



Fostering Constructive Conversations Across Disciplines

Jeff Zwiers
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jeffzwiers.org/fsusd
jzwiers@stanford.edu

AGENDA

- I. Features of Language Development
- II. Conversation Skills
- III. Conversation Skills Support Activities
- IV. Conversation Modeling and Scaffolding
- V. Next Steps



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Build up 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. (natural or created) (students need one another)


___ **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: [Blue circle] → [Red circle] → [Green circle] → [Orange circle]

STORY 2: [Red circle] → [Green circle]



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

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Transition Improv Activities
for Fostering Conversation Skills:

Speaking
 Listening
 Clarifying

Supporting
 Evaluating

& Language Development Features:



Transition Improv Activity: **Pro-Con**

Topics: Social media's influence on language development

Transitions: **However,**
On the other hand,
Then again,

Frames: One advantage is ... For example, ...
Another positive of ... is... because...
A negative aspect of ... is ...
In spite of the positives of _____,

Listeners can & should:

- Prompt for clarification
- Prompt for support
- Offer idea seeds w/ "What about...?"

~~But~~

A & B, Lean? | Understanding Language | Stanford University & the Center for Applied Linguistics | Jeff Zwiers

Video of Pro-Con

Bryant High School
ELA

Teachers:
Ghrawi and Fotopoulos

Prep work for reading *Animal Farm*
Pros and cons of communism



Transition Improv: For-Against

Topics: Genetic engineering, electoral college, nuclear energy, social media, human-caused climate change, wolf reintroduction, de-extinction, zoos, year-round schools, corn as fuel, extraterrestrial life, desalination, going to college* (2 texts)

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,
Leon?

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Transition Improv: Similar-Different

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, ~~but~~

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Transition Improv: Similar-Different

Topic: old Brian & new Brian

Frames: Unlike the old Brian, new Brian ____, which came from
Both new and old Brian ____, which ...
New Brian differs from old Brian in that ____
An important trait that didn't change in Brian was ...

Transitions: **However,**
On the other hand,
Then again, ~~but~~

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Transition Improv: Two Views w/ Evidence

Views: Patriots
Loyalists

Frames: The __ thought that ...
Many __ believed that...
A different perspective held by __ was that...
In the eyes of __...

Transitions: **However,**
On the other hand,
Then again, ~~but~~

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Transition Improv: Math Situations

Topics: Addition-Subtraction, Area-Perimeter, Multiplication-Division, Sine-Cosine, Volume-Surface Area, Linear-Quadratic, Fractions-Decimals, Integral-Derivative, Constant-Variable

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...

Director can prompt for clarification and/or spark ideas, if needed.

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How do Transition Improv activities foster these conversation skills?

Speaking Listening Clarifying
 Supporting Evaluating

& Language Development Features:

APPLICATION TIME




Think about how you might support conversation skills using **Transition Improv activities** in your upcoming units or lessons.

Stronger & Clearer Each Time


for Fostering Conversation Skills:

Speaking Listening Clarifying
 Supporting Evaluating

& Language Development Features:



Designing “Stronger & Clearer Each Time” Activities



- Prompt for an original response
- 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.
- Listeners push for clarification & evidence, and offer ideas
- 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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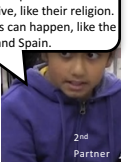
“Stronger & Clearer Each Time” Grid

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.

When cultures meet each other, it helps us to learn how others live, like their religion. But wars can happen, like the Aztecs and Spain.

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

What happens when cultures meet and why?


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“Stronger & Clearer Each Time” Grid

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

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

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



(POST)
When cultures meet, is both bad and good. Bad cuz they fight, like the Aztecs and Spain. Spain thought they were better so they took over. Good cuz of new food and languages and religion.

What happens when cultures meet and why?

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Stronger & Clearer Activity

- Context**
- 4th grade Science class
 - Early Advanced speakers.
 - Have read and discussed energy conversion
 - Focus on stronger and clearer messages using examples.



This Clip

- Prompt is: What is energy conversion?
- Daniel talks to three different partners
- Look for if and how his response becomes stronger (idea-wise) and clearer (language-wise)
- Reflect on ways to improve his response and/or the activity.

