

Using Texts, Talk, and Conversations to Cultivate Academic Language Across Content Areas



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Today's Emphases

| | | | |
|--------------------------|--|--|---|
| |  READING/ WRITING |  CONVERSING |  SPEAKING/ LISTENING |
| Increase Quantity | # of students # of pages of "ZPD" text | # of students # of back-n-forth conversations | # of students # of minutes |
| Increase Quality | Comprehension | Co-Construction, Collaborative Arguing Conversation Skills | Strength Clarity |

A Major Overhaul

| LESS | MORE |
|--|--|
| <p>Individual accumulating of right answers, “paying” for points, & playing school</p> | <p>Collaborating, understanding, building, using, & communicating whole ideas</p> |
|  |  |

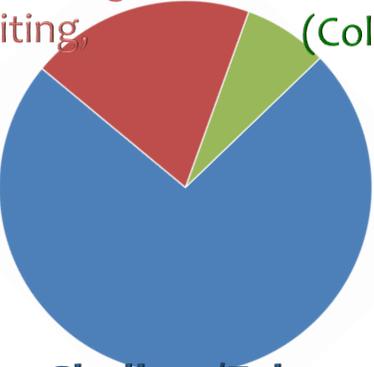



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Types of Classroom Communication

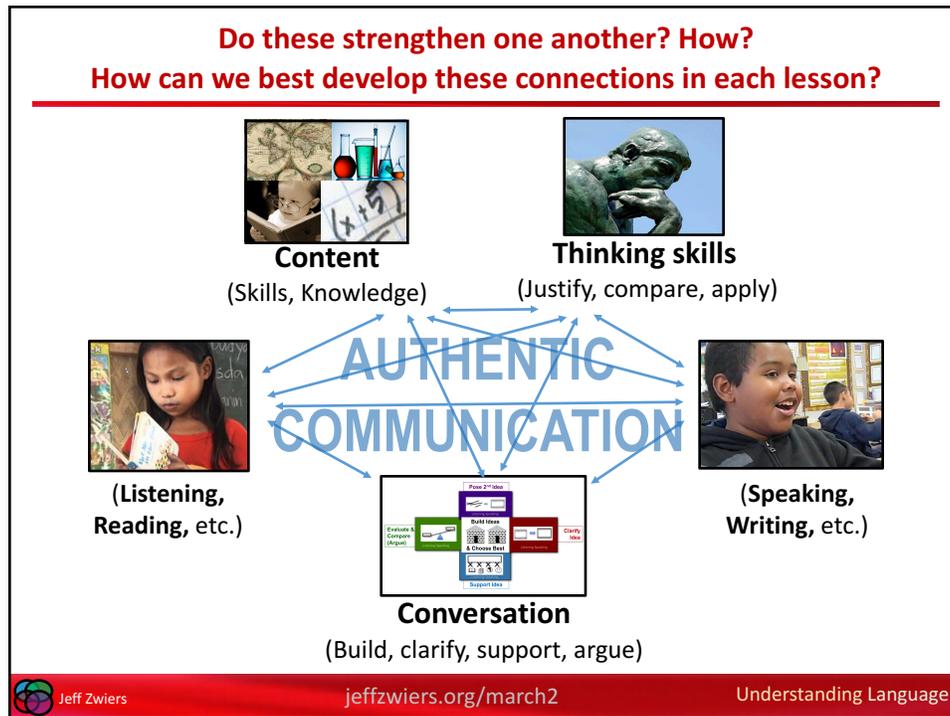
One-way (Productive Speaking, Listening, Reading, Writing, Multimedia)

Conversational (Collaborative Building, Exploring, Arguing)



Shallow/Fake
(Display, IRE)


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Communicativeness "Test"
(Essential Features for Language Development)

___ **Is there a useful & engaging purpose?** In the activity, do students use (and need to use) language to do something meaningful and engaging beyond just to answer questions or get points? Are there consequences for lack of clarity? 

___ **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? 

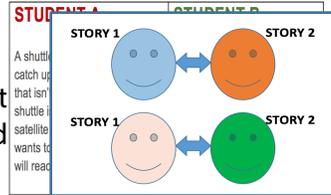
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Communicativeness "Test" (Essential Features for Language Development)

___ **Is there a useful & engaging purpose?** In what ways do students use (and need to use) language to communicate that is meaningful and engaging beyond just to answer questions or get points? Are there consequences for lack of communication?

Discuss how authors...
Decide how Columbus...
Design an experiment that measures the speed of sound.

___ **Is there an information gap?** In the activity, do students get or give information that they want, need, or know?



___ **Is there attention to language in service of communication?** In the activity, is there extra time or assessment focused on improving how language is used?

- Sentence Frames
- Language modeling & scaffolding
- Practice
- Formative feedback

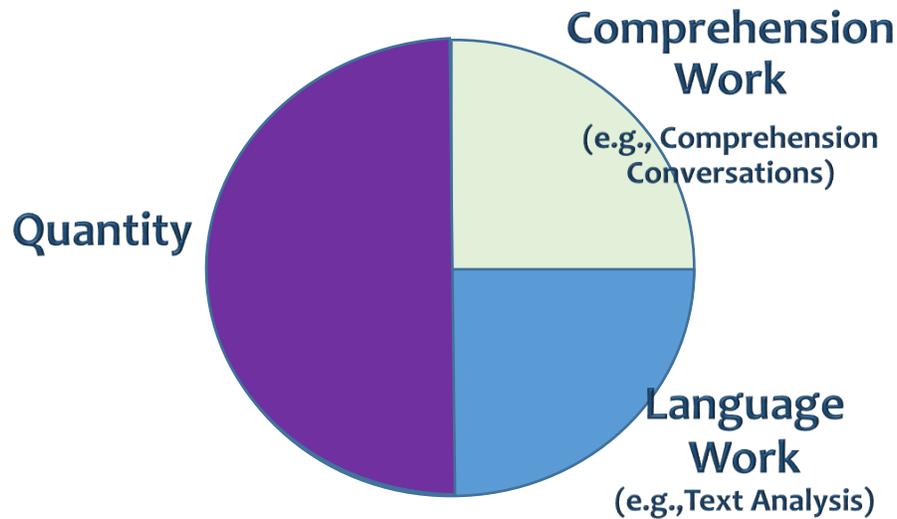


Is language essential for learning and showing learning?

