



**Accelerating Language Learning with Authentic Communication & Academic Conversations**

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**OVERVIEW**

**A. Pseudo- vs. Authentic Communication**

**B. Conversation Support Activities**

- Transition Improv
- Information Gap
- Stronger & Clearer Each Time

**C. Conversation Support Activities**




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**Students of Concern**

Do you have any students who want to learn, but who:

- aren't motivated enough by points and grades?
- have learned to "play" school?
- do the bare minimum?
- have adeptly figured out how to talk as little as possible in activities that require talk?
- feel like they don't belong?
- struggle academically because of language?
- lack social skills?



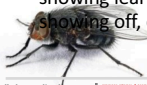
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**Pseudo-Communication vs. Authentic Communication**

Using words and other meaning-carriers to share information and do things for reasons *other than* using the information in meaningful ways (e.g., for getting points & praise, showing learning, winning, showing off, etc.)

Using words and other meaning-carriers to share information for doing meaningful things (**building**, creating, changing, deciding, clarifying, negotiating, arguing, etc.) that just one person can't do. (**R-W-L-S-C**)

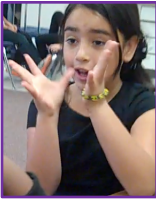
**So what?**



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**Communicating to Learn**

"Language is learned, not because we want to talk or read or write about language, but because we want to talk and read and write about the world. Especially for children, language is the medium of our interpersonal relationships, the medium of our mental life, the medium of learning about the world."  
 --Courtney Cazden (1977)



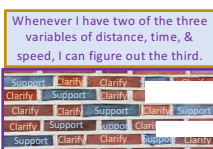
Neil Mercer, Hugh Mehan, Lev Vygotsky, John Dewey, Pierre Bourdieu, Jerome Bruner, Lauren Resnick, Martin Nystrand, Patricia Gándara, Lily Wong Fillmore, Kenji Hakuta, David Pearson, James Gee, Guadalupe Valdés

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**Authentic Communication Features**  
 For developing content, thinking, language, and social skills

**□ Purposeful building of idea(s)**

Whenever I have two of the three variables of distance, time, & speed, I can figure out the third.



**□ Information gap(s)**

STUDENT A	STUDENT B
A spider is only an 8000 path in total as it is a random walking. It is not a walking spider. The spider is a long spider from the spider is a random walking spider. It is a spider.	B: Spide is walking at 10,000 feet.
	A: Spide is walking at 10,000 feet.
	B: Spide is walking at 10,000 feet.
	A: Spide is walking at 10,000 feet.
	B: Spide is walking at 10,000 feet.

If needed, there is attention to language in service of communication (Language modeling & scaffolding, sentence frames, practice, feedback, etc.)

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### Center Learning on Building Ideas (from the start)

- Context**
- 1st grade science
  - English learners
  - First day of the unit on animals

**This Clip**  
After looking at pictures in the beginning of the unit, students are asked "What helps the slow pufferfish stay alive?"



### 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 sticks its spines out the predator will die and the fish will bite it to because it makes its prey.

### Center Learning on Building Ideas

So, do your students habitually think, "OK, what important idea can I/we build and how do these texts and tasks help?"



### CONVERSATION SKILLS SUPPORT ACTIVITIES for Fostering Conversation Skills & Authentic Communication

Support	Clarify	Clarify	Support
Clarify	Support	Support	Clarify
Clarify	Support	Support	Clarify
Support	Clarify	Clarify	Support

### 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 \_\_\_\_\_,

**Listeners can & should:**

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

### Transition Improv

Elementary  
Pros and cons of ice cream

- Features:**
- Build ideas?
  - Clarify & Support?
  - Meaning, not points?
  - Value ideas & take risks?
  - ?



[Link](#)

**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,  
Lean?

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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)

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

**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 \_\_\_\_\_

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**Transition Improv: Similar-Different**

**Topic:** old Brian & new Brian

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

**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 ...

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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: Positivo-Negativo**

**Tema:** Viaggiare a altri paesi

**Positivi**

Posso...

- mangiare cibo nuovo. Per esempio, in Peru ho mangiato ceviche...
- Imparare la storia del paese
- riposare, leggere, nuotare

**Negativi**

Devo...

- 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?

