

Building Students' Skills for Engaging in Productive Academic Conversations



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Overview

- ❑ **Apply 2 shifts and 3 key features of language development to every activity**
- ❑ **Conversation:**
 - Conversation Skills Poster
 - Argument Balance Scale
 - Role-Based Conversations
 - Creativity Conversations
- ❑ **Speaking, Listening, Reading, Writing:**
 - Transition Improv
 - Stronger & Clearer Each Time
- ❑ **Next Steps: Adapting Teaching and Assessing**

ACKNOWLEDGMENTS

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SHIFT 1: From...

LESS to MORE

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



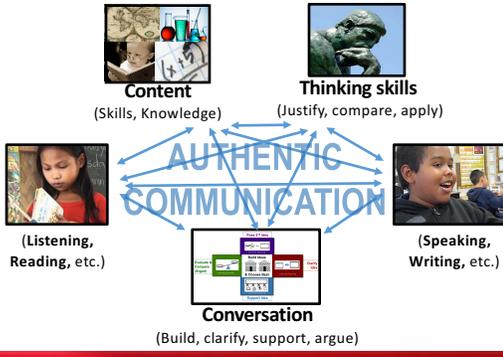
➔

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



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SHIFT 2: Strengthen the Connections Between These



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WARM-UP

"Our students need to be builders and owners of ideas—not just renters and consumers."



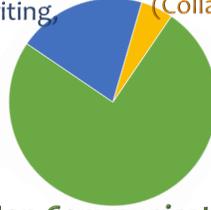
1. Tell your partner what you think this quotation means.
2. With your partner, decide which is the most effective way to make this happen in our schools.
3. What feature needs to be stronger in our lesson activities in order to help students be builders and owners?

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Types of Classroom Communication

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

(e.g., 1. Tell your partner what you think this quotation means)



Conversational
(Collaborative Building, Exploring, Arguing)

(e.g., 2. With your partner, decide which is the most effective way to make this happen in our schools.)

Non-Communication
 (Shiny, Fake, Indirect, Display, Drills, Games, IRE)
 (e.g., 3. What feature needs to be stronger in our lesson activities in order to help students be builders and owners?)

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More Authentic Communication

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

Conversational (Collaborative Building, Exploring, Arguing)

Non-Communication (Shiny, Fake, Indirect, Display, Drills, Games, IRE)

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Communicativeness "Test"

(3 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? (e.g., language, content, thinking...)

Are there consequences for lack of clarity?

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?

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

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Communicativeness "Test"

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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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Build Conversation-Rich Classroom Culture:

Reduce these Obstacles

- Our desire for "control" over learning (e.g., "I don't know what they're saying back there.")
- Lack of seeing the long-term & learning value of classroom conversation
- Lack of consequences for unclear language
- Lack of academic conversation assessments, models, supports
- Lack of conversation practice time (scrimmages)
- Over-structured "discourse" activities and over-use of sentence frames

How can we reduce these?

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CULTURE of Conversations: Dispositions

Each time a topic is introduced, every student thinks,

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Adapting Curriculum, Lessons, Activities

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Constructive Conversations

- Building a Conversation Culture
- CC Skills Poster
- Argument Scale
- Role-Based Improv Conversations
- Creativity Conversations



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

Constructive Conversations



A conversation has a spirit of its own, and the language in which it is conducted bears its own truth within it. That is, it allows something to 'emerge' which hence forth exists.

--Hans Georg Gadamer

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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:

Conversations Develop LANGUAGE w/ Loads of...

INPUT



OUTPUT



MINI-CHALLENGES





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Conversation Develops CONTENT w/ Loads of...

