

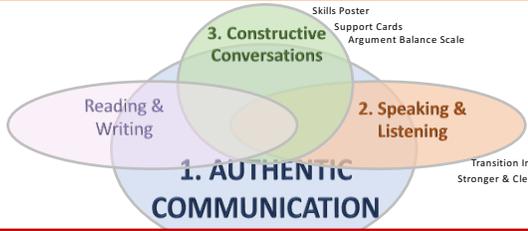


Cultivating Authentic Communication and Collaboration in Every Lesson

Jeff Zwiers
Boston Public Schools EL Summer Symposium
Jeffzwiers.org/august17

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Overview



Skills Poster
Support Cards
Argument Balance Scale

Transition Improv
Stronger & Clearer

1. AUTHENTIC COMMUNICATION

ACKNOWLEDGMENTS
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If you don't truly use language, you won't truly learn it.

"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

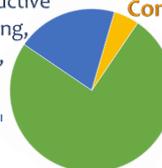
Collaborating, understanding, building, using, & communicating whole ideas

How does language use differ between these two?



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Types of Classroom Communication



One-way (Productive)
Speaking, Listening, Reading, Writing, Multimedia
(e.g., Tell your partner your opinion on this issue. Write an article for the school paper. Read a chapter to prepare you for the expert panel...)

Conversational
(Collaborative Building, Exploring, Arguing)
(e.g., With your partner, decide which is the best choice. Compare the characters in the stories that you read and... Jointly come up with several ways to solve this problem...)

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. Write a response to literature essay (55). Make a poster about photosynthesis)

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Pseudo-Communication--

we need to notice it,



and it 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)

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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.

(Productive Struggle, ZPD)





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How Might These Differ With Respect to Learning?

I think the best route was over land. Even though it had dangers, they were smaller than going by ship. And it was less expensive, too.

(Teacher prompt: "After deciding what you think is the best route west, pair up with a person from another corner & try to convince him or her.")



I think the best route was over land. Even though it had dangers, they were smaller than going by ship. And it was less expensive, too.

(Whole class prompt: "What do you think was the best route to California. Use evidence from the text to support your idea.")



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Building Communication-Rich Classroom Culture: Reduce these Obstacles

- Our desire for "control" (e.g., "I don't know what they're saying back there.") (Low agency)
- Students don't push selves or others for clarity (mini-teachers)
- Teaching to assessments that don't value or inspire communication
- Focusing on points and grades → ("Pull to do the bare minimum") (Clarity matters)
- Lack of academic conversation assessments, models, supports, and practice time (Scrimmages)
- Over-structured "discourse" activities and over-use of sentence frames





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Authentic Communication Features for Accelerating Language Development

Useful & engaging purpose. Students use language to do/build/change something beyond just answering questions for praise or points. Clarity matters. Agency.

+

Information gap(s). Students get or give information that they want, need, or don't have. (interdependence)

Attention to language in service of communication? There is extra work on language used.

Decide how Columbus Co-design an experiment that helps you measure gravity

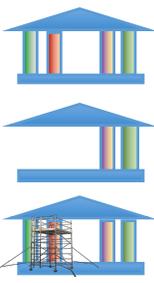
STORY 1



STORY 2



- Language modeling & scaffolding (e.g., sentence frames)
- Practice
- Formative feedback



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Transforming Instruction and Assessment



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Building
speaking and listening
with:
TRANSITION IMPROV
Activities



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 _____,

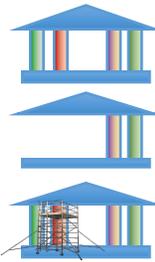
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Does this Activity Accelerate Language Development?

___ **Is there a useful & engaging purpose?** Students use language to do/build/change something beyond just answering questions for praise or points. Does clarity matter. Do students feel a sense of agency?

___ **Are there information gaps?** Students get or give information that they want, need, or don't have. (interdependence)

___ **Is there attention to language in service of communication?** There is extra work (modeling, practicing, giving feedback, scaffolds) on language used.



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Transition Improv: For-Against

Topics: Genetic engineering, adding lime to soil to lower pH, 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 ...

