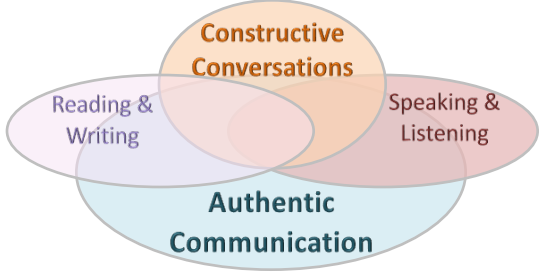


Communicating to Cultivate Academic Languages and Rich Content Learning Across Disciplines: Academic Conversations

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Overview



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Warm-Up - 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?

Quiz on Types of Classroom Communication



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

Conversational (Collaborative Building, Exploring, Arguing)

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

REVIEW: Communicativeness "Test" for Activities (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...)
Does it matter if there is a 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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Constructive Conversations

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




Speaking & Conversations: Overlap & Differences



Speaking
is one-way, one-time, clear & strong communication of ideas & thinking.

Think-pair-shares, Answering teacher questions, Jigsaws, Gallery walks, Oral presentations

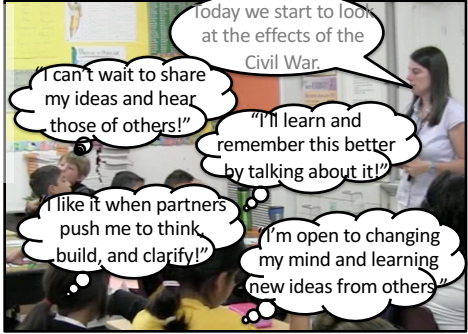


Conversations
are back-and-forth interactions in which participants *build on* one another's ideas to *build up* ideas that weren't in their minds before talking.

Idea UNDER CONSTRUCTION

CULTURE of Conversations: Dispositions

Each time a topic is introduced, every student thinks,



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.

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)
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ELA Literature: Collaboratively decide whether or not to raise the max number of hours per day that teenagers should use screens. Engage in a collaborative argument conversation in which you and your partner build up both sides of the issue and. 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.*

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: Decide whether or
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.

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: Decide whether or
Math: Work with your partner to
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.

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: Decide whether or

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..."

Create a Model Conversation (PRE)

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

A:

B:

A:

B:

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WHY Conversations? They Develop LANGUAGE w/ Loads of...

INPUT

OUTPUT

MINI-CHALLENGES

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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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"):

Pose Idea

Listening-Speaking

Build Idea

Listening-Speaking

Support Idea

Listening-Speaking

Clarify Idea

Listening-Speaking

• Ask ?'s

• Define

• Elaborate

• Paraphrase

• Negotiate

• Analogy

Does your model conversation have these skills?

MATH: Justify with reasoning based on math principles

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Conversation Support Cards (Triads)

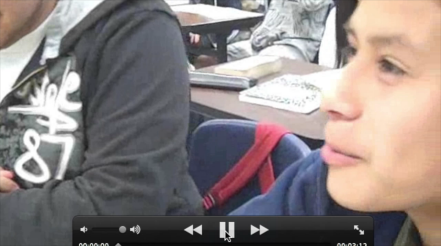
| | | |
|---|--|--|
| Ask for an (another) example to support the idea | Paraphrase what your partner said | Ask your partner to clarify (Why...How...) |
| Show that you are listening with your eyes, nods, posture | Pose a competing idea and start to build it up | Stay focused on the conversation prompt |
| Encourage your partner to talk more | Summarize the conversation up until now | Ask for criteria used to evaluate evidence |

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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 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, 1953)

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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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

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

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Math Paired Conversation Protocol

| | |
|--|--|
| Check answer and compare to estimated ones <input type="checkbox"/> TALK | Check answer and compare to estimated ones <input type="checkbox"/> TALK |
| Discuss (argue) which method you would recommend for problems like this. Why? <input type="checkbox"/> TALK | |
| Discuss connections between the two methods. How do they relate? <input type="checkbox"/> TALK | |
| Generate a final explanation for how to solve problems like this; use this problem as an example. <input type="checkbox"/> TALK | |
| <p><i>Co-create a similar problem, write it on the back of this sheet, and solve it (then share the problem with others)</i></p> <input type="checkbox"/> TALK & WRITE | |

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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?

