




Communicating to Integrate Language Development and Content Learning Across Disciplines

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AGENDA

- I. Introductions and challenges
- II. Authentic communication
- III. Structured interaction activities
- V. Application time
- VI. Lunch
- VII. Conversation Overview
- VIII. Conversation Activities
- 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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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, 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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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 and others to build ideas by clarifying & supporting	Students collaborate, value others' ideas, and take risks sharing
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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.

If needed, there is attention to language in service of communication

(Language modeling & scaffolding, sentence frames, practice, feedback, etc.)

Information gap(s)

STUDENT A

- A study shows an average adult can walk on an ice-covered road.
- It is very slippery.
- It is very dangerous.
- It is very hard to walk on.
- It is very hard to drive on.
- It is very hard to park on.
- It is very hard to walk on.

STUDENT B

- It is very hard to walk on.
- It is very hard to drive on.
- It is very hard to park on.
- It is very hard to walk on.
- It is very hard to drive on.
- It is very hard to park on.

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What are Ideas


that students would-could-should build?

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

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Sheds or Workshops?

Do your students habitually think, "OK, what important idea are these texts and tasks helping me build?" (Do they think of their brains as sheds or workshops?)



Building Ideas Mindset (RWLSC)


Fostering Voice, Agency, Autonomy, Engagement,...

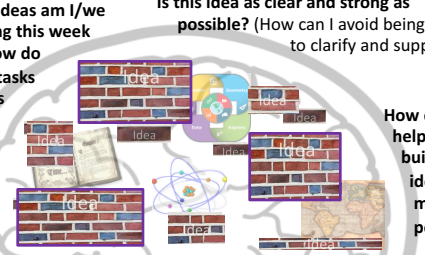
What ideas am I/we building this week and how do these tasks & texts help?

What new ideas can I start building today?

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


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





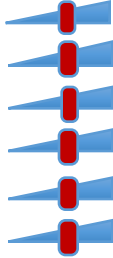
Strategy for Building Ideas: Prep for Oral Exams

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.



Authentic Communication Quiz How likely is it to be authentic?

1. "After reading the story, To Build a Fire, turn to a partner and share a summary of what happened."
2. In your small group, decide whether or not alcohol should be legal.
3. A student is asked to read an article on fossils, a topic in which she is very interested.
4. A student is asked to watch a video on the Civil War, a topic in which he is not interested.
5. The teacher is giving a lecture and students are taking notes on how to build a robot
6. Students are practicing verb conjugation with sentences about popular TV shows, singers, and actors.



Focus Learning on Building Ideas (from the start)

Context

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

This Clip

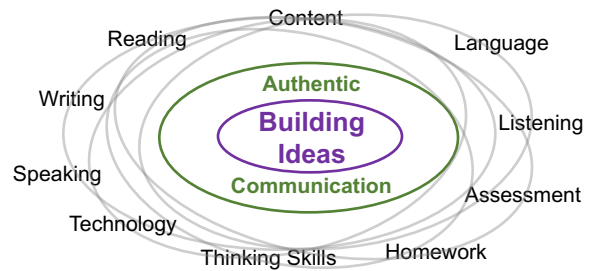
After looking at pictures in the beginning of the unit, students are asked "What helps the slow pufferfish stay alive?"

Writing Sample After Conversation – 1st Gr.

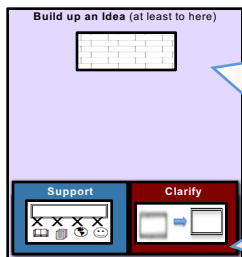
How do you think the puffer fish defends itself from predators?

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

Whatever students do, it should help to build up ideas.