CLARIFYING



SUPPORTING



THINKING





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

Prompt	
<input type="checkbox"/> Relevant & Engaging Purpose	<input type="checkbox"/> Need to talk (info gaps)
<input type="checkbox"/> Clear Expectations (language to use, thinking, content)	
Quantity	
<input type="checkbox"/> # of turns	
<input type="checkbox"/> Length of turns	
<input type="checkbox"/> Equity of voice	
Quality	
<input type="checkbox"/> Use conversation skills to co-construct & argue ideas	
<ul style="list-style-type: none"> — Turns build on previous turns — Students pose or choose a relevant initial idea(s) that is focused on learning objective(s) — Students clarify idea(s) (by paraphrasing, defining, elaborating, asking questions, negotiating, etc.) — Students support ideas (using evidence, examples, explanations) 	
<ul style="list-style-type: none"> — <i>If there are two or more competing ideas (argue/decide):</i> — students build up both ideas and — (a) evaluate the strength/weight of the evidence of each idea — (b) compare the strengths/weights and choose the "stronger/heavier" idea — (c) explain and/or negotiate final decisions & conclusions 	
<input type="checkbox"/> Effective listening	
<input type="checkbox"/> Clear speaking (+ use of language asked for in prompt)	
<input type="checkbox"/> Academic thinking (+ use of thinking asked for in prompt)	
<input type="checkbox"/> Academic content (+ talk about content asked for in prompt)	
<input type="checkbox"/> Nonverbal communication	

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Building Ideas in Conversations

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

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.

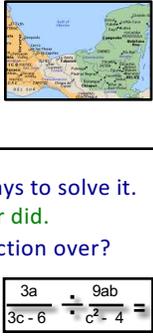
Mansur: I think there are different ways to solve it.

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.

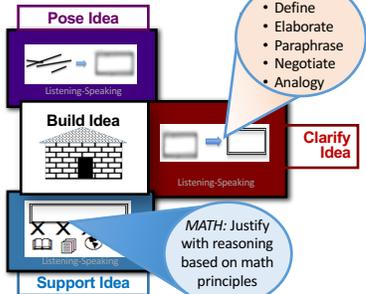


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Constructive Conversation Skills for "Build Up 1 Idea" Mode

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

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



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Constructive Conversations in 9th ELA

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 - History

A: Why did the author write this?
 B: To tell us about the Boston Massacre, I think. But like only seven people were killed. That's not a massacre.
 A: What do you mean?
 B: A massacre means lots of people die, like all on the ground.
 A: Maybe the people reporting it wanted to make it sound super bad.
 B: Why?
 A: Maybe to get people to fight the English. They didn't all want to fight. I'm not sure I woulda wanted to.
 B: How do you know not all wanted to fight?
 A: In the book.
 B: Where? Wait, don't look for it. But how does the textbook know it?
 A: I don't know, maybe from letters and newspapers from those days.
 B: OK, if that's right, then this author wrote 'massacre' to get people to fight. So it wasn't just news.
 A: I think this still happens. Like with reports of wars and stuff.
 B: But why?
 A: Maybe to get votes to stop war, or to raise taxes.
 B: My dad hates taxes.



Academic Conversation Excerpt – Science

A: Why do you think the author wrote this?
 B: Maybe teach us about symbiosis.
 A: What's symbiosis?
 B: It's like two thing helping each other. Symbiosis. They both get helped. Like two animals.
 A: Can you give an example?
 B: Like in the book. It talked about that little fish. It cleaned the mouth of the big fish. It got to eat and the big fish got cleaned.
 A: Yeah, cool. And the big fish don't eat the little one. I got one, too. It's a bird on, like it's a big cow.
 B: Buffalo?
 A: Yeah, so the bird eats bugs on the buffalo and the buffalo gets cleaned. And I don't think lions or cats mess with the bird cuz the buffalo'll be like "Stay away from my cleaner."

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.

