

Developing Academic Conversation Skills

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AGENDA

1. Introductions and Challenges
2. Authentic Communication
3. Structured Interaction Activities
4. Application Time
5. Conversation Skills
6. Conversation Activities
7. 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?



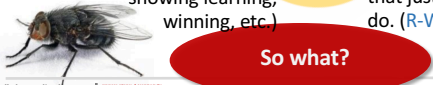
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Pseudo-Communication vs. Authentic Communication

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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Authentic Communication Features

For developing content, thinking, language, and social skills

- ☐ Purposeful building of idea(s) (change)
- ☐ Information gap(s) (change)
- ☐ If needed, there is attention to language in service of communication (Language modeling & scaffolding, sentence frames, practice, feedback, etc.)

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

STUDENT A: I'm confused about the third variable...
 STUDENT B: I think you're missing the third variable...
 I can use the story of when I...
 You need to think about bias...
 All life needs water...
 I guess we come up with two...
 Geography influences the beliefs...
 I think we should all be more like...
 The European explorers were...
 I can use a baseball bat, baseball, and...
 Multiplying fractions makes them even smaller.

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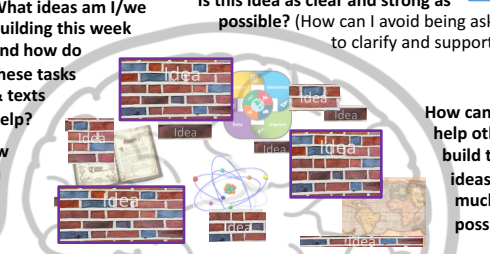
What are Ideas that students would-could-should build?

Claim	Interpretation	Animals use energy to grow, heal,
Conclusion	Concept	The energy that animals have
Argument	Opinion	We divide the numbers when it's
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	I guess we come up with two
Procedure	Approach	Geography influences the beliefs
Relationship	Explanation	I think we should all be more like
		The European explorers were
		I can use a baseball bat, baseball,
		and Multiplying fractions makes them
		even smaller.

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Building Ideas Mindset (RWLSC)

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




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

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?

What new ideas can I start building today?



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?"

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CONVERSATION SKILLS SUPPORT ACTIVITIES for Fostering Conversation Skills & Authentic Communication



Transition Improv Activities

Transition Improv Activity: Pro-Con

Topics: Social media's influence on language development

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

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

~~But~~

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

Listeners can & should:

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

A & B, Lean?

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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,

~~But~~

Frames: One reason for ... is ... For example, ...
Evidence that supports ... is... because...
A reason against ... is ... For example, ...
Evidence that does not support ... is ... because ...

A & B, Lean?

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Transition Improv: Similar-Different

Animal cells

Lysosomes
(digest food and break down waste)

Centrioles
(pull chromosomes from nucleus during mitosis)

No cell wall

Plant Cells

Cell wall
(gives plant its shape)

Large vacuole (store nutrients and waste)

Chloroplasts
(produce carbohydrates using photosynthesis)

However,
On the other hand,
Then again,

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

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Transition Improv: Similar-Different

Topic: old Brian & new Brian

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

Frames: Unlike the old Brian, new Brian _____, which came from
 Both new and old Brian _____, which ...
 New Brian differs from old Brian in that _____
 An important trait that didn't change in Brian was ...

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Transition Improv: Two Views w/ Evidence

Views: Patriots
Loyalists

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

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

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Do Transition Improv Activities have the Features of Authentic Communication?

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CONVERSATION SKILLS SUPPORT ACTIVITIES
for Fostering Conversation Skills & Authentic Communication

Stronger-Clearer Each Time Activities

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Designing "Stronger & Clearer Each Time" Activities

1. Prompt for an original response
2. Successive partners: borrow and use the language, ideas, and evidence each time-->
 - **Stronger** (often longer) with better **supporting evidence and examples**, and
 - **Clearer** with more precise terms and linked, organized, complete sentences.
3. Listeners push for **clarification & support**, and offer ideas
4. Scaffolds are reduced during the activity.

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"Stronger & Clearer Each Time" Grid

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

What's an example of fighting?

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

A begins and B listens and asks clarify & support questions. Go.