If so, then every activity that students do in class should be leveraged to develop language.



Building Language through Reading



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The Elasticity of Comprehension

"It is a mistake to believe that there is some kind of precise "mathematic" or "formulaic" rendering that is possible.



Meaning making is never precise; it is not a form of exact mapping of sounds or meanings onto text. Meaning making involves approximation or a form of allowable band of interpretations or elasticity to the meaning making between author or web-creator or film maker and reader and the world."

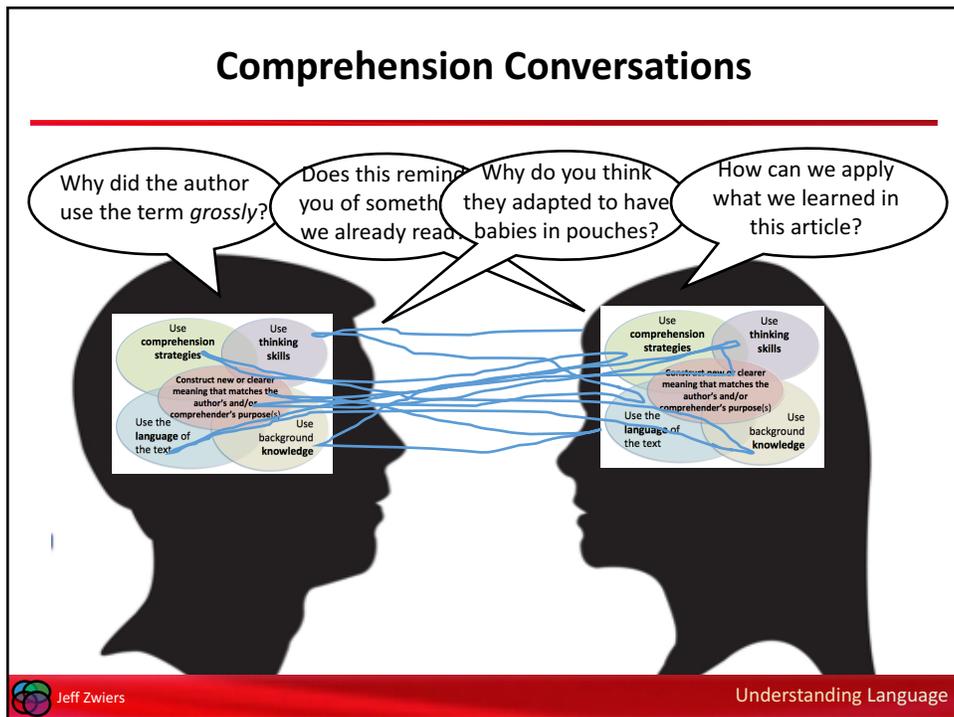
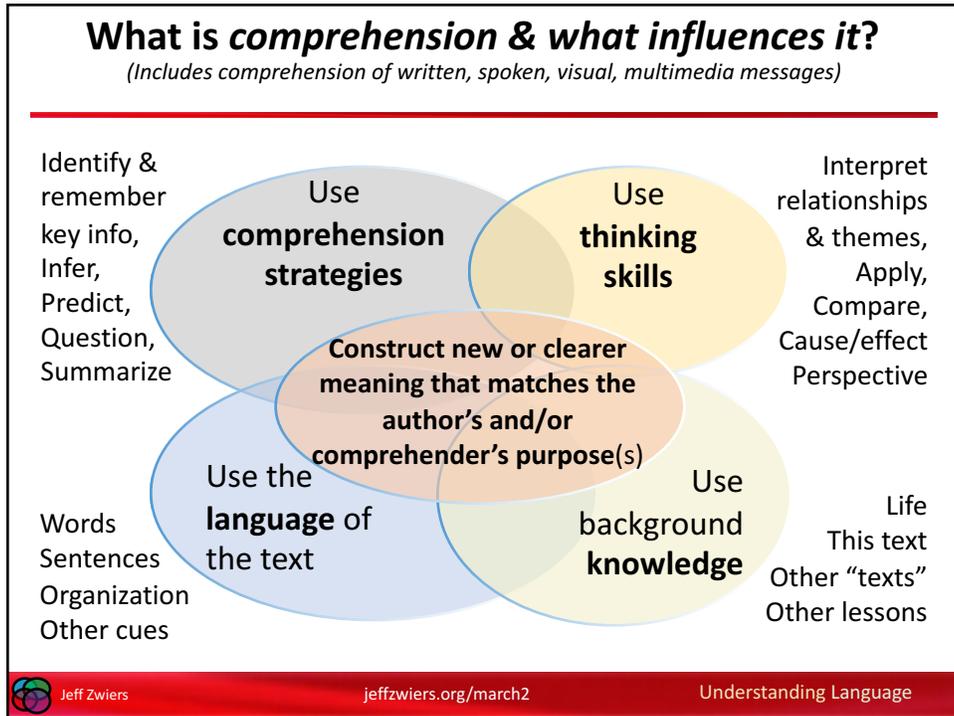
--Tierney, 2009



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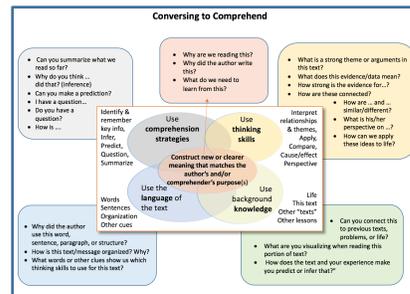


CONVERSING TO COMPREHEND: How can conversations foster this?

Ask each other

Construct new or clearer meaning that matches the author's and/or comprehender's purpose(s)

- Why are we reading this?
- Why did the author write this?
- What do we need to learn from this?



CONVERSING TO COMPREHEND: How can conversations foster this?