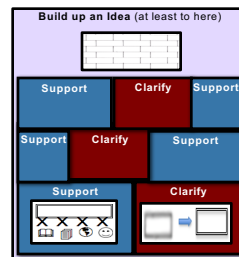
Constructive Conversation Skills: Building an Idea

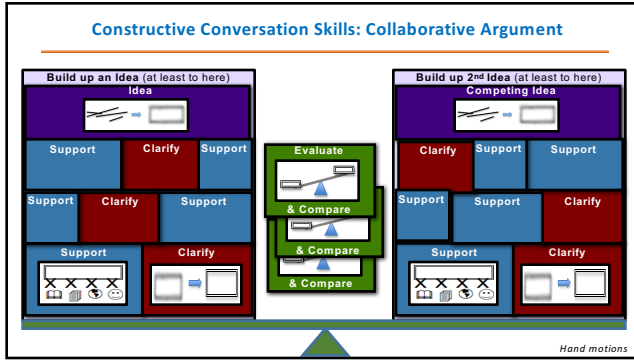


- Clarify
- Support
- Listen/Prompt
- Speak/Respond
- Knowledge
- Thinking skills
- Negotiate

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

Constructive Conversation Skills: Building an Idea





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
CLARIFY
SUPPORT

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
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
CLARIFY
SUPPORT

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?

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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.

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?

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.

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?

(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?	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 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?

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?	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 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.	

How do we get students to do this?

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

1 beer	2 eekee	3 yooch	4 durt	5 besh	6 alish	7 yekhee	A
8 sekhez	9 dahkonez	10 ohn	11 ohn-beer	20 yooch-mee	21 yooch-mee beer	30 oh-ohz	
Kahve	kitap	elma	shay	elma	kitap	fish	
6 lira	15	5	3	5	2		

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.
- Have them prepare to describe their evolving idea using these examples.

- *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)

Math 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 Cards Sample Conversation

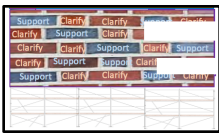


A: Do you know how fast the shuttle is orbiting?
 B: Yes, but **why do you want to know that?**
 A: Cuz I need to know it to figure out how long it takes to catch the satellite.
 B: **How will** knowing the speed help you do that?
 A: I'll use it and the satellite speed and the distance.
 B: OK, it's 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	B: 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.	<ul style="list-style-type: none"> - Shuttle is orbiting at 16,800 mph - Satellite orbits at 16,000 mph - Shuttle enters orbit 1200 miles behind the satellite - Orbit is 400 miles from the Earth's surface

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Do Info Gap Activities have the Features of Authentic Communication?



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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.

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Transition Improv Activity: Pro-Con

Topics: Social media's influence on language development

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

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

Listeners can & should:

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

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

~~Not~~

A & B, Lean?

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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?
- ?

Video of Pro-Con

Bryant High School
 ELA
 Teachers: Ghrawi and Fotopoulos
 Prep work for reading *Animal Farm*
 Pros and cons of communism



Transition Improv: For-Against

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

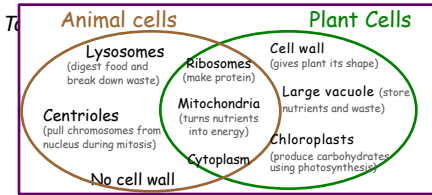
Transitions: However,
 On the other hand,
 Then again,



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?

Transition Improv: Similar-Different

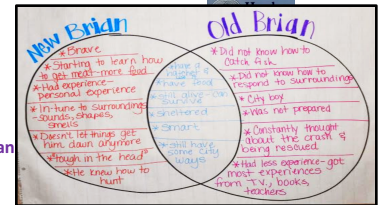


SD Frames: Unlike animal cells, plant cells have _____, which ...
 Plant & animal cells both have _____, which serve to...
 ... are similar to _____ in that they both ...
 Animal cells differ from plant cells in that _____

However,
On the other hand,
Then again,

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 ...

Transition Improv: Two Views w/ Evidence

Views: Patriots
 Loyalists



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



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

Transition Improv Activity: Positivo-Negativo

Tema: Viaggiare a altri paesi

<p>Positivi</p> <p>Posso...</p> <ul style="list-style-type: none"> - mangiare cibo nuovo. Per esempio, in Peru ho mangiato ceviche... - Imparare la storia del paese - riposare, leggere, nuotare 	<p>Negativi</p> <p>Devo...</p> <ul style="list-style-type: none"> - 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?