Take two-word notes. New partners! Don't forget to use examples. Stronger + Clearer!

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.

Manuel

1st Partner

What happens when cultures meet and why?

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"Stronger & Clearer Each Time" Grid

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

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.

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

Maybe not learned, but like mixing religions together.

What do you mean they learn religion?

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

What happens when cultures meet and why?

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

Manuel

2nd Partner

What happens when cultures meet and why?

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"Stronger & Clearer Each Time" Grid

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

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.

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

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

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

Manuel

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

Interaction Mini-Lines

"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	If a tire rotates at 400 revolutions per minute when the car is traveling 60 km/h, what is the circumference of the tire? Solve and explain.	How can developing students' oral language (speaking, listening, conversing) influence reading and writing—and content learning?
Me		Explain why and how objects orbit around planets.
1.		
2.		
3.		
Me		How have germs changed the course of history?

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

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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 | *John* | *Colton* | NO

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Stronger-Clearer Pre- & Post-Writing Sample(7th History)

Prompt: Was Martin Luther right or wrong in nailing his theses to the church door?

1. Pre-Write

Martin Luther da right on nailing the 95 theses on the Catholic Church

2. Conversation

3. Post-Write

...hand of nailed the 95 theses because he created a lot of rules of the church. one is he changed the idea of giving your way out of hell you had to pay a lot of money to get in heaven. He wants other to change the bible to the language that every one understand.

WRITING ASSESSMENT

Pose one or more relevant & buildable idea(s)

Support idea(s) with evidence, examples, explanations (accurate content)

Clarify idea(s) & terms

Disciplinary thinking (cause-effect, interpret, perspective, bias, analyze...)

Language use (Vocabulary, Grammar, Organization)

If it's an argument: evaluate and compare ideas to choose strongest/heaviest*

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Example

Read an article, then PPPW 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 Azusa pages on like Snapchat & Instagram.

Post-Write

No, because we do not have problem solving skills in our only solving problem skills are in math, all we do is read a word problem and yet again they don't really help cause they aggregate on the problems and if you don't really know you lean towards your group to help you. We need more Analytical skills in our classes, the only classes that we have those skills are in IB, 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.

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

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

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Work Time: 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?

- | | |
|--------------------------------------|--------------------------------------|
| <i>Read & answer questions</i> | <i>Four Corners</i> |
| <i>Create a group poster</i> | <i>Oral Presentation</i> |
| <i>Write a lab report</i> | <i>Gallery Walk</i> |
| <i>Take notes</i> | <i>Think-Pair-Share</i> |
| <i>Create a story</i> | <i>Literature Circles</i> |
| <i>Writers' Workshop</i> | <i>Jigsaw</i> |
| <i>Whole class discussion</i> | <i>Socratic Seminar</i> |
| <i>Simulation/dramatization</i> | <i>Watch a video</i> |
| <i>Solve a word problem in pairs</i> | <i>Games (Bingo, Jeopardy, etc.)</i> |

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The Power of Conversations
(Why face-to-face communication is worth it)

CONTENT: Clarify, Use, & Reinforce

LANGUAGE: Input + Output

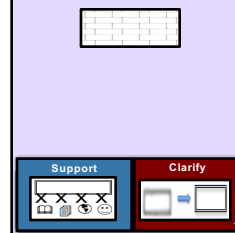
FORMATIVE ASSESSMENT

ACADEMIC THINKING: Critical & Creative

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

Constructive Conversation Skills: Building an Idea

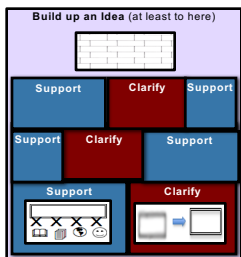
Build up an Idea (at least to here)



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

Hand motions

Constructive Conversation Skills: Building an Idea



Hand motions

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	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?
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CLARIFY
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IDEA
CLARIFY
SUPPORT

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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.	
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?

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

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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.

