

Developing Academic Speaking and Conversation Skills in Every Lesson

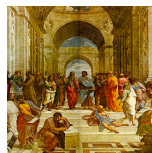


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Fairfield-Suisun
November 5, 2016
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Dimensions & Features of Academic Language

Clear & Strong

for given audience and purpose



Message

Organization (what's included or not and where)

Register

Sentence Cohesion and Flow



Sentence

Sentence structure (compound/complex) & length
Transitions/Connectives (*therefore, yet, as, despite*)
Pronouns and references
Verb tenses and passive voice



Word/Phrase

General academic terms
Figurative expressions & multiple meanings
Hedges, qualifiers, and modals
Content terms
Affixes, roots, and transformations

In Order to Develop Academic Language, Content, Thinking, & Conversation Skills:

LESS

Individual
accumulating of
right answers,
“paying” for points,
& playing school



MORE

**Collaborating,
understanding,
building, using, &
communicating
whole ideas**



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Understanding Language/SCALE

Essential Conditions (Features) for Language Development:

___ **Is there a useful & engaging purpose?** In the activity, do students use language to do something meaningful and engaging (beyond just to answer questions or get points)? Does it prepare students to use language for academic purposes?



___ **Is there an information gap?** In the activity, do students get or give information that they want, need, or don't have?



___ **Is there attention to language in service of communication?** In the activity, is there extra teaching and assessment focused on improving how language is used? This includes modeling, practicing, giving feedback, and/or scaffolds.





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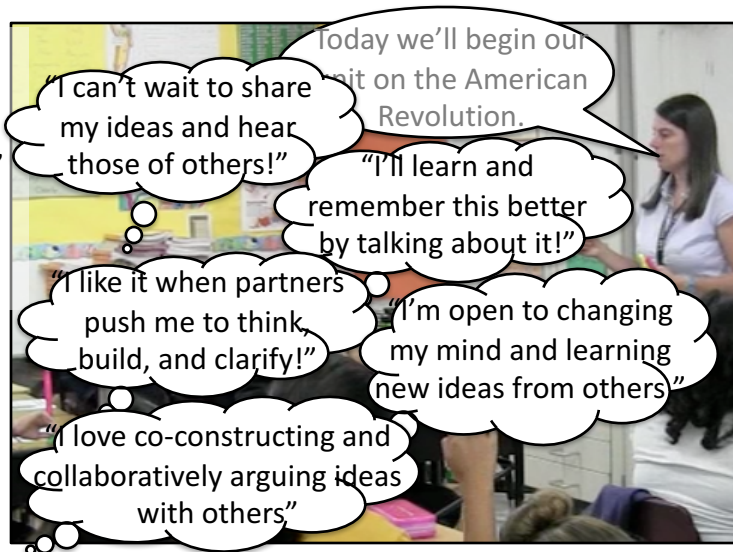
Understanding Language/SCALE


And we must overcome 5 Challenges

	 ORAL OUTPUT	 CONVERSING
Increasing Quantity	C1 # of students # of minutes	C3 # of students in back-n-forth conversations
Increasing Quality	C2 Strength Clarity	C4 Co-Construction Collaborative Arguing Conversation Skills


C5. Cultivating a CULTURE of Conversation

Each time a topic is introduced, every student thinks,





Overlap & Differences: Speaking & Conversations




Speaking

is one-way, one-time, clear & strong communication of ideas & thinking.

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

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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Strengthening Paired Interactions

Your activities modified with features from **Constructive Conversations** *Your activities modified with features from*

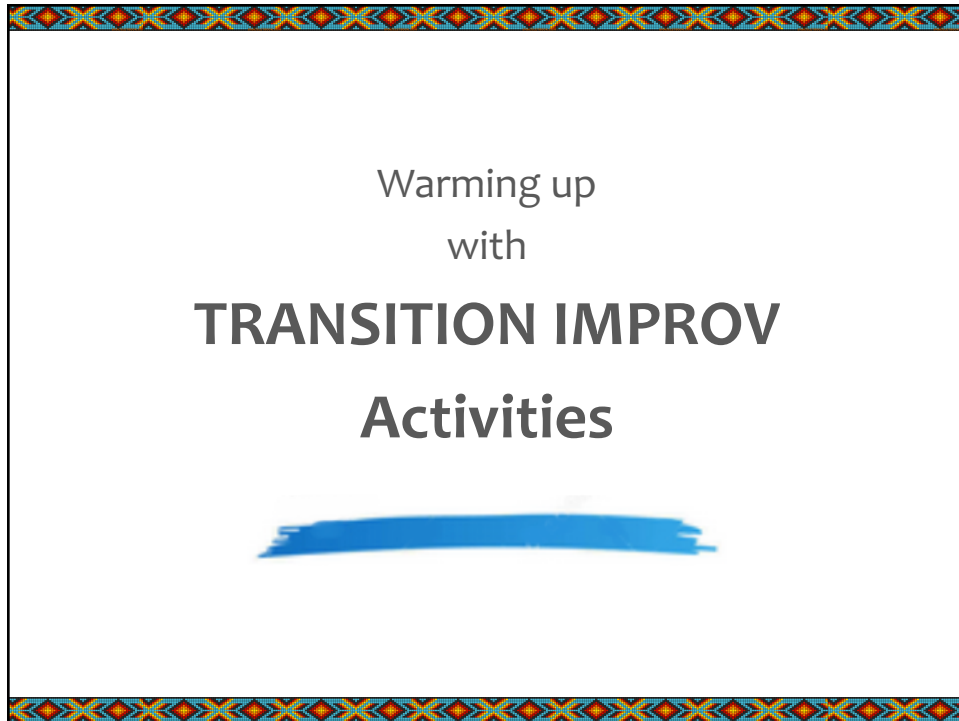
Your activities modified with features from **Transition Improvs** *Your activities modified with features from*

Pro-Con Similar-Different Two Views **Stronger & Clearer Each Time Activities** *Opinion Continuum Stronger-Clearer Quotation Cards*

Basic Pair-Shares

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Skills Poster
Argument Scale
Math Protocol



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?

