




**Developing Academic Conversation Skills (Coaches)**

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**AGENDA**


1. Introductions and Challenges
2. Authentic Communication
3. Structured Interaction Activities
4. Instructional Coaching Ideas
5. Conversation Skills
6. Conversation Activities
7. Supporting Teachers



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**Your Main Task for This Session**

Come up with a visual organizer or a checklist of key “look-fors” and leverage points that you want to observe and discuss with teachers. (What areas of pedagogy and philosophy could use some shifting?)




**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?**

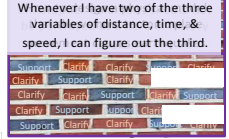


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**Authentic Communication Features**  
 For developing content, thinking, language, and social skills

**Purposeful building of idea(s) (change)**

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



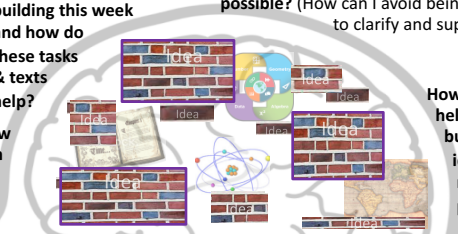
**Information gap(s) (change)**

<b>STUDENT A</b> I'm confused about the author's point of view. Can you help me understand that better?	<b>STUDENT B</b> The author is trying to tell me that... I think she's saying that... I think she's saying that... I think she's saying that...
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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 (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?**

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### 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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### Big Idea Blueprint (Math)

**Big idea in own words...with why it's big, connections to other ideas, and real world applications**

**Visual ways to clarify, represent & remember this idea**

**Sample problems given to students, found by them, and created by them individually or in groups**

**Big Idea Key Concept, Standard, Answer to Essential Question) In my own words:**  
 You can predict what a graph will look like by analyzing the function  
How this concept is or depends on other big ideas: Domain and range And world applications (if any):  
 Bacteria growth

**Visual Ways to Represent & Remember this Idea (Graphs, Tables, Lists, Etc.)**

<p><b>Sample Problem</b>  <small>(Given to me / I found by me / Created by me)</small>                  Barrel over waterfall  <small>How this problem supports/clarifies the Big Idea:</small>                  Negative quadratic parabola just down</p>	<p><b>Sample Problem</b>  <small>(Given to me / I found by me / Created by me)</small>                  Dolphin jumping  <small>How this problem supports/clarifies the Big Idea:</small>                  Negative quadratic parabola up &amp; down</p>
<p><b>Sample Problem</b>  <small>(Given to me / I found by me / Created by me)</small>                  Bacteria Growth  <small>How this problem supports/clarifies the Big Idea:</small>                  Positive quadratic parabola</p>	<p><b>Sample Problem</b>  <small>(Given to me / I found by me / Created by me)</small>                  Mt. Everest growth  <small>How this problem supports/clarifies the Big Idea:</small>                  Same ratio over time makes a line</p>

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CONVERSATION SKILLS SUPPORT ACTIVITIES for Fostering Conversation Skills & Authentic Communication

## Transition Improv Activities

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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...?"

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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

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### 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 ...

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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)

**Ribosomes** (make protein)

**Mitochondria** (turns nutrients into energy)

**Cytoplasm**

**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

**New Brian**

Starting to learn how to get math-test good

Actual experience

Try to be to surrounding sounds, objects

Doesn't let things get him down anymore

through in the head

she knew how to hunt!

**Old Brian**

Did not know how to take risk

Did not know how to respond to surrounding

Only boy

was not prepared

Constantly thought about the crash of bird

had less experience-got most experiences from TV, books, teachers


**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 \_\_\_...

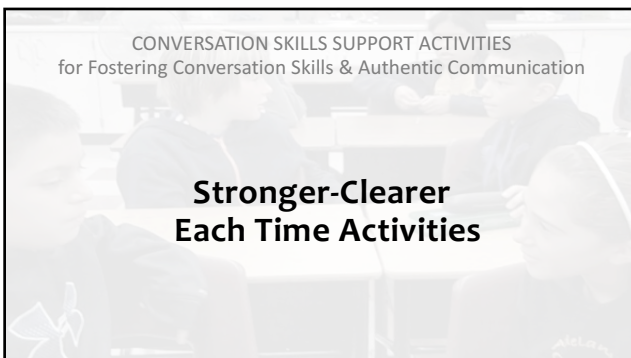
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Do Transition Improv Activities have the Features of Authentic Communication?

