

## Building Students' Skills for Engaging in Productive Academic Conversations



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### Today's Emphases

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

### Preview of Focal Activities

#### Constructive Conversation Skills Poster

#### Converting to Comprehend

#### Argument Scale

#### Math Paired Conversation Protocol

PROBLEM: Paraphrase and clarify problem for one another (in pairs)

ESTIMATE THE ANSWER: Estimate partner's answer and justify your own estimate; then compare items

METHOD A: Visuals, Drawings, Charts, Symbols, Calculations, Equations

METHOD B: Visuals, Drawings, Charts, Symbols, Calculations, Equations

#### Conversation Observation & Analysis Tool (COAT)

Qualities: Effective listening, Active listening, Analytical listening, etc.

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, nod, 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

#### "Stronger & Clearer Each Time" Grid

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

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

When cultures meet, it's bad and good. But out they fight wars, like they're different. Spain thought they were better than the Aztecs. And good out you can learn languages, like 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 other live, like we can learn from them.

They learn things from each other like new foods. But some cultures think they're best and should control it. That's what happens.

What happens when cultures meet and why?

#### Improving Conversation Prompts

- There is an engaging purpose for conversing that (a) connects to lesson objectives, and (b) requires thinking & doing something with ideas (e.g., create, clarify, argue, etc.)
- There is a need to talk (Info gaps; bring unique ideas)
- There are clear directions for how to converse (language use; thinking; content concepts.)

#### 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 ...

## SHIFT 1: Go from

LESS

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



➔

MORE

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

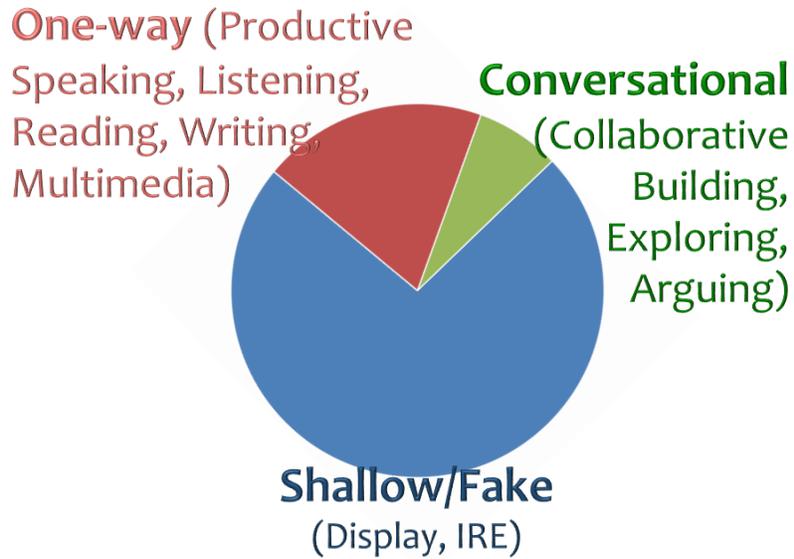




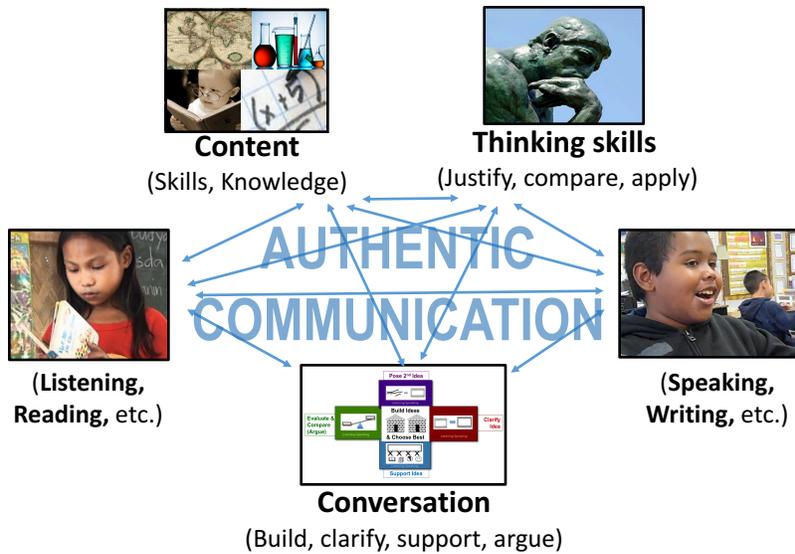
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## SHIFT 2: Adjust Types of Classroom Communication



## SHIFT 3: Strengthen the Connections Between These

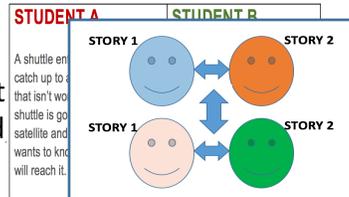


## SHIFT 4: Use the Communicativeness "Test" (Essential Features for Language Development)

\_\_\_\_\_ **Is there a useful & engaging purpose?** In \_\_\_\_\_ do students use (and need to use) language to \_\_\_\_\_ meaningful and engaging beyond just to answer \_\_\_\_\_ get points? Are there consequences for lack of \_\_\_\_\_