Ask each other

Use the language of the text

- Why did the author use this word, sentence, or paragraph?
- How is this text/message organized? Why?
- What words or other clues show us which thinking skills to use for this text?

CONVERSING TO COMPREHEND

How can conversations foster this?

Use
background
knowledge

Ask each other:

- For connections to previous texts, problems, and life
- What you both are visualizing when reading a portion of text
- (when your partner makes an inference or prediction)“Why?” or “How does the text and your experience make you predict/infer that?”

CONVERSING TO COMPREHEND: How can conversations foster this?

Use
comprehension
strategies

Ask each other to:

- **summarize** what was heard or read so far
- **make inferences** (Why do you think he...?)
- **generate predictions**
- **pose & answer questions**

CONVERSING TO COMPREHEND: How can conversations foster this?

Ask each other to:

Use
thinking
skills

- **interpret** themes, arguments, and data
- **evaluate evidence**
- **infer relationships**
- **compare**
- **take other perspectives**
- **apply ideas** to novel contexts



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The Tragedy of Dying Languages

I've listened to last speakers of many languages—dignified elders—who hold in their minds a significant portion of humanity's intellectual wealth. What can we learn from these languages before they go extinct? And why should we lift a finger to help rescue them? As the last speakers converse, they spin individual strands in a vast web of knowledge, a noosphere of possibilities. They tell how their ancestors calculated accurately the passing of seasons without clocks or calendars and how humans adapted to hostile environments, from the Arctic to Amazonia.

We imagine eureka moments taking place in modern laboratories or classical civilizations. But key insights of biology, pharmacology, genetics, and navigation arose and persisted solely by word of mouth, in small, unwritten tongues. And this web of knowledge contains feats of human ingenuity—epics, myths, rituals—that celebrate and interpret our existence. Language revitalization will prove to be one of the most consequential social trends of coming decades. This push-back against globalization will profoundly influence human intellectual life, deciding the fate of ancient knowledge, wisdom, and culture. --K. David Harrison



Boa Sr was the last speaker of the 70, 000-year-old Bo language

Text Analysis (Close Reading for Language)

Procedure

1. Listen to students read aloud and identify sentence and organization (discourse/structure) level challenges.
2. Look in the text for language examples of these challenges.
3. Read the examples(s) aloud and have pairs answer:
 - Why did the author write it like this?
 - Is there a clearer way to write this?



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Model: The Tragedy of Dying Languages

I've listened to last speakers of many languages—dignified elders—who hold in their minds a significant portion of humanity's intellectual wealth. What can we learn from these languages before they go extinct? And why should we lift a finger to help rescue them? As the last speakers converse, they spin individual strands in a vast web of knowledge, a noosphere of possibilities. They tell how their ancestors calculated accurately the passing of seasons without clocks or calendars and how humans adapted to hostile environments, from the Arctic to Amazonia.

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Boa Sr was the last speaker of the 70, 000-year-old Bo language

Chaos Theory

Chaos theory, a modern development in mathematics and science, provides a framework for understanding irregular or erratic fluctuations in nature. A chaotic system is defined as one that shows "sensitivity to initial conditions." That is, any uncertainty in the initial state of the given system, no matter how small, will lead to rapidly growing errors in any effort to predict the future behavior. For example, the motion of a dust particle floating on the surface of a pair of oscillating whirlpools can display chaotic behavior. The particle will move in well-defined circles around the centers of the whirlpools, alternating between the two in an irregular manner. An observer who wants to predict the motion of this particle will have to measure its initial location. If the measurement is not infinitely precise, however, the observer will instead obtain the location of an imaginary particle very close by. The "sensitivity to initial conditions" mentioned above will cause the nearby imaginary particle to follow a path that diverges from the path of the real particle. This makes any long-term prediction of the trajectory of the real particle impossible. In other words, the system is chaotic. Its behavior can be predicted only if the initial conditions are known to an infinite degree of accuracy, which is impossible.

ELA Text

"[...] 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, topheavy, 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.



APPLICATION TIME

Think about how you might use
**Comprehension Conversations and Text
Analysis** in your upcoming lessons.

Growing speaking and listening
with semi-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~~

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,

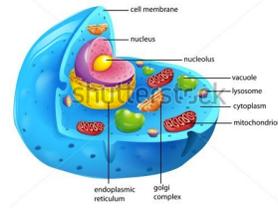
~~but~~

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)

Topic: Plant cells & animal cells

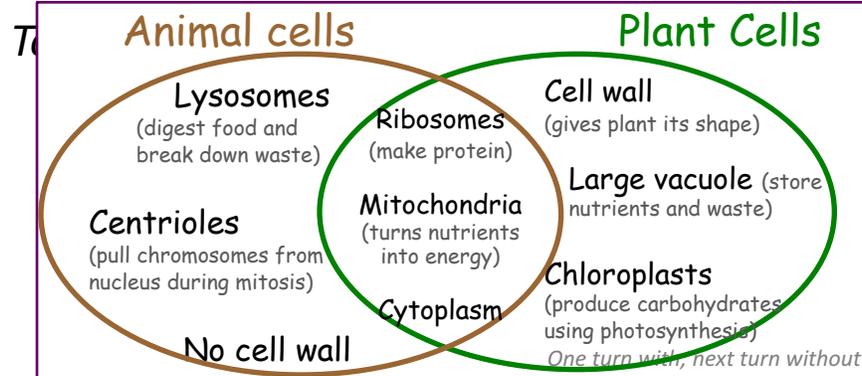


Transitions: However,
On the other hand,
Then again, ~~but~~

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 ____

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 Activity: Math Operations

Topics: Addition-Subtraction
Multiplication-Division

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

~~but~~

Frames: You need to add when ... because...
When you ... you need to subtract because...
You need to multiply when... because...
When you ... you need to divide because...

A & B, Lean?

ASSESSMENT: 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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APPLICATION TIME

Think about how you might use **Transition Improvs** in your upcoming lessons.

Developing Listening, Speaking, & Clarifying with

“STRONGER Y CLEARER EACH TIME”

Activities:

Stronger-Clearer Grid

Opinion Continuum



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

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

Switch partners!
Don't forget to use examples.

