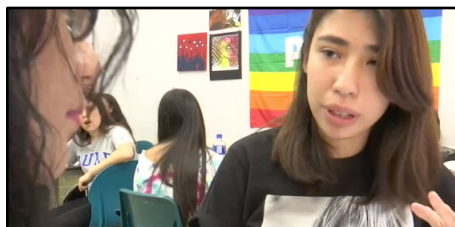


Developing Academic Speaking and Conversation Skills in Every Lesson





Jeff Zwiers
STEP LPP Class

February 9, 2017

Jeffzwiers.org/February9

Objectives

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

Working on Listening, Speaking, & Clarifying
with

“STRONGER Y CLEARER EACH TIME”

Activities

(Stronger-Clearer Grid)



Designing

“Stronger & Clearer Each Time” Activities



1. Prompt for an **original response** (> 1 sentence)
2. Successive pair-shares: **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

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

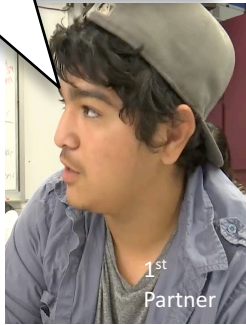
Switch partners!
Don't forget to use examples.

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.



Lisa



1st Partner

What happens when cultures meet and why?


“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.

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



Lisa



2nd Partner

1. Mario	both, learn
2. Juan	religion, Aztecs, Spain
3.	
Me	

What happens when cultures meet and why?

“Stronger & Clearer Each Time” Grid

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

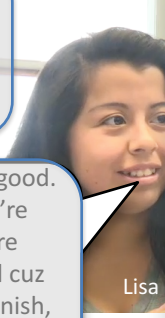
Cultures meet and bad things happen like war. But good things, too, like you can learn other language.

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?



Lisa

Looking at Student Work (Before & After Grid Partners)

PRE

QUESTION: Why should I care about biodiversity?

MY ANSWER: Because the food chain

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

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 vasy periwinkle provides a medicine that treats certain cancers including leukemia.

Jeff Zwiers

Understanding Language

Stronger & Clearer Grid (Math)

Essential Question: How do you find a solution to a system of equations when both equations are in standard form?

(after Partner 1)

System is 2 equations
I know that at the
end of the steps
your answer needs to
be in co-ordinate pairs.

(after Partner 2)

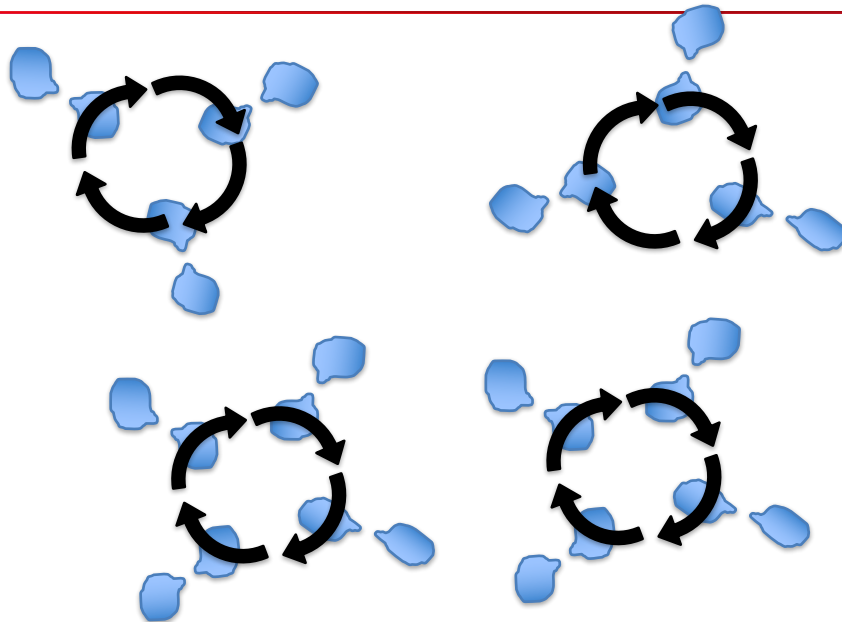
$$\begin{array}{r} x - 3y = 14 \rightarrow 2 - 3y = 14 \\ y - 2 = 0 \quad -2 \quad -2 \\ \hline (2, -1) \end{array}$$

At least one variable
needs to be isolated.
Replace (plug in) solve.
Answer becomes
co-ordinate pair.

