

Developing Academic Speaking and Conversation Skills in Every Lesson



Jeff Zwiers
New Haven
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The Brain's Natural Habitat



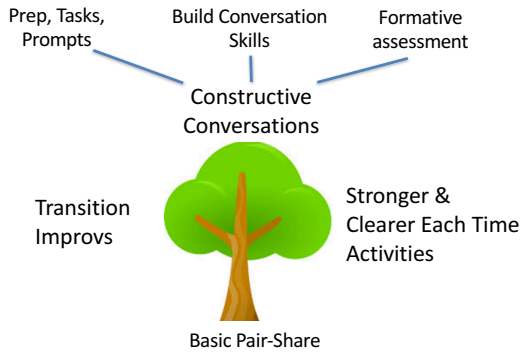
The social brain is in its natural habitat when we're talking with someone face-to-face in real time.

—Daniel Goleman

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Understanding Language/SCALE

Fortifying Paired Interaction



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Challenges

	 ORAL OUTPUT	 CONVERSING
Increasing Quantity	# of students # of minutes	# of students in back-n-forth conversations
Increasing Quality	Strength Clarity	Co-Construction Collaborative Arguing Conversation Skills

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Developing Academic Language with Oral Output & Conversations



1. **Oral Output** is one-way, one-time, clear & strong communication of ideas & thinking.

Think-pair-shares, Answering teacher questions, Jigsaws, Gallery walks, Oral presentations


2. **Conversations** are back-and-forth interactions in which participants *build on* one another's ideas to *build up* ideas that weren't in their minds before talking.



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Developing Oral Output with
TRANSITION IMPROV
Activities



OUTPUT: Transition Improv Activity (Pro-Con)

Topics: Camping, Shopping, TV, Uniforms, Computers, Superheroes, Cars, Conferences, Testing, Internet, Cell phones, Video games, Social Media

Transitions: **However,**
On the other hand,
Then again, ~~but~~

PC Frames: One advantage is ... For example, ...
Another positive of ... is... because...
A negative aspect of ___ is ...
In spite of the positives of _____,

A & B, Lean?

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OUTPUT: Transition Improv (Similar-Different)

Animal cells

Lysosomes
(digest food and break down waste)

Centrioles
(pull chromosomes from nucleus during mitosis)

No cell wall

Plant Cells

Cell wall
(gives plant its shape)

Large vacuole (store nutrients and waste)

Chloroplasts
(produce carbohydrates using photosynthesis)

However,
On the other hand,
Then again,

Unlike animal cells, plant cells have _____, which ...

Plant & animal cells both have _____, which serve to...

... are similar to _____ in that they both _____

Animal cells differ from plant cells in that _____


One turn with; next turn without

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Developing Oral Output
with

“STRONGER Y CLEARER EACH TIME” Activities:

Stronger-Clearer Grid



Designing “Stronger & Clearer Each Time” Activities





1. Prompt for an **original response**
2. Successive partners: **borrow and use the language, ideas, and evidence** each time-->
 - **Stronger** (often longer) with better supporting evidence and examples, and
 - **Clearer** with more precise terms and linked, organized, complete sentences.
3. Scaffolds are **reduced during** the activity.

“Stronger & Clearer Each Time” Grid (Science)

I think the sun gets further away so it makes it winter.

Switch partners!

I think it's like when the teacher moved that ball around the light. It was tilted and got less light.

I think the sun moves out far in winter and close in summer.

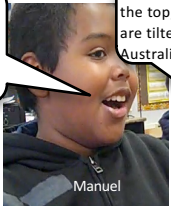
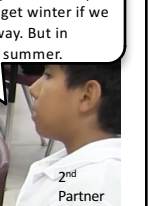
What causes the seasons to change?

“Stronger & Clearer Each Time” Grid (Science)

I think the sun gets further away so it makes it winter.

Switch partners!

I think it's like when the teacher moved that ball around the light. It was tilted and got less light.

I don't think the earth goes farther away. If we are up on the top, we get winter if we are tilted away. But in Australia its summer.

Maybe seasons come from the world going around the sun. And we move away in winter and close in summer.

What causes the seasons to change?