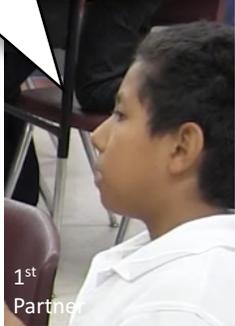
I think it's both good and bad. Like you learn from each other, but also you can fight.

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





Manuel



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.

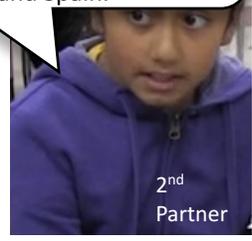
Cultures meet and bad things happen like war. But good things, too, like you can learn other language.

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



Manuel

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.



2nd Partner

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?

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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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 Each Time" Grid

| Name | How can school influence the current and future lives of students? |
|------|--|
| Me | (just two or three key words, if any) |
| 1. | |
| 2. | |
| 3. | |
| Me | |

One powerful way in which school can influence students...

School offers a wide range of...

Teachers often

(Teacher can have listeners ask clarifying and supporting questions)

“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 | | | | | Code |
| NO | | | | | |

“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 a eagle. But other zoos are bad.



Silvia



2nd Partner

Me

Should we have zoos or not?

| | | | | | |
|-----|--|--|--|--|------|
| YES | | | | | Code |
| NO | | | | | |

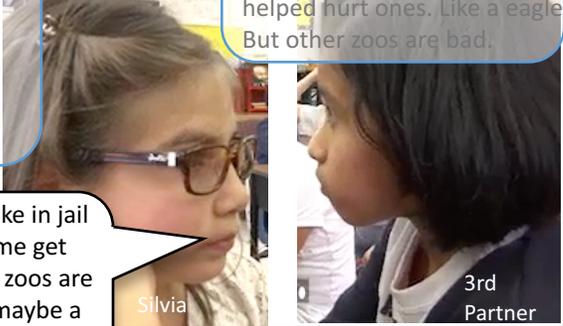
“Stronger & Clearer Each Time” (Opinion Continuum)

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.

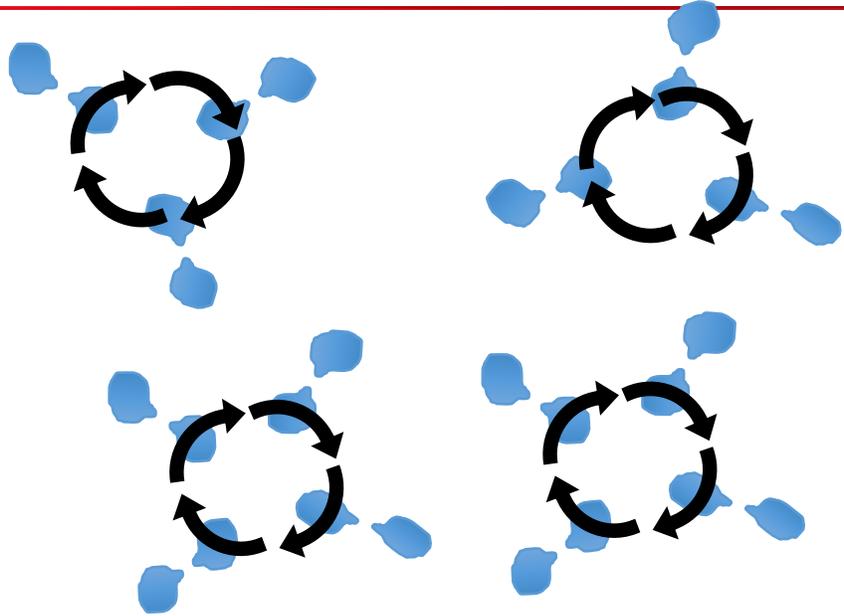


ve zoos or not?

| *Silvia* | | *3rd Partner*

NO

Practically Speaking: Interaction Mini-Circles



Key Practices

1. Push students to push themselves and each other to be as clear as possible every time they say something.



2. Encourage students to be “mini-teachers” who support and draw language out of peers.



3. Set up situations in which students want/need to be clear and want/need to listen to others (clarity matters)



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Constructive Conversations



Conversation is a meeting of minds with different memories and habits. When minds meet, they don't just exchange facts: they transform them, reshape them, draw different implications from them, engage in new trains of thought. Conversation doesn't just reshuffle the cards-- it creates new ones.

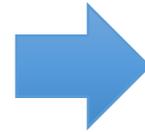
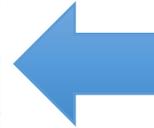
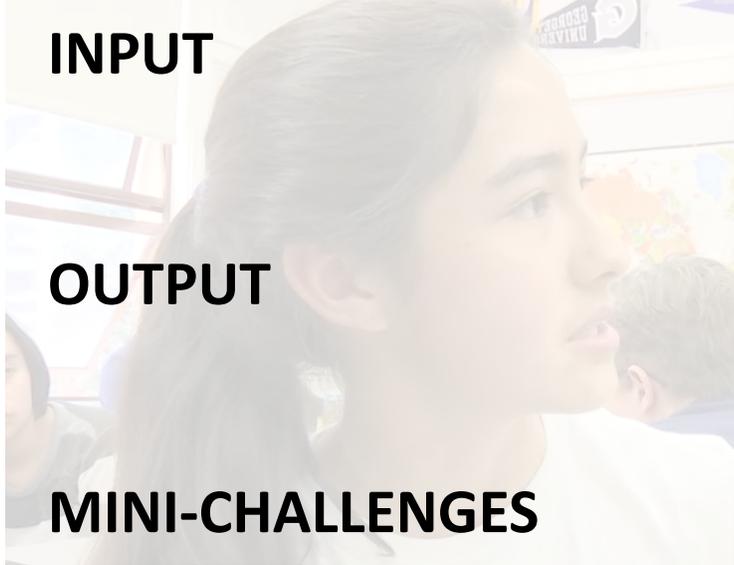
--Theodore Zeldin

Conversations Develop LANGUAGE w/ Loads of...