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

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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

*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 bad things happen when cultures meet, like wars.

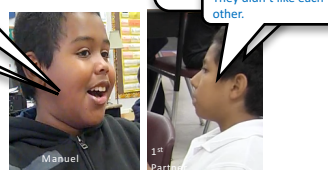
What's an example of fighting?

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

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.

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



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

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### "Stronger & Clearer Each Time" Grid

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

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

What happens when cultures meet and why?

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

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

What do you mean they learn religion?

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 happens when cultures meet and why?**

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### "Stronger & Clearer Each Time" Grid

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

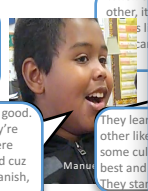
Cultures meet and bad things happen like fighting, like the Aztecs and Spain. But good things, too, like you can learn other language.

When cultures meet, is bad and good. Bad cuz they fight wars, like they're different. Spain thought they were better than the Aztecs. And good cuz you can learn languages, like Spanish, and new religion.

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

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

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



**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.

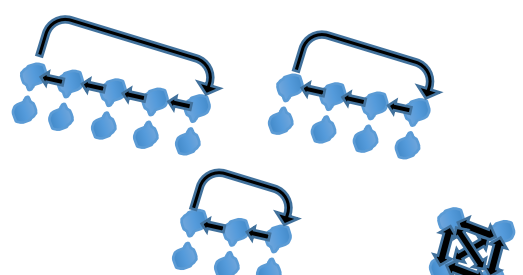
**This Clip**

- 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

<b>Name</b>	<b>Do we need to spend more time reading and writing poetry?</b>	<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

<b>Name</b>	<b>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.</b>	<b>How can developing students' oral language (speaking, listening, conversing) influence reading and writing—and content learning?</b>
Me		<b>What happens when an object orbits a planetary body?</b>
1.		
2.		
3.		
Me		<b>How have germs changed the course of history?</b>

**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(7<sup>th</sup> History)

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

**1. Pre-Write**

Martin Luther was right on nailing the 95 theses on the Catholic Church.

**2. Conversation**

**3. Post-Write**

Martin Luther should not nailed the 95 theses because he created a lot of rules of the church. one is he changed the idea of going 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

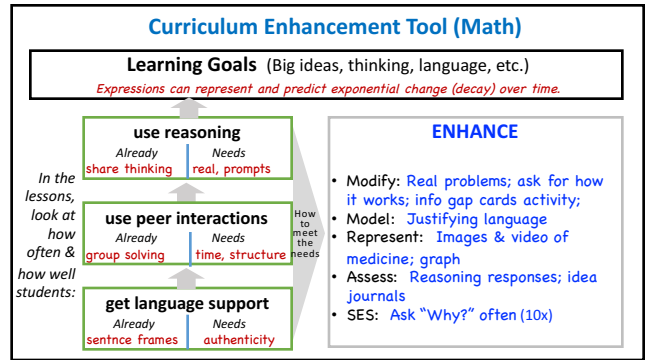
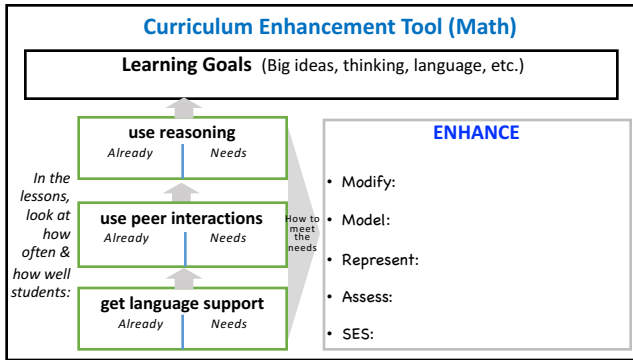
No, because we do not have problem solving skills in our only solving problem skills are in math, all we do is read a word problem and yet again they don't really help cause they aggregate on the problems and if you don't really know you lean towards your group to help you. We need more Analytical skills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

