



**Communicating to Integrate Language Development and Content Learning Across Disciplines**

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**AGENDA**

- I. Introductions and challenges
- II. Authentic communication overview
- III. Structured interaction activities A
- V. Application time
- VI. Lunch
- VII. Conversation Overview
- VIII. Conversation Activities A
- X. Application Time




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**Students of Concern**

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

- 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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**SHIFT from...**

LESS to MORE

Individual piling up right answers, paying for points, & playing school



➔

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





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**An Example of Idea Building**  
(This will be different for each person here.)

	IDEA
	CLARIFY
	SUPPORT

**Lessons need more authentic communication, which (a) focuses on building up ideas and (b) strengthens learning of content & language**


Planning how to apply this idea	Trying the idea in a class and reflecting on results	Cazden Quotation	Look at the research on this topic
Classroom observations	Breakout Session	Reflect on experience learning a language	Conversation with colleagues during lunch
Video example 	Some slides from this presentation	Classroom examples	Video example 
Cultivate a culture of communication	Focus Learning on Building Ideas	Remodel Curriculum, Instruction, & Assessment for Communication	

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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."

--Cazden (1977)



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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**)

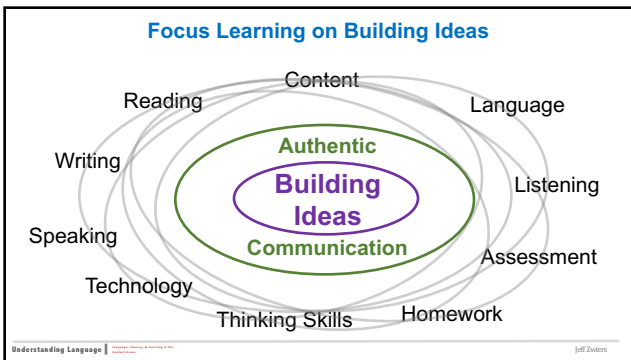
**So what?**

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**I. Cultivate a Culture of Authentic Communication**

We know our students' communication preferences, styles, backgrounds	We give up our need for "controlling & counting" all learning; we foster agency	Learning is driven by meaning--not points and grades	Students push selves to build ideas by clarifying & supporting	Students collaborate, value others' ideas, and take risks sharing
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**What are Ideas**  
that students would-could-should build?

Claim	Interpretation	Animals use energy to grow, heal,
Conclusion	Concept	The energy that animals have
Argument	Opinion	We should divide the 75 by 5 and
Solution	Theory	Brian became more independent
Pattern	Perspective	I can use the story of when I
Plan	Theme	You need to think about bias
Inference	Story	All life needs water.
Prediction	Hypothesis	Geography influences the beliefs
Procedure	Approach	I think we should all be more like
Relationship	Explanation	The European explorers were
		I can use a baseball bat, baseball,
		and Multiplying fractions makes them even smaller.

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**Sheds or Workshops?**

Do your students habitually think, "OK, what important idea can I/we build and how do these texts and tasks help?" (Do they think of their brains as sheds or workshops?)

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**Strategy for Building Ideas: Prep for Oral Exams**

Prepare students for "oral exams" in which you ask them to tell you the big ideas that they have learned and be prepared to share examples and clarifications to show that they understand the idea well.

**You can help them identify and shape the big ideas. They can practice these oral exams with one another.**

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### Constructive Conversation Skills

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

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

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

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### Constructive Conversation Skills: Collaborative Argumentation

Hand motions

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

## Information Gap Activities

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### 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

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### 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...
- Can you clarify...give an example...
  - For example, one time I... (remove these the third time)

What idea can students build with this new knowledge?

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### Info-Gap Cards

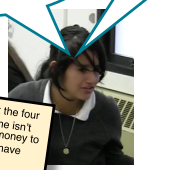
I need to know the area to be painted. To figure out the area, need the length and height of each wall. Then I will multiply them and add each area for the total area.

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

#### Info Gap Cards Sample 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.

**B:** That makes sense. The satellite is going 16,000 mph

**A:** Thanks. And how far are they apart when the shuttle starts its orbit?


**B:** **Why?**



A: Model	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.	B: Model
		<ul style="list-style-type: none"> <li>- Shuttle is orbiting at 16,800 mph</li> <li>- Satellite orbits at 16,000 mph</li> <li>- Shuttle enters orbit 1200 miles behind the satellite</li> <li>- Orbit is 400 miles from the Earth's surface</li> </ul>

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## APPLICATION TIME



Think about how you might plan using **Information Gap** activities—and/or adaptations in your upcoming units or lessons.

