**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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**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)
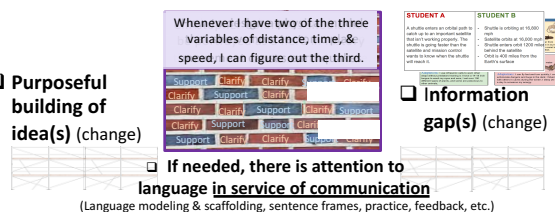
**So what?**

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**Authentic Communication Features**

For developing content, thinking, language, and social skills

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

☐ **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.)

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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 Blueprint

**Big Idea** (Key Concept; Standard; Answer to Essential Question) **in my own words:**

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

You can predict what a graph will look like by analyzing the function
*Why it's big (important)*

Graphs show relationships
*How this connects to or depends on other big ideas:*

Domain and range
*Real world applications (if any):*

Bacteria growth

**Visual Ways to Represent & Remember this Idea**
(symbols, drawings, graphs, etc.)

Visual ways to clarify, represent & remember this idea

**Sample Problem**
(☐ Given to me ☐ Found by me ☐ Created by me/us)
Barrel over waterfall
*How this problem supports/shows the big idea*
Negative quadratic parabola just down

**Sample Problem**
(☐ Given to me ☐ Found by me ☐ Created by me/us)
Dolphin jumping
*How this problem supports/shows the big idea*
Negative quadratic parabola up & down

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

**Sample Problem**
(☐ Given to me ☐ Found by me ☐ Created by me/us)
Bacteria Growth
*How this problem supports/shows the big idea*
Positive quadratic parabola

**Sample Problem**
(☐ Given to me ☐ Found by me ☐ Created by me/us)
Mt. Everest growth
*How this problem supports/shows the big idea*
Same ratio over time makes a line

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**Slide 1:**

CONVERSATION SKILLS SUPPORT ACTIVITIES
for Fostering Conversation Skills & Authentic Communication

# Transition Improv Activities

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**Slide 2:**

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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**Slide 3:**

# Video of Pro-Con

Bryant High School

ELA/History

Teachers: Ghrawi and Fotopoulos

Pros and cons of communism

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**Slide 4:**

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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**Slide 5:**

Transition Improv: **Similar-Different**

*Topics:*

**Animal cells**     **Plant Cells**

Lysosomes (digest food and break down waste)

Ribosomes (make protein)

Cell wall (gives plant its shape)

Centrioles (pull chromosomes from nucleus during mitosis)

Mitochondria (turns nutrients into energy)

Large vacuole (store nutrients and waste)

Chloroplasts (produce carbohydrates using photosynthesis)

Cytoplasm

No cell wall

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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**Slide 6:**

*Transition Improv: **Two Views w/ Evidence***

*Views:* Patriots
Loyalists

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

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

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**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.

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.

What's an example of fighting?

The Aztecs and Spain. They didn't like each other.

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

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.

What happens when cult[ures] meet and [...]

My notes: Bad, wa[...]

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?

Maybe not learned, but like mixing religions together.

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.

(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.

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.

Manuel

[...happens when cultures meet and why?]

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## Slide 1: 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.*

## Slide 2: Video of Stronger-Clearer
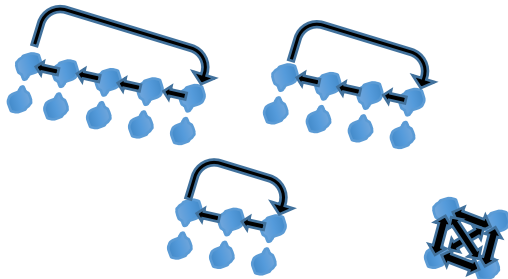
Bryant High School

ELA/ELD

Prep work for reading *Animal Farm*

Opinion Continuum: Communism vs. Capitalism

## Slide 3: Interaction Mini-Lines



## Slide 4: "Stronger & Clearer Each Time" Grid

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

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## Slide 5: "Stronger & Clearer Each Time" Grid

| Name | How can developing students' oral language (speaking, listening, conversing) influence reading and writing—and content learning? | |
|---|---|---|
| | 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. | |
| Me | (just two or three key words, if any) | |
| 1. | How have germs changed the course of history? | Explain why and how objects orbit around planets. |
| 2. | | |
| 3. | | |
| Me | | |

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*

**Listeners can & should:**
- *Prompt for clarification*
- *Prompt for support*
- *Help with "What about…?"*

## Slide 6: Stronger & Clearer Each Time: **Opinion Continuum**

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

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

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.

