



Developing Students' Oral Academic Language Across Disciplines: Speaking, Listening, & Conversing

The College of New Jersey
jeffzwiers.org/june28

Understanding Language | Language, Literacy, & Learning in the Content Areas | Jeff Zwiers

Today's Objectives



1. Develop practical ways to build a *more* communicative classroom
2. Improve at "squeezing out" as much communication, thinking, and language as possible from each activity
3. Develop teacher practices and activities that develop students' language and content through listening, speaking, and conversation

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Using Language

"Ladies and gentlemen, from the cockpit, this is your airplane mechanic. I was asked to fly the plane today. I have never flown a plane before, nor in this type of weather, but I do know all the names of all the engine parts and how they fit together. So sit back, relax, & enjoy your flight."



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SHIFT 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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Overview



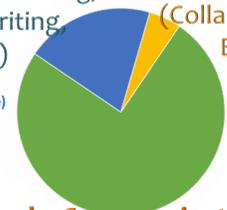
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Types of Classroom Communication

One-way (Productive Speaking, Listening, Reading, Writing, Multimedia)
 (e.g., 1. Tell your partner your opinion on this issue)

Conversational (Collaborative Building, Exploring, Arguing)
 (e.g., 2. With your partner, decide which is the best choice.)



Pseudo-Communication
 (Shiny, Fake, Indirect, Display, Drills, Games, IRE)
 (e.g., Turn to tell your partner the meaning of irony. Can someone tell me when WWII started? Solve this math problem. What is photosynthesis?)

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"Pseudo-Communication...."



...should bug us."

More Authentic Communication

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

Conversational
(Collaborative
Building,
Exploring,
Arguing)

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



Authentic Communication in School is

the use of words
(and/or other meaning-carriers)
to share information
for doing meaningful things (creating,
changing, deciding, clarifying, etc.)
that just one person can't do.



Why is it so important?

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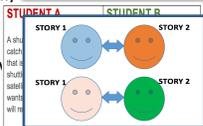
Communicativeness "Test" for Activities
(3 Essential Features for Language Development)

___ **Is there a useful & engaging purpose?** I do students *use* (and *need to use*) language to meaningful and engaging beyond just to answer points? (e.g., language, content, thinking...)
Are there consequences for lack of clarity?

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

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

Discuss how authors decide how Columbus Co-design an experiment that helps you know how to best grow beans



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

Reduce these Obstacles to Building a Communication-Rich Classroom Culture

- ❑ 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 communication (curriculum)
- ❑ Teaching to assessments that don't value or inspire communication
- ❑ Lack of consequences for unclear language
- ❑ Lack of academic conversation assessments, models, supports, and practice time (scrimmages)
- ❑ Over-structured "discourse" activities and over-use of sentence frames



How can we reduce these?

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We and our students must avoid the temptation to finish learning tasks as quickly as possible.

We and our students must instead look at tasks as opportunities to push thinking and uses of language.



Constructive Conversations

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



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.

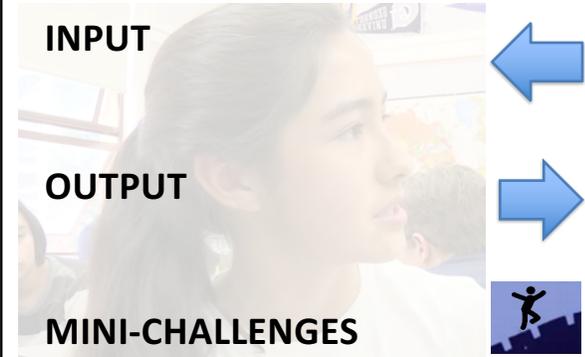
--Theodore Zeldin

Conversations Develop LANGUAGE w/ Loads of...