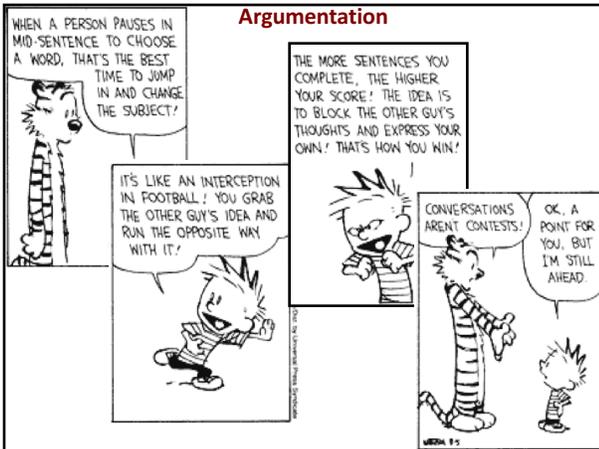


Your Turn

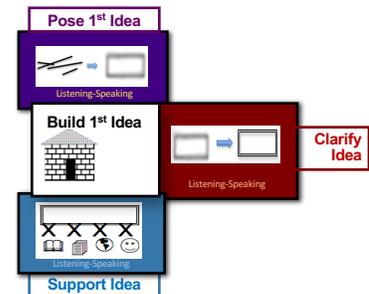
"[...] If you don't want a house built, hide the nails and wood. If you don't want a man unhappy politically, don't give him two sides to a question to worry him; give him one. Better yet, give him none. Let him forget there is such a thing as war. If the government is inefficient, topheavy, and tax-mad, 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. (Bradbury)

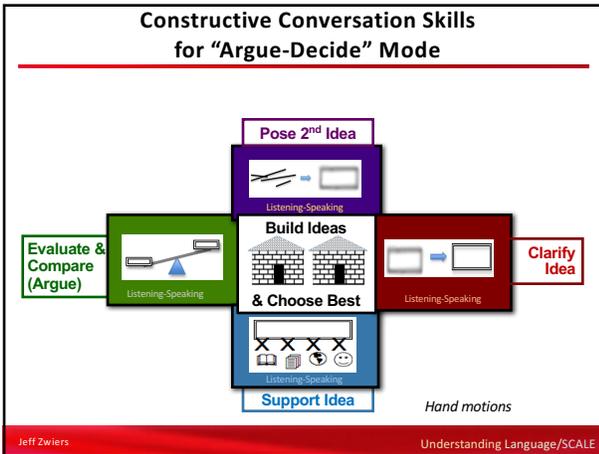
Work with a partner to co-construct what you think is an important theme from this text and how it might connect to today. Don't forget to clarify and support your idea.

Argumentation



Constructive Conversation Skills for "Argue-Decide" Mode





CONVERSING TO COMPREHEND & DEVELOP LANGUAGE Conversation Sample (5TH ELA)

- 1A. Can you summarize it up til now?
- 2B. **The boy is Bud, he's at a orphanage. He gets bad families, like the one kid who fight with him. Then he ran away to find his dad. He's in a music band, he has a picture of him.**
- 3A. And he met some nice people like in the food line and the guy with the car.
- 4B. **So what do you think's gonna happen?**
- 5A. Maybe he'll meet his dad, I think.
- 6B. **Why you think that?**
- 7A. Cuz he needs a family. And because he's nice and he merece (deserves) a good family.
- 8B. **What do you mean merece...like deserve?**
- 9A. Yeah. All kids deserve a good family to help out and love. That's what I think. They shouldn't be in huerphanages. Do you have any question?

Integrating ELD & Content MOOC Understanding Language

CONVERSING TO COMPREHEND & DEVELOP LANGUAGE Conversation Sample (5TH ELA)

- 10A. Here. Why was there so much racism?
- 11B. **What evidence supports that?**
- 12A. One example is Mr. Callway always has a white person in the band.
- 13B. **Why?**
- 14A. Something about having land. Like black people couldn't have land, I think. He needed a white person to sign papers.
- 15B. **So (looking up at board), why did the author write this?**
- 16A. Maybe to tell how hard life was back then, like with racism?
- 17B. **Yeah, but maybe also to, like, tell how people are good. Bud met nice people. And he only did one mean thing, like putting that kid's hand in warm water//**
- 18A. //to make him pee in the bed. That was funny, but he deserved it. Lo mereció.

Integrating ELD & Content MOOC Understanding Language

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.



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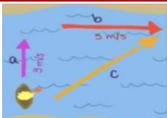
Conversation Sample - Math

A: What do we need to find?

B: **How far the boat goes down the river.**

A: So, how?

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



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

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

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

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

A: 3.75 what?

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

A: No, so what do we do?