Transition Improv (For-Against)

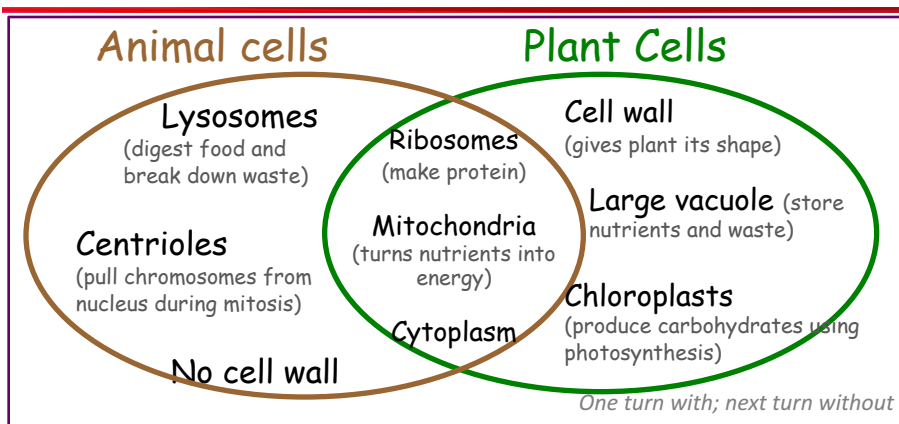
Topics: Fracking, adding lime to soil to lower pH, genetic engineering, nuclear energy, stem cell research, human-caused climate change, wolf reintroduction, de-extinction, zoos, preserving wetlands, corn as fuel, extraterrestrial life, desalination, ...

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

PC Frames: One reason for ... is ... For example, ...
 Evidence that supports ... is... because...
 A reason against ... is ... For example, ...
 Evidence that does not support ... is ... because ...

A & B,
 Lean?

OUTPUT: Transition Improv (Similar-Different)



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 ____

Transition Improv (Two Views)

Views: Patriots
Loyalists



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

~~but~~

Frames: The ___ thought that ...
Many ___ believed that...
A different perspective held by ___ was that...
In the eyes of ___...

Transition Improv Features



- Face-to-face communication
- Real time thinking to speaking
- Structure so both need to listen and speak
- Use evidence & examples
- See multiple perspectives
- Academic identity

The “Communicativeness Test” for an Activity’s Power for Developing Language

___ **Is there a useful & engaging purpose?** In the activity, do students use language to do something meaningful and engaging (beyond just to answer questions or get points)? Does it prepare students to use language for academic purposes?



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Assessing Clear and Strong Oral Output (Self, Teacher, Peer)

- I included information needed and *expected by listeners (not too much and not too little), in order to be as clear as possible*
- I started with a clear main idea
- I clarified and/or supported the main idea (w/ evidence, details)
- I used two or more connected sentences
- I pushed myself to use academic words & long sentences
- I used nonverbal cues and stressed important words & ideas



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Understanding Language/SCALE

Working on Listening, Speaking, & Clarifying
with

“STRONGER Y CLEARER EACH TIME”

Activities:

- Opinion Continuum
- 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” (Opinion Continuum)

I think zoos are fun. I like seeing animals. I say yes.

Take one or two-word notes and switch partners!

I say no. It’s like jail for them. And I don’t like all people looking at me.



Silvia



1st Partner

Me

Should we have zoos or not?

YES | | | | NO

Mmmm

“Stronger & Clearer Each Time” (Opinion Continuum)

I think zoos are fun. I like seeing animals. I say yes.

Take notes & switch partners!

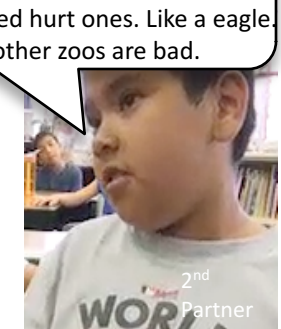
I say no. It’s like jail for them. And I don’t like all people looking at me.

I was on yes but moved a little. I don’t wanna be in cages like animals. It’s like jail. But I still think it’s fun to go and see them.

I think zoos are OK if the animals can’t live wild. You know, I went to a zoo that helped hurt ones. Like an eagle. But other zoos are bad.



Silvia



2nd Partner

Me

Should we have zoos or not?

YES | | | | NO

Just

Mmmm

NO

“Stronger & Clearer Each Time” (Opinion Continuum)

I think zoos are fun. I like seeing animals. I say yes.

I say no. It's like jail for them. And I don't like all people looking at me.

I think zoos are OK if the animals can't live wild. You know, I went to a zoo that helped hurt ones. Like a eagle. But other zoos are bad.

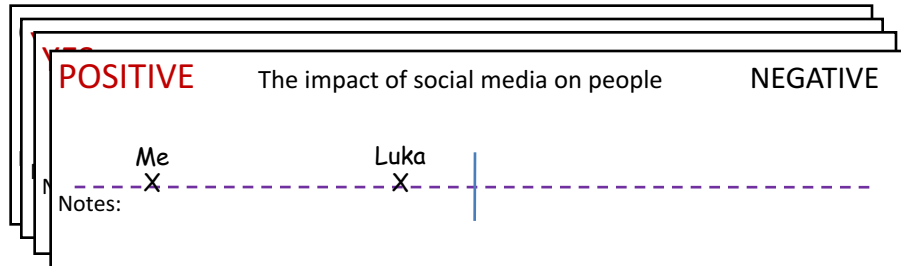
I was on yes but moved a little. I don't wanna be in cages like animals. It's like jail. But I still think it's fun to go and see them.