INPUT

OUTPUT

MINI-CHALLENGES



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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, BK)
<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"> — If there are two or more competing ideas (argue/decide): students build up both ideas and <ul style="list-style-type: none"> (a) evaluate the strength/weight of the evidence of each idea (b) compare the strengths/weights and choose the "strongest/heaviest" 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 (posture, nods, eye contact)	
<input type="checkbox"/> Value one another's ideas, thinking, and feelings	

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Improving Conversation Prompts

<ul style="list-style-type: none"> <input type="checkbox"/> 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) <input type="checkbox"/> There is a need to talk (info gaps; bring unique ideas) <input type="checkbox"/> There are clear directions for how to converse (language use thinking, content concepts...) 	<p>ELA Literature: Collaboratively</p> <p>ELA Expository: Decide whether or</p> <p>Math: Work with your partner to</p> <p>Science: In your conversation,</p> <p>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..."</p>
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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.



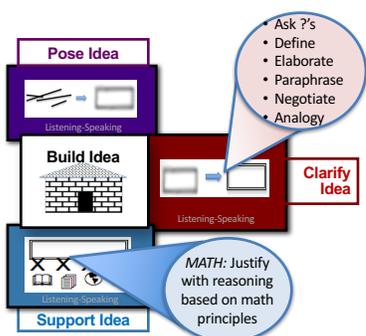
Mansur: I think there are different ways to solve it.
 Lynn: So? Just do what the teacher did.
 Mansur: But why did she turn the fraction over?
 Lynn: Who cares? Just turn it over.
 Mansur: OK.

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

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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 (not natural...and eventually need to be "automatic"):



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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."

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Constructive Conversations (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

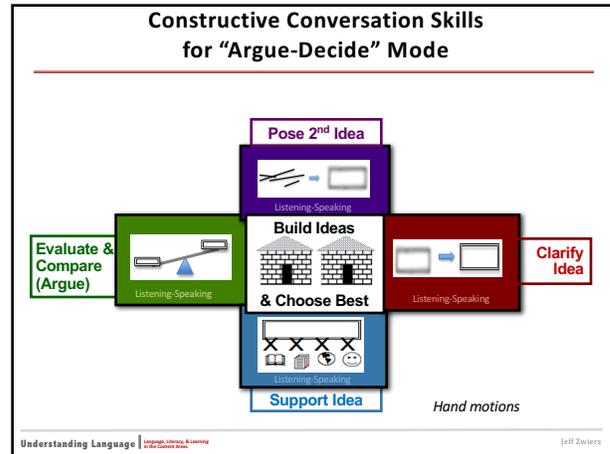
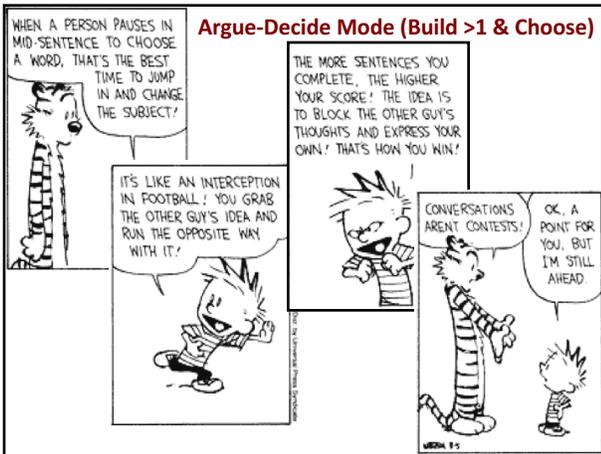
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Your Turn (Build up 1 Idea)

"[...] 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)

PROMPT: 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.