(after Partner 2)

Make sure 1 variable is
isolated & it has to be
 $y = mx + b$. After that plug in using
parentheses. When you solve
it, to get out of the parentheses
use multiplication. When the
terms are combined, divide
the x and the number.
You now need to find y .
Choose any equation and
plug in. Then once you get
your answer you write it in
co-ordinate pair.

Practically Speaking: Interaction Mini-Circles



“Stronger & Clearer Each Time” Grid

Name	It takes Lisa, by herself, 6 hours to plant trees on an acre of land. It takes Lynn 12 hours, by herself. How long would it take if they work together? Explain & justify your solution idea(s).
Me	(just one or two key words, if any)
1.	
2.	
3.	
Me	

One way to draw this is by...

I estimated that the answer needs to be less/more than... because...

I changed a few things based on what my previous partner said. For example..

(Teacher can have listeners ask clarifying and supporting questions)

Fostering Constructive Conversations



Conversation Analysis

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

Eli: I disagree.

Laura: Can you give a reason?

Eli: Cuz I can't feel it. Can you?



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.



Jeff Zwiers

Understanding Language

Conversation Analysis

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.

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

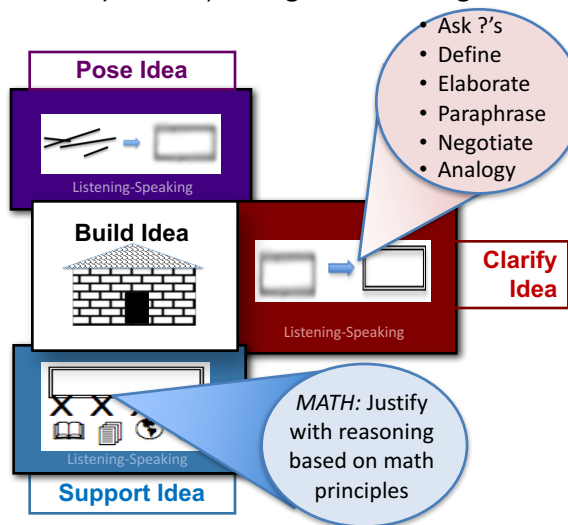


Jeff Zwiers

Understanding Language

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:**



Jeff Zwiers

Understanding Language

Conversations at Beginning Levels of Proficiency

Learning objective: Use reasons to argue the importance of a historical figure.

Prompt: Talk about what makes Abraham Lincoln a hero.

A: How Lincoln a hero?

B: He stop slavery, the slaves.

A: How?

B: The war.

A: Yeah, Civil. He fighted it stop slavery.

B: Muchos die in the war.

A: Very bad.

B: But cuál es more bad? Slavery or die?

A: Slavery.

B: Why?

A: Cuz you not free, like, como en la cárcel, y te golpean. And Lincoln stop it. He's a hero.