**Info Gap Activities: A and B Items**

Materials: 100ft? 100ft? 100ft? 100ft? 100ft? 100ft? 100ft? 100ft? 100ft? 100ft?

**Information Gap Cards: If you want to live here...**

- Model for students how you will respond to the request.
- Use an example of missing the value and ask for it. Ask for the value. Use the card to guide the conversation.
- Ask for words they will need.
- Students read over each activity to understand the conversation.
- Show them that all three offer cards and learn how you would need to adjust to survive in each of their habitats.

**Info-Gap Cards**

Model for students how you will respond to the request.

Use an example of missing the value and ask for it. Ask for the value. Use the card to guide the conversation.


Ask for words they will need.

Students read over each activity to understand the conversation.

Show them that all three offer cards and learn how you would need to adjust to survive in each of their habitats.

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## APPLICATION TIME



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

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

(You will make recommendations to teachers and students about the uses of social media)

~~Do It~~

**Listeners can & should:**

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

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### Transition Improv

Elementary

Pros and cons of ice cream

**Features:**

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

**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**

**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 ...

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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

<p><b>Positivi</b> </p> <p>Posso...</p> <ul style="list-style-type: none"> <li>- mangiare cibo nuovo. Per esempio, in Perù ho mangiato ceviche...</li> <li>- Imparare la storia del paese</li> <li>- riposare, leggere, nuotare</li> </ul>	<p><b>Negativi</b> </p> <p>Devo...</p> <ul style="list-style-type: none"> <li>- spendere molti soldi. Per esempio, ...</li> <li>- passare molto tempo in aereo.</li> <li>- Cercare bagni puliti</li> </ul>
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**D'altra parte,**  
**Tuttavia,**  
**Nonostante** ~~But~~

Nei viaggi, ...  
Un vantaggio  
Un'altro aspetto positivo e che ... per che...  
Un svantaggio e che...

A & B, Lean?

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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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## APPLICATION TIME



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

<p><b>Transition Improv Activity: Pop-Cos</b></p> <p>Topic: Camping, Shopping, TV, Uniforms, Computers, Superheroes, Cars, Conferences, Internet, Cell phones, Video games, ...</p> <p>Transitions: However, On the other hand, Then again, <b>but</b></p> <p>Prompts: One advantage of ... is ... Another advantage of ... is ... A major benefit of ... is ... In spite of the problems of ...</p>	<p><b>Transition Improv: Similar/Different</b></p> <p>Topic: Plant cells/ animal cell</p> <p>Views: Patriots, Loyalists</p> <p>Transitions: However, On the other hand, Then again, <b>but</b></p> <p>Prompts: The ... thought that ... Many ... believed that ... A different perspective held by ... was that ... In the eyes of ...</p>
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## CONVERSATION SKILLS SUPPORT ACTIVITIES for Fostering Conversation Skills & Authentic Communication

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

## Stronger-Clearer Each Time Activities

### 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 & support**, and offer ideas
- Scaffolds are reduced during the activity.

### “Stronger & Clearer Each Time” Grid

**PRE**  
Bad things happen when they meet. Wars start.

**1st Partner:** I think bad things happen when cultures meet, like wars.

**2nd Partner:** I think it's both good and bad. Like you learn from each other, but also you can fight.

**3rd Partner:** The Aztecs and Spain. They didn't like each other.

**What happens when cultures meet and why?**

### “Stronger & Clearer Each Time” Grid

**PRE**  
Bad things happen when they meet. Wars start.

**1st Partner:** I think bad things happen when cultures meet, like wars.

**2nd Partner:** I think it's both good and bad. Like you learn from each other, but also you can fight.

**3rd Partner:** When cultures meet each other, it helps to learn how others live. Like religion. But wars can happen, like you said.

**4th Partner:** Cultures meet and bad things happen like fighting, like the Aztecs and Spain. But good things, too, like you can learn other language.

**5th Partner:** What do you mean they learn religion?

**6th Partner:** Maybe not learned, but like mixing religions together.

**What happens when cultures meet and why?**

My notes: Bad, ... both, learn religion, mix

### “Stronger & Clearer Each Time” Grid

**PRE**  
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**1st Partner:** I think bad things happen when cultures meet, like wars.

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**5th Partner:** What do you mean they learn religion?