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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

Building collaborative argumentation skills with the

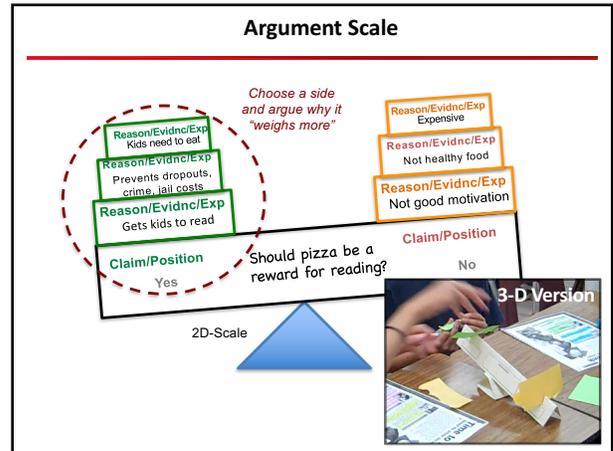
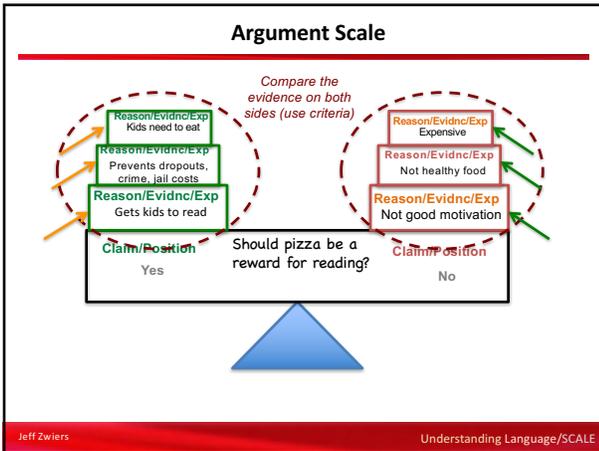
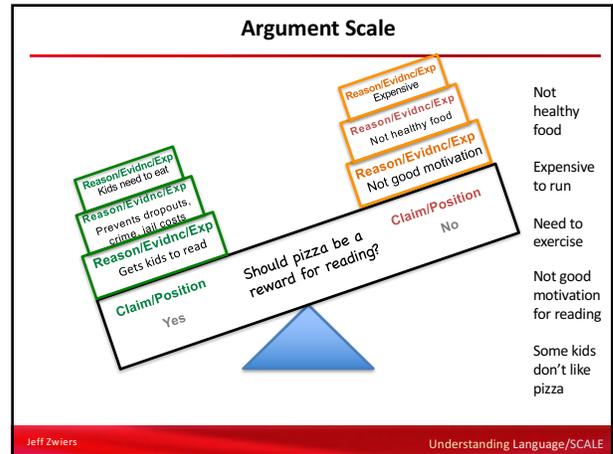
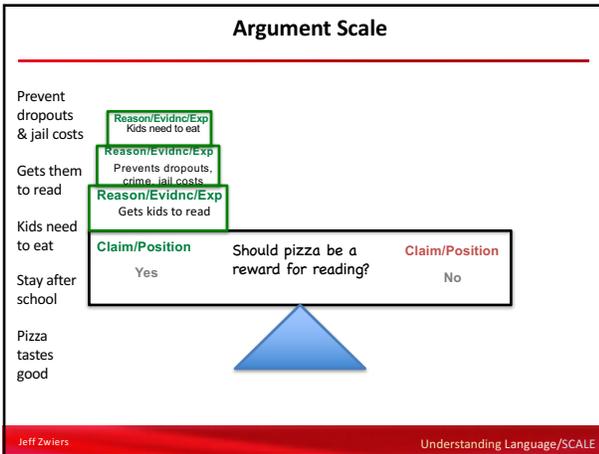
ARGUMENT BALANCE SCALE

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



Video Example

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 on the issue.
- Consider next steps based on this conversation

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Text: Schoolgirl loses veil legal case

A 12-year-old schoolgirl has failed in a legal challenge to her school's ban on a full-face veil. Justice Silber had been told that the girl's three older sisters had attended the same school and had worn the niqab with no problems. But the school told the girl it was not acceptable because teachers believe like communication and learning are important. About 120 of the school's 1,000 students are Muslims. About half of the girls wear a headscarf, while some wear a niqab.