Video of Stronger-Clearer

Bryant High School
 ELA
 Teachers:
 Ghrawi and Fotopoulos
 Prep work for reading *Animal Farm*
 Opinion Continuum:
 Communism vs. Capitalism



Looking at Student Work (Before & After Grid Partners)

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

QUESTION: Why should I care about biodiversity?

MY ANSWER: Because the food chain...

POST

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

Stronger & Clearer Each Time: Opinion Continuum

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

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

I think zoos are OK if the animals can't live wild. You know, I went to a zoo that helped hurt ones. Like a eagle. But other zoos are bad.

I was on yes but moved a little. I don't wanna be in cages like animals. It's like jail. But I still think it's fun to go and see them.

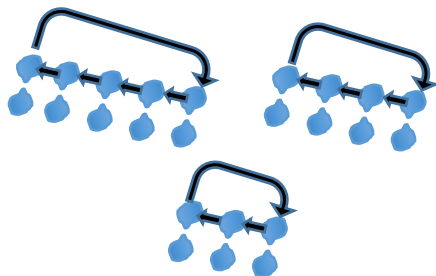
I don't know. Animals don't like in jail and people watching. But some get hurt and need people. Those zoos are good. Like they save eagles, maybe a broken wing. And we can learn from zoos, so yes.

Should we have zoos or not?

YES | Me | | | | | NO

Silvia 3rd Partner

Interaction Mini-Lines



"Stronger & Clearer Each Time" Grid

Name	How does the circulatory system work?	You are doctor answering this question from a patient.
Me	(just two or three key words, if any)	
1.		
2.		
3.		
Me		

4 different texts to share (like jigsaw)

“Stronger & Clearer Each Time” Grid

Name	How does dialogue in a story help us get to know characters?	<i>(You are an author answering this question from a reader)</i>
Me	(Just two or three key words, if any)	
1.		
2.		
3.		
Me		

4 different texts to share (like jigsaw)

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“Stronger & Clearer Each Time” Grid

Name	How did medieval feudalism work, and should we bring it back?	<i>You are an expert in government change responding to this question by our current leaders</i>
Me	(Just two or three key words, if any)	
1.		
2.		
3.		
Me		

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“Stronger & Clearer Each Time” Grid

Name	A plane takes off at 1:00 p.m. heading northeast with an average airspeed of 300 mph. Right after takeoff, the compass breaks and a wind starts blowing northwest at 60 mph. How far is the plane from the airport at 3 p.m.? Solve and explain, justifying your ideas.	<i>The plane has not reported in and you need to know where to look for it.</i>
Me	(Just two or three key words, if any)	
1.		
2.		
3.		
Me		

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“Stronger & Clearer Each Time” Grid

Name	How can developing students’ oral language (speaking, listening, conversing) influence reading and writing—and content learning?	<i>You will present to colleagues on this topic.</i>
Me	(Just two or three key words, if any)	
1.		
2.		
3.		
Me		

One way in which oral language influences reading is...because...
A student with a strong command of oral language can read...
Even though.....
I disagree with you

Listeners can & should:
- Prompt for clarification & support
- Help with “What about...?”
15 sec “take w/ me”
Jigsaw variation
Follow w/ conversation

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How do Stronger & Clearer Each Time activities foster these conversation skills?


Speaking Listening Clarifying
 Supporting Evaluating

& Language Development Features:

APPLICATION TIME

Think about how you might plan using Stronger & Clearer Each Time activities—and/or adaptations to similar activities such as Gallery Walks and Jigsaws in your upcoming units or lessons.

Major Pillars for this Work



Foster authentic communication (Purpose; clarity & strength matter, Info gaps) & needed language

Use all interaction activities to foster skills of building, clarifying, supporting, & evaluating

Push students to push themselves and others for clarity and strength (act like teachers)

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Most Activities Can Cultivate Conversation Skills

<p>Read & answer questions Create a group poster Write a lab report Take notes Create a story Writers' Workshop Whole class discussion Simulation/dramatization Solve a word problem in pairs</p>	<p>How can we get students to push themselves and peers to clarify and strengthen their ideas in other activities?</p>	<p>Four Corners Oral Presentation Gallery Walk Think-Pair-Share Literature Circles Jigsaw Socratic Seminar Watch a video Games (Bingo, Jeopardy, etc.)</p>
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Bulking Up an Activity for Language Development


Engaging Purpose
(Clarity and strength matter)



Prepare an estimate of the costs and financial benefits of using an electric car.
Should I buy one?