**6th Partner:** Maybe not learned, but like mixing religions together.

**7th Partner:** 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.

**What happens when cultures meet and why?**

### 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.



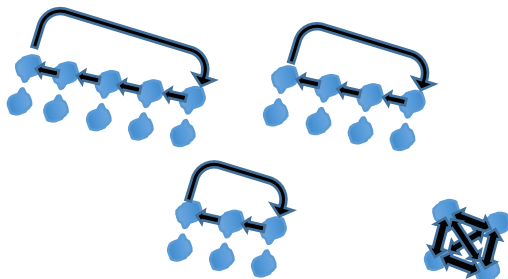
**This Clip**

- 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

### Interaction Mini-Lines



### “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)
1.	
2.	
3.	
Me	

*You are a teacher who will present on this topic to parents.*

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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)
1.	
2.	
3.	
Me	

*You will present to colleagues on this topic.*

**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”  
 Highlight the writing  
 Jigsaw variation  
 Follow w/ conversation

### Stronger & Clearer Each Time: Opinion Continuum

Should we have zoos or not?				
YES		Me		NO



### "Stronger and Clearer Each Time": Opinion Formation Cards

- Choose text quotations that support different sides of the issue and put them on small cards or strips.
- Tell students the topic and have them start forming their own opinion.
- Have students read about how it supports, contradicts, or even changes their opinion.
- Students read quotations (They can also meet with a partner to discuss).

Cell phones make cheating easier than ever. This is a problem for students.

When I was teaching, all too often I turned around from writing something and found that students were already on their phones.

The principal argued: "I don't know if cell phone-based learning is a good idea, but I know that if you have a student who is using a phone in class, you are distracting them from the lesson." I agree with the principal, but I think we need to find a way to use cell phones in a way that is helpful, not just a distraction.

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**Listeners can & should:**

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

**Should cell phone use be banned in school?**

*You can use frames such as:*

- In my opinion, \_\_\_ because \_\_\_.
- Despite the advantages of ...
- Given the points that I have heard so far, such as ...
- I think I lean more to the side of \_\_\_ because ...

### Example

Read an article, then WPPW for prompt: **Do you believe your education is preparing you to be successful in the 21st Century? Why/Why not? Use evidence from the text and your own experience to support your analysis.**

**Pre-Write**

Yes, because according to The New Zealand Ministry of Education we need five competencies for lifelong learning, we have all the things listed below in all of our classes. Our students are in a constant state of stimulation and neural development with technology use. In all my classes we use our phones or computers to do our assignments. We have all of Azusa pages on like Snapchat & Instagram.

**Post-Write**

No, because we do not have problem solving skills in our only solving problem skills give in many all we do is read a word problem and yet again they don't really help cause they don't give on the problems and if you don't really know you learn towards your group to help you. We need more Analytical skills in our classes, the only classes that we have those skills are in 10, but not everybody has the opportunity to take those classes. All we have in classes is to read texts and answer the problem and if we don't know how to answer they give us or just tell us the answer. We need more hands on stuff in this school.

### APPLICATION TIME

Think about how you might plan using **Stronger & Clearer Each Time** activities—and/or adaptations in your upcoming units or lessons.

**"Stronger & Clearer Each Time" Grid**

What happens when students meet and disagree?

**Stronger & Clearer Each Time Opinion Continuum**


Should we have guns or not?

### 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."



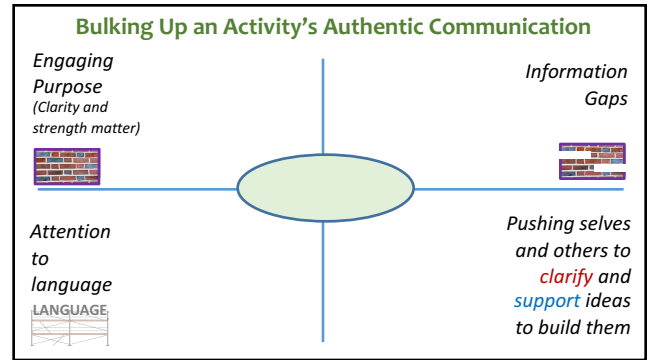
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### Use Other Activities to Develop Conversation Skills

How can we get students to push themselves and peers to **clarify** and **support** their ideas in other activities?