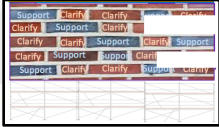
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APPLICATION TIME

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

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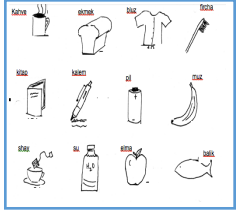
CONVERSATION SKILLS SUPPORT ACTIVITIES  
for Fostering Conversation Skills & Authentic Communication



### Information Gap Activities

### Information Gap: A & B Forms (At the Store)

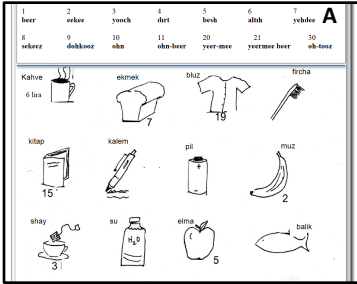
- Half of students get A & half get form B
- Model & preview expressions & vocab
- Students pair up and each play a role (e.g., B starts as customer; A is store owner)
- A and B switch roles
- Optionally, students create their own forms



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### Info Gap Activities: A and B Forms

B: Merhaba. Nasilsin?  
A: Chok iyiyim. Sen nasilsin?  
B: Iyiyim. Muz ne kadar?  
A: Eekee lira  
B: Shay ne kadar?  
A: Yooch lira.  
B: Elma ne kadar?  
A: Besh lira  
B: Kitap ne kadar?  
A: Ohn-besh lira




### Information Gap Cards: If you want to live here,...

- Model for students how you will respond to the prompt
  - You are thinking of moving to the habitat where your partner lives. Ask him or her how you need to adapt in order to survive.
- Act out words they will need
- Students read own cards and try to remember the information.
- Have them find all three other animals and learn how you would need to adapt to survive in each of their habitats.

- *What are you?*
- *Where do you live?*
- *How have you adapted to eat what you eat?*  
• *Because I eat \_\_\_\_, I have \_\_\_\_*
- *How have you adapted to avoid dangers?*  
• *One trait that helps me avoid...*
- *For example, one time I...*  
*(remove these the third time)*

What idea can students build with this new knowledge?

## Snowshoe Hare



**Habitat:** Mountain forests with lots of shrubs

**Diet:** leaves, grass, bark, buds, twigs

**Dangers:** Lynx, bobcat, fox, coyote, owl, puma

**Adaptations:** white fur in winter & brown in summer; big feet for the snow; big ears to hear predators; mostly nocturnal (I come out and look for food at night)

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### Info-Gap Cards

I need to know the area to be painted. To figure out the area, need the length and height of each wall. Then I will multiply them and add each area for the total area.

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 Activities Card Matching

**Procedure**

1. Give 'story' cards out to Student A in each pair
2. Give graph cards to B
3. Have A read a card silently and picture what is happening.
4. Then A describes the type of graph he/she is looking for and B finds it.
5. B asks A for any information missed
6. A watches to help B, if needed
7. Students can also draw a graph and have the partner make up the story for it.

Ella walked away from her home. Then she realized that she forgot her lunch and ran toward home. Halfway back she decided to buy lunch, so she turned around to run to the bus stop and waited for the bus.

<http://map.mathshell.org/lessons.php>

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### CONVERSATION SKILLS SUPPORT ACTIVITIES for Fostering Conversation Skills & Authentic Communication

## Stronger-Clearer Each Time Activities

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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.

What's an example of fighting?

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

*A begins and B listens and asks clarify & support questions. Go. Take two-word notes. New partners! Don't forget to use examples. Stronger + Clearer!*

Manuel

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

The Aztecs and Spain. They didn't like each other.

1st Partner

What happens when cultures meet and why?

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### "Stronger & Clearer Each Time" Grid

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

What happens when cultures meet and why?

My notes: Bad, wars, both, learn religion, Aztecs, Spain

What do you mean they learn religion?

*Take two-word notes. Switch partners! Don't forget to use examples & ask for clarify & support. Stronger + Clearer!*

Manuel

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 to learn how others live. Like religion. But wars can happen, like you said.

Maybe not learned, but more like they mixed religions together!

2nd Partner

What happens when cultures meet and why?

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### "Stronger & Clearer Each Time" Grid

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

Cultures meet and bad things happen like fighting, like the Aztecs and Spain. 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.

Manuel

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

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.