In the case, Justice Silber stressed that the school's ban was "proportionate" to the need to avoid peer pressure. The girl's lawyer, Shah Qureshi, said an unwelcome visitor could move around the school incognito.

The girl's lawyer, Shah Qureshi, said it was surprising that he decided that the school had not infringed my client's freedom to manifest her religion given the fact that she entered the school on the understanding that the wearing of the veil was allowed when being taught by male teachers." Costs in the case were awarded against the family.

Claim/Position Yes	Should the girl be allowed to wear the niqab in school?	Claim/Position No
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Jeff Zwiers Understanding Language/SCALE

Text: Schoolgirl loses veil legal case

A 12-year-old schoolgirl has failed in a legal challenge to her school's ban on a full-face veil. Justice Silber had been told that the girl's three older sisters had attended the same school and had worn the niqab with no problems. But the school told the girl it was not acceptable because teachers believed it would make communication and learning difficult. About 120 of the school's 1,300-plus pupils are Muslims. About half of them wear the hijab headscarf, which is permitted.



In his judgement, Justice Silber stressed that he was dealing with one particular case - not the wider issue of whether the niqab should be worn, in schools or anywhere else. He said the ban was "proportionate" in the light of certain factors:

- the veil prevented teachers from seeing facial expressions - a key element in effective classroom interaction
- the necessity to enforce a school uniform policy under which girls of different faiths would have a sense of equality and identity
- security - the head teacher had said an unwelcome visitor could move around the school incognito
- the need to avoid peer pressure on girls to take up wearing the veil

The girl's lawyer, Shah Qureshi, said: "It's surprising that he decided that the school had not infringed my client's freedom to manifest her religion given the fact that she entered the school on the understanding that the wearing of the veil was allowed when being taught by male teachers." Costs in the case were awarded against the family.

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?



Growing conversation skills in math with the
Math Paired Conversation Protocol



Math Paired Conversation Protocol

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)

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

Math Paired Conversation Protocol

Check answer and compare to estimated ones

TALK

Check answer and compare to estimated ones

TALK

Discuss (argue) which method you would recommend for problems like this. Why?

TALK

Discuss connections between the two methods. How do they relate?

TALK

Generate a final explanation for how to solve problems like this; use this problem as an example.

TALK

Co-create a similar problem, write it on the back of this sheet, and solve it (then share the problem with others)

TALK & WRITE

PROBLEM:

Suppose it takes the Almond River 4 months to fill a reservoir, by itself, and it takes Belfair River 6 months to fill it on its own. 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

Sample Conversation Using the

Suppose it takes the Almond River 4 months to fill a reservoir, by itself, and it takes Belfair River 6 months to fill it on its own. If both are flowing into the reservoir, how long will it take to fill it?

A: What do we gotta find?
 B: How long they take to fill the reservoir.
 A: I say less than 4.
 B: Why?
 A: The Almond takes 4 months itself. So with extra water from this other one, less time, right?
 B: Maybe. So we can't average 'em. So, maybe we draw it for one way to solve.
 A: So like two rivers into a tank, like a box?
 B: Yeah, and it fills up. After 2 months it's half full from Almond, right? But Belfair only fills up like, what?
 A: 2 out of 6 is, a third of it full on that side.
 B: So, not full. So let's just guess it. Like I say/
 A: /We can't do that. I think there's a right answer.
 B: OK, let's try another way, like a graph or a table.

Create a Model Conversation (POST)

1. Improve the model you wrote before we did all this conversation stuff.

A:
 B:
 A:
 B:

2. Analyze the conversation for the skills and language you will need to teach.
3. Use the model conversation with students to show them what you are looking for when they have conversations.

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Strengthening Conversations in Lessons & Activities

How can we add and/or strengthen conversation opportunities and skills before, during, or after the following common activities?