3 articles from different perspectives (maker, consumer, environmental)

Information Gaps



Jigsaw

Attention to language



Model and frames for coming up with and estimating costs

Expert groups practice synopsis in pairs, then in expert group, others ask 1 clarify/support each; then share in home groups; others also ask to clarify/support each

Pushing selves and others to clarify and support ideas to build them

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Comments After "Oral Language-Based" Lessons

1. A Muslim girl, tears in her eyes, said, "They laugh at me a lot. But today I had a voice. I could say what I thought. And they listened to me."
2. The principal, after observing a student she knew well from his "trips to the office," said, "It was wonderful to see him share his ideas with other students, to see him in a much different and better light."
3. A shy boy, walking out to his next class, said, "Wow, I never used my brain so much."



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WHY? The Power of Collaborative Conversations

CONTENT: Clarify, Use, & Reinforce

LANGUAGE: Input + Output

FORMATIVE ASSESSMENT

ACADEMIC THINKING: Critical & Creative

Social Skills, Relationships
Voice, Empathy, Equity,
Agency, Identity, Belonging

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Constructive Conversation Skills (Build one Idea)

Students (w/o teacher) **collaboratively build an idea** (e.g., claim, answer, solution, interpretation)—*not just answer questions—using the skills on the right:*

Pose 1st Idea

Listening/Speaking

Build Idea

Listening/Speaking

Support Idea

Listening/Speaking

Clarify Idea

Listening/Speaking

- Ask 2's
- Define
- Elaborate
- Paraphrase
- Negotiate
- Analogy
- Synthesize

MATH: Justify with reasoning based on math principles & the problem

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Collaborative Argumentation

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REVIEW: Constructive Conversation Skills

Evaluate & Compare (Argue)

Listening/Speaking

Pose 2nd Idea

Listening/Speaking

Build Idea & Choose

Listening/Speaking

Clarify Idea

Listening/Speaking

MATH: Justify with reasoning based on math principles & the problem

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Formative Assessment Tools: (e.g., Conversation Observation & Analysis Tool (COAT))

PROMPT:

Useful & Engaging Purpose
 Need to talk + Unique ideas
 Clear and Helpful Directions

QUANTITY

of Turns
 Length of turns
 Equity

QUALITY

Use conversation skills:

Pose
 Clarify
 Support
 Evaluate

to authentically build and argue useful ideas

OTHER KEY SKILLS

Listening
 Speaking
 Thinking
 Content
 Nonverbal
 Valuing Ideas

(Interpretation (ELA); Bias & Corroboration (History); Cause-Effect (Sci); Problem Solve (Math))

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Improving Conversations

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

Eli: I respectfully disagree with you.

Laura: Why?

Eli: Cuz I can't feel it. Put your hand out. Do 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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Improving 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.

Manny: I think we should use a table, like yesterday.

Sara: I hate those things. They're so boring.

Manny: So, what should we do?

Sara: Maybe just times it.

Manny: Why?

Sara: Cuz that's what we did yesterday.





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Conversation Non-model

Ana: What do we need to find?
 Ben: How far the boat goes down the river.
 Ana: So, how?
 Ben: Maybe figure out the time to cross it, like straight, like this (a).
 Ana: I think we should just add the speeds together.
 Ben: OK, I guess. So that's 5 plus 3 equals 8. Then what?
 Ana: We need to use the other number, 30. So divide?
 Ben: Why not? OK, so 30 divided by 8 is 3.75.
 Ana: 3.75 what?
 Ben: Meters, I think, but that doesn't look right.
 Ana: No, so what do we do?
 Ben: I don't know. Maybe go back to my idea?

A boat steers straight across a river at 3 meters per second. The river is flowing at 5 m/s. If the river is 30 meters wide, how far downstream will the boat end up on the other side?