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

\_\_\_\_\_ **Is there an information gap?** In the act \_\_\_\_\_ get or give information that they want, need \_\_\_\_\_



\_\_\_\_\_ **Is there attention to language in service of communication?** In the activity, is there extra te \_\_\_\_\_ assessment focused on improving how language \_\_\_\_\_

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



## 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

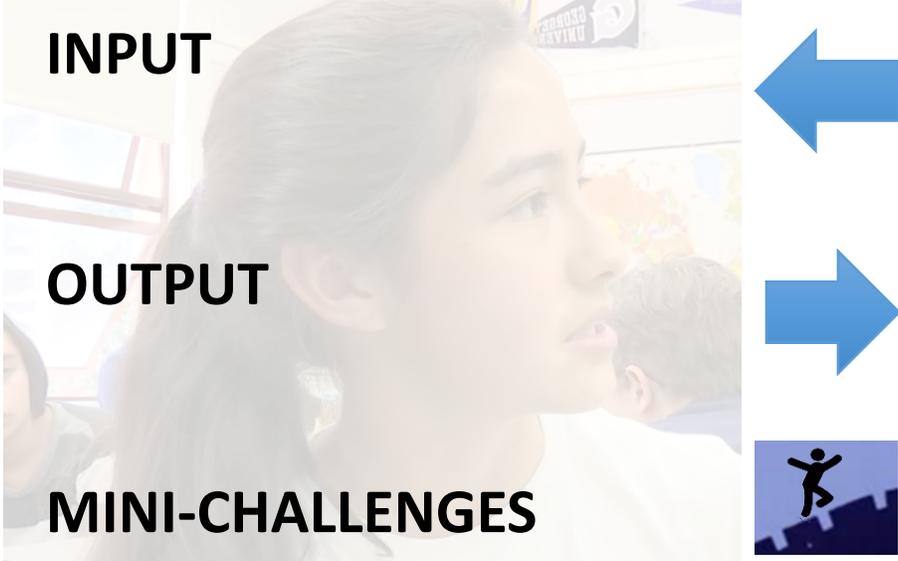
**Conversations Develop LANGUAGE w/ Loads of...**

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**INPUT**

**OUTPUT**

**MINI-CHALLENGES**



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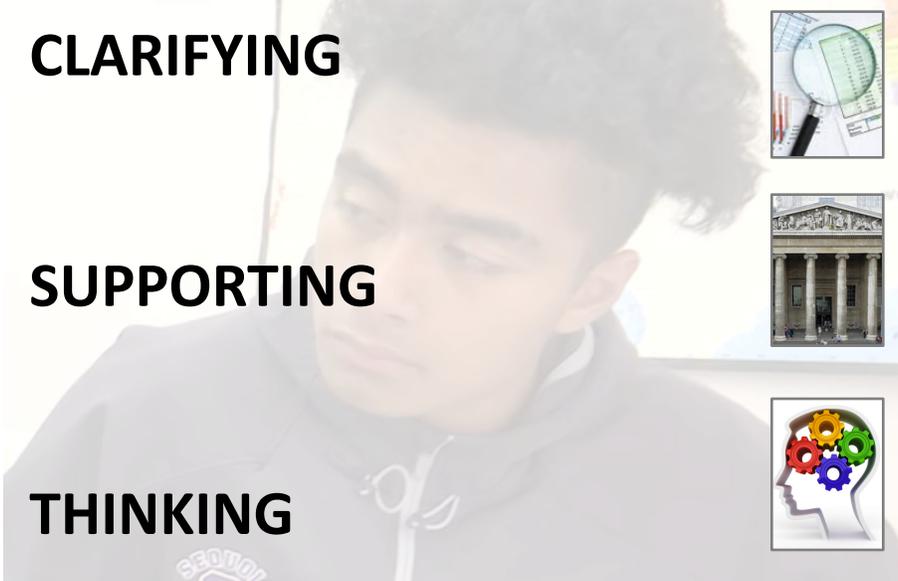
**Conversation Develops CONTENT w/ Loads of...**

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**CLARIFYING**

**SUPPORTING**

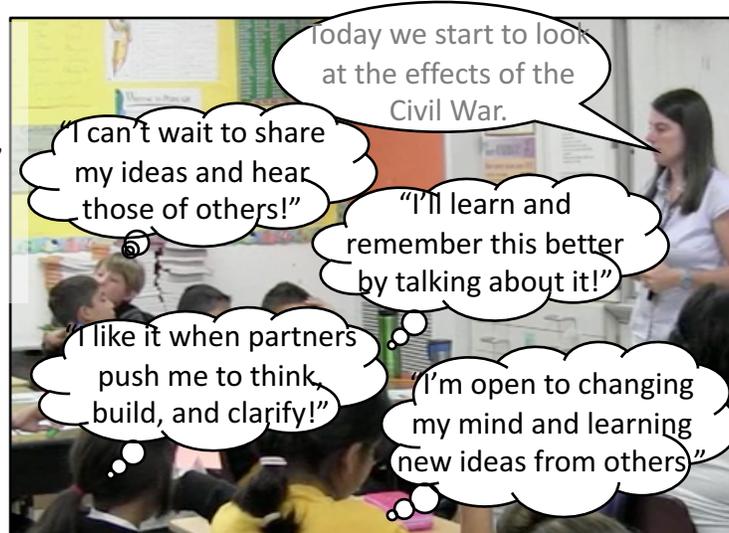
**THINKING**



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## CULTURE of Conversations: Dispositions

Each time a topic is introduced, every student thinks,



## Create a Model Conversation (PRE)

Think of an upcoming (or past) lesson and write a conversation between two students that shows their learning.