<ul style="list-style-type: none"> <li>Read &amp; answer questions</li> <li>Create a group poster</li> <li>Write a lab report</li> <li>Take notes</li> <li>Create a story</li> <li>Writers' Workshop</li> <li>Whole class discussion</li> <li>Simulation/dramatization</li> <li>Solve a word problem in pairs</li> </ul>	<ul style="list-style-type: none"> <li>Four Corners</li> <li>Oral Presentation</li> <li>Gallery Walk</li> <li>Think-Pair-Share</li> <li>Literature Circles</li> <li>Jigsaw</li> <li>Socratic Seminar</li> <li>Watch a video</li> <li>Games (Bingo, Jeopardy, etc.)</li> </ul>
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### Conversation

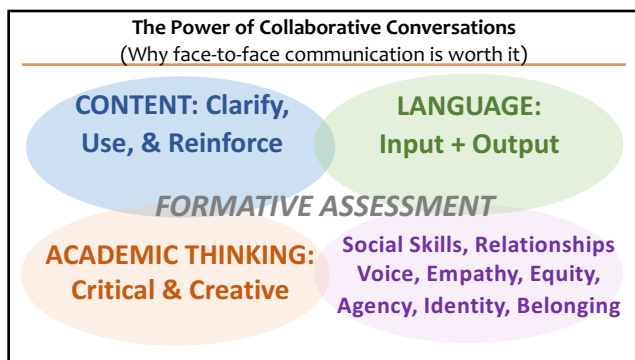
In the Bantu language, the word **ubuntu** means that a person becomes a person only through other people.

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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### Research: Analyzing Conversations (DRAFT)

	In each conversation	Minimal Potential (n = 13)	Some Potential (n = 27)	High Potential (n = 20)
<i>t</i>	# of turns per conversation	$t < 7.5$	$7.5 < t < 10.2$	$10.2 < t$
<i>c</i>	# of Clarify moves (C) per Idea (includes prompts for C)	$c < 1.1$	$1.1 < c < 2.4$	$2.4 < c$
<i>s</i>	# of Support moves (S) per Idea (includes prompts for C)	$d < 1.0$	$1.0 < d < 1.8$	$1.8 < s$
<i>m</i>	# of (Clarify + Support) moves per Idea	$b < 2.1$	$2.1 < b < 4.1$	$4.2 < m$
<i>w</i>	Mean length of turns (# words)	$w < 10$	$10 < w < 15$	$15 < w$
<i>p</i>	Rating of the prompt	$p < 1.2$	$1.2 < p < 2.4$	$2.4 < p$

(Zwiers & Rutherford-Quach)

### Collaborative Argumentation

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### Constructive Conversation Skills: Collaborative Argumentation

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 argue useful ideas

**OTHER KEY SKILLS**

Listening    Speaking    Thinking    Content    Nonverbal    Valuing Ideas

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### Improving Conversations

Laura: I think the theme is we gotta forgive others.

Eli: I respectfully disagree with you.

Laura: Why?

Eli: Cuz it's not fair. People should be punished.

Leo: We should be able to vote.

Edgar: I agree. And drive cars around, you know, get licenses.

Leo: I drove my uncle's car in Mexico when I was 12.

Edgar: Where'd you go?

Leo: On the roads by his house, but then into a pond.

Edgar: Maybe you shouldn't get a license yet.

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

Understanding Language | [www.understandinglanguage.com](#) | Jeff Zivens

### 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, no es justo.

B: Not fair. But teacher said is 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 ...no pueden trabajar, like they're sick, maybe. But the animals are lazy.

A: Is good to share, but not all the time, not with lazies.

Understanding Language | [www.understandinglanguage.com](#) | Jeff Zivens

### Conversation

A: Rosa Parks. Marcos said all she did was sit down, but I think she was a hero.

B: I agree. She has a book about her.

A: Why do you think a whole book?

B: She was so brave to go to jail, and it was like just cuz she sat down on a bus. I still can't believe that all happened.

A: All what?

B: The racism stuff. Just cuz of skin color? Different drinking fountains?

A: And she started the...what's that word?

B: Boycott.

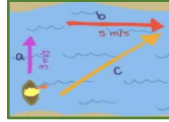
A: Boycott, so they change those racism rules. All cuz of Rosa! ... Where's Marcos?

Understanding Language | [www.understandinglanguage.com](#) | Jeff Zivens

### Conversation (Math)

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?



Understanding Language | [Common Core Standards](#) | [Math](#) | Jeff Zaitsev

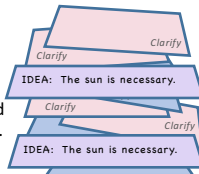
### Constructive Conversations in 9<sup>th</sup> ELA

- 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?")

### Idea Building Cards

(Why? Can you clarify...? Can you give another reason?)