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Silent Cards for a Conversation - 5th Gr. ELA/ELD

Context

- 5th grade Language Arts/ELD class
- Advanced and early intermediate

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

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Constructive Conversations in 9th ELA

Context

- Sheltered 9th grade English class
- Intermediate and early advanced speakers.
- Have read *To Kill a Mockingbird* and *Of Mice and Men*
- Focal conversation skill: supporting your ideas with examples from a text.
- Some prompts are on the board

This Clip

- Prompt: "What do you think an important theme in this book is?"
- How do they clarify and support ideas? ("What does courage mean?" "Can you elaborate on that?" "Can you give an example from another book?" "How does this apply to our life?")

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Your Turn

"[...] If you don't want a house built, hide the nails and wood. If you don't want a man unhappy politically, don't give him two sides to a question to worry him; give him one. Better yet, give him none. Let him forget there is such a thing as war. If the government is inefficient, topheavy, and tax-mad, better it be all those than that people worry over it. Peace, Montag. Give the people contests they win by remembering the words to more popular songs or the names of state capitals or how much corn Iowa grew last year. Cram them full of noncombustible data, chock them so damned full of 'facts' they feel stuffed, but absolutely 'brilliant' with information. Then they'll think they're thinking, they'll get a sense of motion without moving. And they'll be happy, because facts of that sort don't change. Don't give them any slippery stuff like philosophy or sociology to tie things up with. That way lies melancholy. (Bradbury, 1953)

Work with a partner to co-construct what you think is the most important theme from this text and how it might connect to today. You can build up one theme or build up two and then decide which is stronger, etc.

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Silent Support Cards (from the COAT)

Ask for an (another) example to support the idea

Paraphrase what your partner said

Ask your partner to clarify (Why...How...)

Build up the first idea first

Show that you are listening with your eyes, nods, posture

Pose an alternative idea and start to build it up

Stay focused on the conversation prompt/purpose

Encourage your partner to talk more

Refer to the text

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Using the Cards – 6th Gr. ELA

A: So, what do you think the poem is about?
 B: I think maybe something like, You gotta be yourself. What do you think?
 A: I think it's about being out in nature, that it's good to see plants...
 Oh, OK, So, why do you think it's about 'be yourself'?
 B: Cuz it says he doesn't want to be growing in clusters in the valley, and stand alone, and like not stuck in a pot of dirt.
 A: I like that. And the title is "Identity"
 B: Yeah...
 How does that help us?
 A: Identity means how you're different...

Identity (excerpt, by Julio Noboa Polanco)

Let them be as flowers, always watered, fed, guarded, admired, but harnessed to a pot of dirt.

I'd rather be unseen, and if then shunned by everyone, than to be a pleasant-smelling flower, growing in clusters in the fertile valley, where they're praised, handled, and plucked by greedy, human hands.

Build up the first idea first

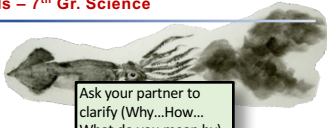
How does the title support the idea?

Build stand alone, strong and free, other be a tall, ugly weed.

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Using the Cards – 7th Gr. Science

1 Karla: So, why do squids have ink?
 2 Maya: For writing.
 3 Karla: What do you mean?
 4 Maya: Is for writing.
 5 Karla: Squids can't write...
 OK, so what do you mean that they write?
 6 Maya: Not pens, but on rocks. Para marcar su territorio.
 7 Karla: OK, but I think they got ink to..., **they escape. Like the picture.**
 8 Maya: OK...
 How do they escape with ink? **Clarify: How do they escape with ink?**
 9 Karla: They let it out; it makes a cloud so they, you know, can swim away.
 10 Maya: And poisons the fish?
 11 Karla: I don't know; I think jellyfish are poison.
 12 Maya: Yo odio los jellyfish.
 13 Karla: Me too.




Ask your partner to clarify (Why...How... What do you mean by)

Clarify: How do they escape with ink?

Stay focused on the conversation prompt/purpose

Using the Silent Support Cards


PROMPT: Come to a consensus with your partner on why the painter painted the painting in this way: why he included certain figures, their composition, postures, movements, gazes. Include what the painter wanted the viewer to feel or think, empathize, and learn from the painting. Try to agree on how accurate a depiction you think this is and why.



First landing of Columbus on the shores of the New World, at San Salvador, W.I., Oct. 12th 1492. (1862) Dióscoro Puebla, Spanish painter

Using the Silent Support Cards

PROMPT: Come to a consensus and a clear explanation of where you think the mass of trees (think Redwoods) comes from. Discuss why many people often get this answer wrong.