I don't know. Animals don't like in jail and people watching. But some get hurt and need people. Those zoos are good. Like they save eagles, maybe a broken wing. And we can learn from zoos, so yes.

Do you like zoos or not?

Yes | *Janae* | *Manna* | NO

I. Stronger and Clearer Each Time Activity: Opinion Continuum



You can use frames such as

- In my opinion, using social media is ___ because _____.
- In spite of the reason/advantages/disadvantages of ...
- Given the points that I have heard so far, such as ...
- After talking with (name), I now lean more to the side of ___ because ...

(Teacher can have listeners ask clarifying and supporting questions)

Key Ideas

- Push students to push themselves and peers to to be as clear as possible every time they say something.
- Encourage students to be “mini-teachers” who draw language out of peers.
- Set up situations in which students want to be clear and want to listen to others.



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Understanding Language/SCALE

“Stronger & Clearer Each Time” Grid

I think bad things happen when cultures meet, like wars.

Switch partners!
Don't forget to use examples.

I think it's both good and bad. Like you learn from each other, but also you can fight.

(PRE)
Bad things happen when they meet.
Wars start.



What happens when cultures meet and why?

“Stronger & Clearer Each Time” Grid

I think bad things happen when cultures meet, like wars.



Cultures meet and bad things happen like war. But good things, too, like you can learn other language.

1. Mario	<i>both, learn</i>
2. Juan	<i>religion, Aztecs, Spain</i>
3.	
Me	

Switch partners!
Don't forget to use examples.

I think it's both good and bad. Like you learn from each other, but also you can fight.

When cultures meet each other, it helps us to learn how others live, like their religion. But wars can happen, like the Aztecs and Spain.

What happens when cultures meet and why?

“Stronger & Clearer Each Time” Grid

I think bad things happen when cultures meet, like wars.

Cultures meet and bad things happen like war. But good things, too, like you can learn other language.

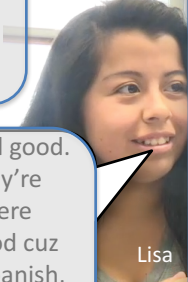
When cultures meet, is bad and good. Bad cuz they fight wars, like they're different. Spain thought they were better than the Aztecs. And good cuz you can learn languages, like Spanish, and new religion.

(PRE)

Bad things happen when they meet.
Wars start.

(POST)

When cultures meet, is both bad and good. Bad cuz they fight, like the Aztecs and Spain. Spain thought they were better so they took over. Good cuz of new food and languages and religion.



What happens when cultures meet and why?

Looking at Student Work (Before & After Grid Partners)

PRE

INTERVIEW TIME!
(Listen in, Share out, Create together)

QUESTION: Why should I care about biodiversity?

MY ANSWER: Because the food chain

POST

I should care about biodiversity because without the variety of living things there wouldn't be anything to provide for us for example(s) the rosy periwinkle provides a medicine that treats certain cancers including leukemia.

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Stronger & Clearer Activity

Context

- 4th grade Science class
- Early Advanced speakers.
- Have read and discussed energy conversion
- Focus on stronger and clearer messages using examples.



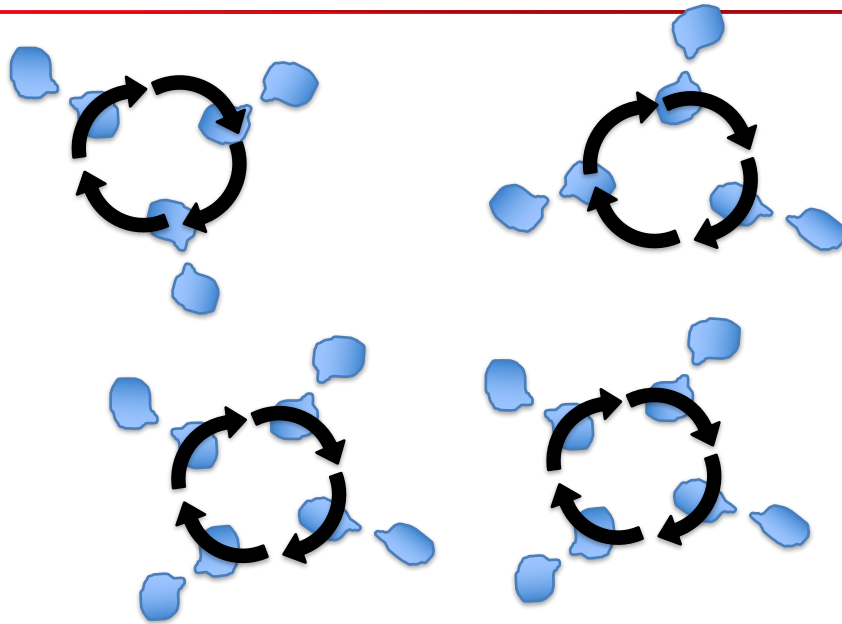
This Clip

- Prompt is: What is energy conversion?
- Daniel talks to three different partners
- Look for if and how his response becomes stronger (idea-wise) and clearer (language-wise)
- *Reflect on ways to improve his response and/or the activity.*

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Understanding Language/SCALE

Practically Speaking: Interaction Mini-Circles



“Stronger & Clearer Each Time” Grid

Name	How can literature inspire readers how to be better people?
Me	(just two or three key words, if any)
1.	
2.	
3.	
Me	

One powerful way in which literature can inspire readers...

Literature offers examples of...

Authors often use...