They learn other like some cultures best and they stay


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.

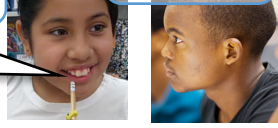
### Stronger & Clearer Each Time: Opinion Continuum

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.

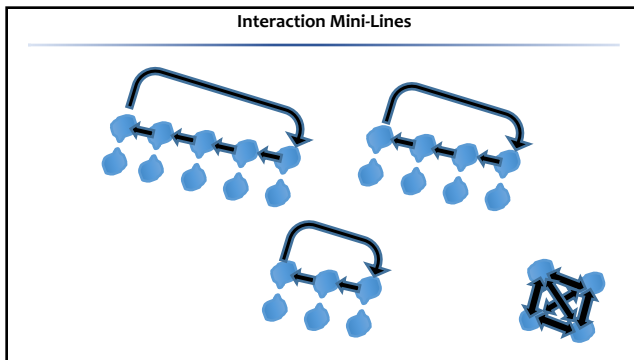
I was on yes but moved a little. I don't wanna be in cages like animals. It's like jail. But I still think it's fun to go and see them.

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



**Should we have zoos or not?**

YES | Me | | | NO



### "Stronger & Clearer Each Time" Grid

Name	Do we need to spend more time reading and writing poetry?	
Me	(Just two or three key words, if any)	You are a teacher who will present on this topic to parents.
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?	
Me	(Just two or three key words, if any)	You will present to colleagues on this topic.
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"  
 Jigsaw variation  
 Follow w/ conversation

### Interview with a Student

**Int:** So, what do you like to do in class?

**Stu:** Build ideas.

**Int:** How do you do that?

**Stu:** You clarify and you support with evidence & examples. And you keep doing those skills until it's as clear and strong as you can get it.

**Int:** How do those skills help you build ideas?


**Stu:** If you don't clarify, then you might be like way not on the same page about what things mean. For example, if you say "freedom," you and I might have really different ideas of what freedom means. And your definition might add to mine, right?

**Int:** Right. What about supporting with evidence & examples?

**Stu:** I just did that with the freedom example, right? If you don't use evidence and examples, it's weaker; it's just what you think, and that's not enough, even if you're the president.

**Int:** Can you give an example?

**Stu:** Ha. OK. If you say you think we should wear school uniforms, you need to have evidence that they help, like they cost less, or prevent stealing, or reduce gangs.



**Interview with a Student**



Int: I see. How is this class different from last year?  
 Stu: Last year we just memorized stuff and took tests. Booooring. Even when we did fun things like games and experiments, I didn't learn much. I was trying to win or memorize stuff. This year, we focus on building ideas. It can be in writing, reading, or talking. You probably want examples. OK, so in writing, instead of just trying to make my essay fit what it says on the rubric, now we write to others—and we build up an idea to communicate it better. And in reading, instead of reading to answer a bunch of questions, I read to form a big idea in my mind, and then I do something with it. Last year I did the bare minimum most of the time. Now I try cuz it makes a difference in me, or in others.  
 Int: What about conversation?  
 Stu: That's the most fun cuz you got another person to help you build up an idea. Everyone in the class knows that building ideas is what we do here. So my partner and I push each other to clarify and support each idea that we are working on. The teacher says, "Build it up 'til you can't build it up anymore."

**What does building an idea look like?**

(And how do we decide if it's built up enough?)

PROMPT: Why do animals adapt?

IDEA
CLARIFY
SUPPORT

Adaptation helps animals to get food.

**What does building an idea look like?**

(And how do we decide if it's built up enough?)

PROMPT: Why do animals adapt?

IDEA

Adaptation helps animals to get food.

A type of animal changes its body over millions of years to get food.

What does adaptation mean?	What are examples of those adaptations?
----------------------------	---

**What does building an idea look like?**

(And how do we decide if it's built up enough?)

PROMPT: Why do animals adapt?

IDEA

Adaptation helps animals to get food.

A type of animal changes its body over millions of years to get food.	Eagles have good eyes to see little animals	For example?	Tuna & swordfish
What does adaptation mean?	What are examples of those adaptations?	And some fish swim really fast to catch little fish to eat them.	

**What does building an idea look like?**

(And how do we decide if it's built up enough?)

PROMPT: Why do animals adapt?

IDEA

Adaptation helps animals to get food.