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,

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...

~~but~~

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

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Do Transition Improv Activities have the Features of Authentic Communication?

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APPLICATION TIME

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

Transition Improv Activity: Pop-Con

Topic: Camping, Shopping, TV Unifilms, Comazines, Superheroes, Cars, Conferences, Internet, Cell phones, Video games, ...

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

Frames: One advantage is ... For example, ... Another problem is ... Because ... A negative aspect of ... is ... In spite of the problem of ...

Transition Improv: Similar Opposite

Topic: Plant cells animal cell

Views: Animal cells are like ... Plant cells are like ...

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

Frames: Unlike animal cells, plant cells have ... which ... Plant cells are like ... which ... are similar to ... Unlike ... which ... animal cells differ from plant cells in that ...

Transition Improv: Two Views w/ Evidence

Topic: Patrois Loyalists

Views: Patrois 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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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

- 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.

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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!

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.

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.

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

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

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

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

What happens when cultures meet and why?

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

What do you mean they learn religion?

Maybe not learned, but like mixing religions together.

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.

When other, it

I th
Like
oth

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.

What happens when cultures meet and why?

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

What do you mean they learn religion?

Maybe not learned, but like mixing religions together.


What happens when cultures meet and why?

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Stronger & Clearer Activity

Context

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



This Clip

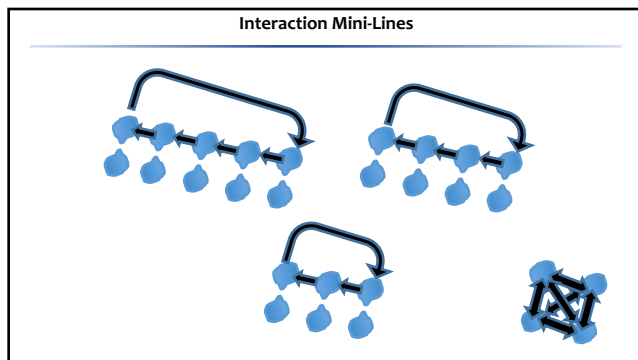
- Prompt is: What is energy conversion?
- Daniel talks to three different partners
- Look for if and how his response becomes stronger (idea-wise) and clearer (language-wise)
- Reflect on ways to improve his response and/or the activity.

Video of Stronger-Clearer

Bryant High School
ELA/ELD

Prep work for reading *Animal Farm*

Opinion Continuum:
Communism vs. Capitalism



"Stronger & Clearer Each Time" Grid

Name	Do we need to spend more time reading and writing poetry?	<i>You are a teacher who will present on this topic to parents.</i>
Me	(just two or three key words, if any)	
1.		
2.		
3.		
Me		

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"Stronger & Clearer Each Time" Grid

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

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

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

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

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

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

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



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 the quotations and **about how it supports, contradicts, or even changes** their opinion.
- Students then read quotations and **offer their own opinion** (They can also meet with a partner).

Cell phones make learning easier. When I was teaching, all too often I turned around from writing something to check my cell phone-based messages.

Cell phones make learning harder. I have seen students who are constantly checking their phones and not paying attention to the lesson.

Cell phones are a distraction. They are a distraction and they are a distraction.

Cell phones are a distraction. They are a distraction and they are a distraction.

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 alot of A+ pages on like Snapchat & Instagram.

Post-Write


No, because we do not have problem solving skills in our only solving problem skills give in math, all we do is read a word problem and yet again they don't really help cause they are not 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 quote us or just tell us the answer. We need more hands on stuff in this school.

Do Stronger & Clearer Each Time Activities have the Features of Authentic Communication?

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


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APPLICATION TIME

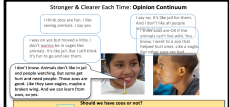


Think about how you might plan using **Stronger & Clearer Each Time** activities—and/or adaptations in your upcoming units or lessons.