(Teacher can have listeners ask clarifying and supporting questions)

The “Communicativeness Test” for an Activity’s Power for Developing Language

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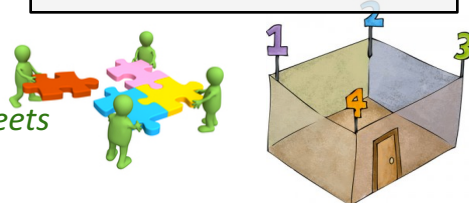
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Strengthening Language Development in every Activity

Listening/Speaking

- Group Project*
- Give One Get One*
- Four Corners*
- Philosophical Chairs*
- Oral Presentation*
- Gallery Walk*
- Answer teacher questions*
- Think-Pair-Share*
- Jigsaw*
- Read & answer questions*
- Grammar-practice worksheets*

1. How does this activity engage students *and* require them to use language to communicate for academic purposes?
1. Is there an information gap? If not, how can there be?
2. Is there attention to – modeling and scaffolding of—language in service of communication? If not, then how might we do this? ?



Application Time

Transition Improv

(Pro Con, For-Against, Two Views, Sim-Dif)

Stronger & Clearer Each Time

(Opinion Continuum, Grid)

Fostering Constructive Conversations


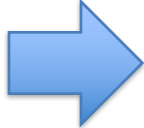

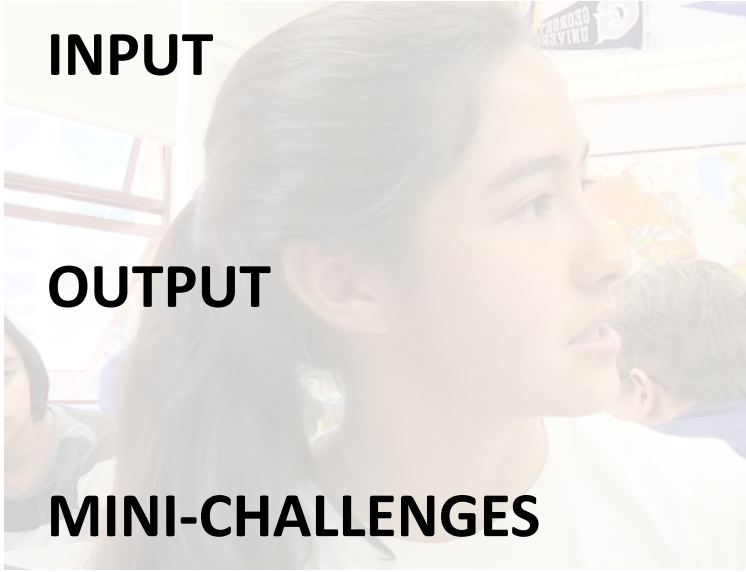


Conversations Develop LANGUAGE w/ Loads of...

INPUT

OUTPUT

MINI-CHALLENGES






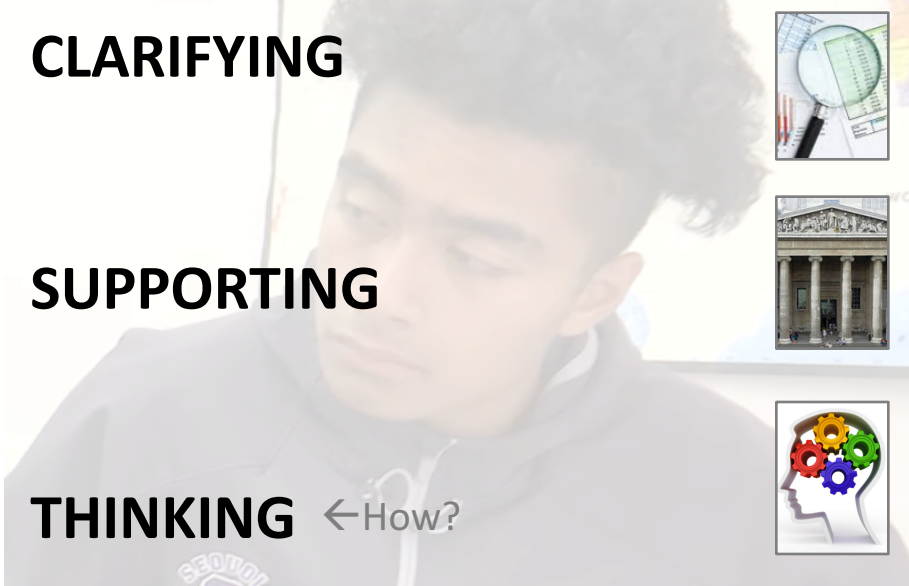
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Conversation Develops CONTENT w/ Loads of...

CLARIFYING

SUPPORTING

THINKING ←How?



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Feedback

Laura: I think air has weight. Remember the balloon?

Eli: I disagree because I can't feel it.

Laura: I respectfully disagree with you.

Eli: Then we just agree to disagree, right?



Lisa: I think the dog was his best friend in the story.

Edgar: I would like to add to your idea. My dog ran away last year and we found him in the park.

Lisa: Which park?

Edgar: The one by the train station.

Lisa: I took a train to San Jose last week.



Feedback

Alex: What caused the fall?

Carlos: The book said disease and war.

Alex: It also said crops and politics.

Carlos: All of them, I guess.



Mansur: I think there are different ways to solve it.

Lynn: So? Just do what the teacher did.

Mansur: But why did she turn the fraction over?

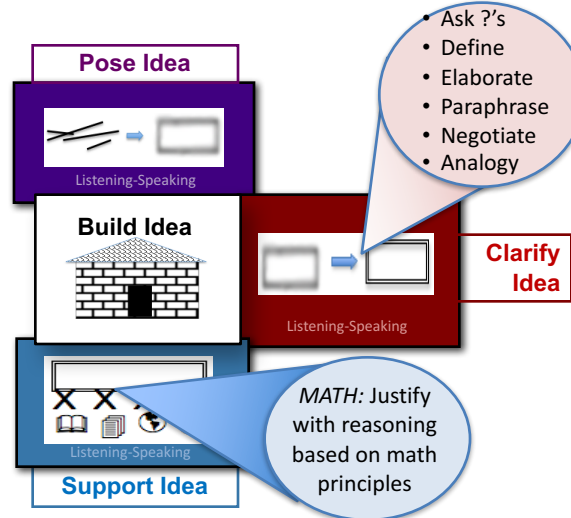
Lynn: Who cares? Just turn it over.