**A:**

**B:**

**A:**

**B:**

## 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

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## Building Ideas in Conversations

Prompt	
Quantity	Quality
Supports & Structures	

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

**Eli:** I disagree.

**Laura:** Why?

**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

Prompt	
Quantity	Quality
Supports & Structures	

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.

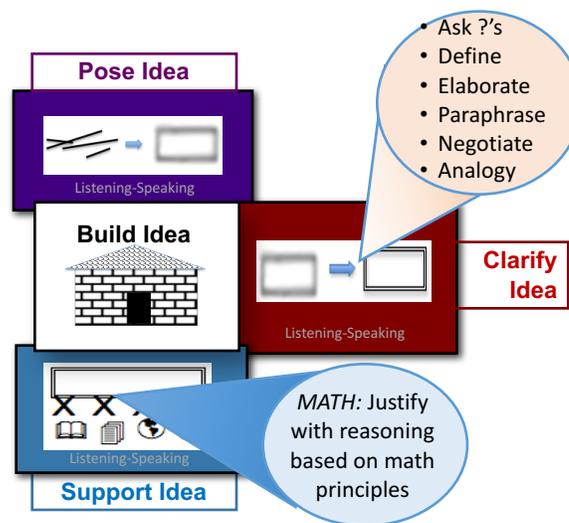


Mansur: I think there are different ways to solve it.  
 Lynn: So? Just do what the teacher did.  
 Mansur: But why did she turn the fraction over?  
 Lynn: Who cares? Just turn it over.  
 Mansur: OK.

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

## Constructive Conversation Skills for "Build Up 1 Idea" Mode

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



## 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.

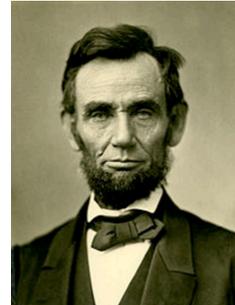
**A:** Very bad.

**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 9<sup>th</sup> 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?")

### 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.

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**A:** How?

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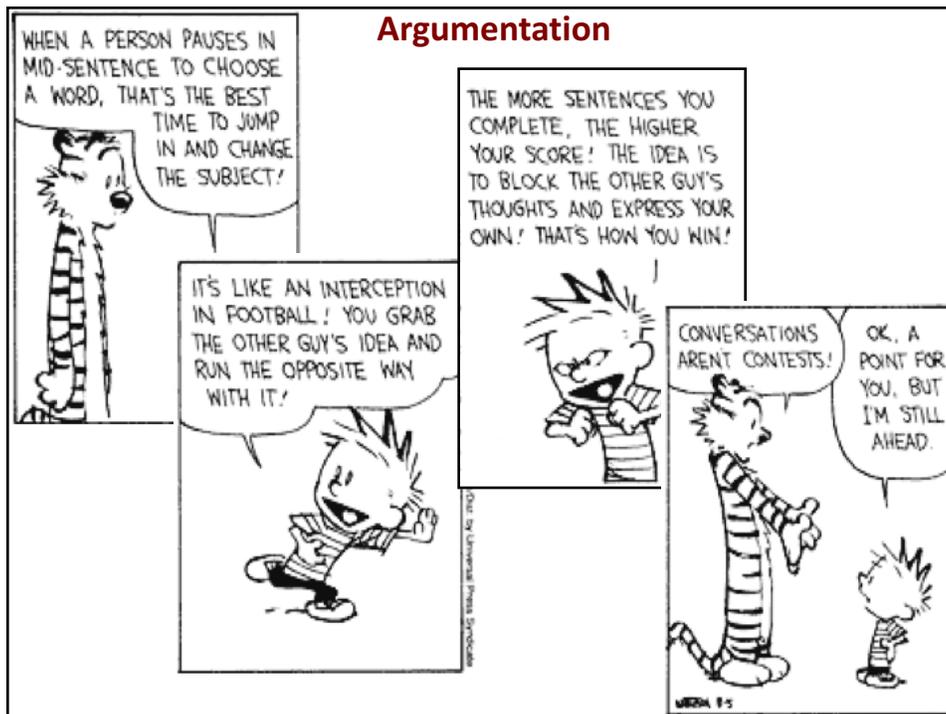
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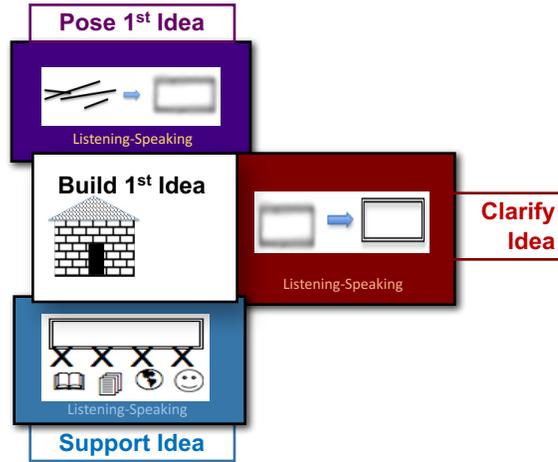
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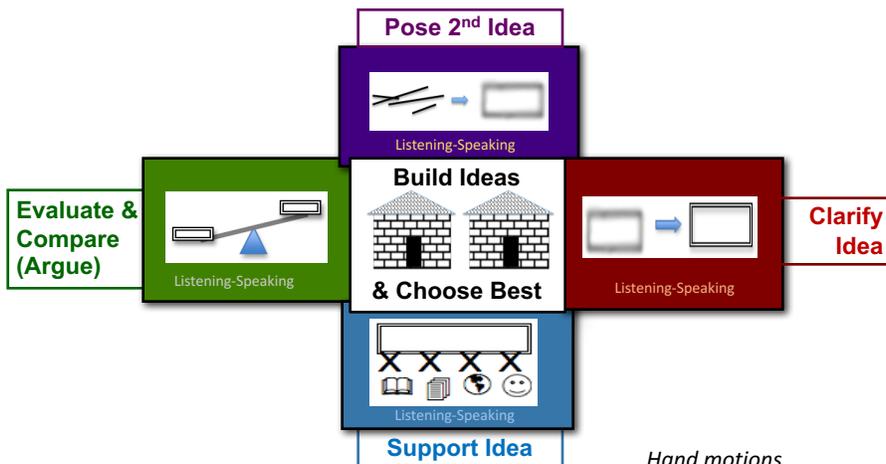
## Constructive Conversation Skills for "Argue-Decide" Mode