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#### Work Time: Use Other Activities to Develop Conversation Skills


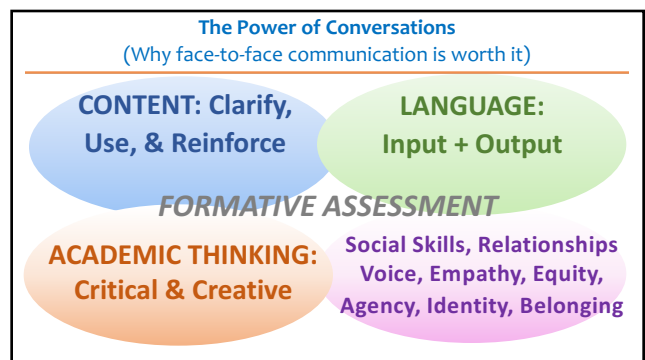
How can we get students to push themselves and peers to **clarify** and **support** their ideas in other activities?

<p><i>Read &amp; answer questions</i></p> <p><i>Create a group poster</i></p> <p><i>Write a lab report</i></p> <p><i>Take notes</i></p> <p><i>Create a story</i></p> <p><i>Writers' Workshop</i></p> <p><i>Whole class discussion</i></p> <p><i>Simulation/dramatization</i></p> <p><i>Solve a word problem in pairs</i></p>	<p><i>Four Corners</i></p> <p><i>Oral Presentation</i></p> <p><i>Gallery Walk</i></p> <p><i>Think-Pair-Share</i></p> <p><i>Literature Circles</i></p> <p><i>Jigsaw</i></p> <p><i>Socratic Seminar</i></p> <p><i>Watch a video</i></p> <p><i>Games (Bingo, Jeopardy, etc.)</i></p>
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Understanding Language | [https://www.illustrative-mathematics.org/HS/index.html](#) | Jeff Zubits

#### Work on Your Organizer/Checklist and Collaborate

REMINDER: Come up with a visual organizer or a checklist of key "look-fors" and leverage points that you want to observe and discuss with teachers. (What areas of pedagogy and philosophy could use some shifting?)

### Constructive Conversation Skills: Building an Idea

**Build up an Idea (at least to here)**

**Support**

**Clarify**

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

Hand motions

### Constructive Conversation Skills: Building an Idea

**Build up an Idea (at least to here)**

**Support**

**Clarify**

**Support**

**Support**

**Clarify**

**Support**

**Support**

**Clarify**

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

### 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.

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

What does adaptation mean?

What are examples of those adaptations?

IDEA
CLARIFY
SUPPORT

### 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.

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.

IDEA
CLARIFY
SUPPORT

### 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.

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

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

And they do camouflage, too.

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

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

Eagles have good eyes to see little animals

For example? Tuna & swordfish

What does adaptation mean?

What are examples of those adaptations?

And some fish swim really fast to catch little fish.

IDEA
CLARIFY
SUPPORT

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

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

PROMPT: Why do animals adapt?

IDEA
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? 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.
A type of animal over millions of years to get food.	changes its body	Eagles have good eyes to see little animals
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? 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.
A type of animal over millions of years to get food.	changes its body	Eagles have good eyes to see little animals
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?*

**Formative Assessment Tools:**  
(e.g., Conversation Observation & Analysis Tool (COAT))

PROMPT:

Useful & Engaging Purpose    Need to talk + Unique ideas    Clear and Helpful Directions

<b>QUANTITY</b>
<input type="checkbox"/> # of Turns <input type="checkbox"/> Length of turns <input type="checkbox"/> Equity
<b>QUALITY</b>
Use conversation skills: <input type="checkbox"/> Pose <input type="checkbox"/> Clarify <input type="checkbox"/> Support <input type="checkbox"/> Evaluate to authentically build and argue useful ideas
<b>OTHER KEY SKILLS</b>
<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Thinking <input type="checkbox"/> Content <input type="checkbox"/> Nonverbal <input type="checkbox"/> Valuing Ideas

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

**Context**

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

**This Clip**

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

**Improving Conversations**

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

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

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

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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.