Mansur: OK.

$$\frac{3a}{3c-6} \div \frac{9ab}{c^2-4} =$$

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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Assessing Conversation Skills: Conversation Analysis Tool

Turns build on previous turns to build up a relevant idea(s)

_____ Students create or choose a relevant initial idea(s) that is focused on learning objective(s)

_____ Students clarify idea(s) (by paraphrasing, defining, elaborating)

_____ Students support ideas (using evidence, examples, explanations)

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Constructive Conversations in 9th ELA

Context

- Sheltered 9th grade English class (taught by Patrick Hurley)
- Intermediate and early advanced speakers.
- Have read *To Kill a Mockingbird* and *Of Mice and Men*
- Focal conversation skill: supporting your ideas with examples from a text.
- Prompts on the board



This Clip

- Discuss the main theme: "what do you think an important theme in this book is?" *"An important theme of this book is real courage"*
- They prompt each other: *"What does courage mean?"*
"Can you elaborate on that?" *"Can you give an example from another book?"* *"How does this apply to our life?"*

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Conversation Sample - Science

Elia: So, how do animals evolve? (*prompt on the board*)

Alex: To live.

Elia: What's an example? (*prompt on board*)

Alex: Sharks.

Elia: What's another example?

Alex: Turtles.

Elia: What's another example?

Alex: Giraffes. They got long necks.

Elia: Why?

Alex: To reach up into trees.

Elia: OK, let's write these down.



Understanding Language

Assess a Conversation – (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 Excerpt - History

B: The article's about the Boston Massacre. But I don't think it was a massacre.

A: What do you mean? Look at the picture.

B: I don't think it happened like that, and like only five people were killed. That's not a massacre. A massacre means lots of people die.

A: Maybe they wanted to make it sound really bad. Like in the painting.

B: But why?

A: Maybe get people mad to fight against the British. They didn't all want to fight. Like rich people, maybe.

B: They might lose their money or die.

A: So was it a lie to call it a massacre?

B: I don't know. Probably, but it worked, right? It got the war going.

A: But it was lying. I don't think people should lie, even if it helped us get free from England.



Conversation Prompts

- ❑ **There is a purpose for conversing that connects to lesson objectives** (info gap)

Decide which theme in the story is most relevant for 7th graders today.

Rank the most significant effects of the Industrial Revolution

- ❑ **Require thinking and doing something with ideas:** create, clarify, argue (=>consensus), decide, rank, solve, evaluate, combine, compare, choose, fortify, build, & transform

Come to an agreement on how you would measure the speed of sound.

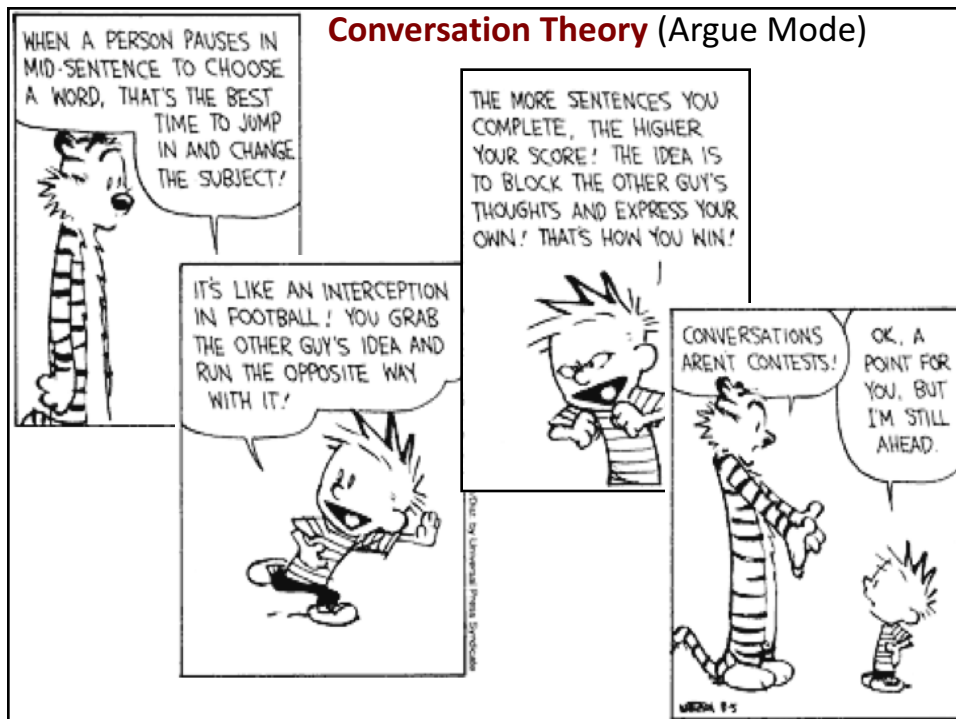
Co-create a clear way to describe to younger students how geography influences culture

Your Turn (Prompt & Conversation)

"[...] If you don't want a house built, hide the nails and wood. If you don't want a man unhappy politically, don't give him two sides to a question to worry him; give him one. Better yet, give him none. Let him forget there is such a thing as war. If the government is inefficient, top-heavy, and tax-mad, better it be all those than that people worry over it. Peace, Montag. Give the people contests they win by remembering the words to more popular songs or the names of state capitals or how much corn Iowa grew last year. Cram them full of noncombustible data, chock them so damned full of 'facts' they feel stuffed, but absolutely 'brilliant' with information. Then they'll think they're thinking, they'll get a *sense* of motion without moving. And they'll be happy, because facts of that sort don't change. Don't give them any slippery stuff like philosophy or sociology to tie things up with. That way lies melancholy. Any man who can take a TV wall apart and put it back together again, and most men can, nowadays, is happier than any man who tries to slide-rule, measure, and equate the universe, which just won't be measured or equated without making man feel bestial and lonely. (Bradbury)