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

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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 reserve.
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.

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Argue-Decide Mode (Build >1 & Choose)

WHEN A PERSON PAUSES IN MID-SENTENCE TO CHOOSE A WORD, THAT'S THE BEST TIME TO JUMP IN AND CHANGE THE SUBJECT!

IT'S LIKE AN INTERCEPTION IN FOOTBALL! YOU GRAB THE OTHER GUY'S IDEA AND RUN THE OPPOSITE WAY WITH IT!

THE MORE SENTENCES YOU COMPLETE, THE HIGHER YOUR SCORE! THE IDEA IS TO BLOCK THE OTHER GUY'S THOUGHTS AND EXPRESS YOUR OWN! THAT'S HOW YOU WIN!

CONVERSATIONS AREN'T CONTESTS!

OK, A POINT FOR YOU, BUT I'M STILL AHEAD.

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Constructive Conversation Skills for "Argue-Decide" Mode

Pose 1st Idea (Listening-Speaking)

Build 1st Idea (Listening-Speaking)

Support Idea (Listening-Speaking)

Clarify Idea (Listening-Speaking)

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Constructive Conversation Skills for "Argue-Decide" Mode

Evaluate & Compare (Argue) (Listening-Speaking)

Pose 2nd Idea (Listening-Speaking)

Build Ideas & Choose Best (Listening-Speaking)

Support Idea (Listening-Speaking)

Clarify Idea (Listening-Speaking)

Hand motions

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Model and Non-model 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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Model and Non-model 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.

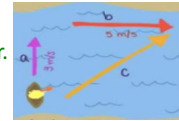


Mansur: I think there are different ways to solve it.
 Lynn: So? Just do what the teacher did.
 Mansur: But why did she turn the fraction over?
 Lynn: Who cares? Just turn it over.
 Mansur: OK.

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

Model and Non-model Conversations

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

Types of Conversations in Each Content Area

ELA

- Deciding between two sides of a controversial issue
- Collaborating to agree on interpretations in literature
- Collaborating to agree on the best ways to communicate ideas to others



Types of Conversations in Each Content Area

MATH

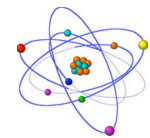
- Collaborating to solve a problem
- Collaborating to create new math problems
- Modeling math concepts and experimenting with numbers, symbols, and shapes



Types of Conversations in Each Content Area

SCIENCE


- Collaborating to interpret data and generate scientific explanations
- Solving Problems & Deciding Between Two Sides of Controversial Science Issues
- Role-Based Improv Conversations




Types of Conversations in Each Content Area

HISTORY/SS

- Deciding between two sides of an issue or account
- Collaborating to solve social problems and challenges
- Collaborating to explain events, systems, and people



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APPLICATION TIME

Think about how you might use **Conversation Skills Posters and Model-Non-model Conversations** in your upcoming lessons.

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Building collaborative argumentation skills with the ARGUMENT BALANCE SCALE




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Structuring Collaborative Argument Conversations: Argument Scale

Claim
vs.
Opposite or Different Claim

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

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



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Structuring Collaborative Argument Conversations: Argument Scale

Litter in parks


Smoker dies every 8 seconds

Cost of healthcare

Makes you cough

Secondhand smoke kills

| | | |
|--|--------------------------------------|----------------------|
| Reason/Evidnc/Exp Healthcare costs | | |
| Reason/Evidnc/Exp Secondhand smoke kills | | |
| Reason/Evidnc/Exp Smoker dies every 8 seconds | | |
| Claim/Position Yes | Should cigarette smoking be illegal? | Claim/Position No |



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Structuring Collaborative Argument Conversations: Argument Scale

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| | | |
|---|--------------------------------------|----------------------|
| Reason/Evidnc/Exp Healthcare costs | | |
| Reason/Evidnc/Exp Secondhand smoke kills | | |
| Reason/Evidnc/Exp Dies every 8 sec | | |
| Claim/Position Yes | Should cigarette smoking be illegal? | Claim/Position No |


Tax revenues

What about unhealthy food?