Write essay, report, letter	Give One, Get One
Read & answer questions	Four Corners
Use graphic organizers	Games (Bingo, Jeopardy, etc.)
Take notes	Oral Presentation
Create a poster	Gallery Walk
Write a lab report	Answer teacher questions
Solve a word problem	Think-Pair-Share
Writers' Workshop	Literature Circles
Simulation/dramatization	Jigsaw
Analyze a painting	Socratic Seminar
Create a story	Video

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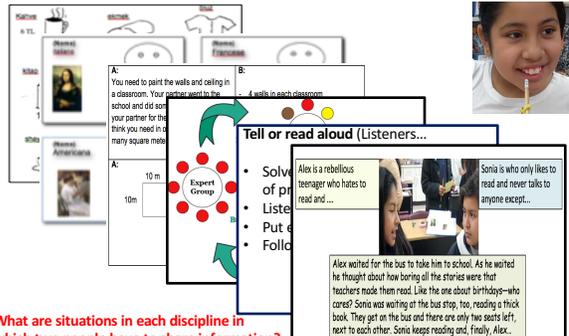
APPLICATION TIME

Think about how you might use Constructive Conversation Skills Poster, Observer Support Cards, the Argument Balance Scale, Role-Based Improv Conversations, or Math Conversation Protocol in your upcoming lessons.



Developing Speaking & Listening with "INFORMATION GAP" Activities

Info Gap Activities for Listening and Speaking

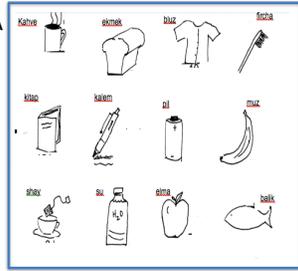


What are situations in each discipline in which two people have to share information?

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Information Gap: A & B (At the Store)

- Half of students get A & half get form B
- Model & preview expressions & vocab
- Students pair up and each play a role (e.g., A starts as customer; B is store owner)
- A and B switch roles
- Optionally, students create their own forms



Info Gap Activities: A and B Forms

- B: Bluz ne kadar?
 A: ohn-dohkooz
 B: Kitap ne kadar?
 A: Ohn-besh lira
 (switch roles)
 A: Fircha ne kadar?
 B: Sekeez lira.
 A: Balik ne kadar?
 B: Yeermee yooch lira

1 beer	2 eekee	3 yooch	4 dirt	5 besh	6 alth	7 yehdee	A
8 sekeez	9 dohkooz	10 ohn	11 ohn-beer	20 yeer-mee	21 yeermee beer	30 oh-tooz	

Kahve 6 lira	ekmek	bluz 19	fircha
kitap 15	kalem	pil	muz 2
shay 31	su	elma 5	balik

Math Info Gap Cards - Procedure

- READ: A (Situation card) reads card, visualizes what is happening, and summarizes to B. B paraphrases the problem back to A, for agreement. Partner B reads the data card silently.
- QUESTION 1: B asks, "What specific information do you need?" A needs to ask for specific information. "One thing I need to know is..."
- QUESTION 2: Before answering, B should ask for justification: "Why do you need that information?"
- EXPLANATIONS: A then explains how he or she will use the information to solve the problem. B can paraphrase or critique the justification. B asks for explanations, even if he or she understands what A is doing.
- Have them switch roles with new cards.
- FOLLOW-UP: As a follow-up step, have both students use blank cards to write their own similar problem card and data card for other pairs to use.

What are situations in which two people have to share math information?

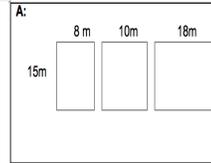


Math Info Gap Cards Examples

A: You need to paint the walls and ceiling in a classroom. Your partner went to the school and did some measurements. Ask your partner for the information that you think you need in order to know how many square meters you will paint in total.