"Stronger & Clearer Each Time" Grid (Science)

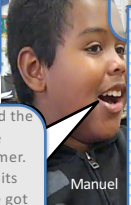
I think the sun gets further away so it makes it winter.

Maybe seasons come from the world it orbits around the sun. We move away in winter and close in summer.

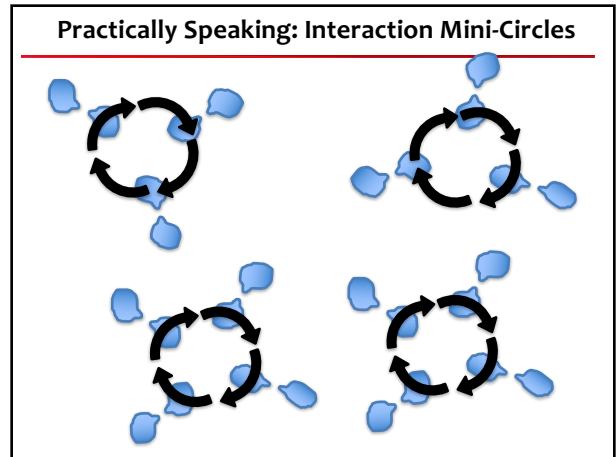
The earth is tilted and goes 'round the sun. We are on the top, so we are tilted toward the sun, so it's summer. But in the south, like in Australia, its opposite. Its' winter. I thought we got more far away, but we are just tilted.

I think the sun moves out far away in winter and close in summer.

The earth goes around the sun and it's tilted. In summer we tilt toward the sun. In winter it's opposite; we tilt away from the sun so it's cold.



What causes the seasons to change?



"Stronger & Clearer Each Time" Grid

Name	How do authors of literature use characters, plot, and/or symbols to teach readers how to be better people?
Me	(just two or three key words, if any)
1.	
2.	
3.	
Me	

(Teacher can have listeners ask clarifying and supporting questions)


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Fostering Constructive Conversations




Conversations Develop LANGUAGE w/ Loads of...


INPUT



OUTPUT




MINI-CHALLENGES




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Conversation Develops CONTENT w/ Loads of...


CLARIFYING



SUPPORTING



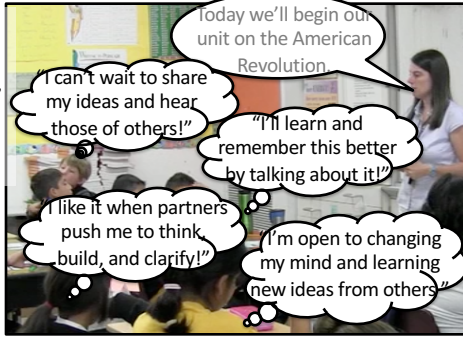
THINKING



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Cultivating a CULTURE of Conversations

Each time a topic is introduced, every student thinks,



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What makes conversations effective?

Laura: I think air has weight. Remember the balloon?
 Eli: I disagree.
 Laura: Why?
 Eli: Cuz I can't feel it. Can you?



Alex: What caused the fall?
 Carlos: The book said disease and war.
 Alex: It also said crops and politics.
 Carlos: What about crops?
 Alex: They dried up or something like that.

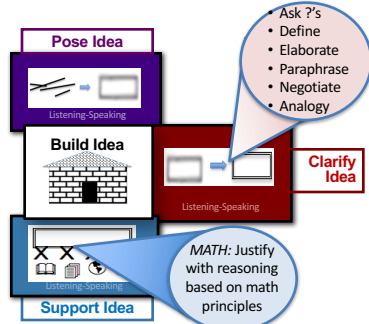


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Constructive Conversation Skills for "Build Up 1" Mode

Goal: Students collaboratively (but w/o teacher) build an idea (e.g., claim, answer, solution, interpretation), using the following skills:



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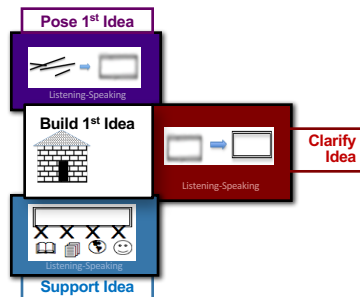
Assess a Conversation – Build 1 Example (1st ELA)

A: I think she not share it (bread)
 B: Why?
 A: Cuz the other animals not work; just lazy.
 B: Yeah. I don't think to share, too.
 A: Why?
 B: Like my dad. He work for money. Not work, no money.
 A: Yeah, no es justo.
 B: Not fair. But teacher said is good to share.
 A: I share when they help. Maybe I paint the school. It's my money, you know?
 B: No. Maybe if ...no pueden...trabajar (work), like they're sick, maybe. But this story animals are lazy.
 A: Is good to share, but not all the time, not with lazies.