Would cause crime like prohibition

Right to smoke in own home

Move on to worse drugs



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Structuring Collaborative Argument Conversations: Argument Scale

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Structuring Collaborative Argument Conversations: Argument Scale

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Constructive Conversations in 8th ELA

Context

- 8th grade English class
- Early Intermediate to Early Advanced speakers.
- Have read articles on smoking
- Focal conversation skill: supporting your ideas with examples and evaluating them.

This Clip

- Each student chose a side to argue on whether or not to ban smoking.
- They use balance scale visual and paper clips to show "weight" of evidence
- They prompt each other to support and evaluate with "Why?" questions

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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 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.

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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 become extinct? And why should we bother? As the last speakers come to pass, they spin in a vast web of knowledge their ancestors calculated and how hard to Amazonia.

We imagine a certain amount of \$ on language revitalization or STEM?

Bob Sr was the last speaker of the 70,000-year-old So language

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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



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...)
Does it matter if there is a 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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APPLICATION TIME

Think about how you might use **the Argument Balance Scale** in your upcoming lessons.

Growing conversation skills with Role-Based Improv Conversations



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.)



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ELA Text

The Two Brothers (Tolstoy)

Two brothers set out on a journey together. At noon they lay down in a forest to rest. When they woke up they saw a stone lying next to them. There was something written on the stone, and they tried to make out what it was.

"Whoever finds this stone," they read, "let him go straight into the forest at sunrise. In the forest a river will appear; let him swim across the river to the other side. There he will find a she-bear and her cubs. Let him take the cubs from her and run up the mountain with them, without once looking back. On the top of the mountain he will see a house, and in that house he will find happiness."

When they had read what was written on the stone, the younger brother said: "Let us go together. We can swim across the river, carry off the bear cubs, take them to the house on the mountain, and together find happiness."

"I am not going into the forest after bear cubs," said the elder brother, "and I advise you not to go. In the first place, no one can know whether what is written on this stone is the truth -- perhaps it was written in jest. It is even possible that we have not read it correctly. In the second place, even if what is written here is the truth -- suppose we go into the forest and night comes, and we cannot find the river. We shall be lost. And if we do find the river, how are we going to swim across it? It may be broad and swift. In the third place, even if we swim across the river, do you think it is an easy thing to take her cubs away from the she-bear? She will seize us, and, instead of finding happiness, we shall perish, and all for nothing."

"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.

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."

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?



Growing conversation skills with
Creativity Conversations

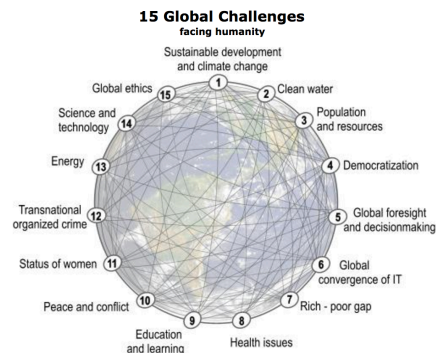


Creativity Conversations


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



Creativity Conversations: Co-Write an Article on ...

1. You will converse with a partner using the collaborative creativity process to collaboratively write an article on clean energy options, such as ocean wave energy or tides. 
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 final draft after peer feedback.

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APPLICATION TIME

Think about how you might use **RoleBased Improv Conversations, Math Conversation Protocol, and/or Creativity Conversations** in your upcoming lessons.