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

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

IDEA
CLARIFY
SUPPORT

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

The fish makes itself look like the bottom to hide	And the stick bug look just like tree branches to hide from birds	OK, so do we fix our idea?
How are those good examples?	Yeah, but remember that flat fish & the stick bug?	What's that?
Like army clothes?	When they look like stuff to hide	And they do camouflage, too.
A type of animal changes its body over millions of years to get food.	Eagles have good eyes to see little animals	For example?
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?

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?"

Improving Conversations

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



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

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

Understanding Language

Jeff Zients

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?

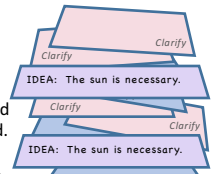


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Idea Building Cards

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

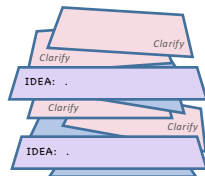


1. Hand out cards (2-I, 4-C, 4-S, 3-E per student) and have students put an initial idea on the Idea card.
2. Either student can then ask a clarify or support question and slip a Clarify or Support card under the Idea card as a way to "build it up." The other student clarifies or supports and also puts 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?)

ABC groups



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

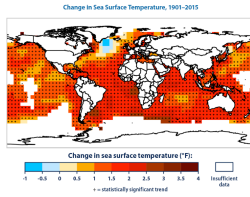
PROMPT: Come to a consensus with your partner on why the painter painted the painting in this way: why he included certain figures, their composition, postures, movements, gazes. Include what the painter wanted the viewer to feel or think, empathize, and learn from the painting. Try to agree on how accurate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

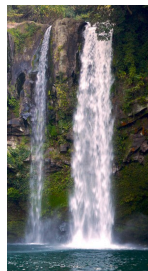
Excerpt from *The Adventures of Huckleberry Finn* (Twain, 1885)

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.

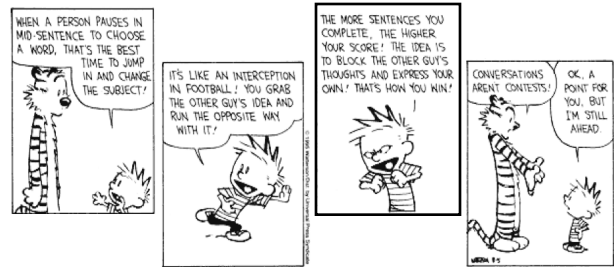
Using the Idea Building Cards

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.

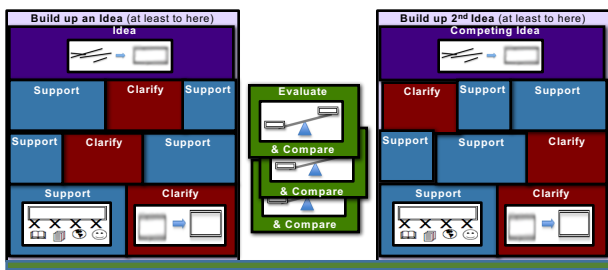


Suppose it takes the Almond River 6 months to fill a reservoir, by itself, and it takes Belfair River 10 months to fill it, on its own. If both are flowing into the reservoir, how long will it take to fill it?

Collaborative Argumentation



Constructive Conversation Skills: Collaborative Argument



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

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?

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Structuring Collaborative Argument Conversations: Argument Scale

Claim

Claim/Position
Good

vs.

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

Opposite or Different Claim

Claim/Position
Evil

Are humans good or evil?

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Argument Balance Scale

- Prevent dropouts & jail costs
- Gets them to read
- Kids need to eat
- Stay after school
- Pizza tastes good

Reason/Evidnc/Exp
Kids need to eat

Reason/Evidnc/Exp
Prevents dropouts, crime, jail costs

Reason/Evidnc/Exp
Gets kids to read

Claim/Position
Yes

ISSUE
Should pizza be a reward for reading?

Claim/Position
No

- Not healthy food
- Expensive to run
- Need to exercise
- Not good motivation for reading
- Some kids don't like pizza

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Compare the evidence on both sides (use criteria)

Cheese has protein, tomato sauce = veggie, dough has carbs

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Choose a side and argue why it 'weighs more'

2D-Scale

3-D Version

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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

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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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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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**

B) Listener prompts talker to **clarify** and **support** in order to help build up idea

C) Structure time for A and B students

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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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