- Hand out cards (2-I, 4-C, 4-S, 3-E per student) and have students put an initial idea on the Idea card.
- Either student can then ask a clarify or support question and slip a Clarify or Support card under the Idea card as a way to "build it up." The other student clarifies or supports and also puts the a card underneath. Don't write on these cards.
- They continue to slip cards underneath the idea to build it up as high as possible. If it is an argument, after building up both ideas (two stacks of cards), students evaluate and compare, placing their Evaluate and Compare cards between the two stacks.
- Both students should be prepared to describe (synthesize) the idea(s)

### Using the Idea Building Cards

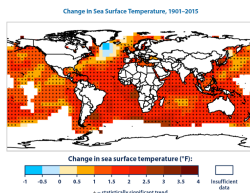
**PROMPT:** Come to a consensus with your partner on why the painter painted the painting in this way: why he included certain figures, their composition, postures, movements, gazes. Include what the painter wanted the viewer to feel or think, empathize, and learn from the painting. Try to agree on how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

In the last century, the overall temperatures of the Earth's atmosphere and oceans have increased. In addition to the rise in sea level resulting from melting ice, seawater also expands when it warms. Most of this warming happens in the top 500 meters. Work with a partner to come up with a way to predict, with data from an experiment that you design, how many centimeters the sea level will rise if the top 500 meters increases by 1 degree Celsius in the next century.



### Using the Idea Building 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. (Huck had just written a letter to tell Jim's owner where he was.)

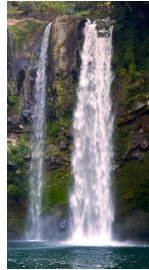
#### Excerpt from *The Adventures of Huckleberry Finn* (Twain, 1885)

And got to thinking over our trip down the river; and I see Jim before me all the time: in the day and in the night-time, sometimes moonlight, sometimes storms, and we a-floating along, talking and singing and laughing. But somehow I couldn't seem to strike no places to harden me against him, but only the other kind. I'd see him standing my watch on top of his'n, 'stead of calling me, so I could go on sleeping; and see him how glad he was when I come back out of the fog; and when I come to him again in the swamp, up there where the feud was; and such-like times; and would always call me honey, and pet me and do everything he could think of for me, and how good he always was; and at last I struck the time I saved him by telling the men we had small-pox aboard, and he was so grateful, and said I was the best friend old Jim ever had in the world, and the ONLY one he's got now; and then I happened to look around and see that paper.

I took it up, and held it in my hand. I was a-trembling, because I'd got to decide, forever, betwixt two things, and I knowed it. I studied a minute, sort of holding my breath, and then says to myself: "All right, then, I'll GO to hell!"—and tore it up.

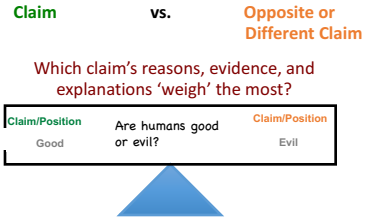
Using the Idea Building Cards

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.

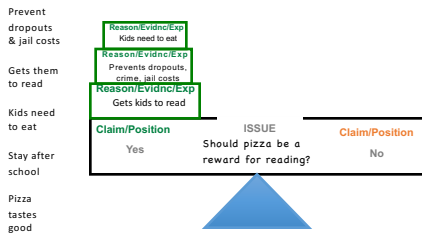


Suppose it takes the Almond River 6 months to fill a reservoir, by itself, and it takes Belfair River 10 months to fill it, on its own. If both are flowing into the reservoir, how long will it take to fill it?

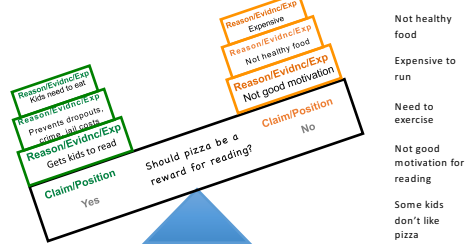
Structuring Collaborative Argument Conversations: Argument Scale