B:

- 4 walls in each classroom
- Each wall is 8 meters long and 3 meters high
- The ceiling has an area of 64 meters squared



B: You need to buy carpet to cover the floors of the classrooms in a small school. Your partner went to the school and made some measurements. Ask your partner for the information that you think you need in order to know how many square meters of carpet to buy.

Info Gap Activities

Info Gap Cards Sample Conversation

- A: Do you know how fast the shuttle is orbiting?
 B: Yes, but why do you want to know that?
 A: Cuz I need to know it to figure out how long it takes to catch the satellite.
 B: OK, it's going 16,800 miles per hour
 A: Thanks. And how fast is the satellite going?
 B: Why do you need to know that?
 A: I need to know it to know how long it'll take. If it's just a little slower, it'll take longer. And what's the distance between them?
 B: That makes sense. The satellite is going 16,000 mph
 A: Thanks. And how far are they apart when the shuttle starts its orbit?
 B: Why?



A: Model A shuttle enters an orbital path to catch up to an important satellite that isn't working properly. The shuttle is going faster than the satellite and mission control wants to know when the shuttle will reach it.	B: Model <ul style="list-style-type: none"> - Shuttle is orbiting at 16,800 mph - Satellite orbits at 16,000 mph - Shuttle enters orbit 1200 miles behind the satellite - Orbit is 400 miles from the Earth's surface
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Info Gap Activity: Describe & Compose

- Give students in a small group or pair different pieces of information that can fit together into narrative or expository writing. (Character descriptions, ecosystem, historical figures, science data, etc.)
- Students read their information and clearly describe it to partner(s)
- Partners then work together to compose a product (written, visual, drama...), combining and filling in extra information, to communicate to others.

Alex is a rebellious teenager who hates to read and ...	Sonia is who only likes to read and never talks to anyone except...
---	---



Alex waited for the bus to take him to school. As he waited he thought about how boring all the stories were that teachers made them read. Like the one about birthdays—who cares? Sonia was waiting at the bus stop, too, reading a thick book. They get on the bus and there are only two seats left, next to each other. Sonia keeps reading and, finally, Alex...

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

How can you use information gap activities or "gapify" some activities you already use?

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"STRONGER Y CLEARER EACH TIME"

Activities:

- Stronger-Clearer Grid
- Opinion Continuum

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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.

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"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.

Manuel 1st Partner

What happens when cultures meet and why?

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"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.

Manuel 2nd Partner

What happens when cultures meet and why?

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"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?

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Stronger & Clearer Grid - Video

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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Practically Speaking: Interaction Mini-Lines

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"Stronger & Clearer Each Time" Grid

Name	If it is worth the time and energy to have students authentically communicate during lessons, how might we alter classroom culture, teaching, assessment, and curricula?	<p><i>(You will present to your school on the value of having more communication in every lesson)</i></p>
Me	(just two or three key words, if any)	
1.		
2.		
3.		
Me		

One powerful way in which communication can help students is...
I think educators need to know that authentic communication means...
Teachers can adapt their lessons/assessments in several ways, such as...
~~I disagree with you...~~
(Listeners can and should ask clarifying and supporting questions)

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VAR: 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.

Me

Should we have zoos or not?

YES | NO

Center

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VAR: 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.

Me

Should we have zoos or not?

YES | NO

Center

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VAR: Stronger & Clearer Each Time: Opinion Continuum

I think zoos are fun. I like seeing animals. I say yes.

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.

I say no. It's like jail for them. And I don't like all people. 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.



ve zoos or not?

NO

I. Stronger and Clearer Each Time Activity: Opinion Continuum

POSITIVE

The impact of social media on people

NEGATIVE

Me

Luka

Notes: X-----X-----|-----X

You can use frames such as

(You will present to your school on recommendations for social media use in school)

- In my opinion, using social media is ___ because ___.
- In spite of the reason/advantages/disadvantages of ...
- Given the points that I have heard so far, such as ...
- After talking with (name), I now lean more to the side of ___ because ...