B: **I don't know.**

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

Building collaborative argumentation skills with the

ARGUMENT BALANCE SCALE

Structuring Collaborative Argument Conversations: Argument Scale

Claim vs. **Opposite or Different Claim**

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

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

▲

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Argument Scale

Prevent dropouts & jail costs Gets them to read Kids need to eat Stay after school Pizza tastes good	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Reason/Evidnc/Exp Kids need to eat</td> <td style="padding: 5px;">Reason/Evidnc/Exp Prevents dropouts, crime, jail costs</td> <td style="padding: 5px;">Reason/Evidnc/Exp Gets kids to read</td> </tr> <tr> <td style="padding: 5px;">Claim/Position Yes</td> <td style="padding: 5px; text-align: center;">Should pizza be a reward for reading?</td> <td style="padding: 5px;">Claim/Position No</td> </tr> </table> <p style="text-align: center;">▲</p>	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	Should pizza be a reward for reading?	Claim/Position No	
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Argument Scale

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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	Should pizza be a reward for reading?	Claim/Position No						

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Argument Scale

Compare the evidence on both sides (use criteria)

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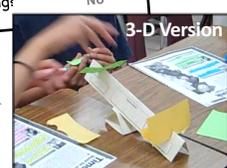
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Argument Scale

Choose a side and argue why it "weighs more"

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Claim/Position Yes	Should pizza be a reward for reading?	Claim/Position No						

2D-Scale



3-D Version

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ELA Text

"In my opinion," said the younger brother, "you are wrong. What is written on the stone could not have been put there without reason. And it is all perfectly clear. In the first place, no harm will come to us if we try. In the second place, if we do not go, someone else will read the inscription on the stone and find happiness, and we shall have lost it all. In the third place, if you do not make an effort and try hard, nothing in the world will succeed. In the fourth place, I should not want it thought that I was afraid of anything."

The elder brother answered him by saying, "The proverb says: 'In seeking great happiness small pleasures may be lost.' And also: 'A bird in the hand is worth two in the bush.'"

The younger brother set off, and the elder remained behind. No sooner had the younger brother gone into the forest, than he found the river, swam across it, and there on the other side was the she-bear, fast asleep. He took her cubs, and ran up the mountain without looking back. When he reached the top of the mountain the people came out to meet him with a carriage to take him into the city, where they made him their king.

He ruled for five years. In the sixth year, another king, who was stronger than he, waged war against him. The city was conquered, and he was driven out.

ELA Text

Again the younger brother became a wanderer, and he arrived one day at the house of the elder brother. The elder brother was living in a village and had grown neither rich nor poor. The two brothers rejoiced at seeing each other, and at once began telling of all that had happened to them.

"You see, said the elder brother, "I was right. Here I have lived quietly and well, while you, though you may have been a king, have seen a great deal of trouble,"

"I do not regret having gone into the forest and up the mountain," replied the younger brother. "I may have nothing now, but I shall always have something to remember, while you have no memories at all."

Role-Based Improv Conversations

(Sample Text: 'The Two Brothers')

1. Pick a text that has characters with different things to share with one another (different perspectives, opinions, stories, motivations, etc.)
2. Tell students the prompt (e.g., You will converse with your partner about which one of you brothers was more right. You will come to an agreement.)
3. Assign roles for each pair (e.g., younger brother and older brother)
4. Have students read the text with the prompt in mind, taking notes on what they will say, based on their role.
5. Have them review their notes and put them onto one note card, with key words and not in complete sentences
6. Students converse with their roles in mind. (Using conversation skills, etc.)



Creativity Conversations

1. Pick a topic that requires a creative way to solve a problem or express a complex idea to others. Give options, if possible.
2. Model for students the collaborative creativity process:
 - Clarify the problem
 - Brainstorm possible solution starters
 - Narrow them down with critical thinking and criteria
 - Zoom in on two and then compare their merits, limits, rationales, evidence, potentials, related histories...
 - Choose the best solution and discuss how to implement it
3. Have students collaborate to create or write their idea for a realistic audience....



Creativity Conversations

15 Global Challenges facing humanity



Creativity Conversations:

Co-Write an Article on 'Communicating to Learn'

1. You will converse with a partner to collaboratively write an *Educational Leadership* article on an important topic (of your choice) related to communication for teaching and assessment.
2. You will first look at sample articles and do a text analysis activity to help you read them and write your own.
3. You will collaboratively title the article, outline it, and write the first paragraph or two.