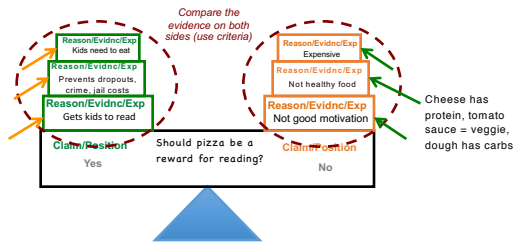
Argument Balance Scale



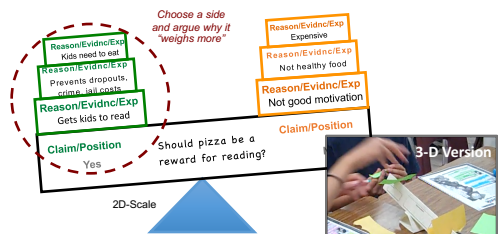
Argument Balance Scale



Argument Balance Scale




Argument Balance Scale



### Video Example

**CONTEXT**  
5th grade Language Arts/ELD class Advanced and early advanced partners.

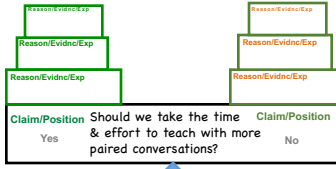


After reading an article on a program that gives pizza as reward for reading, students discuss their opinions on the issue.

**THIS CLIP**

- Watch for supporting opinions, turn-taking, and clarifying
- Notice if and how the balance scale helps students to extend talk
- Consider next steps based on this conversation

### Conversation or Not?



Even though... I/we chose...because...

Pair 1 – Prep  
Pair 2 – Use notes  
Pair 3 – No notes

Understanding Language | [Common Core State Standards for Language Arts](#) | Jeff Zavors

### 8th ELA – Using the Argument Scale

FLOWERS FOR ALGERNON

P P P P P


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 an 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.

### 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** Should the girl be allowed to wear the niqab in school? **Claim/Position**

Yes No

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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. Let them be as weeds, tall and green, and as an eagle high, jagged rocks. 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 stand alone, strong and free, than to be a tall, ugly weed.

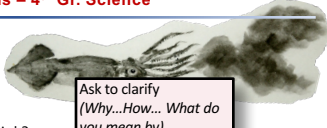
**Build up the first idea first**

**How does the title support the idea?**

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### 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

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### 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

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### Topics and Texts for Silent Support Cards Practice

**Using the Idea Building Cards**



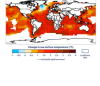
Read the passage from *The Adventures of Huckleberry Finn* (Twain, 1885) and answer the question. Use the cards to help you think about the text and to prepare to present your answer. Be sure to use evidence from the text to support your answer.

**Using the Idea Building Cards**

Read the passage from *The Adventures of Huckleberry Finn* (Twain, 1885) and answer the question. Use the cards to help you think about the text and to prepare to present your answer. Be sure to use evidence from the text to support your answer.

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In the last century, the overall temperatures of the Earth's atmosphere and oceans have increased. In addition to the rise in sea level resulting from melting ice, sea level also expands when it warms. Most of this warming happens in the top 500 meters. Work with a partner to come up with a way to predict, with data from an experiment that you design, how many centimeters the sea level will rise if the top 500 meters increases by 1 degree Celsius in the next century.



**Using the Idea Building Cards**

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

Suppose it takes the Almond River 6 months to fill a reservoir, by itself, and it takes Bolivar River 10 months to fill it, on its own. If both are flowing into the reservoir, how long will it take to fill it?



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### Conversation Prompts

- There is an engaging purpose for conversing that requires thinking & doing something with ideas** (e.g., create, clarify, argue (=>consensus), decide, rank, solve, evaluate, combine, compare, choose, fortify, build, & transform) (+ Agency)
- There is a need to talk** (info gaps; bring unique ideas)
- There are clear directions for how to converse** (language use, thinking, content concepts...)

**ELA Literature: Collaboratively decide**

**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**



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

- Write an effective conversation prompt or two
- Write a model conversation that scores well on the COAT

**Possible Next Steps**

**Model giving feedback as an observer;** Have a student third observer provide feedback to help deepen paired conversations

Have students **engage in conversations** about learned topics, then self-assess. (10K hrs)

**Model conversations & analyze them** for skills (**clarify & support**) for **building ideas**

**Weave building ideas, clarifying, and supporting** into all interaction activities and discussions (whenever students read, write, listen, speak)

Have **2<sup>nd</sup> and 3<sup>rd</sup> pair-shares** (e.g., Stronger-Clearer) in which students practice, push and are pushed to **support** ideas and **clarify**, to improve ideas

**Improve pair-shares:**

- A) More prompting for purposeful **building of ideas**; with an emphasis on reasoning
- B) Listener prompts talker to **clarify** and **support** in order to help build up idea
- C) Structure time for A and B students

**NEXT STEPS**



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