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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)

SD Frames:

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 _____

However,
On the other hand,
Then again,

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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, Integral-Derivative

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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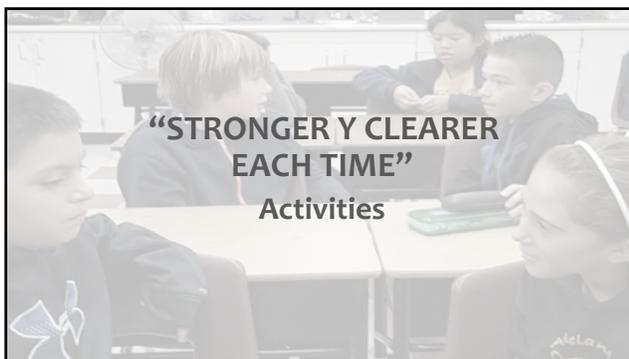
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Designing “Stronger & Clearer Each Time” Activities

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; Stronger + clearer!

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

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

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; Stronger + clearer!

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

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

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

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.

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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Looking at Student Work (Before & After Grid Partners)

INTERVIEW TIME!
(Listen in, Share out, Create together)

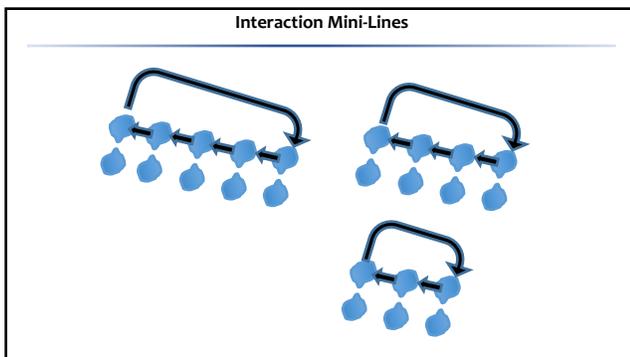
QUESTION: Why should I care about biodiversity?

MY ANSWER: Because the food chain

POST

I should care about biodiversity because without the variety of living things there wouldn't be anything to provide for us for example(s) the rosy periwinkle provides a medicine that treats certain cancers including leukemia.

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"Stronger & Clearer Each Time" Grid

Name	Why is it important to learn about history through primary source documents?	
Me	(Just two or three key words, if any)	You are a historian trying to convince a history textbook author to include primary sources.
1.		
2.		
3.		
Me		

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"Stronger & Clearer Each Time" Grid

Name	Is it worth the time and energy to do a major overhaul on our instruction and assessment so that students can use language for more authentic communication? If so, how?	
Me	(Just two or three key words, if any)	You will present to your school on the value of having more student-student communication during lessons.
1.		
2.		
3.		
Me		

Listeners can & should:

- Prompt for clarification & support
- Help with "What about...?"

One powerful way in which conversation can help students is... I think educators need to know that authentic communication means... We can adapt our lessons and activities in several ways, such as... I disagree with you.

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Stronger & Clearer Each Time: Opinion Continuum

I think video games are bad cuz they show violence. I am way on the Ban side.

Switch partners!
Shift your position, if needed. Stronger & Clearer!

I'm on the not ban side. In my opinion, video games are kinda good. I know some games you shoot people, but some teach you.

Me

Video Games Banned or Not?

NOT BAN

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Strengthening Communication in Every Activity



<i>Write essay, report, letter</i>	<i>Give One, Get One*</i>	<i>Create a story</i>
<i>Read & answer questions</i>	<i>Four Corners</i>	<i>Video</i>
<i>Use graphic organizers</i>	<i>Games (Bingo, Jeopardy)</i>	<i>Dramatization</i>
<i>Take notes</i>	<i>Oral Presentation</i>	<i>Debate</i>
<i>Create a poster</i>	<i>Gallery Walk</i>	<i>Readers Workshop</i>
<i>Write a lab report</i>	<i>Answer teacher questions</i>	<i>Write a Prequel/Sequel</i>
<i>Solve a word problem</i>	<i>Think-Pair-Share*</i>	<i>Make a Podcast</i>
<i>Writers' Workshop</i>	<i>Literature Circles</i>	<i>Anticipation Guides</i>
<i>Simulation</i>	Jigsaw	<i>Exit & Entry Tickets</i>
<i>Analyze a painting</i>	<i>Socratic Seminar</i>	<i>Homework</i>

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