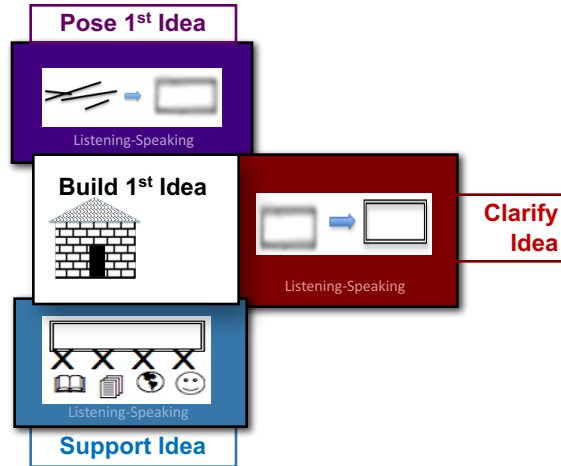
APPLICATION TIME

Write a model conversation that builds up one idea of value in your discipline and models one or more conversation skills



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:

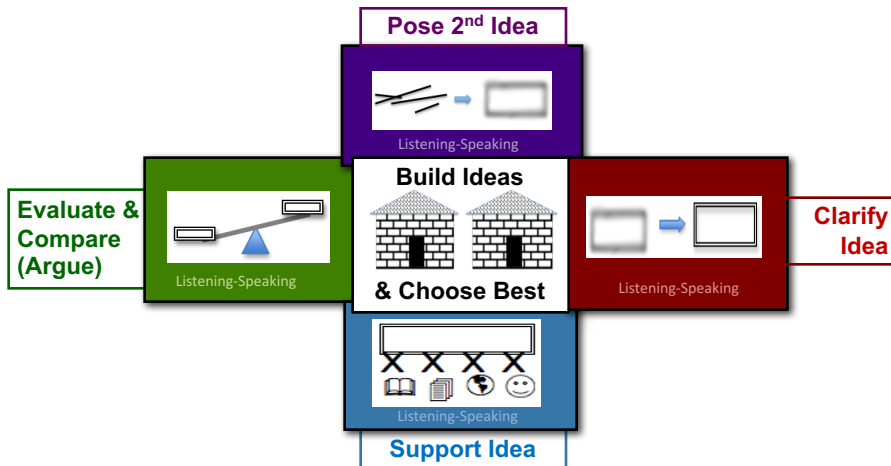


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Conversation Skills for “Build >1 & Choose (Argue)” Mode

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



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Assessing Conversation Skills: **Conversation Analysis Tool**

Turns build on previous turns to build up a relevant idea(s)

_____ Students create or choose a relevant initial idea(s) that is focused on learning objective(s)

_____ Students clarify idea(s) (by paraphrasing, defining, elaborating)

_____ Students support ideas (using evidence, examples, explanations)

If there are two or more competing ideas (i.e., an argument),

_____ Students evaluate the strength/weight of the evidence of each idea

_____ Students compare the strengths/weights and choose the “strongest/heaviest” idea

_____ Students explain (and/or negotiate) final decisions

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Understanding Language/SCALE

Conversations in 5th Gr. Language Arts/ELD



Context

- 5th grade Language Arts/ELD class in San Francisco
- Advanced and early intermediate partners.

This Clip

- After reading an allegory for the Holocaust, students discuss what could have happened if the animals had stood together.
- They practice stating opinions, paraphrasing, and clarifying

Analyzing Conversations



Context

- ELD class
- Had read The True Story of the Three Little Pigs

This Clip

- After reading The True Story of the Three Little Pigs, students discuss whether the wolf was guilty or not.
- Watch for how they state and support opinions, and how they clarify and argue their sides

Conversation Sample - Math

A: What do we need to find?

B: How far the boat goes down the river.

A: So, how?

B: Maybe figure out the time to cross it, like straight, like this (a).

A: I think we should just add the speeds together.

B: OK, that's 5 plus 3 equals 8. Then what?

A: We need to use the other number, 30. So divide?

B: Why not. OK, so 30 divided by 8 is 3.75.

A: 3.75 what?

B: Meters, I think, but that doesn't look right.

A: No, so what do we do?

B: I don't know.



Constructive Conversation Excerpt - ELA

- Sandeep: In my opinion, I think *The Giver* is about we need to know our past, even bad stuff.
- Tasha: Can you elaborate on the part about the bad stuff?
- Sandeep: In the book one person keeps the bad memories of of war and death; no one else knows. but it's what happened. Everyone has rights to know. And they had problems maybe cuz they didn't know the past.
- Tasha: Like what?
- Sandeep: Like killing people who didn't fit in, or twins. That's messed up.
- Tasha: But should children know all of the bad things?
- Sandeep: It's better to know our past, even if it's bad, so it teaches us.
- Tasha: Everything? There's lots of terrible things that even we don't know about; maybe give us nightmares and, I don't know, maybe teach kids to do them, too? I think///
- Sandeep: ///OK, maybe some stuff shouldn't be passed down to everyone. But we need to learn from mistakes, too.
- Tasha: OK, but which bad things to know? What will help us learn and not do bad things?
- Sandeep: I don't know, maybe things like nuclear bombs, you know, and war.
- Tasha: OK, but not the scary details.

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?

<p>Claim/Position</p> <p>Good</p>	<p>Are humans good or evil?</p>	<p>Claim/Position</p> <p>Evil</p>
--	---------------------------------	--

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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

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

Yes

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“Constructive Conversations” Activity for All 4 Skills: Argument Balance Scale

Should pizza be a reward for reading?