Constructive Conversations

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

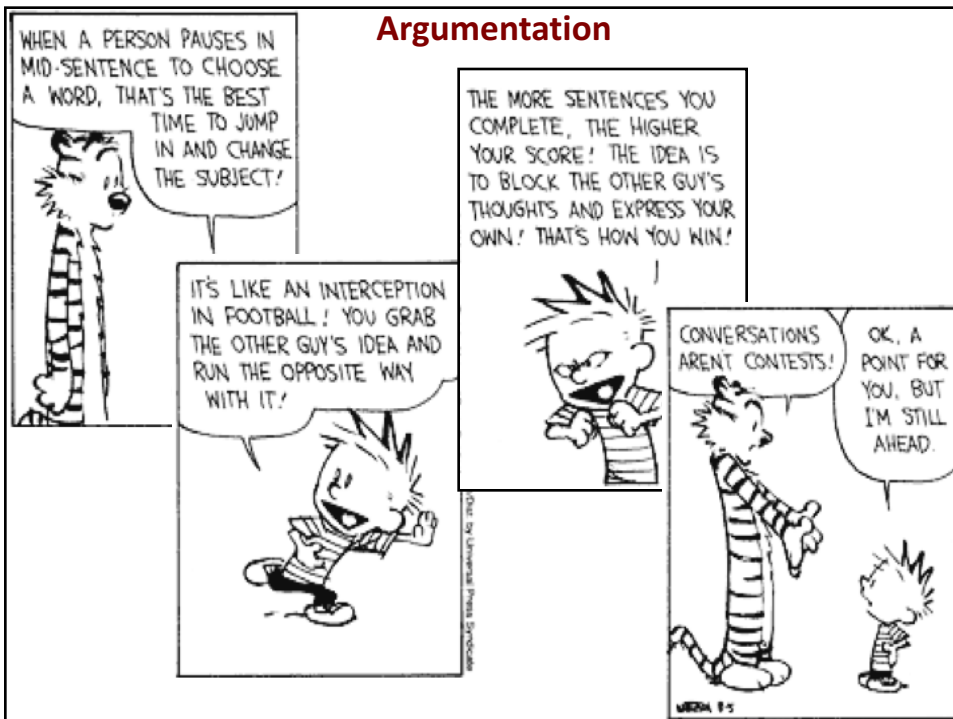
- Discuss the main theme: "what do you think an important theme in this book is?" *"An important theme of this book is real courage"*
- They prompt each other: *"What does courage mean?"*
"Can you elaborate on that?" *"Can you give an example from another book?"* *"How does this apply to our life?"*

Jeff Zwiers

jeffzwiers.org/videos

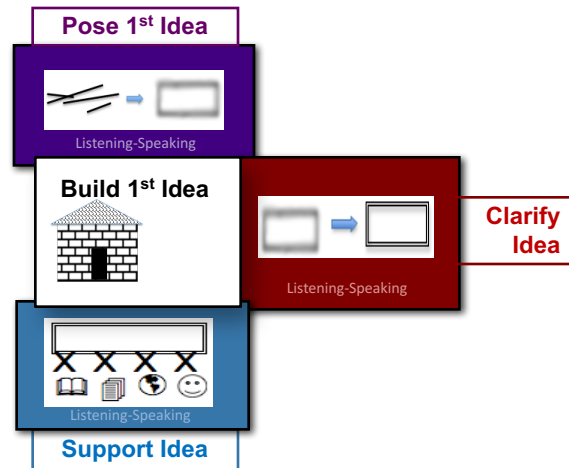
Understanding Language/SCALE

Argumentation



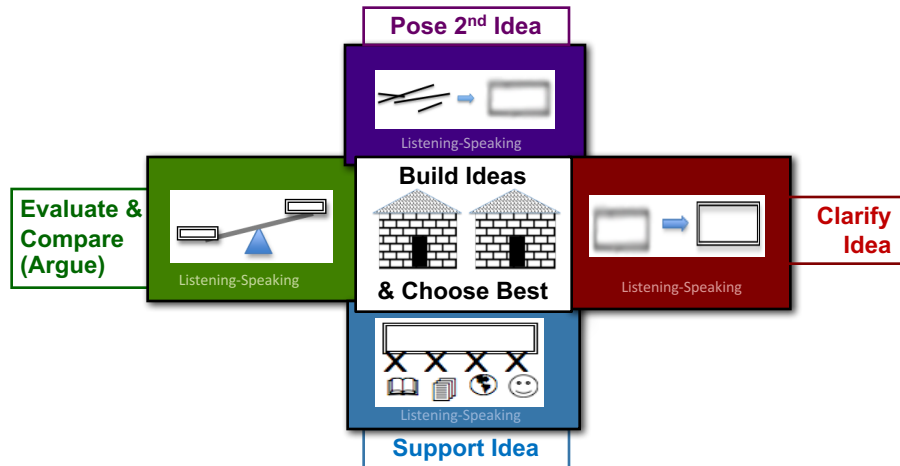
Constructive Conversation Skills for “Argue” Mode

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



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:



Conversation Support Cards (Pair w/ Observer)

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

Jeffzwiers.org/February9

Fostering Conversations & Their Skills with **Argument Balance Scale**



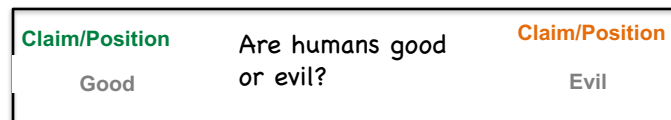
Scaffold for Collaborative Argument Conversations: *Argument Balance Scale*

Claim

vs.