Oh yeah, like rabbits run fast to get away from bobcats.

And they do camouflage, too.

What about adapting to get away from things that want to eat them?

A type of animal changes its body over millions of years to get food.	Eagles have good eyes to see little animals	For example?	Tuna & swordfish
What does adaptation mean?	What are examples of those adaptations?	And some fish swim really fast to catch little fish.	

**What does building an idea look like?**

(And how do we decide if it's built up enough?)

PROMPT: Why do animals adapt?

IDEA

Adaptation helps animals to get food.

How are those good examples? Yeah, but remember that flat fish & the stick bug? What's that? Oh yeah, like rabbits run fast to get away from bobcats.

Like army clothes? When they look like stuff to hide And they do camouflage, too.

What about adapting to get away from things that want to eat them?

A type of animal changes its body over millions of years to get food.	Eagles have good eyes to see little animals	For example?	Tuna & swordfish
What does adaptation mean?	What are examples of those adaptations?	And some fish swim really fast to catch little fish.	

**What does building an idea look like?** IDEA  
 (And how do we decide if it's built up enough?)  
 PROMPT: Why do animals adapt?

**Adaptation helps animals to get food.**

The fish matches its color & patterns to the sea bottom to hide	And the stick bug look just like tree branches to hide from birds	OK, so do we fix our idea?
How are those good examples?	Yeah, but remember that flat fish & the stick bug?	What's that?
Like army clothes?	When they look like stuff to hide	And they do camouflage, too.
What about adapting to get away from things that want to eat them?		
A type of animal changes its body over millions of years to get food.	Eagles have good eyes to see little animals	For example? Tuna & swordfish
What does adaptation mean?	What are examples of those adaptations?	And some fish swim really fast to catch little fish.

**What does building an idea look like?** IDEA  
 (And how do we decide if it's built up enough?)  
 PROMPT: Why do animals adapt?

**Yeah. Adaptation helps animals to get food & not be food.**

The fish matches its color & patterns to the sea bottom to hide	And the stick bug look just like tree branches to hide from birds	OK, so do we fix our idea?
How are those good examples?	Yeah, but remember that flat fish & the stick bug?	What's that?
Like army clothes?	When they look like stuff to hide	And they do camouflage, too.
What about adapting to get away from things that want to eat them?		
A type of animal changes its body over millions of years to get food.	Eagles have good eyes to see little animals	For example? Tuna & swordfish
What does adaptation mean?	What are examples of those adaptations?	And some fish swim really fast to catch little fish.



**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 1<sup>st</sup> 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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**Collaborative Argumentation**

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**Constructive Conversation Skills (Collaborative Argument)**

Pose 2<sup>nd</sup> Idea

Listening-Speaking

Build & Choose

Listening-Speaking

Support Idea

Listening-Speaking

Clarify Idea

Listening-Speaking

Evaluate & Compare (Argue)

Listening-Speaking

Hand motions

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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 choose useful ideas

OTHER KEY SKILLS

Listening    Speaking    Thinking    Content    Nonverbal    Valuing Ideas

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### Conversation (1<sup>st</sup>)

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 (5<sup>th</sup>)

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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### Conversation



**Context**

- ELD class
- Had read *The True Story of the Three Little Pigs*

**This Clip**

- After reading *The True Story of the Three Little Pigs*, students discuss whether the wolf was guilty or not.

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### "Silent" Support Cards (from the COAT)

Paraphrase what your partner said

Ask your partner to clarify: \_\_\_\_\_ (Why...How...)

Ask for an (another) example to support the idea

Build up the first idea first

Refer to the text

Define the word: \_\_\_\_\_

Explain how evidence supports the idea/claim

Stay focused on the conversation prompt/purpose

Encourage your partner to talk more

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

Pose an alternative idea and start to build it up

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**Using the Cards – 5<sup>th</sup> 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.  
 I'd rather be tall, ugly weed,  
 standing alone, strong and free,  
 than to be a tall, ugly weed.