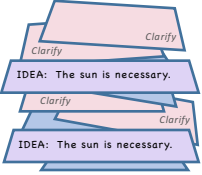
A: Boycott, so they change those racism rules. All cuz of Rosa! ... Where's Marcos?



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### Idea Building Cards

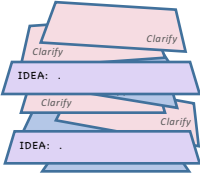
(Why? Can you clarify...?  
Can you give another reason?)



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

### 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

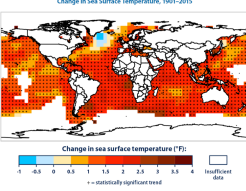
**PROMPT:** Come to a consensus with your partner on why the painter painted the painting in this way: why he included certain figures, their composition, postures, movements, gazes. Include what the painter wanted the viewer to feel or think, empathize, and learn from the painting. Try to agree on how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



Change in sea surface temperature (°F):  
-1 0.5 1 1.5 2 2.5 3 4  
+ = statistically significant trend

### 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.)

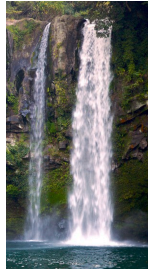
**Excerpt from The Adventures of Huckleberry Finn (Twain, 1885)**

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.

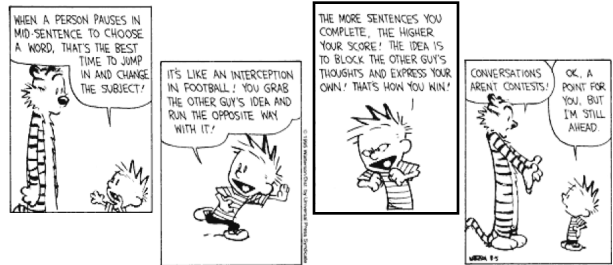
**Using the Idea Building Cards**

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.



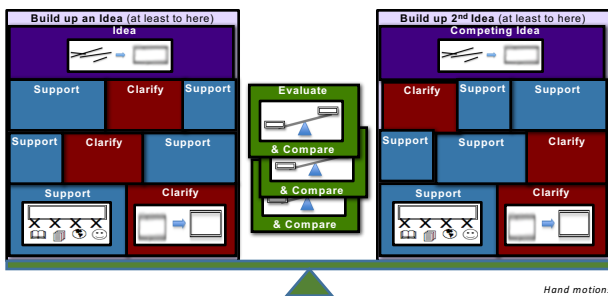
Suppose it takes the Almond River 6 months to fill a reservoir, by itself, and it takes Belfair River 10 months to fill it, on its own. If both are flowing into the reservoir, how long will it take to fill it?

**Collaborative Argumentation**



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**Constructive Conversation Skills: Collaborative Argument**



Hand motions

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

**Context**

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

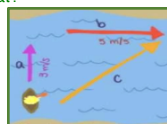
**This Clip**

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

**Conversation (Math)**

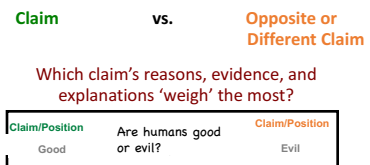
Ana: What do we need to find?  
 Ben: How far the boat goes down the river.  
 Ana: So, how?  
 Ben: Maybe figure out the time to cross it, like straight, like this (a).  
 Ana: I think we should just add the speeds together.  
 Ben: OK, I guess. So that's 5 plus 3 equals 8. Then what?  
 Ana: We need 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?