INPUT

OUTPUT

MINI-CHALLENGES

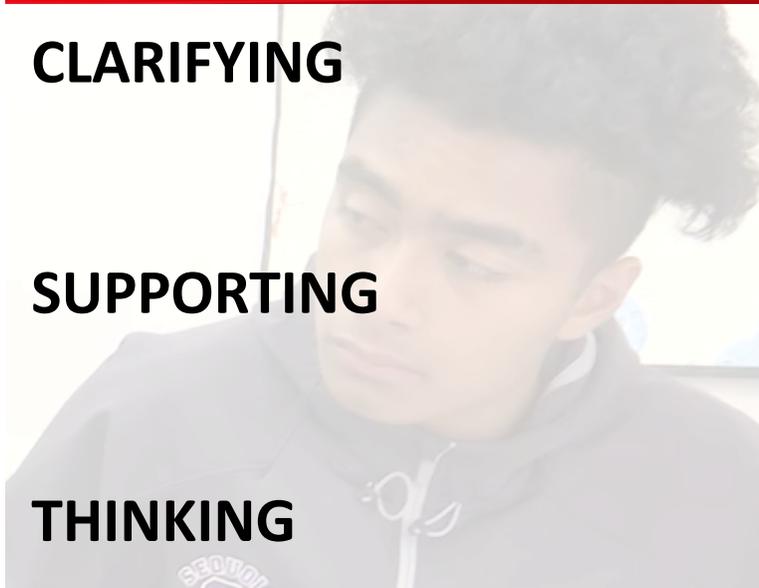


Conversation Develops CONTENT w/ Loads of...

CLARIFYING

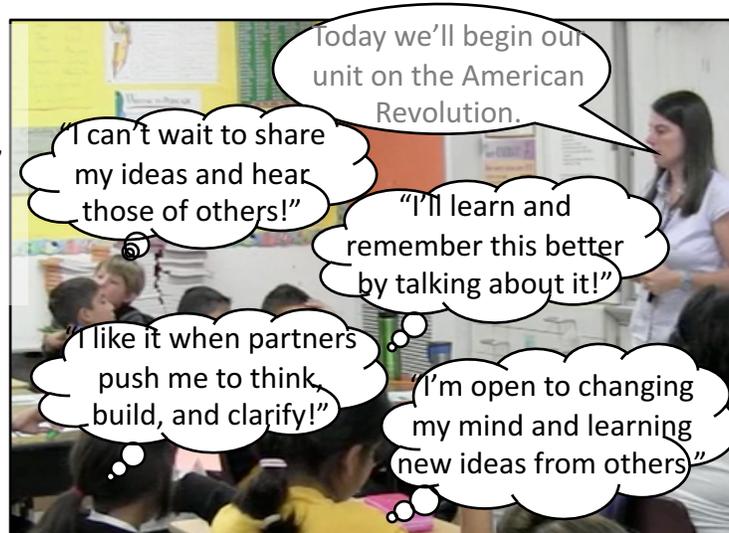
SUPPORTING

THINKING



CULTURE of Conversations: Dispositions

Each time a topic is introduced, every student thinks,



What to Look For in Conversations: Conversation Observation & Analysis Tool (COAT)

Prompt

Quantity

Quality

- Effective listening
- Clear speaking (+ use of language asked for in prompt)
- Academic thinking (+ use of thinking asked for in prompt)
- Academic content (+ talk about content asked for in prompt)
- Nonverbal communication

Building Ideas in Conversations

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.



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Building Ideas in Conversations

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.

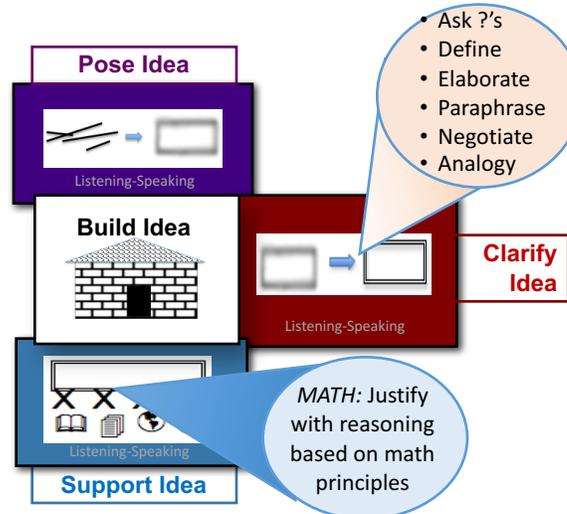
$$\frac{3a}{3c-6} \div \frac{9ab}{c^2-4} =$$

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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:**



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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.

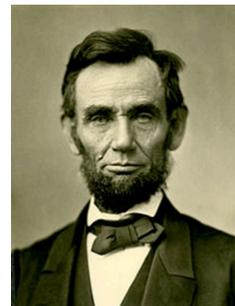
A: Very bad.

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 in 9th ELA

| | |
|-----------------------|---------|
| Prompt | |
| Quantity | Quality |
| Supports & Structures | |

Context

- Sheltered 9th grade English class
- 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.
- Some prompts are on the board



This Clip

- Prompt: "What do you think an important theme in this book is?"
- How do they clarify and support ideas? ("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 Support Cards (Triads)

*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 |
| Encourage your partner to talk more | Summarize the conversation up until now | Ask for criteria used to evaluate evidence |

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 explain more 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 stuff.
- 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 little 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 really violent stuff.

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.

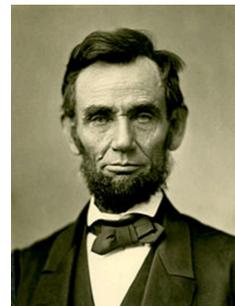
A: Very bad.

