



Developing Students' Conversational Discourse Across Disciplines

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AGENDA

- I. Conversation Skills
- II. Conversation Skills Support Activities
- III. Conversation Modeling and Scaffolding
- IV. Next Steps



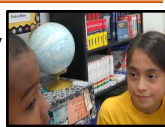
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Conversation

In the Bantu language, the word **ubuntu** means that a person becomes a person only through other people.

Neuroscientists agree, arguing that our brains and minds are shaped in continuous interaction with other people.

During conversation, participants orient towards the other person's mind, inferring meanings and relevancies, rather than just decoding and encoding verbal messages (as robots might do).

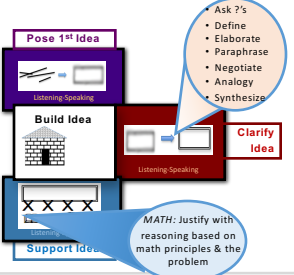


(Hari & Kujala, 2007. *Brain Basis of Human Social Interaction: From Concepts to Brain Imaging*)

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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:*



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Stronger-Clearer Each Time Activities for Fostering Conversation Skills:


Speaking Listening
 Clarifying Supporting

Build Idea(s)
 Info Gaps
 Anticipation Guide

& Authentic Communication Features

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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. Listeners push for **clarification & support**, and offer ideas
4. 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.

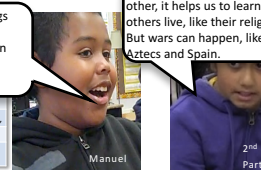
Switch partners!
Don't forget to use examples; Stronger + clearer!

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.

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	



"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.

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.

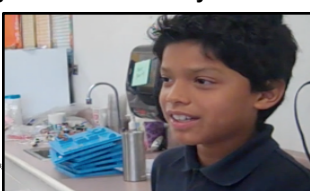
(POST)
When cultures meet, is both bad and good. Bad cuz they fight, like the Aztecs and Spain. Spain thought they were better so they took over. Good cuz of new food and languages and religion.



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.




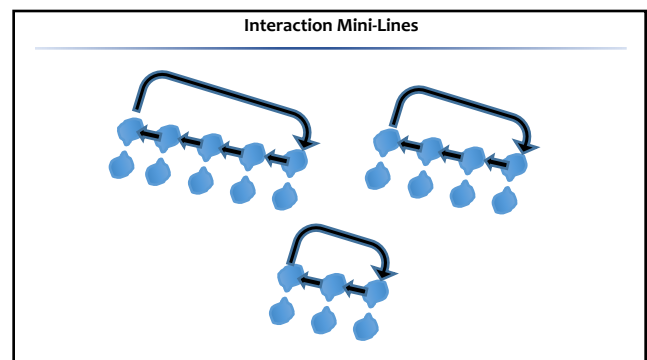
This Clip

- 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/ELD
Prep work for reading *Animal Farm*
Opinion Continuum: Communism vs. Capitalism





“Stronger & Clearer Each Time” Grid

Name	You are sitting on the couch and a friend says to you, “You have no energy.” How do you respond?	<i>You want to teach your friend about different types of energy.</i>
Me	(just two or three key words, if any)	
1.		
2.		
3.		
Me		

Jigsaw variation, Follow w/ conversation

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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		

Listeners can & should:

- Prompt for clarification
- Prompt for support
- Help with “What about...?”

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...

15 sec “take w/ me”

How do Stronger-Clearer Each Time activities Foster Conversation Skills

Speaking
 Clarifying

Listening
 Supporting

& Authentic Communication 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.

Comments After “Oral Language Focused” Lessons

- A Muslim girl, with 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.”
- 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.”
- A shy boy, walking out to his next class, said, “Wow, I never used my brain so much.”

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CONVERSATIONS

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

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

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Conversation – 1st Gr.

Context

- 1st grade science
- English learners

This Clip

- After seeing pictures in the beginning of the unit, students are asked **“What helps the slow pufferfish stay alive?”**

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Writing Sample After Conversation – 1st Gr.

How do you think the puffer fish defends itself from predators?

Our idea is that if the puffer fish stroke its spines out the predator will die and the fish will bite it to because it hurts its prey.

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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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Constructive Conversation Skills (Collaborative Argument)

Pose 2nd Idea
Listening-Speaking

Build & Choose
Listening-Speaking

Support Idea
Listening-Speaking

Evaluate & Compare (Argue)
Listening-Speaking

Clarify Idea
Listening-Speaking

Hand motions

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Conversation (1st)

A: I think she not share it (bread)
B: Why?
 A: Cuz the other animals not work; just lazy.
B: Yeah. I don't think to share, too.
 A: Why?
B: Like my dad. He work for money. Not work, no money.
 A: Yeah, not fair.
B: Not fair. But teacher said it's good to share.
 A: I share when they help. Like maybe I paint the school. I don't want others...it's my money.
B: No. Maybe if ...they can't work, like they're sick, maybe. But the animals are lazy.
 A: Is good to share, but not all the time, not with lazies.


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Improving Conversations

L: I think the theme is we gotta forgive others.
 M: I respectfully disagree with you.
 L: Why?
 M: Cuz it's not fair. People should be punished.

D: We should be able to vote.
 F: I agree. And drive cars around, you know, get licenses.
 D: I drove my uncle's car outside the city when I was 12.
 F: Where'd you go?
 D: On the roads by his house, but then into a pond.
 F: Maybe you shouldn't get a license yet.


Build up the first idea first!!!!!!



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Conversation (5th)

A: Rosa Parks. David said all she did was sit down, but I think she was a hero.
 P: I agree. She has a book about her.
 A: Why do you think a whole book?
 P: She was so brave to go to jail, and it was like just cuz she sat down on a bus.
 A: Jail is scary, I think. They put you in the bars with ...bad people and//
 P: //Yeah, and I think she knew it would happen. That's a hero cuz she knew they would put her in jail.
 A: And she started the...what's that word?
 P: Boycott. They stopped using the buses.
 A: Boycott, so it, it changed those racism rules. All cuz of Rosa! ... Where's David?



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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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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...

Build up the first idea first

How does the title support the idea?

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.
 I'd rather be a tall, ugly weed, than to be a tall, ugly weed.
 I'd rather be an eagle high, jagged rocks.

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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?
 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



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NEXT STEPS



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