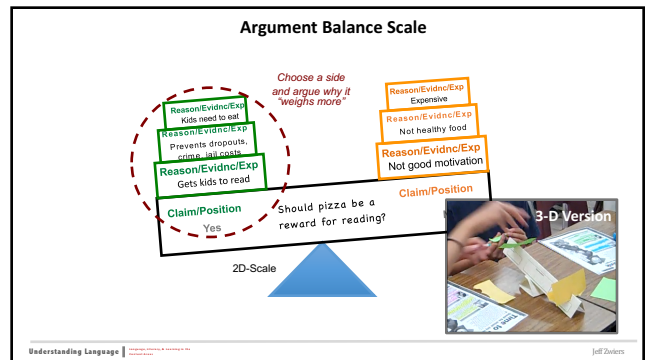
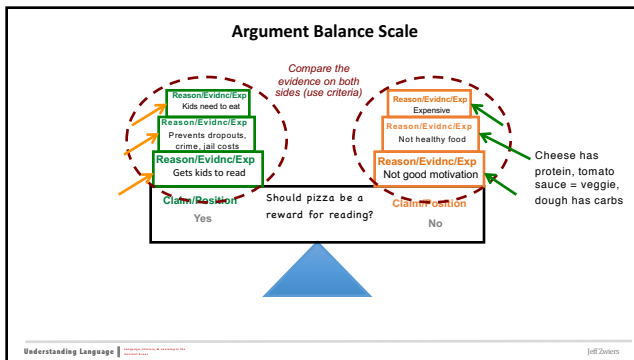
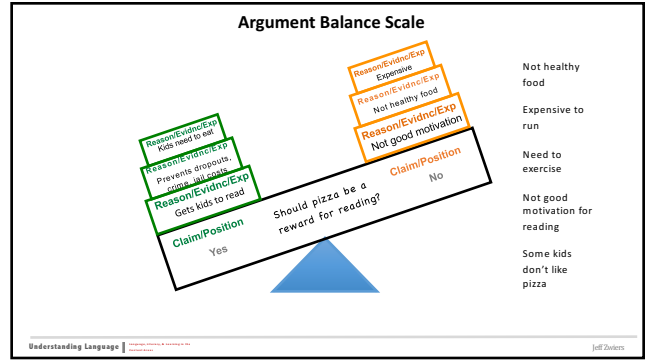
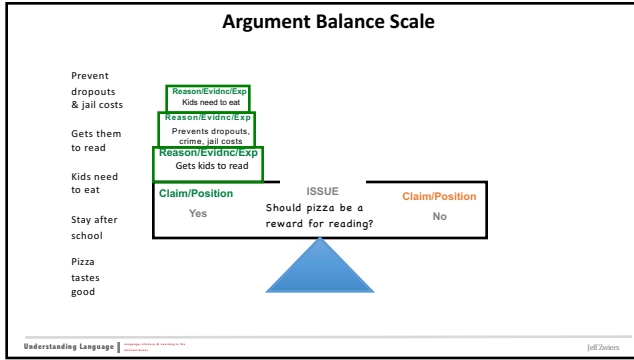
A boat steers straight across a river at 3 meters per second. The river is flowing at 5 m/s. If the river is 30 meters wide, how far downstream will the boat end up on the other side?



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**Structuring Collaborative Argument Conversations: Argument Scale**





### Video Example

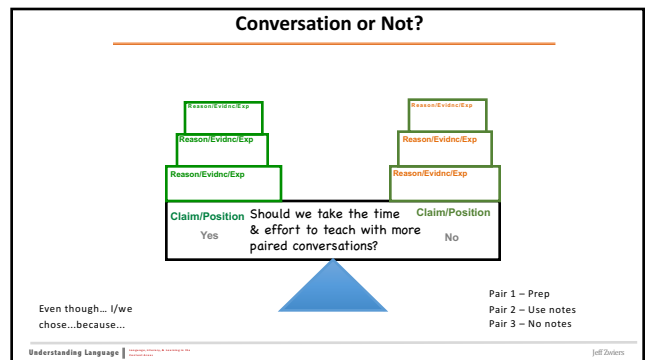
**CONTEXT**  
5th grade Language Arts/ELD class Advanced and early advanced partners.

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

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

## CONTACT INFO



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