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? (e.g., language, content, thinking...)
Are there consequences for lack of clarity?

___ **Is there an information gap?** In the activity, do student 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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Growing conversation skills in math with the

Math Paired Conversation Protocol



Math Paired Conversation Protocol

Suppose it takes the Almond River 4 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

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

TALK

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

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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 decide whether or not Atticus should take a stand to defend Tom Robinson. Co-build both sides up with evidence from the text and explain how the evidence supports each side. Then decide which side weighs more and why. Use support language such as *support, evidence, because...* Also remember to use effective nonverbal communication.

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ELA Expository: Engage in a collaborative argument conversation in which you and your partner build up both sides of the issue and decide whether or not to raise the max number of hours per day that teenagers should use screens. Use evidence and discuss the credibility of sources. Discuss and negotiate types of screen time, if necessary, for your final decision. Use evaluation language such as *outweigh, weak/strong because, credible, etc.*

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Math: Work with your partner to create a word problem that requires the solver to solve it using two equations. Both of you contribute ideas and then decide which would make for the most interesting problem for your classmates to solve. Make sure the problem is clear; it can contain extra information and numbers, if you want to be tricky. Make sure to set up what is happening and use consistent units.

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Math: Work with your partner to compare the data that you got in the lab with that of your partner. If the data are different, jointly come to possible explanations for this; if similar, explain why. Make sure your explanations are clear and use scientific language such as: "We believe that differences in the data are due to..." Also come up with a final conclusion that describes what you learned—or were supposed to learn—from the lab.

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Science: In your conversation, compare the data that you got in the lab with that of your partner. If the data are different, jointly come to possible explanations for this; if similar, explain why. Make sure your explanations are clear and use scientific language such as: "We believe that differences in the data are due to..." Also come up with a final conclusion that describes what you learned—or were supposed to learn—from the lab.

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..."

Create a Model Conversation (POST)

Think of an upcoming (or past) lesson and write a prompt and 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 **Constructive Conversation Skills Poster**, **Observer Support Cards**, or the **Argument Balance Scale**, **Role-Based Improv Conversations**, **Creativity Conversations**, in your upcoming lessons.

Growing speaking and listening with semi-structured discourse:

TRANSITION IMPROV Activities

Transition Improv Activity: Pro-Con

Topics: Social Media's influence on communication skills

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?
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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?

Transition Improv Activity: Positivo-Negativo

Tema: Viaggiare a altri paesi

<p>Positivi </p> <p>Posso...</p> <ul style="list-style-type: none"> - mangiare cibo nuovo. Per esempio, in Peru ho mangiato ceviche... - Imparare la storia del paese - riposare, leggere, nuotare 	<p>Negativi </p> <p>Devo...</p> <ul style="list-style-type: none"> - spendere molti soldi. Per esempio, ... - passare molto tempo in aereo. - Cercare bagni puliti
--	---

D'altra parte, Tuttavia, Nonostante ~~but~~

Nei viaggi, ...
Un vantaggio
Un'altro aspetto positivo e che ... per che...
Un svantaggio e che...

A & B, Lean?

OUTPUT: Transition Improv (Similar-Different)

Animal cells

Lysosomes
(digest food and break down waste)

Centrioles
(pull chromosomes from nucleus during mitosis)

No cell wall

Plant Cells

Cell wall
(gives plant its shape)

Large vacuole (store nutrients and waste)

Chloroplasts
(produce carbohydrates using photosynthesis)

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 ____

One turn with; next turn without

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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 ____...

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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?

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Considerations When Using sentence frames

- Will these particular sentence frames **extend rather than constrain** my particular students' language?
- Will these sentence frames help students internalize chunks of academic language **that will be useful in other contexts?**
- Does my curriculum involve other activities that push students **beyond sentence levels to extended discourse?**



(Karen Thompson)

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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? (e.g., language, content, thinking...)
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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APPLICATION TIME



Think about how you might use **Transition Improvs** in your upcoming lessons. (Pro-Con, For-Against, Similar-Different, Two Views, Math...)