"Stronger & Clearer Each Time" Grid



Stronger & Clearer Each Time Opinion Continuum



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

Engaging Purpose
(Clarity and strength matter)

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

Jigsaw

Information Gaps

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

Attention to language

Model and frames for coming up with and estimating costs

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

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

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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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The Power of Collaborative Conversations

(Why face-to-face communication is worth it)

CONTENT: Clarify, Use, & Reinforce

LANGUAGE: Input + Output

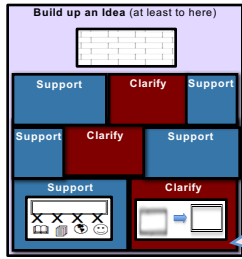
FORMATIVE ASSESSMENT

ACADEMIC THINKING: Critical & Creative

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

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REVIEW: Constructive Conversation Skills: Building an Idea



Hand motions

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

Understanding Language

Jeff Ziviers

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.



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

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.

Understanding Language

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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?



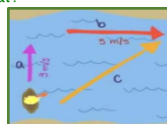
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Conversation (Math)

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

Jeff Ziviers

Constructive Conversations in 9th ELA

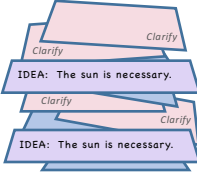
- Context**
- Sheltered 9th grade English class
 - Intermediate and early advanced speakers.
 - Have read *To Kill a Mockingbird* and *Of Mice and Men*
 - Focal conversation skill: supporting your ideas with examples from a text.
 - Some prompts are on the board

This Clip

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

Idea Building Cards

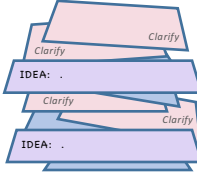
(Why? Can you clarify...?
Can you give another reason?)



1. Hand out cards (2-I, 4-C, 4-S, 3-E per student) and have students put an initial idea on the Idea card.
2. 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.
3. 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.
4. Both students should be prepared to describe (synthesize) the idea(s)

Idea Building Cards


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



Prompt:
Build up a major takeaway concept from today's presentation
or
Choose a text or topic and build up an idea based on it.

Using the Idea Building Cards

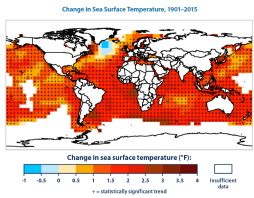
PROMPT: Come to a consensus with your partner on why the painter painted the painting in this way: why he included certain figures, their composition, postures, movements, gazes. Include what the painter wanted the viewer to feel or think, empathize, and learn from the painting. Try to agree on how accurate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

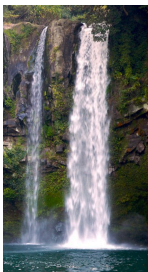
And got to thinking over our trip down the river; and I see Jim before me all the time: in the day and in the night-time, sometimes moonlight, sometimes storms, and we a-floating along, talking and singing and laughing. But somehow I couldn't seem to strike no places to harden me against him, but only 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?



Collaborative Argumentation

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Constructive Conversation Skills: Collaborative Argument

Hand motions

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

Context

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

This Clip

- After reading an allegory for the Holocaust, students discuss what could have happened if the animals had stood together.
- They practice stating opinions, paraphrasing, and clarifying

Structuring Collaborative Argument Conversations: Argument Scale

Claim vs. Opposite or Different Claim

Which claim's reasons, evidence, and explanations 'weigh' the most?

Claim/Position Good	Are humans good or evil?	Claim/Position Evil
------------------------	--------------------------	------------------------

