



## Adapting Based on Discourse

You have encountered classroom examples so far where the observer is adapting to what students are saying in response to his or her questions. This is critical to ensure you are engaging in an authentic conversation with the learners (Strategy 9: Engage in Conversations). However, students often are engaged in their own conversations when we are in the room. Therefore, it is often useful to listen first, view who is speaking, and then interact based on what you are hearing and seeing.

### Strategy 18: Adapt based on student conversations and group work

For this strategy, we want you to think about what you are hearing students say to each other. We visited a middle school social studies lesson where students were discussing to determine a solution to their research on a global health crisis.

#### Classroom Example 5.14

##### Subject: Middle School Social Studies

Strategy	Evidence and Thinking
<b>View</b>	Group 1 is only group not talking to each other and sharing information. They are all typing in their own docs. T prompts them twice to share.
<b>Listen</b>	<p>Group 2: (Topic: HIV)</p> <p>S1 to S2: We can't afford a cure. It is less expensive to provide treatment. We need to focus on that.</p> <p>S2 to S1: I don't agree; we need to try to keep people from contracting it in the first place so they won't keep spreading it.</p> <p>Group 3: (Topic: Malnutrition)</p> <p>S1 to S2: We need to look at hospitals.</p> <p>S2 to S1: Let's do the math . . . hospitals would cost . . .</p>

Strategy	Evidence and Thinking
	<p>Observer Think Aloud</p> <p>I can hear that they have a good handle on the details of their crisis. How deeply are they thinking about their problems and solutions? The teacher said they need to determine if they only have reactive solutions; do they know what that is?</p>
Interact	<p>O to Group 3</p> <p>O: I hear you talking about facilities. How will those address the malnutrition issue?</p> <p>S1: People can go to the hospital for help.</p> <p>O: What happens there?</p> <p>S1: They are given milk.</p> <p>O: How does that help malnutrition?</p> <p>S2: The milk contains nutrients they need.</p> <p>O: Like here, if we got dehydrated and they give us fluids. But is this a reactive solution or proactive?</p> <p>S1/S2: I'm not sure.</p> <p>O: Is your idea something that prevents malnutrition or responds to the issue?</p> <p>S2: It is for when they are already malnourished . . .</p> <p>O think aloud: Group 1 is now talking, so I want to hear their discussion and engage them. Their topic is related to accessibility to quality health care.</p> <p>O: What do you understand about your crisis in India? What are the big issues that are contributing or need solutions?</p> <p>S1: There isn't enough health care for people. We are concerned that there is only one hospital for thirty thousand people.</p> <p>O: Is that different from here in the US . . . ?</p> <p>S2: Definitely [reading statistics].</p> <p>O: What are you discovering about the causes of illnesses or diseases?</p> <p>S1: We know it's definitely connected to the water supply.</p> <p>O: How do you know that?</p> <p>[Student searches notes and cites statistics.]</p> <p>S2: Because . . .</p>

**Observer’s Analysis of Impact:** This teacher has built student capacity to work collaboratively and engage in discourse supported by research. Because the ELA and social studies teachers have partnered for this project, students have learned to synthesize various sources related to current global issues, which has created opportunities for students to think at deeper levels about complex problems and evaluate potential solutions. I want to talk to her about the students’ uncertainty about proactive and reactive solutions and see if she addressed this after I left.

## Strategy 19: Adapt based on teacher–student interactions

Teacher-to-student interactions can take on many forms while you are observing, such as teacher–student questions, teacher responses to student responses, teacher monitoring and feedback, and teacher adjustments. As you now have arrived at the last strategy of the book, let’s pull several of the strategies together in a sequential fashion based on a fourth-grade writing lesson we saw so that you can see how to use Strategy 19 in the context of a lesson. The observer entered near the beginning of a minilesson and then remained for about ten more minutes to observe students applying the strategy. The learning objective was this: *I can preview nonfiction text by analyzing the text features to determine the subtopics I will learn.* They were previewing to determine book relevance and usefulness for research coming in the next few days. In this lesson, we encountered the following elements around which we needed to adapt: students using organizers, reading, writing, talking to each other and the teacher, and researching.

### Classroom Example 5.15

#### Subject: Fourth-Grade Writing

Strategy	Evidence and Thinking
View and listen	<ul style="list-style-type: none"> <li>• Arrived at 10:57. T was thinking aloud and modeling how to complete an organizer using a doc cam using the subheading to determine the subtopic: "It must be important. . . . It's making me think they're trying to make predictions. I am putting together ideas to figure out what subtopic I am learning about."</li> <li>• At 11:00, T turned the book page and included students. Turn-and-talk: "What is destruction?" [word from page] T: "You're already doing what I just modeled." [They were not.]</li> </ul>