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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Developing Listening, Speaking, & Clarifying with

"STRONGER Y CLEARER EACH TIME"

Activities:

Stronger-Clearer Grid
Opinion Continuum



Designing "Stronger & Clearer Each Time" Activities



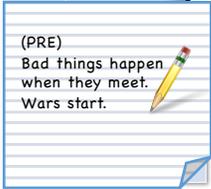
1. Prompt for an **original response**
2. Successive partners: **borrow and use the language, ideas, and evidence** each time-->
 - **Stronger** (often longer) with better supporting evidence and examples, and
 - **Clearer** with more precise terms and linked, organized, complete sentences.
3. Scaffolds **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.





What happens when cultures meet and why?

"Stronger & Clearer Each Time" Grid

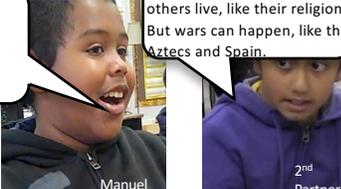
I think bad things happen when cultures meet, like wars.

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.

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.



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

What happens when cultures meet and why?

"Stronger & Clearer Each Time" Grid

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

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

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.

(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.



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

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 rose periwinkle provides a medicine that treats certain cancers including leukemia

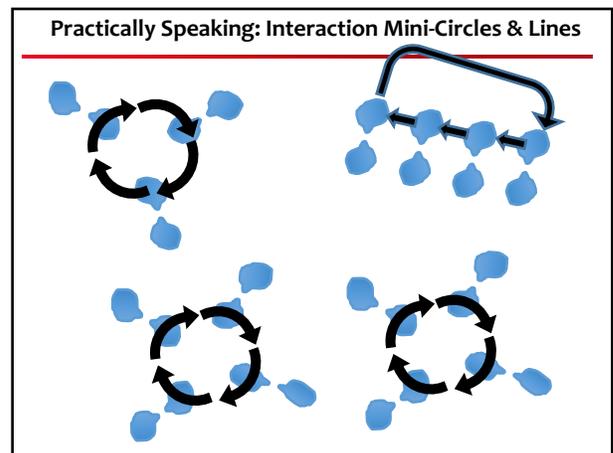
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ASSESSMENT: Clear and Strong Oral Output (Self, Teacher, Peer)

- 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 **Stronger & Clearer Each Time** activities in your upcoming lessons.



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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Sample Lesson Plan: History

- I. **Objectives:** Argue a historical claim.
- II. **Opinion Formation Cards:** Read cards and share opinions; read article.
- III. **Gallery Walk:** Read different articles on same issue, share posters of opinion and evidence about likely causes
- IV. **Transition Improv:** For-Against on topic
- V. **Academic Conversation Modeling of use of Argument Balance Scale:** Emphasize skills of supporting and evaluating evidence and importance, and arguing for one cause over another.
- VI. **Creativity Conversations:** Co-Write a final argument article.



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Sample Lesson Plan: Science

- I. **Objectives:** Describe the circulatory system.
- II. **Activity in pairs:** Heart rate resting and after running.
- III. **Stronger & Clearer Grid:** (Read text about system and share ideas with each partner; use heart rate activity as an example.
- IV. **"No-Look Write"** write a description of the circulatory system without looking at texts or notes.
- V. **Academic Conversations:** Read articles on the effects of diet and smoking on the circulatory system. Co-create posters that argue for better diet, exercise, and quitting smoking.



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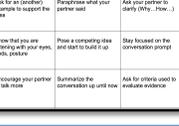
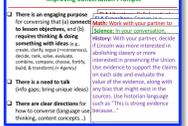
Sample Lesson Plan: Math

- I. **Objective:** Collaborate to solve word problems with multiple solutions
- II. **Launch Problem in Pairs:** Pairs try to talk through ways to solve a new problem (find the price point)
- III. **Stronger & Clearer:** Students meet with successive partners to improve, clarify, and expand their solution ideas
- IV. **Info Gap Problem:** A has situation; B has data
- V. **Math Paired Conversation Protocol:** Emphasize skills of supporting solution ideas with the words of the problem and math principles.
- VI. **Creativity Conversations:** Co-Write a similar but more challenging word problem.



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RECAP



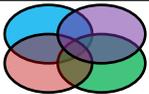
APPLICATION TIME

Think about how you might plan using **the activities and principles from today** in your upcoming lessons.



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