Constructive Conversation Skills for "Argue" Mode

Goal: Students collaboratively (but w/o teacher) build claims & ideas and then choose one of them, using the following skills:

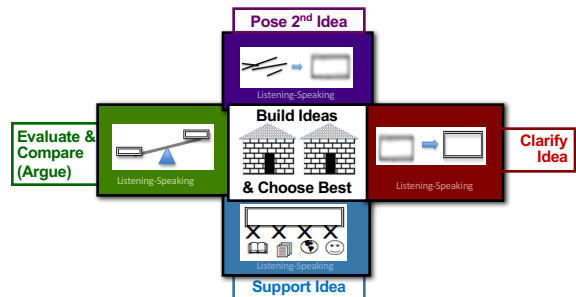


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Conversation Skills for "Build >1 & Choose (Argue)" Mode

Goal: Students collaboratively (but w/o teacher) build claims & ideas and then choose one of them, using the following skills:



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Fostering Conversations & Their Skills with Argument Balance Scale

Scaffold for Collaborative Argument Conversations: Argument Balance Scale

Claim vs. **Opposite or Different Claim**

Which claim's reasons, evidence, and explanations weigh the most?

Claim/Position Good	Are humans good or evil? war?	Claim/Position Evil
------------------------	----------------------------------	------------------------

▲

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"Constructive Conversations" Activity for All 4 Skills: Argument Balance Scale

Prevent dropouts & jail costs

Gets them to read

Kids need to eat

Stay after school

Pizza tastes good

Reason/Evidnc/Exp Kids need to eat		
Reason/Evidnc/Exp Prevents dropouts, crime, jail costs		
Reason/Evidnc/Exp Gets kids to read		
Claim/Position Yes	Should pizza be a reward for reading?	Claim/Position No

▲

Not healthy food

Expensive to run

Need to exercise

Not good motivation for reading

Some kids don't like pizza

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"Constructive Conversations" Activity for All 4 Skills: Argument Balance Scale

Prevent dropouts & jail costs

Gets them to read

Kids need to eat

Stay after school

Pizza tastes good

Reason/Evidnc/Exp Kids need to eat		
Reason/Evidnc/Exp Prevents dropouts, crime, jail costs		
Reason/Evidnc/Exp Gets kids to read		
Claim/Position Yes	Should pizza be a reward for reading?	Claim/Position No

▲

Not healthy food

Expensive to run

Need to exercise

Not good motivation for reading

Some kids don't like pizza

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"Constructive Conversations" Activity for All 4 Skills: Argument Scale

Compare the evidence on both sides (use criteria)

Prevent dropouts & jail costs

Gets them to read

Kids need to eat

Stay after school

Pizza tastes good

Reason/Evidnc/Exp Kids need to eat		
Reason/Evidnc/Exp Prevents dropouts, crime, jail costs		
Reason/Evidnc/Exp Gets kids to read		
Claim/Position Yes	Should pizza be a reward for reading?	Claim/Position No

▲

Not healthy food

Expensive to run

Need to exercise

Not good motivation for reading

Some kids don't like pizza

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"Constructive Conversations" Activity for All 4 Skills: Argument Scale

Choose a side and argue why it 'weighs more'

Prevent dropouts & jail costs

Gets them to read

Kids need to eat

Stay after school

Pizza tastes good

Reason/Evidnc/Exp Kids need to eat		
Reason/Evidnc/Exp Prevents dropouts, crime, jail costs		
Reason/Evidnc/Exp Gets kids to read		
Claim/Position Yes	Should pizza be a reward for reading?	Claim/Position No

▲

2D-Scale

Not healthy food

Expensive to run

Need to exercise

Not good motivation for reading

Some kids don't like pizza

3-D Version

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CONTACT INFORMATION

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