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## Constructive Conversation Skills for "Argue-Decide" Mode



Hand motions

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### Conversation – 2<sup>nd</sup> 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.



### 5<sup>th</sup> Gr. Language Arts/ELD (Use the CAT→)



#### Context

- 5<sup>th</sup> 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

## 8<sup>th</sup> 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.

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## 8<sup>th</sup> History – Using the Argument Scale

- 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/

Prompt	
Quantity	Quality
Supports & Structures	

## 8<sup>th</sup> 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.

## Improving Conversation Prompts

- There is an engaging purpose** for conversing that (a) **connects to lesson objectives**, and (b) **requires thinking & doing something with ideas** (e.g., create, clarify, argue (=>consensus), decide, rank, solve, evaluate, combine, compare, choose, fortify, build, & transform) (+ Agency)
  - There is a need to talk** (info gaps; bring unique ideas)
    - There are clear directions** for how to converse (language use, thinking, content concepts...)
      - ELA Literature: Collaboratively**
      - ELA Expository: Engage in a**
      - Math: Work with your partner to**
      - Science: In your conversation,**
      - History: With your partner, decide if Lincoln was more interested in abolishing slavery or more interested in preserving the Union. Use evidence to support the claims on each side and evaluate the value of the evidence, along with any bias that might exist in the sources. Use historian language such as "This is strong evidence because..."**