(Teacher can have listeners ask clarifying and supporting questions)

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 **Stronger & Clearer Each Time Activities** in your upcoming lessons.

TRANSITION IMPROV Activities

- Pro-Con
- For-Against
- Similar-Different
- Two Views
- Math Situations

Transition Improv Activity: Pro-Con

Topics: Social media's influence on language development

(You will make recommendations to teachers and students about the uses of 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?

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The Communicativeness "Test" (3 Essential Features for Language Development)

___ **Was 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?*



___ **Was there an information gap?** In the activity, do students get or give information that they want, need, or don't have?



___ **Was 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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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

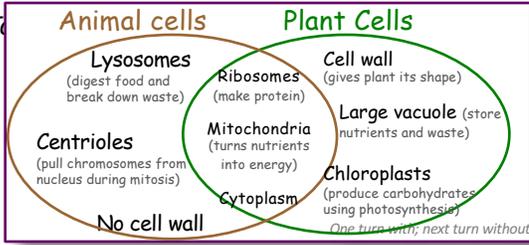
<p>Positivi Posso... </p> <ul style="list-style-type: none"> - mangiare cibo nuovo. Per esempio, in Peru ho mangiato ceviche... - Imparare la storia del paese - riposare, leggere, nuotare 	<p>Negativi Devo... </p> <ul style="list-style-type: none"> - spendere molti soldi. Per esempio, ... - passare molto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

D'altra parte,
Tuttavia,
Nonostante

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

A & B, Lean?

Transition Improv (Similar-Different)



However, like animal cells, plant cells have ____, which ...
On the other hand, & animal cells both have ____, which serve to...
Then again, similar to ____ in that they both ____
Animal cells differ from plant cells in that ____

Transition Improv: Two Views w/ Evidence

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 Situations

Topics: Addition-Subtraction, Area-Perimeter, mm-km
Multiplication-Division, Volume-Surface Area
Fractions-Decimals,

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 calculate volume when... because...
When you ... you need to use decimals because...

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Transforming Curriculum, Lessons, Activities

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Strengthening Communicativeness in every Activity

<p><i>Write essay, report, letter</i></p> <p><i>Read & answer questions</i></p> <p><i>Use graphic organizers</i></p> <p><i>Take notes</i></p> <p><i>Create a poster</i></p> <p><i>Write a lab report</i></p> <p><i>Solve a word problem</i></p> <p><i>Writers' Workshop</i></p> <p><i>Simulation/dramatization</i></p> <p><i>Analyze a painting</i></p> <p><i>Create a story</i></p>	<p><i>Give One, Get One</i></p> <p><i>Four Corners</i></p> <p><i>Games (Bingo, Jeopardy, etc.)</i></p> <p><i>Oral Presentation</i></p> <p><i>Gallery Walk</i></p> <p><i>Answer teacher questions</i></p> <p><i>Think-Pair-Share</i></p> <p><i>Literature Circles</i></p> <p>Jigsaw</p> <p><i>Socratic Seminar</i></p> <p><i>Video</i></p>
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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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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 solution methods
- II. **Launch Problem in Pairs:** Pairs try to talk through ways to solve a new problem (find the price point) with whole group sharing of strategies and questions.
- 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. **Co-Crafting Conversations:** Co-Write a similar but more challenging word problem.

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APPLICATION TIME

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

NEXT STEPS

	 SPEAKING & LISTENING	 CONVERSING
Increase Quantity	# of students # of minutes	# of students conversing # of turns Length of turns
Increase Quality	Strength Clarity	Co-Construction Collaborative Arguing Conversation Skills

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CONTACT INFORMATION

Email: jzwiers@stanford.edu
 Web sites: jeffzwiers.org/june28
ell.stanford.edu