So where does a tree's mass come from?

The 1648 potted willow experiment of Johannes Helmont is widely discussed in biology teaching because it is the first known quantitative experiment in biology. He wrote, "But I have learned by this handicraft-operation that all vegetables do immediately, and materially proceed out of the element of water only. For I took an earthen vessel, in which I put 200 pounds of earth that had been dried in a furnace, which I moistened with rainwater and I implanted therein the stem of a willow tree, weighing five pounds; and five years being finished, the tree did weigh 169 pounds. And least the dust that flew about should be co-mingled with the Earth, I covered the lip or mouth of the vessel with an iron-plate covered with tin, and easily passable with many holes. I computed not the weight of the leaves that fell off in the four Autumns. At length, I again dried the Earth of the vessel, and there were found the same two hundred pounds, wanting about two ounces. Therefore 164 pounds of Wood, Barks, and Roots, arose out of water only" (1622). And if the tree is using soil for its mass, then there must be less soil around it. And yet, it turns out that if you ask new Harvard graduates this question, the vast majority of them answer some variant of "It comes from the soil." The answer, it turns out, is blowing in the wind.

Using the Silent Support Cards

PROMPT: Read the excerpt from *Huckleberry Finn* (Twain, 1885) and come to an agreement on what the most important theme in the passage seems to be. Make sure to clarify and support idea(s) along the way as you build or choose your final main theme idea and prepare to present it to others.

Excerpt from The Adventures of Huckleberry Finn (Twain, 1885)

It made me shiver. And I about made up my mind to pray, and see if I couldn't try to quit being the kind of a boy I was and be better. So I kneeled down. But the words wouldn't come. Why wouldn't they? It warn't no use to try and hide it from Him. Nor from ME, neither. I knowed very well why they wouldn't come. It was because my heart warn't right; it was because I warn't square; it was because I was playing double. I was letting ON to give up sin, but away inside of me I was holding on to the biggest one of all. I was trying to make my mouth SAY I would do the right thing and the clean thing, and go and write to Jim's owner and tell where he was; but deep down in me I knowed it was a lie, and He knowed it. You can't pray a lie—I found that out.

So I was full of trouble, full as I could be; and didn't know what to do. At last I had an idea; and I says, I'll go and write the letter—and then see if I can pray. Why, it was astonishing, the way I felt as light as a feather right straight off, and my troubles all gone. So I got a piece of paper and a pencil, all glad and excited, and set down and wrote:(text continues on handout)

Silent Support Cards w/ the Math Paired Conversation Protocol

Suppose it takes the Almond River 6 months to fill a reservoir, by itself, and it takes Belfair River 10 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) <i>(Talk about what is asked; what is given; what happens; what the units are, etc.)</i>			
<input type="checkbox"/> TALK			
Paraphrase problem			
Estimate the answer <i>(Each partner generate and justify your own estimate; then compare them)</i>			
<input type="checkbox"/> TALK			
Estimate & justify			
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	Visuals, Drawings, Charts, Symbols, Calculations, Solution	Justify what you do
<input type="checkbox"/> TALK	<input type="checkbox"/> TALK	<input type="checkbox"/> TALK	<input type="checkbox"/> TALK
Come up with two methods; justify them & procedures			

Silent Support Cards w/ the 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	
Co-create a similar problem, write it on the back of this sheet, and solve it (then share the problem with others) <input type="checkbox"/> TALK & WRITE	

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
------------------------	--------------------------	------------------------

Argument Balance Scale

Prevent dropouts & jail costs

Gets them to read

Kids need to eat

Stay after school

Pizza tastes good

Reason/Evidnc/Exp Kids need to eat	ISSUE Should pizza be a reward for reading?	Claim/Position No
Reason/Evidnc/Exp Prevents dropouts, crime, jail costs		
Reason/Evidnc/Exp Gets kids to read		
Claim/Position Yes		

Not healthy food

Expensive

Not healthy food

Not good motivation

Argument Balance Scale

Reason/Evidnc/Exp Kids need to eat	Should pizza be a reward for reading?	Claim/Position No
Reason/Evidnc/Exp Prevents dropouts, crime, jail costs		
Reason/Evidnc/Exp Gets kids to read		
Claim/Position Yes		