Claim/Position
Yes

- Reason/Evidnc/Exp
Kids need to eat
- Reason/Evidnc/Exp
Prevents dropouts, crime, jail costs
- Reason/Evidnc/Exp
Gets kids to read

Claim/Position
No

- Reason/Evidnc/Exp
Expensive
- Reason/Evidnc/Exp
Not healthy food
- Reason/Evidnc/Exp
Not good motivation

- Not healthy food
- Expensive to run
- Need to exercise
- Not good motivation for reading
- Some kids don't like pizza

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Understanding Language/SCALE

“Constructive Conversations” Activity for All 4 Skills: Argument Scale

Compare the evidence on both sides (use criteria)

Should pizza be a reward for reading?

Claim/Position
Yes

- Reason/Evidnc/Exp
Kids need to eat
- Reason/Evidnc/Exp
Prevents dropouts, crime, jail costs
- Reason/Evidnc/Exp
Gets kids to read

Claim/Position
No

- Reason/Evidnc/Exp
Expensive
- Reason/Evidnc/Exp
Not healthy food
- Reason/Evidnc/Exp
Not good motivation

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“Constructive Conversations” Activity for All 4 Skills: Argument Scale

Choose a side and argue why it “weighs more”

2D-Scale

3-D Version

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Video Example to Assess

CONTEXT

5th grade
Language
Arts/ELD class
Advanced and early advanced partners.

After reading an article on a program that gives pizza as reward for reading, students discuss their opinions on the issue.

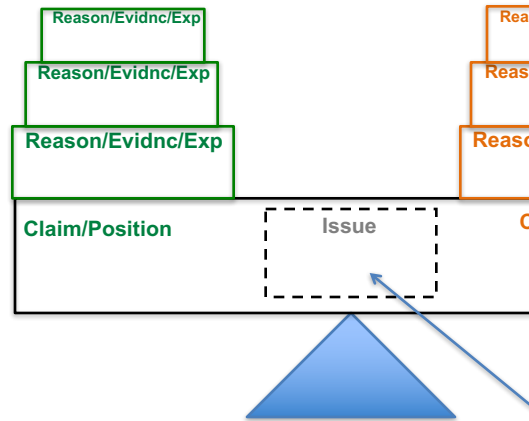
THIS CLIP

- Watch for supporting opinions, building on ideas, and clarifying
- Notice if and how the balance scale helps students to extend talk
- Consider next steps based on this conversation

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Your Turn with the Argument Balance Scale




- Should cell phones be used in school?
- Should Lincoln have allowed the South to secede?
- Are humans more good or evil?
- Should schools be segregated by gender?
- What is the main theme of the movie, _
- Is nuclear energy better for the world than coal power?
- Electoral College Syst.
- Teaching conversation skills

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APPLICATION TIME





Write a model of an argument-based conversation that builds up two or more ideas and shows evaluating, choosing, comparing, and choosing.

Activity:
Math Paired Conversation Protocol



Suppose it takes the Almond River 6 months to fill a reservoir, by itself, and it takes Belfair River 12 months to fill it, on its own. If both are flowing into the reservoir, how long will it take to fill it?

PROBLEM:

Paraphrase and clarify problem for one another (in pairs) <i>(Talk about what is asked; what is given; what happens; what the units are, etc.)</i>			
<input type="checkbox"/> TALK			
Estimate the answer <i>(Each partner generate and justify your own estimate; then compare them)</i>			
<input type="checkbox"/> TALK			
METHOD_A <i>(name it)</i>		METHOD_B <i>(name it)</i>	
Justify method <input type="checkbox"/> TALK		Justify method <input type="checkbox"/> TALK	
Visuals, Drawings, Charts, Symbols, Calculations, Solution		Visuals, Drawings, Charts, Symbols, Calculations, Solution	
Justify what you do 		Justify what you do 	
<input type="checkbox"/> TALK		<input type="checkbox"/> TALK	

Sample Based on the Paired Protocol

A: What do we gotta find?

B: How long they take to fill the reserve.

A: I say less than 6.

B: Why?

A: The Almond takes 6 months itself.

So with extra water from this other one, less time, right?

B: Maybe. So, I think we draw it for one way to solve.

A: So like two rivers into a tank?

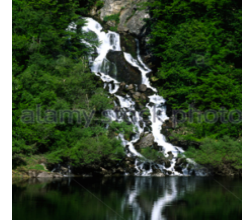
B: Yeah, and it fills up. After 3 months it's half full from Almond, right? But Belfair only fills up like, what?

A: 3 out of 12 is, a... quarter of it full.

B: So, a quarter's not full. So let's just guess it. Like I say/

A: /We can't do that. I think there's a right answer.

B: OK, let's try the other way, like a graph or a table.



Assessing Conversation Skills: Conversation Analysis Tool

Turns build on previous turns to build up a relevant idea(s)

_____ Students create or choose a relevant initial idea(s) that is focused on learning objective(s)

_____ Students clarify idea(s) (by paraphrasing, defining, elaborating)

_____ Students support ideas (using evidence, examples, explanations)

If there are two or more competing ideas (i.e., an argument),

_____ Students evaluate the strength/weight of the evidence of each idea

_____ Students compare the strengths/weights and choose the "strongest/heaviest" idea

_____ Students explain (and/or negotiate) final decisions

If-When Chart for Helping Conversations

If... or When...	You can
The conversation doesn't start well or at all,	<ul style="list-style-type: none"> • Say, "Let's understand (clarify, define) this... What we need to do is ..." • Ask, "What does... mean in this case/context/situation?" • Say, "Let's scan through the text again and look for..." • Say, "Let's take two different sides; which one do you want?"
Your partner offers a short response,	<ul style="list-style-type: none"> • Ask for specific clarification or elaboration • Ask a question (I wonder why/how...) • Ask what a word or expression means • Ask for example that supports it • Give an example and ask if your partner agrees
Your partner offers a long and confusing response,	<ul style="list-style-type: none"> • Paraphrase it and relate it to the conversation purpose • Ask to clarify the most relevant part of the response • Ask for additional evidence or examples

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The "Communicativeness Test" for an Activity's Power for Developing Language

___ **Is there a useful & engaging purpose?** In the activity, do students use language to do something meaningful and engaging (beyond just to answer questions or get points)? Does it prepare students to use language for academic purposes?