# Comprehension Conversations

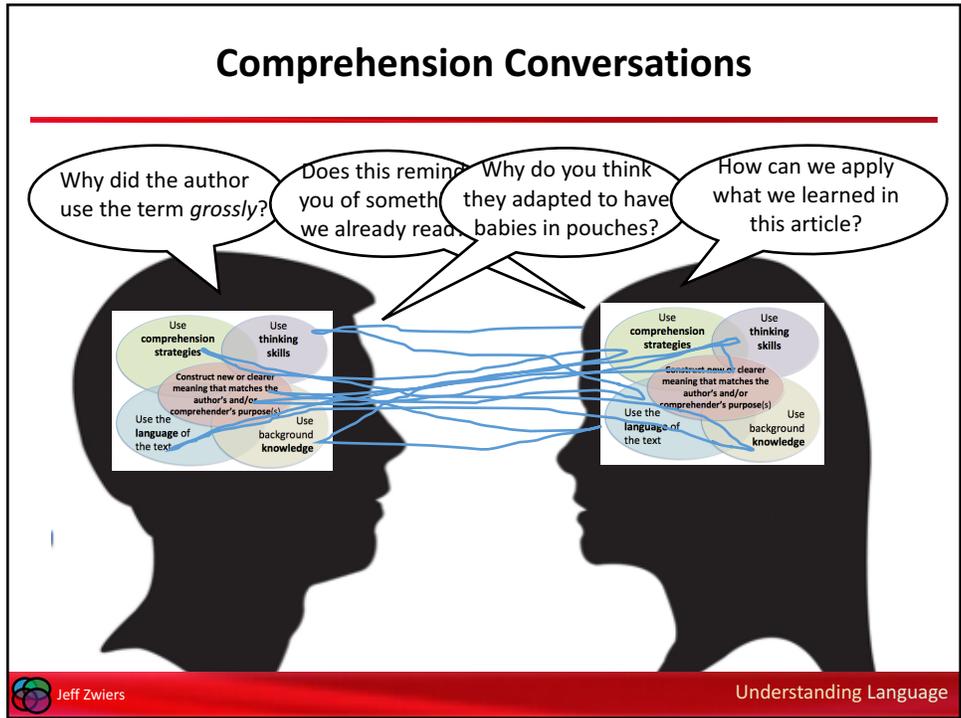
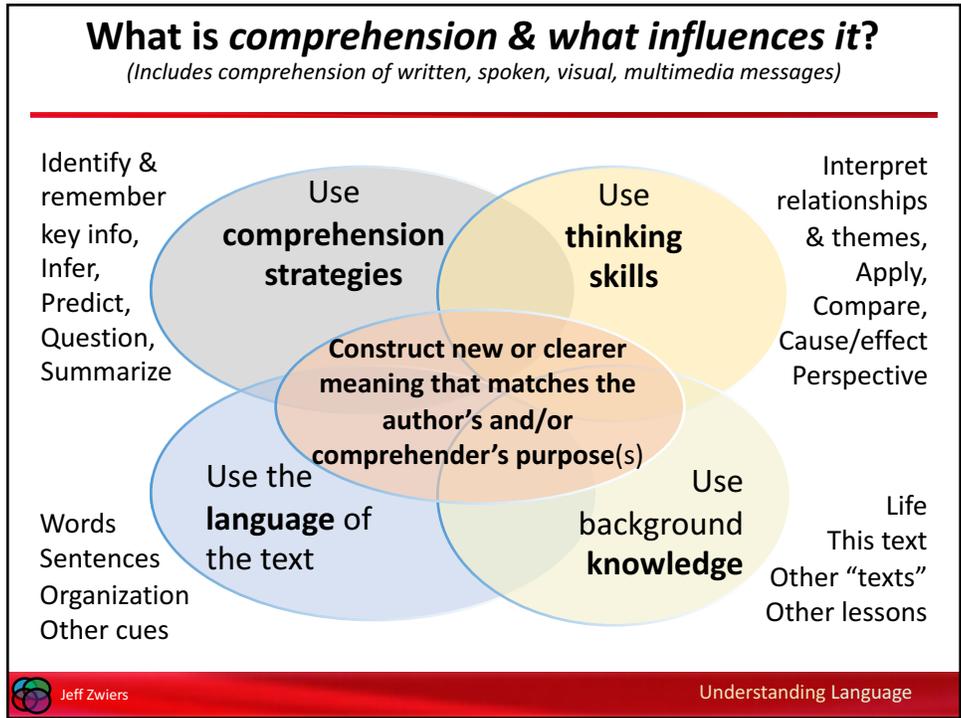
## The Elasticity of Comprehension

“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

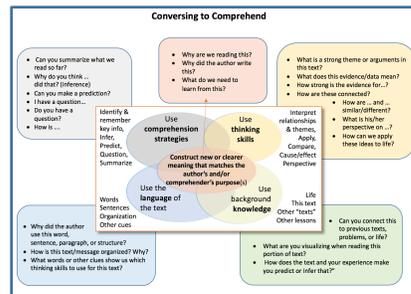


## CONVERSING TO COMPREHEND: How can conversations foster this?

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?”



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## 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**



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## 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

## Chaos Theory

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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

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"[...] 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. (Bradbury)

## Create a Model Conversation (POST)

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Think of an upcoming (or past) lesson and write a conversation between two students that shows their learning.

**A:**

**B:**

**A:**

**B:**

- 1) You analyze the conversation for the skills and language you will need to teach.
- 2) You use the model conversation with students to show them what you are looking for when they have conversations.



## APPLICATION TIME

Think about how you might use and/or adapt **Comprehension Conversations** in your upcoming lessons.