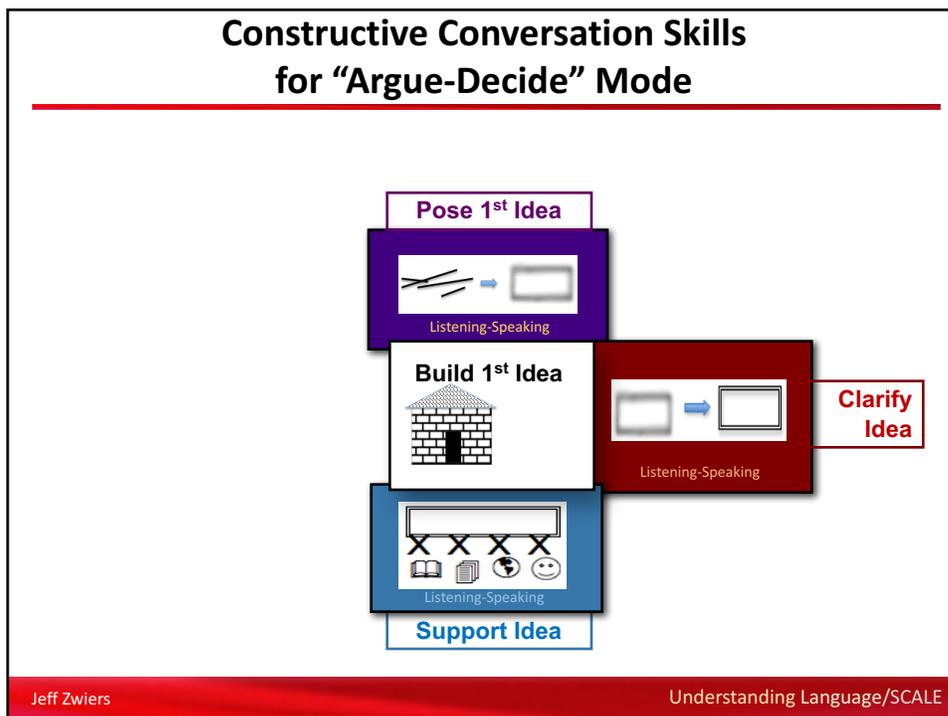
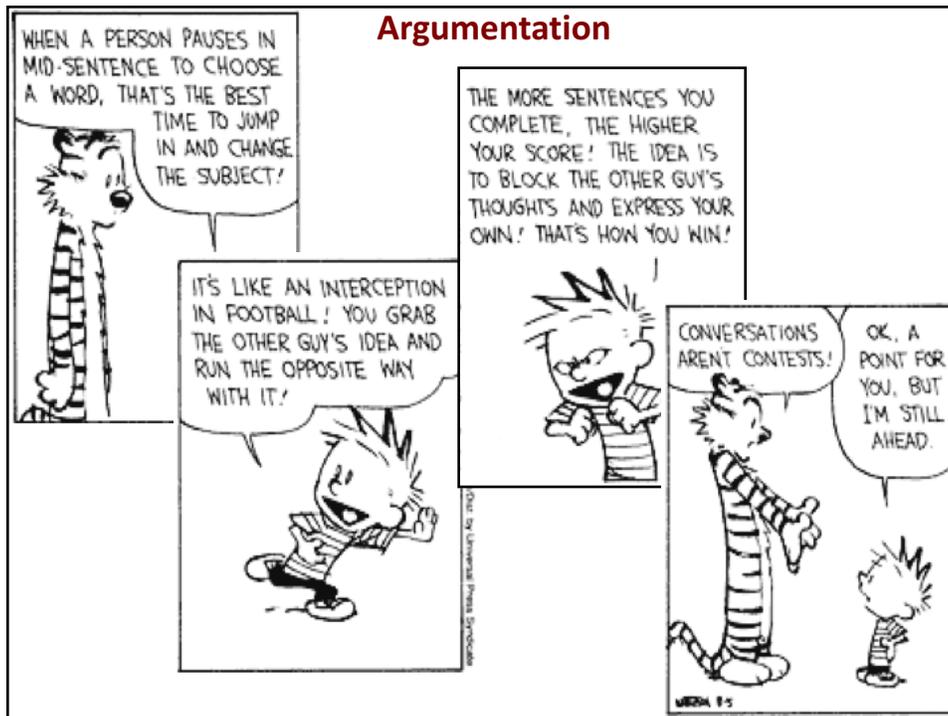
B: But cuál es more bad? Slavery or die?

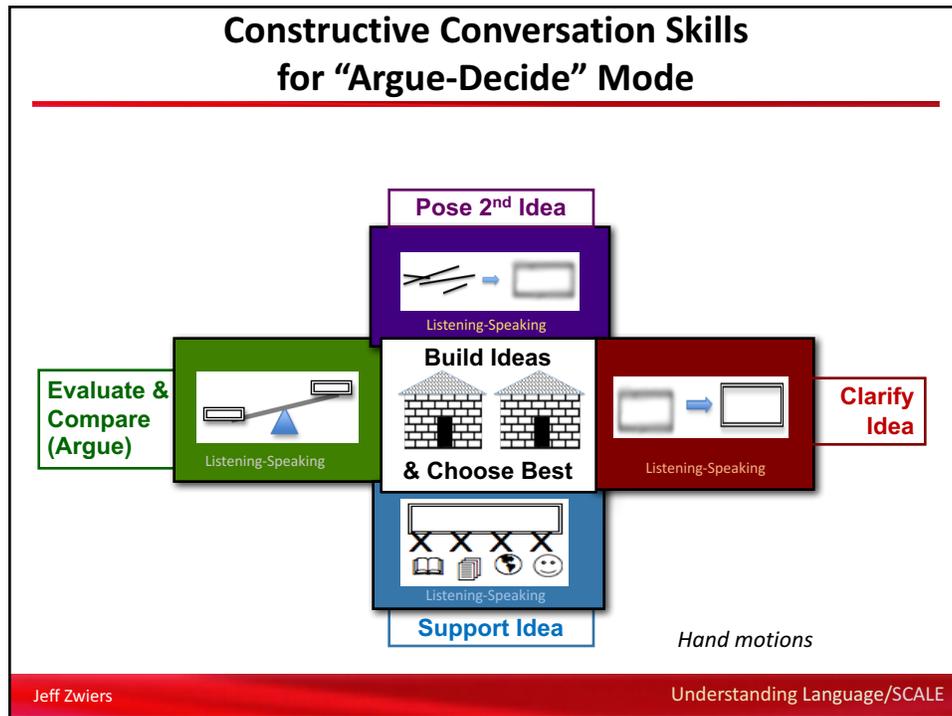
A: Slavery.