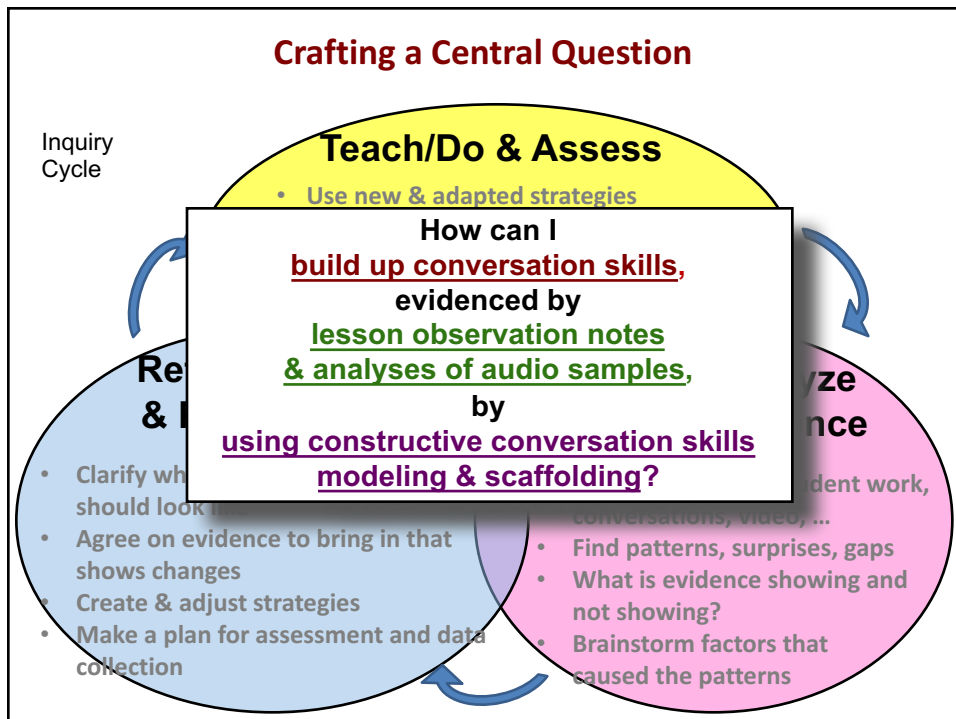
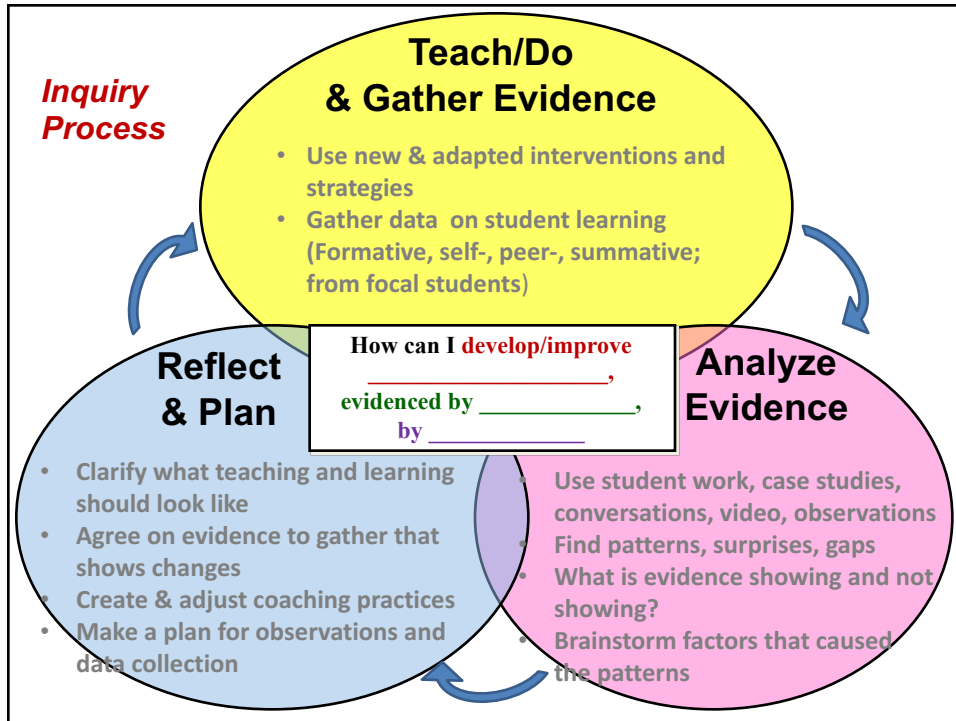
___ **Is there an information gap:** In the activity, do students get or give information that they want, need, or don't have?



___ **Is there attention to language in service of communication:** In the activity, is there extra teaching and assessment focused on improving how language is used? This includes modeling, practicing, giving feedback, and/or scaffolds.



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Application Time

Constructive Conversation Skills Poster
Argument Balance Scale
Math Paired Conversation Protocol

(Can use tools from jeffzwiers.org/tools)

CONTACT INFORMATION

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References

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- Zwiers, J. & Soto, I. (2016) *Academic Language Mastery: Conversational Discourse in Context*. Corwin Press.
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