Building collaborative  
argumentation skills with the

# ARGUMENT BALANCE SCALE



**Structuring Collaborative Argument Conversations:  
*Argument Scale***

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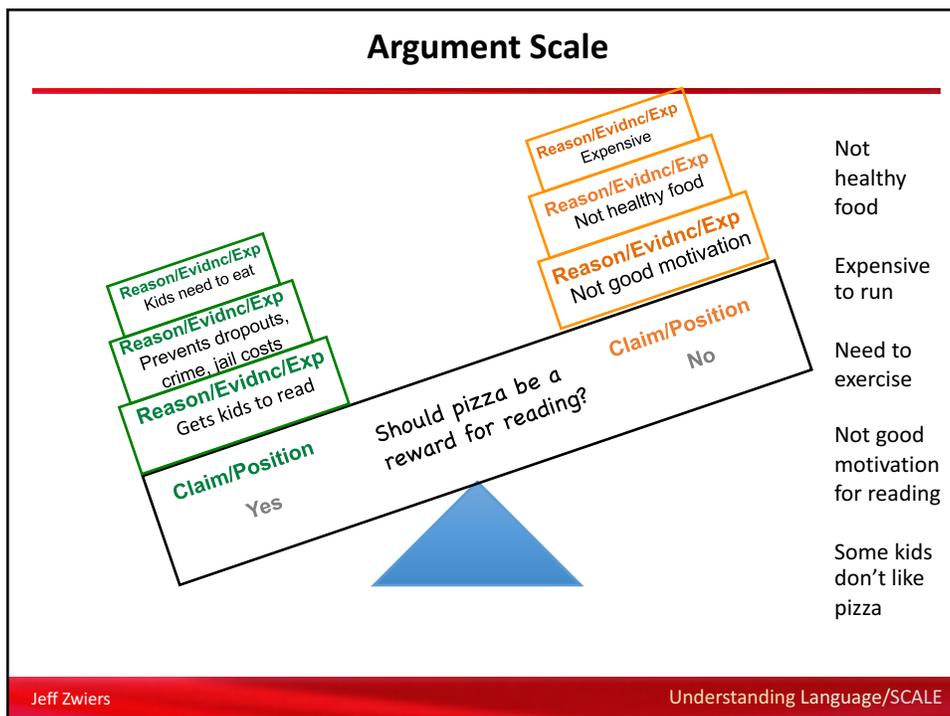
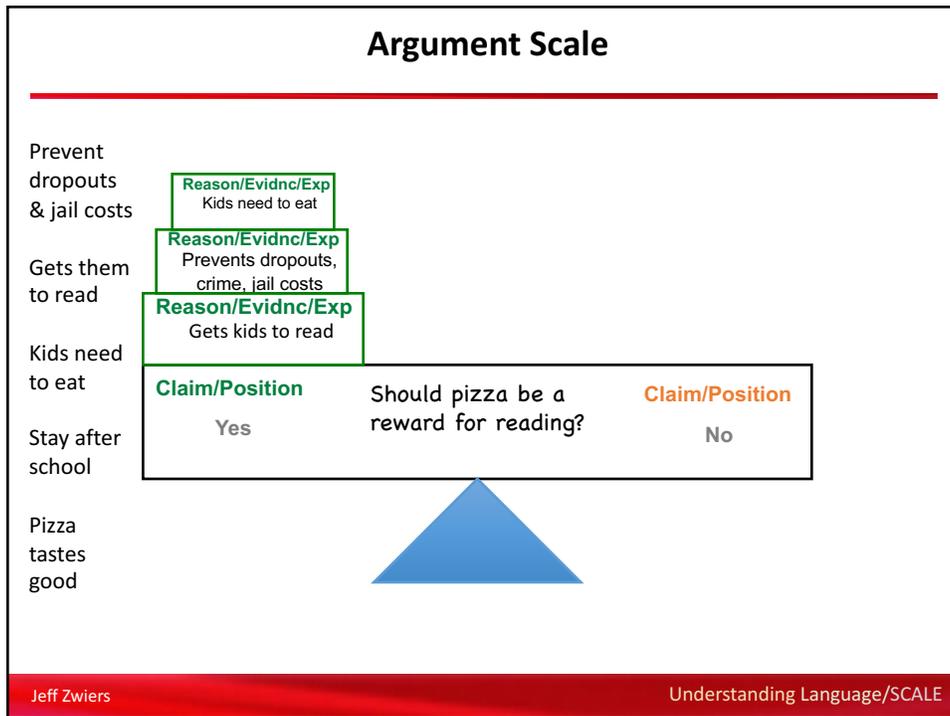
**Claim** vs. **Opposite or  
Different Claim**