B: Why?

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







Conversation – 2nd gr. SS (Use the CAT→)

A: What do firefighters need most? (*prompt*)

B: Air.

A: Can you give an example?

B: Like a tank of air like the picture.

A: Why do they need it most?

B: So they won't die.

A: Why?

B: When they go in burned buildings. Smoke kills so they need air. Air is most important.

A: I think they need water most.

B: Why?

A: They need it to put out the fire. That's what they do.

B: But they can't use the water if they die from smoke.

A: OK, yeah. Air is most important.



5th Gr. Language Arts/ELD (Use the CAT→)



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

8th History – Using the Argument Scale

Mayra: One side is that industrialization was bad.

Ben: What do you mean by bad?

Mayra: For example, there was crime and it was dangerous. You saw the pictures. right?

Ben: Yeah, and they showed some sick people. And the article said people got hurt a lot, and died.

Mayra: I think a lot of people got sick and some did crime cuz machines took their jobs.

Ben: And there was lots of pollution.

Mayra: Say more about that. Like how did industrialization make pollution more bad?

Ben: The factories just dumped it into rivers.

8th History – Using the Argument Scale

| | |
|-----------------------|---------|
| Prompt | |
| Quantity | Quality |
| Supports & Structures | |

- Mayra: And lots of smoke in the air, too.
- Ben: Yeah, so what about the good side of it?
- Mayra: On this card it says it helped people buy cheaper things.
- Ben: How?
- Mayra: The factories made lots of things in a day, so they could cost less. For example, cars.
- Ben: And people got jobs in factories so they got work and got paid.
- Mayra: And they maybe had better lives at home with inventions they made in factories.
- Ben: OK, so which side is stronger or heavier?
- Mayra: I dunno. Like the job thing is on both sides/

8th History – Using the Argument Scale

| | |
|-----------------------|---------|
| Prompt | |
| Quantity | Quality |
| Supports & Structures | |

- Mayra: /Some people lost jobs and some people got jobs. I don't know what was better. And they are the same size card.
- Ben: Yeah, so maybe they are even. But the pollution got way worse, and it's a big card.
- Mayra: Yeah. But does pollution weigh more than some of the inventions that made life better? We got cars and airplanes and they pollute.
- Ben: I think pollution is way more bad. Pollution kills animals and makes people sick. And it lasts forever.
- Mayra: I agree, but factories also make medicines.
- Ben: They make bombs, too.
- Mayra: OK, so let's say it is more on the bad side.
- Ben: OK.

Structuring Collaborative Argument Conversations: Argument Scale

Claim

vs.

Opposite or
Different Claim

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

Claim/Position

Are humans good or evil?

Claim/Position

Good

Evil

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Understanding Language/SCALE

Argument 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

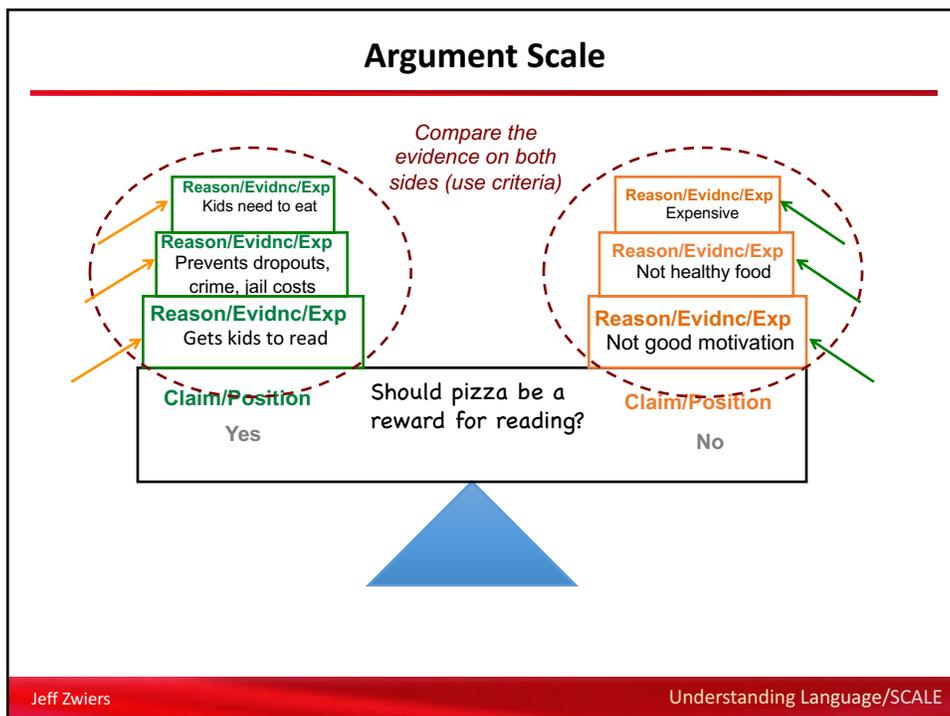
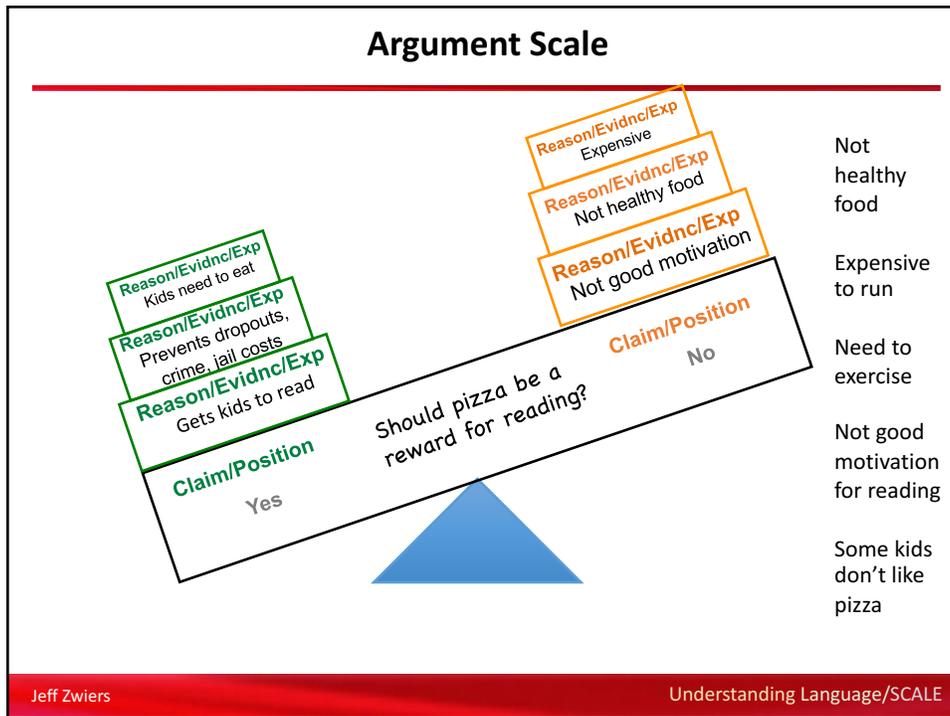
Should pizza be a reward for reading?