**Opposite or
Different Claim**

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



Jeff Zwiers

Understanding Language/SCALE

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

Prevent
dropouts
& jail costs

Reason/Evidnc/Exp
Kids need to eat

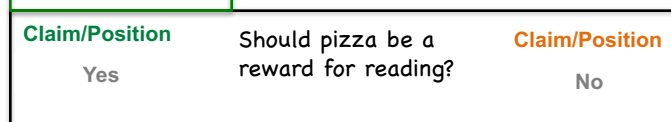
Gets them
to read

Reason/Evidnc/Exp
Prevents dropouts,
crime, jail costs

Kids need
to eat

Reason/Evidnc/Exp
Gets kids to read

Stay after
school



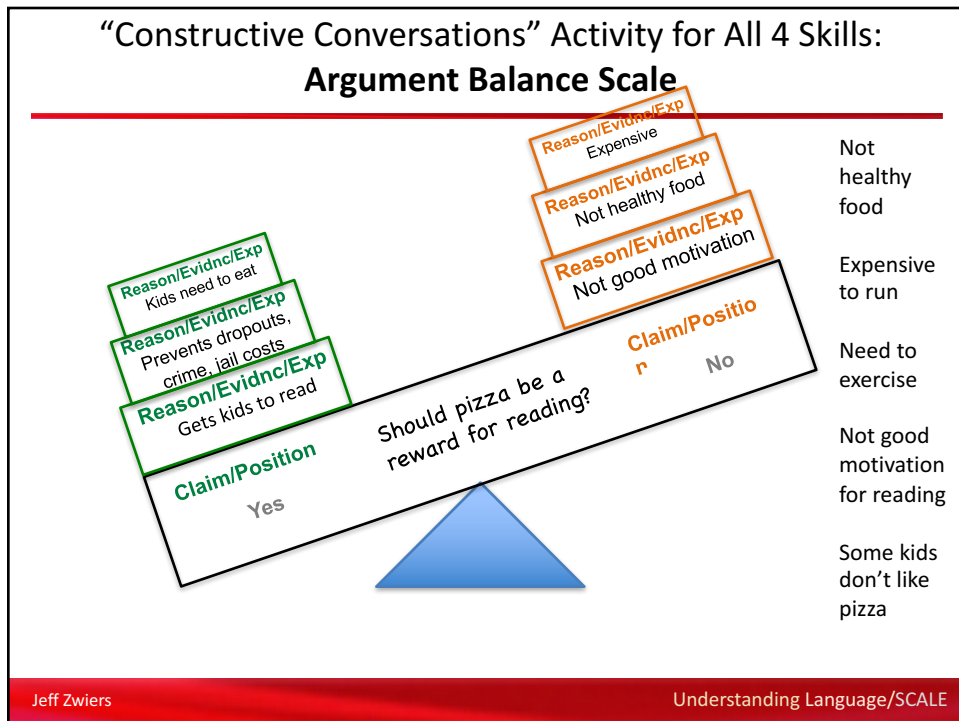
Pizza
tastes
good



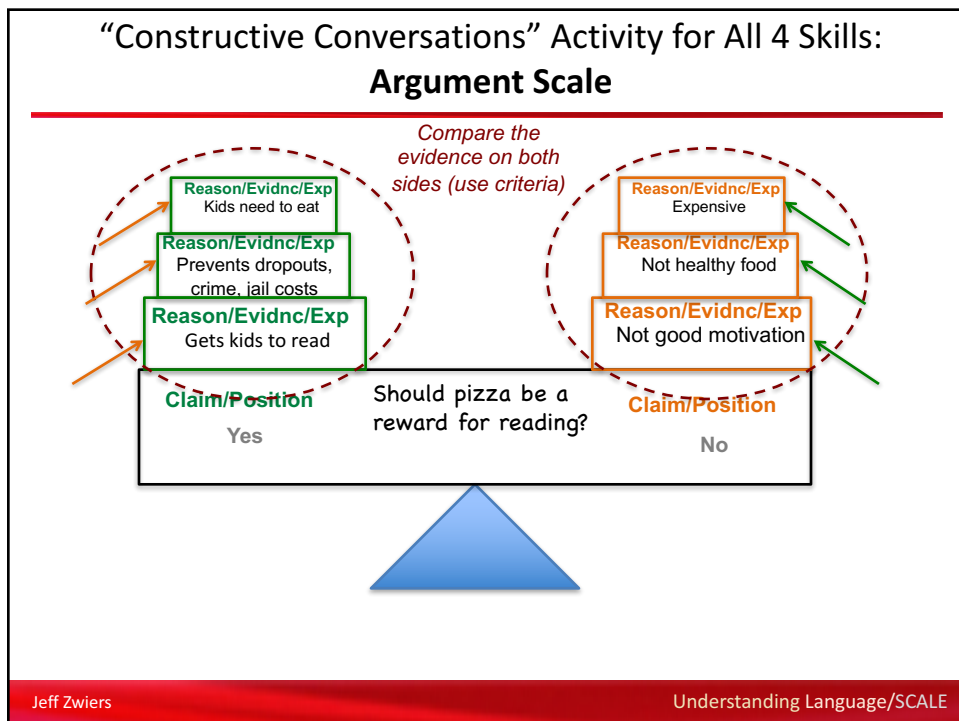
Jeff Zwiers

Understanding Language/SCALE

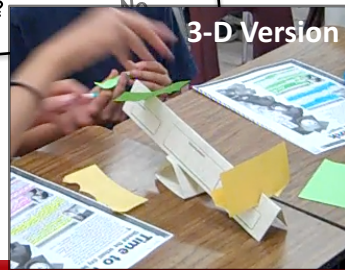
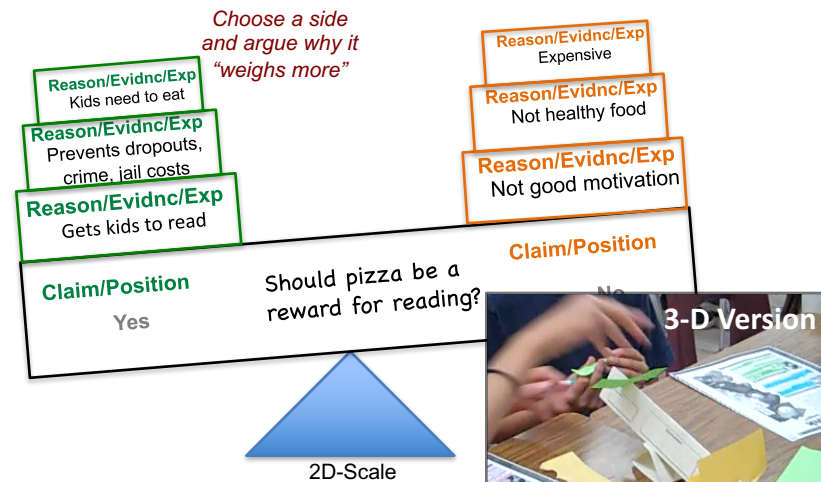
“Constructive Conversations” Activity for All 4 Skills:
Argument Balance Scale



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



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



Jeff Zwiers

Understanding Language/SCALE

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

Jeff Zwiers

jeffzwiers.org/videos

Understanding Language/SCALE

Math Paired Conversation Protocol

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 (name it)		Justify method <input type="checkbox"/> TALK	
Visuals, Drawings, Charts, Symbols, Calculations, Solution		Visuals, Drawings, Charts, Symbols, Calculations, Solution	
		Justify what you do <input type="checkbox"/> TALK	
		Justify what you do <input type="checkbox"/> TALK	

CONTACT INFORMATION

Email: jzwiers@stanford.edu
Websites: jeffzwiers.org/February9
ell.stanford.edu

References

Zwiers, J. & Soto, I. (2016) *Academic Language Mastery: Conversational Discourse in Context*. Corwin Press.
 Zwiers, O'Hara, & Pritchard (2014) *Common Core Standards in diverse classrooms: Essential practices for developing academic language & disciplinary literacy*. Stenhouse.