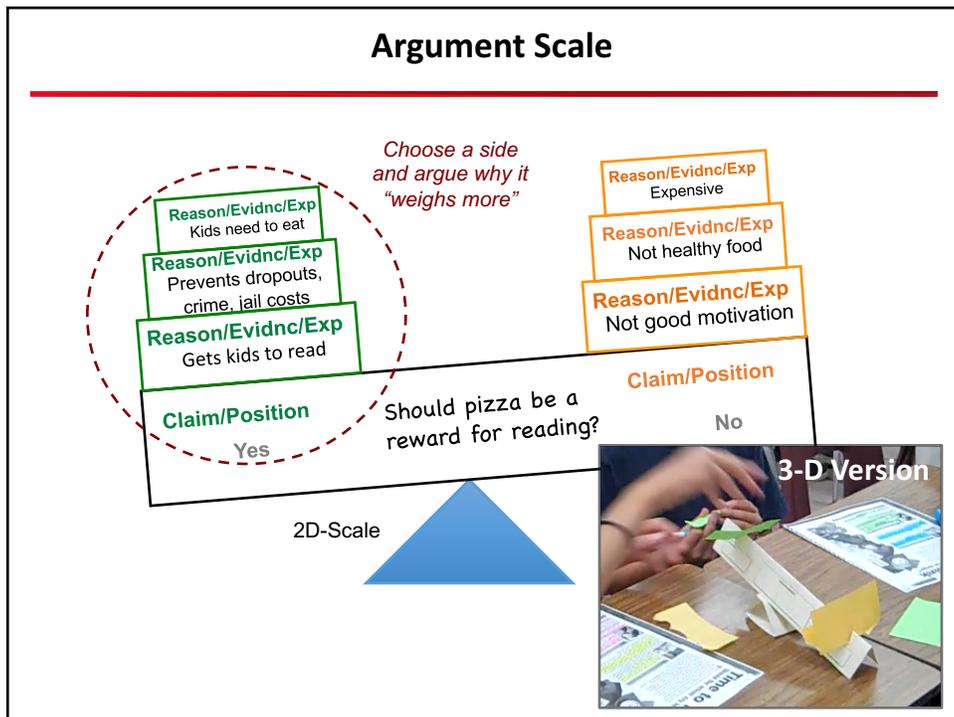
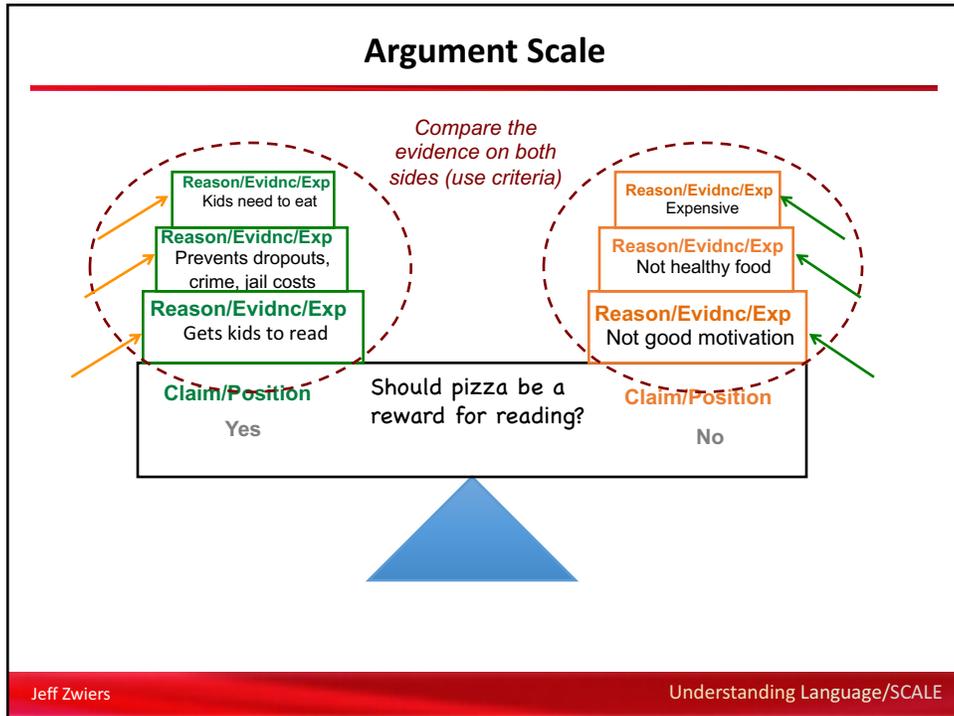
Which claim's reasons, evidence, and  
explanations weigh the most?

<b>Claim/Position</b> Good	Are humans good or evil?	<b>Claim/Position</b> Evil
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## Video Example

Prompt	
Quantity	Quality
Supports & Structures	

### CONTEXT

5<sup>th</sup> 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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## APPLICATION TIME

Think about how you might use and/or  
adapt **Comprehension Conversations** in  
your upcoming lessons.

Growing conversation skills in math with the

# Math Paired Conversation Protocol



### Math Paired Conversation Protocol

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?

**PROBLEM:**

**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**

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**Estimate the answer**  
*(Each partner generate and justify your own estimate; then compare them)*

**TALK**

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

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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"> <li>• Say, "Let's understand (clarify, define) this... What we need to do is ..."</li> <li>• Ask, "What does... mean in this case/context/situation?"</li> <li>• Say, "Let's scan through the text again and look for..."</li> <li>• Say, "Let's take two different sides; which one do you want?"</li> </ul>
Your partner offers a short response,	<ul style="list-style-type: none"> <li>• Ask for specific clarification or elaboration</li> <li>• Ask a question (I wonder why/how...)</li> <li>• Ask what a word or expression means</li> <li>• Ask for example that supports it</li> <li>• Give an example and ask if your partner agrees</li> </ul>
Your partner offers a long and confusing response,	<ul style="list-style-type: none"> <li>• Paraphrase it and relate it to the conversation purpose</li> <li>• Ask to clarify the most relevant part of the response</li> <li>• Ask for additional evidence or examples</li> </ul>

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## APPLICATION TIME

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

Growing speaking and listening  
with semi-structured discourse:

# TRANSITION IMPROV

## Activities



### *Transition Improv Activity: Pro-Con*

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*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**

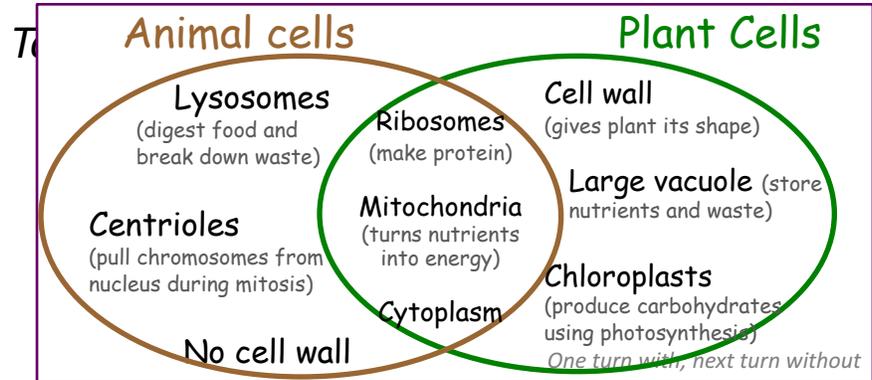
*Topics:* Fracking, adding lime to soil to lower pH, genetic engineering, nuclear energy, stem cell research, human-caused climate change, wolf reintroduction, de-extinction, zoos, preserving wetlands, corn as fuel, extraterrestrial life, desalination, ...