Claim/Position

Yes

No

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Argument Scale

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

*Choose a side
and argue why it
"weighs more"*

Should pizza be a
reward for reading?

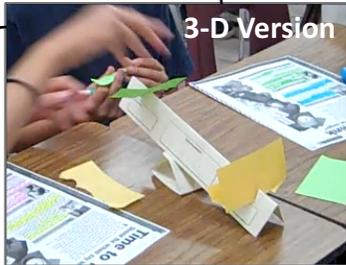
Reason/Evidnc/Exp
Expensive

Reason/Evidnc/Exp
Not healthy food

Reason/Evidnc/Exp
Not good motivation

Claim/Position
No

2D-Scale

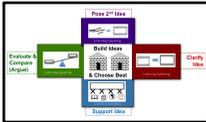


3-D Version

Supporting & Structuring Quantity & Quality in Conversations



Turns
(#, equal time, length)



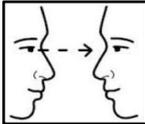
Conversation skills
(Build, pose, clarify, support, evaluate & choose)



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



Language
(sentence frames, etc.)



**Nonverbal
communication**



Content
skills, knowledge,
evidence

WARNING: Watch out for an inverse relationship between structure and engagement in student conversations.

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Understanding Language

Video Example

| | |
|-----------------------|---------|
| Prompt | |
| Quantity | Quality |
| Supports & Structures | |

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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Understanding Language/SCALE

Math Paired Conversation Protocol

PROBLEM:

Suppose it takes the Almond River 2 years, by itself, to fill a reservoir, and Campbell Creek, on its own, 6 years to fill it. If both are flowing into the reservoir, how long will it take to fill it?

Paraphrase and clarify problem for one another (in pairs)

(Talk about what is asked; what is given; what happens; what the units are, etc.)

TALK

Estimate the answer

(Each partner generate and justify your own estimate; then compare them)

TALK

METHOD A (name it)

Justify method

TALK

Visuals, Drawings, Charts, Symbols, Calculations, Solution

Justify what you do

TALK

METHOD B (name it)

Justify method

TALK

Visuals, Drawings, Charts, Symbols, Calculations, Solution

Justify what you do

TALK

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Structuring Skills & Language: If-When Chart

| 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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APPLICATION TIME

Think about how you might use
Constructive Conversation activities in your
upcoming lessons.

Next Steps

Conversing to Comprehend

- Why are we reading this?
- Why did the author write this?
- What do you need to know to understand this?
- What is the author's purpose?
- What is the author's main idea?
- What is the author's main message?
- What is the author's main point?
- What is the author's main purpose?
- What is the author's main message?
- What is the author's main point?
- What is the author's main purpose?

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,

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

"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 languages.

When cultures meet, it's 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, the Spanish, and new religion.

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 things are, but we can also learn other languages.

They learn things from each other like new foods. But some cultures think they're best and should control it. They start wars over it.

What happens when cultures meet and why?

Text Analysis (Close Reading for Language)

Procedure

- Listen to students read aloud and identify sentence and organization (discourse/structure) level challenges.
- Look in the text for language examples of these challenges.
- Read the examples(s) aloud and have pairs answer:
 - Why did the author write this?
 - What is the author's main purpose?
 - What is the author's main message?
 - What is the author's main point?
 - What is the author's main purpose?

Communicativeness "Test"

(Essential 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.

Argument Scale

Compare the evidence on both sides (use criteria)

Reason/Evidence/Exp: Gets need to eat

Reason/Evidence/Exp: Prevents droppings, some get lost

Reason/Evidence/Exp: Gets kids to read

Claim/Position: Yes

Should pizza be a reward for reading?

Reason/Evidence/Exp: Expensive

Reason/Evidence/Exp: Not healthy food

Reason/Evidence/Exp: Not good motivation

Claim/Position: No

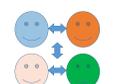
Sample Lesson(s) Plan: ELA

- Objectives:** Infer and support themes in short stories. Argue the most important theme for students your age.
- Stronger-Clearer Each Time:** Read same story, share theme, support
- Modified Jigsaw:** Think-Pair-Square: Read different stories, share theme and evidence with partner, then w/ other pair.
- Transition Improv:** Two Differing Themes (e.g., 'Two Brothers')
- Academic Conversation Model:** Emphasize skills of supporting and evaluating evidence and importance, and arguing for one theme over another.
- Argument Balance Scale Conversations:** 2 Themes

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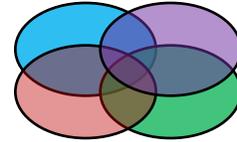







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Align & Connect Dimensions of PD

