CCC MOOC Session 3:
Modeling & Scaffolding Conversation Skills

San Jose Unified School District

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Handouts: jeffzwiers.org/december1

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Constructive Classroom Conversations

Objectives

- Examine ways to model and scaffold conversation skills
- Act on what you have learned from past assignments, readings, and videos
- Design and implement a lesson or activity that clarifies the intended learning and involves modeling and scaffolding of conversation skills appropriate to your setting
- Elicit, interpret, and analyze student conversation samples – discuss how interactions build disciplinary language, knowledge, and skills – and identify next steps
- Involve students in the learning process, providing appropriate feedback during and after student conversations and sharing the analyzed conversations with them

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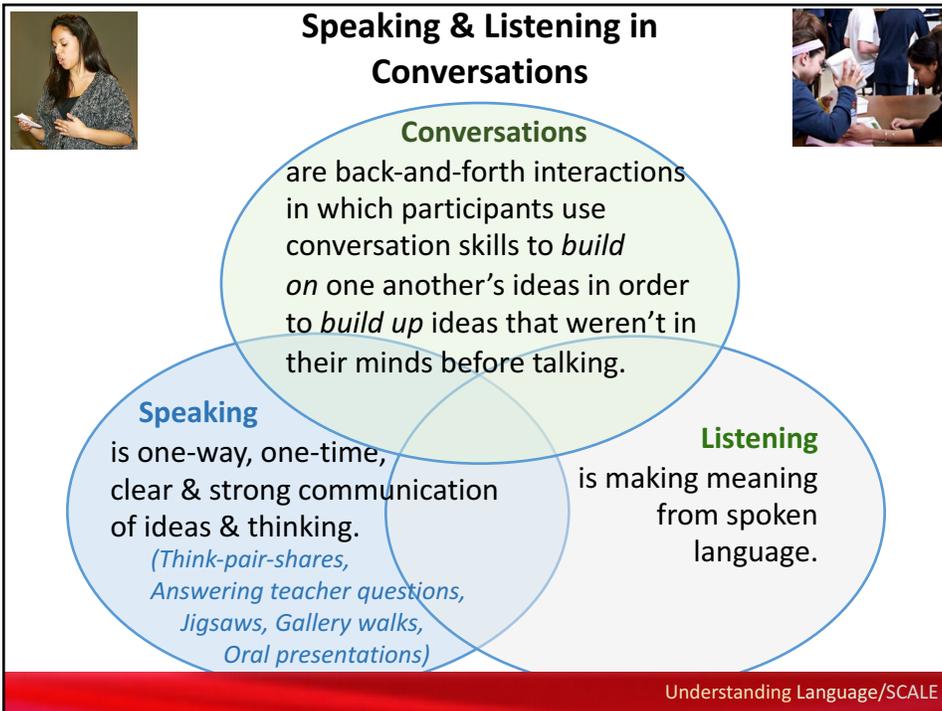Constructive Classroom Conversations

Assignment 2 Reflection

1. Find a partner
2. Read through your partner's Assignment 2 submissions
3. Report back to your table group, addressing the following questions:

- Which conversation skill did your partner focus on and why?
- How did your partner introduce and/or model the conversation skill during the lesson?
- How did the lesson focus show (or not) in student conversations?
- What did your partner learn through this experience and what are her/his next steps?

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Speaking & Listening in Conversations

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

Speaking
is one-way, one-time, clear & strong communication of ideas & thinking.
(Think-pair-shares, Answering teacher questions, Jigsaws, Gallery walks, Oral presentations)

Listening
is making meaning from spoken language.

Understanding Language/SCALE

Warming up speaking and listening
with structured discourse:

TRANSITION IMPROV
Activities

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?

Understanding Language/SCALE

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,**
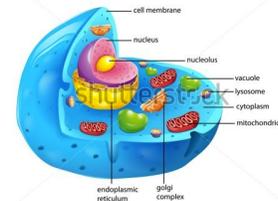**On the other hand,**
Then again,   ~~but~~

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?