*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)



**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...

### 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. (Pro-Con, For-Against, Similar-Different, Two Views, Math...)

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      1<sup>st</sup> Partner

What happens when cultures meet and why?

### “Stronger & Clearer Each Time” Grid

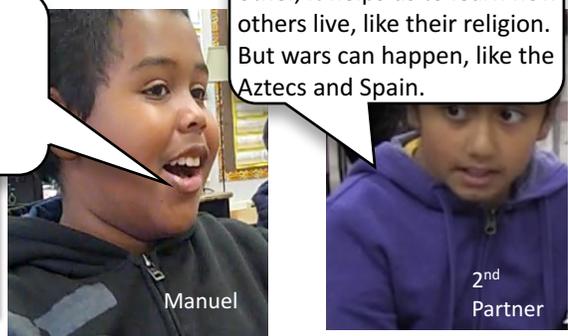
I think bad things happen when cultures meet, like wars.

**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      2<sup>nd</sup> Partner

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.

## “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



1<sup>st</sup> 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!

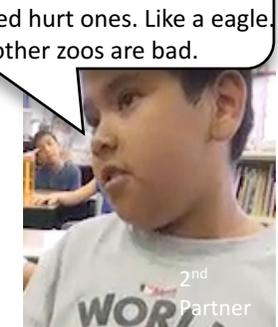
I say no. It’s like jail for them. And I don’t like all people looking at me.

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



2<sup>nd</sup> Partner

Me

Should we have zoos or not?

YES					Code
NO					

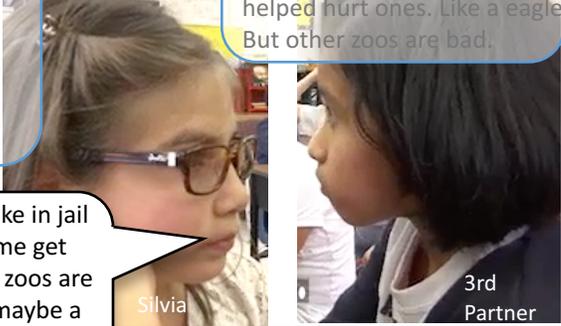
### “Stronger & Clearer Each Time” (Opinion Continuum)

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.

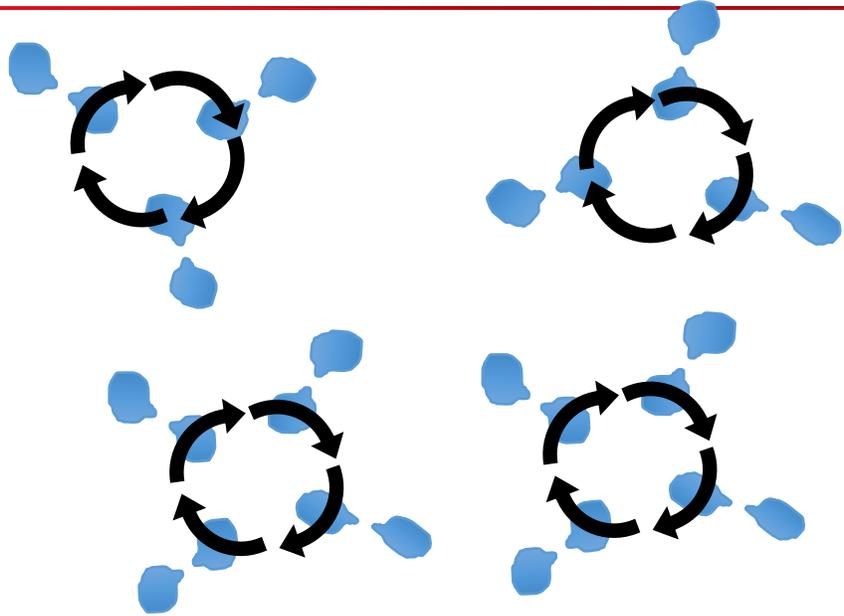


ve zoos or not?

| *Silvia* | | *3rd Partner*

NO

### Practically Speaking: Interaction Mini-Circles





## Key Language Development 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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## Sample Lesson(s) Plan: ELA

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



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## RECAP

### Constructive Conversation Skills Poster

### Converting to Comprehend

### Argument Scale

### Math Paired Conversation Protocol

### Conversation Observation & Analysis Tool (COAT)

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, nod, 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

### "Stronger & Clearer Each Time" Grid

### Improving Conversation Prompts

- There is an engaging purpose for conversing that (a) connects to lesson objectives, and (b) requires thinking & doing something with ideas (e.g., create, clarify, argue, negotiate, decide, rank, solve, evaluate, combine, compare, choose, fortify, build & transform) (r Agency)
- There is a need to talk (Info gaps; bring unique ideas)
- There are clear directions for how to converse (language use, thinking, content concepts...)

### 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 ...

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