beauty of this activity is that it challenges students to think in all classes-- from IB to CP-- and consistently produces high-level, rewarding results.

Darrell Cicchetti
Writing Around Text on Text Effort 2: Unplugged Conversations for Inquiry, Participation, and Social Construction of Meanings

posted in 2014, literacy by The Unquiet Librarian

I love the way Lori slipped her because she deserved it!!!

This was my favorite part of the Welsh section I was really in shock that Lori had the courage to defy her grandparents to show that Lori do anything to help her siblings and from who, or now will!!!
Differences

• Because of prior scaffolding (silent literature circles with notecards) by Emily, they felt more comfortable engaging in written conversation
• Made up their own rules---moved beyond their original table
• Could manage soft conversation while staying focused
• Long sustained chunks of writing (20 or so minutes)
• More specific responses to text and to each other
They enjoyed and appreciated hearing many student voices, something that sometimes gets silenced in traditional class discussions.

They liked being able to see different perspectives on their book; several remarked how the written conversations helped them see something they had not noticed about the book. Others commented their perspective on a character or issue in the text had changed after reading the opinions and responses of their peers.

They were beginning to understand learning is social and how meaning can be constructed together.
Mobility

• Students liked the freedom in being able to move about and respond at their own pace during the write-around.

Big Ideas

• Students were focused on ideas, not grammar or spelling.

Participation

• Everyone had opportunities to contribute to the discussion.
critical thinking

flow

Learning Environment/Space
"I cannot say enough good things about our media specialists. They have been instrumental in supporting our teachers this year, and they have pushed me to try strategies that may be outside of my comfort zone.

Emily Russell"
Informational Text Write Around Text-on-Text with Biology/Chemistry Classes

posted in 2014, literacy by The Unquiet Librarian

http://theunquietlibrarian.wordpress.com/2014/02/06/informational-text-write-around-text-on-text-with-biologychemistry-classes/
Enzymes

- Enzymes assist digestion.
- When they break down proteins, they identify the enzymes.

**Nom Nom Nom!!**

**Q:** Can the H. gigas survive on other things besides the wood?**

**It was surprising how the wood and harm the ants instead.**

**Most likely other decaying plant life from the more shallow reaches of the ocean.**

**Most plant life in the ocean don't produce as much as land-based plants.**

Original photograph by Buffy Hamilton
IDEAS FOR WRITTEN CONVERSATION

• Questions
• Reactions
  “I wonder…”
  “I was surprised…”
  “I don’t understand why…”
• Connect a fact or piece of data in an article to previous knowledge of enzymes or other scientific concepts you know
• Identify contradictions or fuzzy data
• Reactions to each other’s responses

CC image via http://www.flickr.com/photos/marlenek/2051394370/
Each class wrote approximately 30-33 minutes; some could have continued writing had we not called time!
Most of the written conversations were rich and nuanced just as the literary conversations had been. Although the content was more academic and subject specific in nature, the written discussions still felt very conversational. We also noticed students using more visuals/graphics/drawings as part of these conversations.
The trajectory of energy and momentum to the conversations paralleled those of Emily’s classes—it is akin to a crescendo in music where the sound builds in loudness and intensity. We saw the written conversations building in those same way.
Like Emily’s classes, students enjoyed using hashtags as part of their written conversations. I think #maggot was one of the more popular hashtags of the day.
Impressions – LOVED this activity. It was really special watching the students write about scientific topics and develop questions based on their thoughts and the thoughts of other students. I enjoyed seeing them question the validity of certain claims, argue in favor of/against scientific ideas using their prior knowledge and create questions that they had after reading each article. This activity gave me a chance to see my students in a way that I have yet to observe. They had an opportunity to act like true scientists, and didn’t even know it! Overall, this was a wonderful activity that I will be doing again!

Logan Malm
Evolving practices
Academic Literacies
Are we born y an innate sense of right/wrong?

Yes - Frans de Waal experiment (TED talk w/monkeys). But, our culture often overpowers the moral beliefs that they are born with.

Although we are born with the ability to perceive the well-being of others, it's not always evident. We learn through observation, imitation, or teachings (nurture).

There must be some personal moral compass for which a ethical system is based on. Plato's argument.
Birds of Feather Groups: Formulating Research Questions
What if more people stood up against racism. Would it change anything?
See-Think-Wonder with Literature Study
"First of all, Atticus said, if you can learn a simple truth, Scout, you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view, until you climb into his skin and walk around in it."

- empathy

- Everything that represents a quote helps understand a character.

- been used in modern day.
People are judged by their appearances and not the background that they come from.

Appearance divided by reality or reality makes bad appearances? People are judged by their appearances and not the background that they come from.

relevant in TKAM because we see this recurring theme of what’s on the inside not the same as the outside. 

The basic lesson in TKAM of justice is a book by its title.
Truth

- Repeated pattern: truth is rare
- Relates to Tom R.'s case. Decision is based on prejudice, not the truth
- All related to the authority, universal theme
- The truth is usually twisted or non-existent

Motif: Prejudice

- Tom Robinson
- Arthur Radley

Judging people before you get to know them
To kill a mockingbird, to harm an innocent
Rumors
Based against people who are different
Who is a mockingbird?

Oppression

Doc. 1: One must not be a bystander (similar to Atticus w/ Tom Robinson)
Def not defending, oppressing

Doc. 2: Carpe diem, some people never live their lives. Boo Radley is 1/2 of oppression. Both outsiders in the home.

Perspective

How one person perceives another person reveals the characteristics of both people
The way you look at a certain situation. Person reflects on your opinion on that subject.
You have to look at things from different perspectives. Please to fully understand.
See, Think, Wonder:
big ideas, insights, questions, motifs

word distillation
Think/Puzzle/Explore for Exploring Research Topics and Introducing Lines of Inquiry
Bikes and Sustainable Transportation

Share

As recently as late 2011, Mexico City commuters reported enduring the most painful commute among the Institute for Transportation and Development Policy (ITDP) announced Tuesday.

Think

Based on what you've read, what do you think you know about this topic?

Table 1: Sustainable Transportation

We'll form small groups of 4; each table has an article about a particular aspect of sustainability.

Original photograph by Buffy Hamilton
Collaborative Thesis Writing
Writing Around Art and Artistic Concepts
THINK

- Good bill vandalized
- Public space shouldn't have inappropriate content
- Graffiti could contain a message
- Silent people can express
- A place for social and political thoughts
- Not always vandalism

WONDER

- Would people accept a space that's dedicated just to graffiti?
- Is it worth the money to cover up graffiti that people may consider art?
- How do people become inspired for art pieces? By art pieces, artists, style?
- Should silent people be given a voice?
contact information

buffy.hamilton@gmail.com
http://theunquietlibrarian.wordpress.com
http://buffyjhamilton.wordpress.com
Twitter: @buffyjhamilton
Works Cited