Transition Improv: **Similar-Different**

Topic: Plant cells & animal cells

cell membrane
nucleus
nucleolus
vacuole
lysosome
cytoplasm
mitochondrion
endoplasmic reticulum
golgi complex

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

SD Frames: **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 _____

Understanding Language/SCALE

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 ___…

Understanding Language/SCALE


Jigsaw Groups

Modeling

- GROUP 1: Model in the learning zone (p. 1; pp. 2-4)

- GROUP 2: Be focused and thorough (p. 1; pp. 4-5)

- GROUP 3: Deconstruct target language and develop metalinguistic awareness (p. 1; pp. 5-6)

Scaffolding

- GROUP 4: Provide and prompt for target language (p. 6; pp. 7-8)

- GROUP 5: Formatively assess language learner to inform instruction (p. 6; pp. 8-9)

- GROUP 6: Provide specific helpful feedback (p. 6; pp. 9-10)

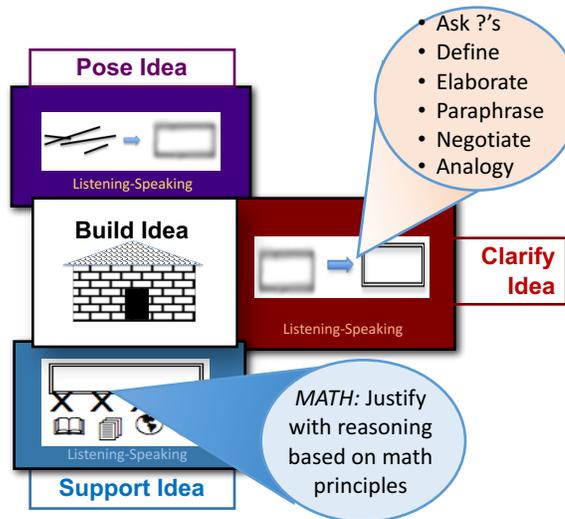STANFORD UNIVERSITY   Constructive Classroom Conversations

Reading Jigsaw

1. Expert group creates a visual model that shows their subtopic and **three examples of how it can apply to conversations** in your classroom contexts
2. Each expert brings copy of visual to home group to share with others.
3. **Each listener must ask at least one clarify or support question**
4. **Sharer asks each listener** to come up with an additional example in their classrooms that shows the application of the subtopic in their classrooms.
5. Each student shares his or her subtopic in this way.
6. In large group, reflect on the process (not the content) of how we used and modified jigsaw to support conversation skills.
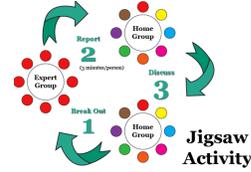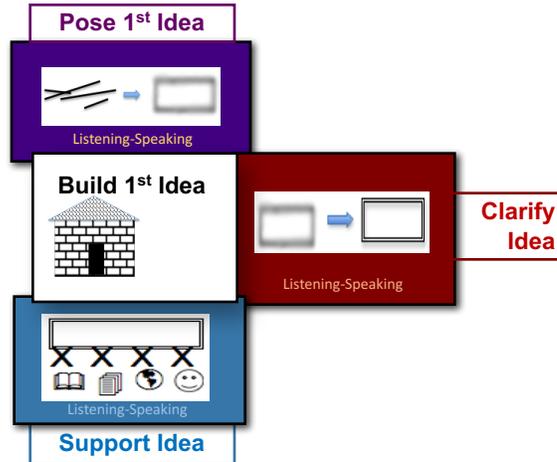
REVIEW: Constructive Conversation Skills for "Build Up 1 Idea" Mode

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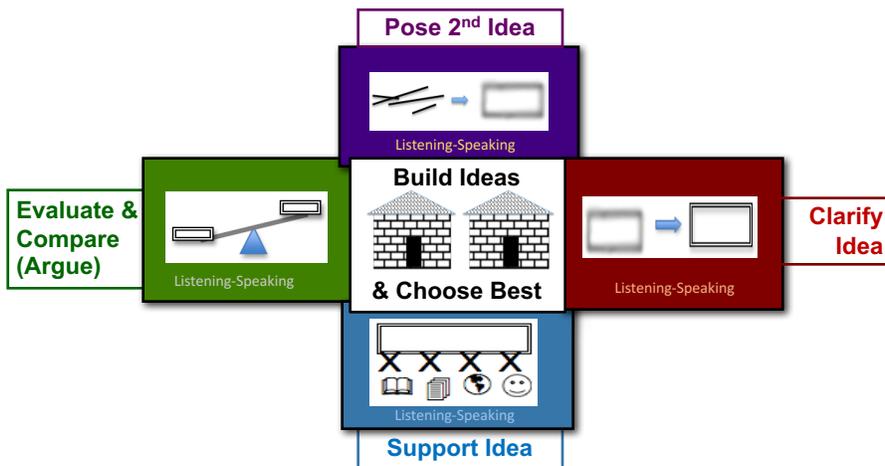
Pose Idea
Listening-Speaking

Build Idea
Listening-Speaking

Clarify Idea

• Ask ?'s
• Define
• Elaborate
• Paraphrase
• Negotiate
• Analogy

Support Idea
Listening-Speaking

MATH: Justify with reasoning based on math principles

Understanding Language/SCALE

Constructive Conversation Skills for "Argue-Decide" Mode

Pose 1st Idea — Listening-Speaking

Build 1st Idea

Clarify Idea — Listening-Speaking

Support Idea — Listening-Speaking

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Constructive Conversation Skills for "Argue-Decide" Mode