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Comprehension Conversations



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The Elasticity of Comprehension

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

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

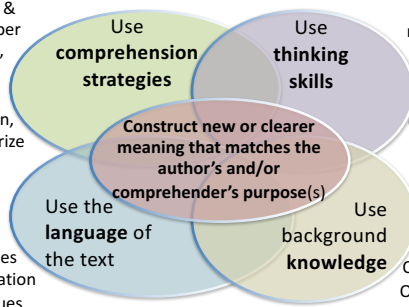
--Tierney, 2009

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What is *comprehension* & what influences it? (Includes comprehension of written, spoken, visual, multimedia messages)

Identify & remember key info,
Infer,
Predict,
Question,
Summarize

Words
Sentences
Organization
Other cues



Interpret relationships & themes,
Apply,
Compare,
Cause/effect
Perspective

Life
This text
Other “texts”
Other lessons

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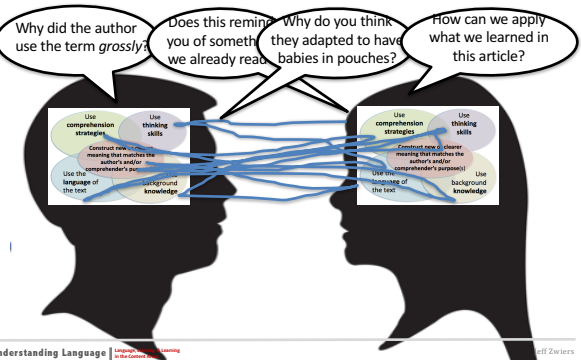
Comprehension Conversations

Why did the author use the term *grossly*?

Does this remind you of something we already read?

Why do you think they adapted to have babies in pouches?

How can we apply what we learned in this article?



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Comprehension Conversations

Why did the author put this poem here? Does this remind you of something we already read? What do you think is going to happen? How can we be better people by reading this?

Use comprehension strategies Use thinking skills
Construct new & clearer meaning that matches the author's and/or comprehender's purpose(s)
Use the language of the text Use background knowledge

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CONVERSING TO COMPREHEND: How can conversations foster this?

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

Ask each other

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

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CONVERSING TO COMPREHEND: How can conversations foster this?

Ask each other

- 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?

Use the language of the text

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CONVERSING TO COMPREHEND How can conversations foster this?

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?"

Use background knowledge

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CONVERSING TO COMPREHEND: How can conversations foster this?

Ask each other to:

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

Use comprehension strategies

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CONVERSING TO COMPREHEND: How can conversations foster this?

Ask each other to:

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

Use thinking skills

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Choose a Text and Co-write a Comprehension Conversation that has at least one prompt & response for each dimension

Identify & remember key info, Infer, Predict, Question, Summarize

Use **comprehension strategies**

Use **thinking skills**

Interpret relationships & themes, Apply, Compare, Cause/effect Perspective

Words, Sentences, Organization, Other cues

Use the **language of the text**

Use **background knowledge**

Life This text Other "texts" Other lessons

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

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APPLICATION TIME

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

If-When Chart for Structuring Skills & Language

| If... or When... | You can |
|--|--|
| The conversation doesn't start well or at all, | <ul style="list-style-type: none"> Say, "Let's understand (clarify, define) this... What we need to do is ..." Ask, "What does... mean in this case/context/situation?" Say, "Let's scan through the text again and look for..." Say, "Let's take two different sides; which one do you want?" |
| Your partner offers a short response, | <ul style="list-style-type: none"> Ask for specific clarification or elaboration Ask a question (I wonder why/how...) Ask what a word or expression means Ask for example that supports it Give an example and ask if your partner agrees |
| Your partner offers a long and confusing response, | <ul style="list-style-type: none"> Paraphrase it and relate it to the conversation purpose Ask to clarify the most relevant part of the response Ask for additional evidence or examples |

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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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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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