**Build up the first idea first**  
**How does the title support the idea?**

**Using the Cards – 4<sup>th</sup> Gr. Science**

1 K: So, why do squids have ink?  
 2 M: To hide  
 3 K: What do you mean?  
 4 M: They hide in it.  
 5 K: Yeah...  
 OK, so why do they hide in their ink?  
 6 M: When they get scared, like maybe a shark come for them.  
 7 K: OK, I think they got ink to..., they escape. Like the picture.  
 8 M: OK...  
 How do they escape with ink?  
 9 K: They let it out; it makes a cloud so they, you know, can swim away.  
 10 M: And it poisons the fish?  
 11 K: I don't know; I think jellyfish are poison.  
 12 M: I hate jellyfish.  
 13 K: Me too.

**Ask to clarify (Why...How... What do you mean by)**  
**Clarify: How do they escape with ink?**  
**Stay focused on prompt/purpose**



**Silent Cards for a Conversation - 5<sup>th</sup> Gr. ELA/ELD**



**Context**

- 5<sup>th</sup> 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

**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)**

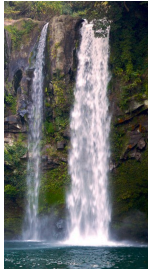
It made me shiver. And I about made up my mind to pray, and see if I couldn't try to quit being the kind of a boy I was and be better. So I kneeled down. But the words wouldn't come. Why wouldn't they? It warn't no use to try and hide it from Him. Nor from ME, neither. I knowed very well why they wouldn't 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)

### Using the Silent Support Cards

With your partner, **clarify** what is happening, **estimate** the answer, and **come up with two ways of solving it, justifying ideas and choices** along the way.

Suppose it takes the Almond River 8 months to fill a reservoir, by itself, and it takes Belfair River 12 months to fill it, on its own. If both are flowing into the reservoir, how long will it take to fill it?



### Conversation Prompts

- ❑ There is an engaging purpose for conversing that (a) connects to lesson objectives, and (b) requires thinking & doing/building 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

**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 history journal. Converse with your partner to 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..."

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
### Know the Types of Conversations in Different Disciplines



➤ 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



➤ Collaborating to interpret data and generate scientific explanations

➤ Solving problems & deciding between two sides of controversial science issues


➤ Role-based improv conversations



➤ Deciding between two sides of an issue or account

➤ Collaborating to solve social problems and challenges

➤ Collaborating to explain events, systems, and people




➤ Collaborating to solve a problem

➤ Collaborating to create new math problems

➤ Modeling math concepts and experimenting with numbers, symbols, & shapes


Craft a prompt

## APPLICATION TIME




Think about how you might plan using **Conversation Modeling & Scaffolding** activities—and/or adaptations in your upcoming units or lessons.


### Major Pillars for this Work




Design for authentic communication (Purposeful building, clarity & strength matter, info gaps)



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.

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### Assessing Communication: (WCW Assessment)

PRE-ASSESSMENT (Writing)	#	CONVERSATION ASSESSMENT	#	POST-ASSESSMENT (Writing)	#
Pose one or more relevant idea(s)		Pose one or more relevant idea(s)		Pose one or more relevant idea(s)	
Sufficiently build idea(s) using the skill of clarifying (question, define, paraphrase, etc.)		Sufficiently build idea(s) using the skill of clarifying (question, define, paraphrase, etc.)		Sufficiently build idea(s) using the skill of clarifying (question, define, paraphrase, etc.)	
Sufficiently build idea(s) using the skill of supporting (quality & quantity of evidence, examples, explanations, & warrants)		Sufficiently build idea(s) using the skill of supporting (quality & quantity of evidence, examples, explanations, & warrants)		Sufficiently build idea(s) using the skill of supporting (quality & quantity of evidence, examples, explanations, & warrants)	
If it's an argument: after building ideas, evaluate and compare to choose "theaviest," and justify choice		If it's an argument: after building ideas, evaluate and compare to choose "theaviest," and justify choice		If it's an argument: after building ideas, evaluate and compare to choose "theaviest," and justify choice	
Use disciplinary thinking (Cause-Effect, Interpret, Perspective, Bias, Analyze...)		Use disciplinary thinking (Cause-Effect, Interpret, Perspective, Bias, Analyze...)		Use disciplinary thinking (Cause-Effect, Interpret, Perspective, Bias, Analyze...)	
Use effective language (Vocabulary, Grammar, Organization)		Use effective language (Vocabulary, Grammar, Organization)		Use effective language (Vocabulary, Grammar, Organization)	
		Take appropriate turns that connect to each other and build			
		Value each other's ideas			
		Use effective nonverbal communication			

**NEXT STEPS**



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