Pose 2nd Idea — Listening-Speaking

Evaluate & Compare (Argue) — Listening-Speaking

Build Ideas & Choose Best

Clarify Idea — Listening-Speaking

Support Idea — Listening-Speaking

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Things that We Can and Must Model & Scaffold for and with Conversations

Things that Conversations Develop
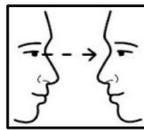

Language
(organization, syntax, vocabulary)
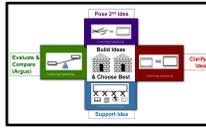
Conversation skills
(Build, pose, clarify, support, evaluate & choose)
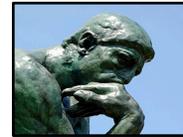
Thinking skills
(AR, CO, EV, IN, AP…)

Turns
(#, equal time, length)

Nonverbal
communication

Content
skills, knowledge, evidence

Understanding Language/SCALE

Video

Constructive Classroom Conversations:
Mastering Language for the Common Core State Standards

Modeling and Scaffolding Constructive Conversations

Dr. Kenji Hakuta
Dr. Jeff Zwiers
Dr. Sara Rutherford-Quach

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2:30-5:29

Scaffolding CC Skills: **Meta-Facilitation**

OK, if you were David's partner, how would you respond?

OK, both could work, but which might be better at this point in the conversation? Remember that we are trying to build up an idea by clarifying and supporting.

Can you give an example from the text?

I think the main character became more caring

I don't agree. I think he was just acting like he cared.

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Constructive Classroom Conversations

What's the most important idea in this text and how might it apply to life in 2016?

"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 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, 1953)

Clips from Video

Constructive Classroom Conversations:
Mastering Language for the Common Core State Standards

**Modeling and Scaffolding
Constructive Conversations**

Dr. Kenji Hakuta
Dr. Jeff Zwiers
Dr. Sara Rutherford-Quach

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8:55-9:55

Paired Problem Solving

1. Pose the problem, challenge, or question.

2. Partners ask each other clarifying questions and come to an agreement

3. Prepare to share a joint answer with another pair.

4. Share with and listen to the other pair to compose a final written solution, answer, or explanation

The Challenge/Problem/Question

1. Pose the problem, challenge, or question.
2. Partners ask each other clarifying questions and come to an agreement
3. Prepare to share a jointly constructed answer with another pair.
4. Share with and listen to the other pair to compose a final written solution, answer, or explanation

The "Problem-Challenge"

1. Hold the end of a paper strip just under your lip and let it extend out to curve down.
2. Tell a partner what you think will happen if you blow out above the paper. Explain why.
3. Blow above the paper and notice what happens to it.
4. Converse with your partner about what happened and come up with a clear scientific explanation for it. You will share this explanation (you can create a visual) with another pair.

Modeling and Scaffolding in Conversations
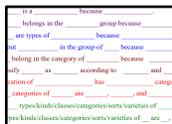
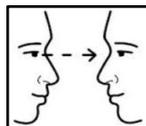**Language**
(organization, syntax, vocabulary)
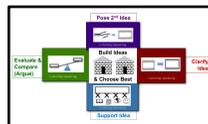
Conversation skills
(Build, pose, clarify, support, evaluate & choose)

Thinking skills
(AR, CO, EV, IN, AP...)

Turns
(#, equal time, length)

Nonverbal
communication

Content
skills, knowledge, evidence

How do we know what to model and scaffold--and if it works?

Understanding Language/SCALE

Conversation Support Cards

Ask for an (another) example to support the idea	Paraphrase what your partner said	Ask your partner to clarify (Why…How…)
Show that you are listening with your eyes, nods, posture	Pose a competing idea and start to build it up	Stay focused on the conversation prompt
Encourage your partner to talk more	Summarize the conversation up until now	Ask for criteria used to evaluate evidence

Conservation Video

Is the modeling effective? Is the scaffolding effective? What else could the teacher have done?

Conversation Support Cards

Which cards could I have given to the students in the video?
Are there others you might have used?

Ask for an (another) example to support the idea	Paraphrase what your partner said	Ask your partner to clarify (Why…How…)
Show that you are listening with your eyes, nods, posture	Pose a competing idea and start to build it up	Stay focused on the conversation prompt
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Structuring Skills & Language: If-When Chart

If… or When…	You can
The conversation doesn't start well or at all,	• 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,	• 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,	• 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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