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.

Silvia     3rd Partner

**Should we have zoos or not?**

YES    |   Me   |     |   Juan   |   Colbri   NO

## Example

Read an article, then WPPPW 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.**
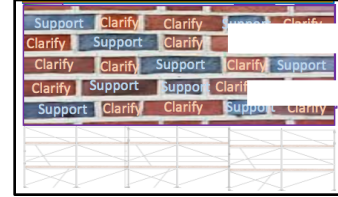


Do Stronger & Clearer Each Time Activities have the Features of Authentic Communication?



### 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?

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

Four Corners
Oral Presentation
Gallery Walk
Think-Pair-Share
Literature Circles
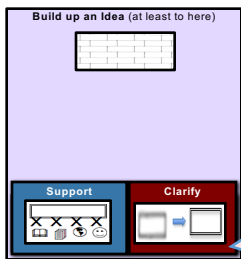Jigsaw
Socratic Seminar
Watch a video
Games (Bingo, Jeopardy, etc.)

**ACADEMIC CONVERSATIONS**

### Constructive Conversation Skills: Building an Idea



### Constructive Conversation Skills: Building an Idea
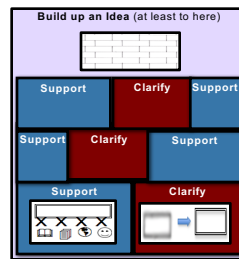
## Constructive Conversations in 9th ELA

**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.

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.

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

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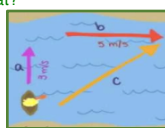
A boat steers straight across a river at 3 meters per second. The river is flowing at 5 m/s. If the river is 30 meters wide, how far downstream will the boat end up on the other side?

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## 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.

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?
### (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.

| 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. |
|---|---|---|

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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.

| 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. |
|---|---|---|

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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? | 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. |
|---|---|---|

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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 |

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. | 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. |
|---|---|---|

*How do we get students to do this?*

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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)

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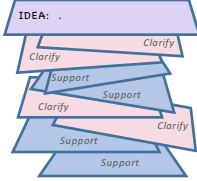
## Idea Building Cards
(Why?   Can you clarify…?
Can you give another reason?)

A:   Give an example for the sun is necessary.
B:   Plants, like a tree, need light to live.
A:   But can't *we* live without the sun? We are OK at night.
B:   But we need plants for food, right?
A:   Yeah, it all starts with plants. Like all the animals eat plants.
B:   OK, I thought of something. Oh it's warm.
B:   Can you explain more?
A:   Think about how cold it'd be without the sun. It warms us up every day.
B:   Yeah, everything would freeze. Even all the water.

## Idea Building Cards
(Why?    Can you clarify…?
Can you give another reason?)

ABC groups

IDEA: .

*Clarify*
*Clarify*
*Support*
*Support*
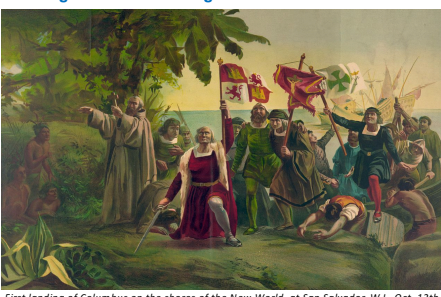*Clarify*
*Clarify*
*Support*
*Support*

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.

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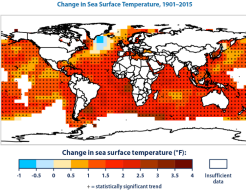### Using the Idea Building Cards

**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

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### 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, 1901–2015

Change in sea surface temperature (°F)
-1  -0.5  0  0.5  1  1.5  2  2.5  3  3.5  4   Insufficient data
+ = statistically significant trend

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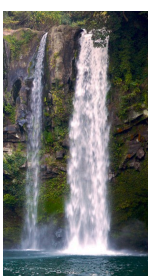
**Excerpt from The Adventures of Huckleberry Finn (Twain, 1885)**

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.