Not healthy food

Expensive to run

Need to exercise

Not good motivation for reading

Some kids don't like pizza

Argument Balance Scale

Prevent dropouts & jail costs

Gets them to read

Kids need to eat

Stay after school

Pizza tastes good

Reason/Evidnc/Exp Kids need to eat	Should pizza be a reward for reading?	Claim/Position No
Reason/Evidnc/Exp Prevents dropouts, crime, jail costs		
Reason/Evidnc/Exp Gets kids to read		
Claim/Position Yes		

Not healthy food

Expensive

Not healthy food

Not good motivation

Cheese has protein, tomato sauce = veggie, dough has carbs

Argument Balance Scale

Reason/Evidnc/Exp Kids need to eat	Should pizza be a reward for reading?	Claim/Position No
Reason/Evidnc/Exp Prevents dropouts, crime, jail costs		
Reason/Evidnc/Exp Gets kids to read		
Claim/Position Yes		

2D-Scale

Choose a side and argue why it "weighs more"

Not healthy food

Expensive

Not healthy food

Not good motivation

3-D Version

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
- Consider next steps based on this conversation

8th ELA – Using the Argument Scale

FLOWERS FOR ALGERNON

A: Why do you think the author wrote this story?
 B: Maybe teach us we should be who we're born to be.
 A: What do you mean?
 B: You know, in the story Charlie wants to be smart, and his operation makes him smarter. But it's not natural. And he wasn't happy, even after he's smart.
 A: Yeah. And he was kinda like a science experiment. I don't think they should experiment on people. It's maybe like when they experiment on animals.
 B: Yeah. It's messed up. What about the other side?
 A: Maybe it's that we can be smart, all of us. And maybe it's OK when science helps? Science helps people be better in lots of ways.
 B: What's an example?
 A: Like drugs. When we are sick, they help cure us. I took pills last year when I had a infection and they made me better.

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8th ELA – Using the Argument Scale

B: I guess. And I think it's good to see, like, people like him could be smart.
 A: What do you mean?
 B: Like I see people like him, like at school, and I think they're just, I don't know, broken. But inside they're like us, maybe smarter than us.
 A: Maybe, OK, so are we done with both sides?
 B: Yeah. Now we gotta decide which is heaviest.
 A: I can't decide. I don't think it's natural and it was like an experiment on a person//
 B: //But it also, like I said, it helps us see inside people like Charlie.
 A: I think the author wanted us to think that more. Maybe it wasn't natural, and that's bad, but the author, I don't know, is, more wants us not to think they're broken. What do you think?
 A: I agree. At the end of the book I thought that a lot more than being mad about the experiment. If he died from that experiment, then it'd be different, but he didn't.
 B: OK.

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Authentic Communication or Not?

Claim/Position

Yes

Should we take the time & effort to teach with more paired conversations?

Claim/Position

No

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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 veil 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.

Claim/Position

Yes

Should the girl be allowed to wear the niqab in school?

Claim/Position

No

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MATH Info-Gap Cards

I need the floor size to know the wall lengths. I need the wall heights to multiply by their lengths to get the area that needs painting

Can you tell me the size of the room and the height of the walls?

Why do you need to know those measurements?

A: Emma wants to paint the four walls of her room. But she isn't sure if she has enough money to buy the paint. Does she have enough?

B: The floor of Emma's room is 12 feet by 10 feet. The walls are 8 feet tall. A gallon of paint covers 100 square feet. A gallon costs \$24. Emma has \$75.

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Info Gap Cards - Procedure

- 1. READ:** A (Situation card) and B (Data card) read their cards. A summarizes situation to B. B paraphrases back to A, for agreement.
- 2. QUESTION 1:** A asks B for specific information.
- 3. QUESTION 2:** Before answering, B must ask for justification: "Why do you need that information?" (even if B knows why, already)
- 4. JUSTIFICATIONS:** A explains how he or she will use the information. B decides if the justification is solid enough to give the data to A.
- 5. SOLVE:** A solves problem aloud, explaining process, while B asks Why? And helps, if needed.