Argument Balance Scale

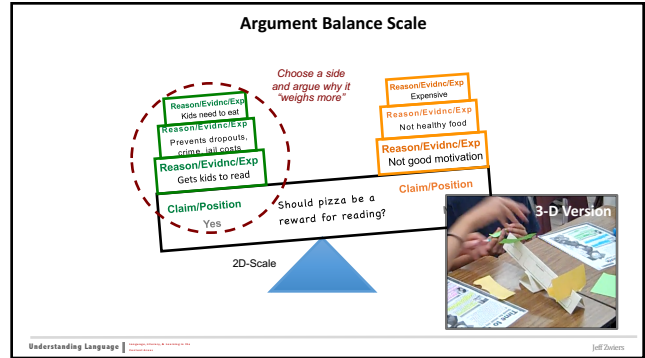
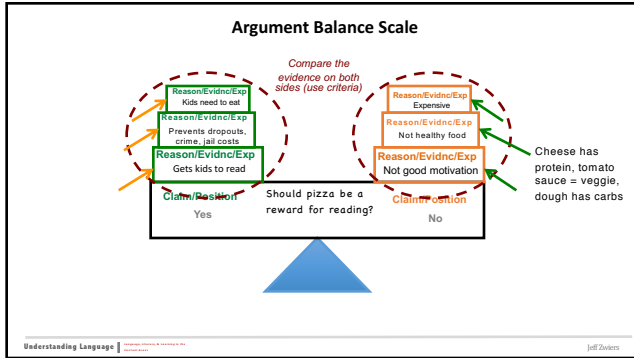
Prevent dropouts & jail costs Gets them to read Kids need to eat Stay after school Pizza tastes good	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Reason/Evidence/Exp Kids need to eat</td> <td rowspan="3" style="text-align: center;">ISSUE Should pizza be a reward for reading?</td> <td style="text-align: center;">Reason/Evidence/Exp Prevents dropouts, crime, jail costs</td> </tr> <tr> <td style="text-align: center;">Reason/Evidence/Exp Gets kids to read</td> </tr> <tr> <td style="text-align: center;">Claim/Position Yes</td> </tr> <tr> <td style="text-align: center;">Claim/Position No</td> <td></td> <td></td> </tr> </table>	Reason/Evidence/Exp Kids need to eat	ISSUE Should pizza be a reward for reading?	Reason/Evidence/Exp Prevents dropouts, crime, jail costs	Reason/Evidence/Exp Gets kids to read	Claim/Position Yes	Claim/Position No			
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Argument Balance Scale

Reason/Evidence/Exp Kids need to eat Prevents dropouts, crime, jail costs Gets kids to read Claim/Position Yes	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Reason/Evidence/Exp Expensive</td> <td rowspan="3" style="text-align: center;">ISSUE Should pizza be a reward for reading?</td> <td style="text-align: center;">Reason/Evidence/Exp Not healthy food</td> </tr> <tr> <td style="text-align: center;">Reason/Evidence/Exp Not good motivation</td> </tr> <tr> <td style="text-align: center;">Claim/Position No</td> </tr> </table>	Reason/Evidence/Exp Expensive	ISSUE Should pizza be a reward for reading?	Reason/Evidence/Exp Not healthy food	Reason/Evidence/Exp Not good motivation	Claim/Position No	Not healthy food Expensive to run Need to exercise Not good motivation for reading Some kids don't like pizza
Reason/Evidence/Exp Expensive	ISSUE Should pizza be a reward for reading?	Reason/Evidence/Exp Not healthy food					
Reason/Evidence/Exp Not good motivation							
Claim/Position No							

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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

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8th ELA – Using the Argument Scale

FLOWERS FOR ALGERNON

12 12 12 12

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

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8th ELA – Using the Argument Scale

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

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Conversation or Not?


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

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

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

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Text: Schoolgirl loses veil legal case



A 12-year-old schoolgirl has failed in a legal challenge to her school's ban on a full-face veil. Justice Silber had been told that the girl's three older sisters had attended the same school and had worn the niqab with no problems. But the school told the girl it was not acceptable because teachers believed it would make communication and learning difficult. About half 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 niqab 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 is surprising that he decided that the school had not infringed my client's freedom to manifest her religion given the fact that she entered the school on the understanding that the wearing of the veil was allowed when being taught by male teachers." Costs in the case were awarded against the family.

Claim/Position Yes **Should the girl be allowed to wear the niqab in school?** **Claim/Position** No

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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

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:
 - More prompting for purposeful building of ideas
 - Listener prompts talker to clarify and support in order to help build up idea
 - Structure time for A and B students

CONTACT INFO



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