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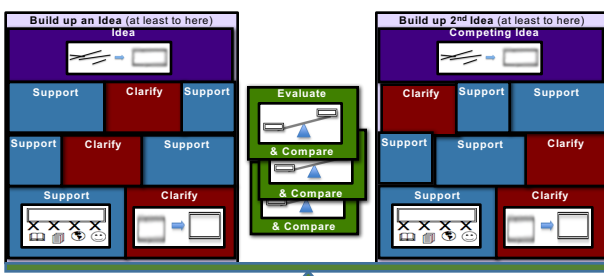
### Using the Idea Building Cards

**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?

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### Constructive Conversation Skills: Collaborative Argument

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

Support | Clarify | Support

Support | Clarify | Support

Support | Clarify

Evaluate
& Compare
& Compare
& Compare

**Build up 2nd Idea** (at least to here)
Competing Idea

Clarify | Support | Support

Support | Support | Clarify

Support | Clarify

*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

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**Structuring Collaborative Argument Conversations:**
*Argument Scale*

**Claim**        **vs.**        **Opposite or Different Claim**
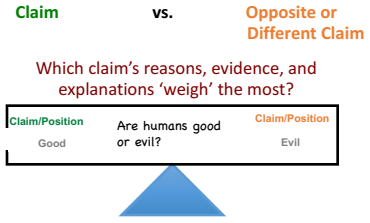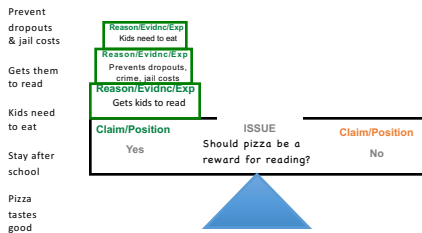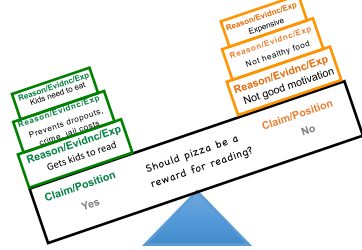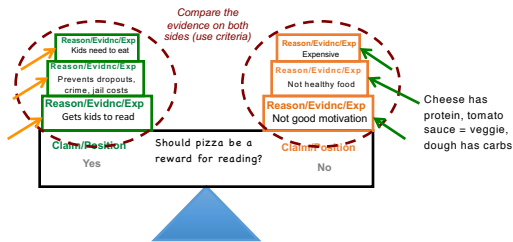
Which claim's reasons, evidence, and explanations 'weigh' the most?

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

**ISSUE**
Should pizza be a reward for reading?

Claim/Position — Yes
Claim/Position — No

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**Argument Balance Scale**

Reason/Evidnc/Exp — Expensive
Reason/Evidnc/Exp — Not healthy food
Reason/Evidnc/Exp — Not good motivation

Reason/Evidnc/Exp — Kids need to eat
Reason/Evidnc/Exp — Prevents dropouts, crime, jail costs
Reason/Evidnc/Exp — Gets kids to read

Should pizza be a reward for reading?

Claim/Position — Yes
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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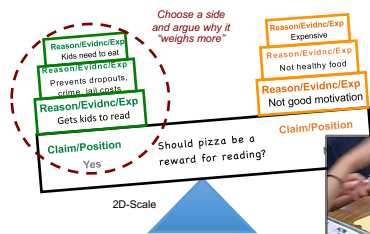
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**Argument Balance Scale**

*Compare the evidence on both sides (use criteria)*

Reason/Evidnc/Exp — Kids need to eat
Reason/Evidnc/Exp — Prevents dropouts, crime, jail costs
Reason/Evidnc/Exp — Gets kids to read

Reason/Evidnc/Exp — Expensive
Reason/Evidnc/Exp — Not healthy food
Reason/Evidnc/Exp — Not good motivation

Claim/Position — Yes
Should pizza be a reward for reading?
Claim/Position — No

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

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**Argument Balance Scale**

*Choose a side and argue why it "weighs more"*

Reason/Evidnc/Exp — Kids need to eat
Reason/Evidnc/Exp — Prevents dropouts, crime, jail costs
Reason/Evidnc/Exp — Gets kids to read

Reason/Evidnc/Exp — Expensive
Reason/Evidnc/Exp — Not healthy food
Reason/Evidnc/Exp — Not good motivation

Claim/Position — Yes
Should pizza be a reward for reading?
Claim/Position — No

2D-Scale

**3-D Version**

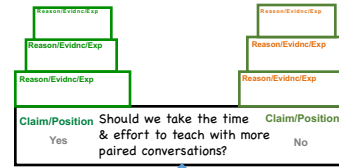Understanding Language          Jeff Zwiers

## 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?

Reason/Evidnc/Exp
Reason/Evidnc/Exp
Reason/Evidnc/Exp
Claim/Position — Yes
Should we take the time & effort to teach with more paired conversations?
Claim/Position — No

Even though… I/we chose…because…

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

## 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…"

## 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

## CONTACT INFO

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