<p>A:</p> <p>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.</p>	<p>B:</p> <ul style="list-style-type: none"> 4 walls in each classroom Each wall is 8 meters long and 3 meters high The ceiling has an area of 64 meters squared
<p>A:</p> <p>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.</p>	<p>B:</p> <p>8 m 10m 10m</p> <p>15m</p>

MATH - Info Gap Cards 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: How will knowing the speed help you do that?
 A: I'll use it and the satellite speed and the distance.
 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: To know how long it'll take. If it's just a little slower, it'll take longer. I'll make an equation and put them equal to each other cuz that's where they meet.



<p>A: Model</p> <p>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.</p>	<p>B: Model</p> <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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MATH Info Gap Cards: Your Turn

A:
 The Silver Star train left the station early της τρισε φάλλσ οφφ Βρενδανσ βικε, ωηιζη τηεν λαασε λογκεδ υε αρουνδ ο τραε. Τηεν δεχιδε τηςε Βρενδαν ωιλλ, ωαλε φορ α ωηιλε ανδ Σηασον ωιλλ, ριδε ηησ βικε, λασιπνγ ιτ φυρτηρ υε τηε ροαδ ανδ ωαλκινγ τηε ρεστ οφ τηε ωαγ. Ωηεν Βρενδαν ρεαχηεσ Σηασον'σ βικε, ηε ωιλλ ριδε ιτ ηομε. Ηωω φαρ σηουλδ Σηασον ριδε τηε βικε φορ βοθη το ωρρισε ηομε ατ τηε σαμε τιμεσ?



- B:**
- The Silver Star left at σαιντε κμ φορμ ηομε
 - The Golden Arrow left ωαλκσ ατ χινθουσ κμ'η ανδ ριδεσ ατ δοδιζηρ κμ'η.
 - Σηασον ωαλκσ ατ χεστρι κμ'η ανδ ριδεσ ατ διεχιρ κμ'η.

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)

ELA Literature: Collaboratively decide

ELA Expository: Decide whether or not to

Math: Work with your partner to create a

Science: In your conversation, compare

History: You will co-author a letter to a

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..."

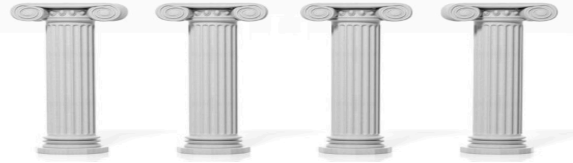
Know the Types of Conversations in Different Disciplines

<ul style="list-style-type: none"> Deciding between two or more sides of a controversial issue Collaborating to agree on interpretations in literature Collaborating to agree on the best ways to communicate ideas to others 	<ul style="list-style-type: none"> Collaborating to interpret data and generate scientific explanations Solving problems & deciding between two sides of controversial science issues Role-based improv conversations 	<ul style="list-style-type: none"> Deciding between two sides of an issue or account Collaborating to solve social problems and challenges Collaborating to explain events, systems, and people 	<ul style="list-style-type: none"> Collaborating to solve a problem Collaborating to create new math problems Modeling math concepts and experimenting with numbers, symbols, & shapes <p style="text-align: right;"><i>Craft a prompt</i></p>
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STUDENT Conversation Reflection Tools

- Is conversing with peers is a productive use of class time? Why or why not?
- What is the purpose of a classroom conversation with a peer? Feel free to use examples
- _____ I learn and remember more when I have conversations.
- _____ I push myself and peers to be as clear as possible in conversations.
- _____ The teacher provides modeling, scaffolding, and feedback for helping me get better at conversation.
- Self-rate your skills based on your conversations this week:
 - Clarify ideas
 - Support ideas with evidence
 - Evaluate evidence and compare ideas
 - Value partner ideas

Major Pillars for this Work



Foster authentic communication (Purpose, clarity & strength matter, Info gaps) & needed language

Use all interaction activities to foster skills of building, clarifying, supporting, & evaluating

Push students to push themselves and others for clarity and strength (act like teachers)

In conversations, build up every idea as much as possible— and build up the first idea first.

Understanding Language | ell.stanford.edu

Jeff Zwiers

NEXT STEPS



Jeff Zwiers | jzwiers@stanford.edu | jeffzwiers.org/fsusd
Free Online PD Courses (Conversations | Language in Math) --> ell.stanford.edu