



I Have an Idea....Now What?

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AGENDA

- I. Focal Students
- II. Authentic Communication
- III. Building Ideas
- IV. Constructive Conversations
- V. Possible Next Steps



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Focal Students

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

- aren't motivated enough by points & 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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Language Learning that Lasts

"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

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.)

vs.

Authentic Communication

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**)



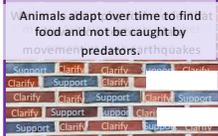
Why is authentic better for learning?

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Authentic Communication Features

For developing content, thinking, language, and social skills

Purposeful building of idea(s)



Information gap(s)



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

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Building Ideas Mindset (R-W-L-S-C) & Fostering Voice, Agency, Autonomy, Engagement,...

Is this idea as clear and strong as possible?
(How can I avoid being asked to clarify and support it?)

What ideas am I/we building this week and how do these tasks & texts help?

How can I help others build their ideas as much as possible?

What are Ideas that students would-could-should build?

Benchmark ADVANCE

Claim	Interpretation	<ul style="list-style-type: none"> Why do we have rules? Why do we need a government? How can government influence the way we live? Why do laws continue to evolve? Why might societies form different types of government? How do we learn about characters? How do our actions influence our lives? How do we reveal ourselves to others? Why do we value certain qualities in people? How can people inspire and change us? Why do living things change? How do living things get what they need to survive? How do living things adapt to change?
Conclusion	Concept	
Argument	Opinion	
Solution	Theory	
Pattern	Perspective	
Plan	Theme	
Inference	Story	
Prediction	Hypothesis	
Procedure	Approach	
Relationship	Explanation	

What are Ideas that students would-could-should build?

Benchmark ADVANCE

Claim	Interpretation	<ul style="list-style-type: none"> Why do people tell stories? What do we learn when we look at the world through the eyes of others? How do we know what is right? What can different cultures teach us? How does understanding the past shape the future? How do communities evolve? How does conflict shape a society? Why do we consider certain civilizations "great"? What do our economic choices tell us about ourselves? What does it mean to be a citizen in a global society? What makes things move? What does our energy future look like?
Conclusion	Concept	
Argument	Opinion	
Solution	Theory	
Pattern	Perspective	
Plan	Theme	
Inference	Story	
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Constructive Conversation Skills

State an Idea

Based on what I read, my idea is that _____.
My opinion is that _____.
I read about _____ and I think _____.

Clarify

What do you mean by _____?
Do you see that I understand how you mean _____?
What does _____ mean to you?

Build Idea

I searched my conclusion because _____.
I can support that idea with _____.
My opinion is based on _____.
Another reason that idea made sense is _____.

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

STRUCTURED ACTIVITY: Transition Improv Activity - Pro-Con

Topics: Modern technology's impact on our students' learning, thinking, & language use.

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...?"

A & B, Lean? Understanding Language | Jeff Zetser

STRUCTURED ACTIVITY: Stronger & Clearer Each Time

Context

- 4th grade Science
- Early Advanced speakers.
- Have read and discussed energy conversion
- Focus on stronger and clearer messages using examples.
- Prompt: **What is energy conversion?**
- He 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.

YOUR TURN: Stronger & Clearer Each Time

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, after partner talks)
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

Constructive Conversation: Building Ideas (1st gr.)

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?"**

Look for the three conversation skills.



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Jeff Swain

What does building an idea look like in a conversation?
 (And how do we decide if it's built up enough?)

IDEA

CLARIFY

SUPPORT

PROMPT: Why do animals adapt?

Adaptation helps animals to get food.

What does building an idea look like in a conversation?
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IDEA

CLARIFY

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PROMPT: Why do animals adapt?

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

IDEA

CLARIFY

SUPPORT

PROMPT: Why do animals adapt?

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

IDEA

CLARIFY

SUPPORT

PROMPT: Why do animals adapt?

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?

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What does adaptation mean?

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What does building an idea look like in a conversation?

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PROMPT: Why do animals adapt?

IDEA
 CLARIFY
 SUPPORT

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 in a conversation?

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

PROMPT: Why do animals adapt?

IDEA
 CLARIFY
 SUPPORT

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

The fish looks like the bottom, & it can change, so sharks don't see.	And the stick bug look like tree branches to hide from birds	OK, so we fix our idea?	
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?
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Constructive Conversation Cards

(e.g., Why? Can you clarify...? Can you give another reason?)

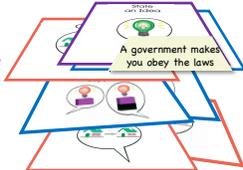
1. State an idea and put it on an idea card.
2. Either student can then ask a clarify or support question and slip its card under the Idea card as a way to "build it up."
3. The other student clarifies or supports and also puts the a card underneath.
4. They continue to slip cards underneath the idea to build it up as high as possible.



Constructive Conversation Cards

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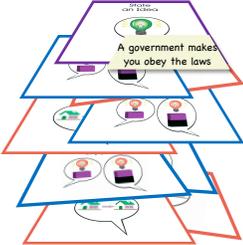
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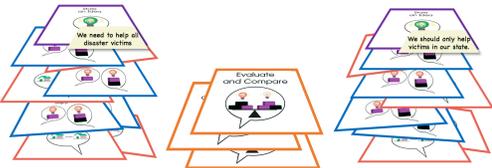
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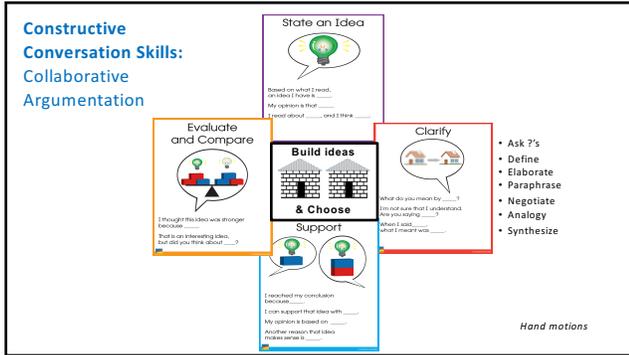


Constructive Conversation Cards

(e.g., Why? Can you clarify...? Can you give another reason?)

5. If it is an argument, after building up both ideas (two stacks of cards), they evaluate and compare, placing their Evaluate and Compare cards between the two stacks.





Sample Conversation – 2nd Gr. SS

A: What do firefighters need most? (*reading the prompt*)
 B: Air.
 A: Can you give an example?
 B: Like a tank of air like the picture.
 A: Why do they need it most?
 B: So they won't die.
 A: Why?
 B: When they go in burned buildings. Smoke kills so they need air. Air is most important.
 A: I think they need water most.
 B: Why?
 A: They need it to put out the fire. That's what they do.
 B: But they can't use the water if they die from smoke.
 A: OK, yeah. Air is most important cuz, yeah, if you die, you can't work.

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Possible Next Steps

- 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 **2nd and 3rd 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

Contact Information

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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.”
- A shy boy, walking out to his next class, said, “Wow, I never used my brain so much.”
- A teacher said, “I tried single pair-shares and she never shared. Then I tried the three pair-shares and the third time she shared a beautiful idea in complete sentences. She even sat up a little straighter, proud of what she said.”

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