



### Developing Academic Language Through Critical Thinking and Authentic Communication

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### AGENDA

1. Introductions and challenges
2. Authentic communication
3. Structured interaction activities
4. Application time
5. Lunch
6. Conversation Overview
7. Conversation Activities
8. Application Time




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### Students of Concern

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

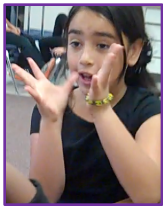
- aren't motivated enough by points and grades?
- have learned to "play" school?
- do the bare minimum?
- have adeptly figured out how to talk as little as possible in activities that require talk?
- feel like they don't belong?
- struggle academically because of language?
- lack social skills?



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### Communicating to Learn

"Language is learned, not because we want to talk or read or write about language, but because we want to talk and read and write about the world. Especially for children, language is the medium of our interpersonal relationships, the medium of our mental life, the medium of learning about the world."  
--Cazden (1977)




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### Pseudo-Communication vs. Authentic Communication

Using words and other meaning-carriers to share information and do things for reasons *other than* using the information in meaningful ways (e.g., for getting points & praise, showing learning, winning, etc.)

Using words and other meaning-carriers to share information for doing meaningful things (building, creating, changing, deciding, clarifying, negotiating, arguing, etc.) that just one person can't do. (R-W-L-S-C)



So what?

[jeffzwiers.org/sept6](http://jeffzwiers.org/sept6)

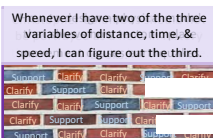
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### Authentic Communication Features

For developing content, thinking, language, and social skills

Purposeful building of idea(s)

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



Information gap(s)

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

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

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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	Geography influences the beliefs
Procedure	Approach	I think we should all be more like
Relationship	Explanation	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?**

**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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### Writing Sample After Conversation – 1st Gr.

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

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

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

**Make a list**

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### Constructive Conversation Skills: Building an Idea

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

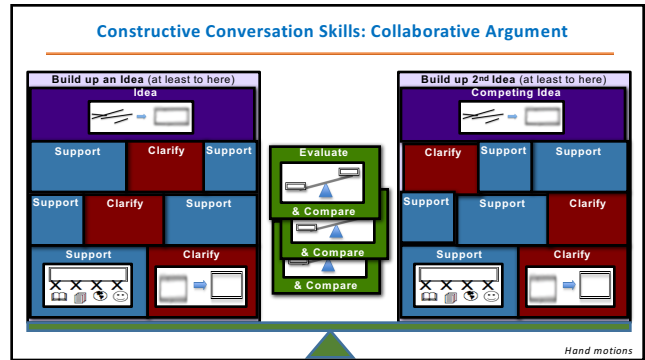
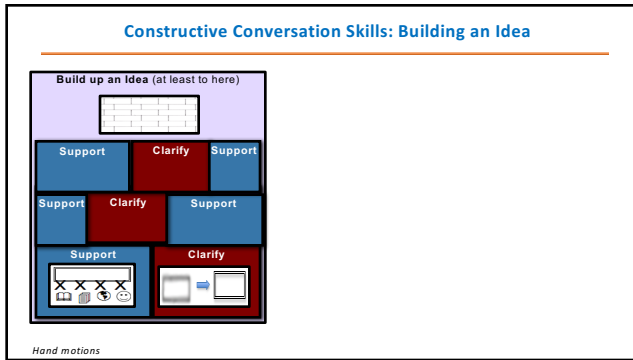
**Support**

- Define
- Elaborate
- Paraphrase

**Clarify**

- Negotiate
- Analogy
- Synthesize

Hand motions | Jeff Zaitsev



### CONVERSATION SKILLS SUPPORT ACTIVITIES for Fostering Conversation Skills & Authentic Communication

## Information Gap Activities

### Information Gap: A & B Forms (At the Store)

- Half of students get A & half get form B
- Model & preview expressions & vocab
- Students pair up and each play a role (e.g., B starts as customer; A is store owner)
- A and B switch roles
- Optionally, students create their own forms

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### Info Gap Activities: A and B Forms

B: Merhaba. Nasilsin?  
A: Chok iyiyim. Sen nasilsin?  
B: Iyiyim. Muz ne kadar?  
A: Eekee lira.  
B: Shay ne kadar?  
A: Yooch lira.  
B: Elma ne kadar?  
A: Besh lira  
B: Kitap ne kadar?  
A: Ohn-besh lira

### Information Gap Cards: If you want to live here,...

- Model for students how you will respond to the prompt
  - You are thinking of moving to the habitat where your partner lives. Ask him or her how you need to adapt in order to survive.
- Act out words they will need
- Students read own cards and try to remember the information.
- Have them find all three other animals and learn how you would need to adapt to survive in each of their habitats.
- Have them prepare to describe their evolving idea using these examples.

- *What are you?*
- *Where do you live?*
- *How have you adapted to eat what you eat?*
  - *Because I eat \_\_\_\_, I have \_\_\_\_*
- *How have you adapted to avoid dangers?*
  - *One trait that helps me avoid...*
  - *Can you clarify...give an example..*
  - *For example, one time I...*

*(remove these the third time)*

### Info-Gap Cards

**A:** Alex wants to put a rubber walkway of uniform width around a rectangular pool. Because of the cost of the material, there is a maximum area. Now find the width of the walkway.

**B:** The pool has a rectangular shape that measures 12 feet by 20 feet. The area of the walkway needs to be 528 square feet.

**A:** I started drawing the border and cut it up into four rectangles. The length and width of the pool give me numbers. But x is the width of each rectangle.

**B:** So the total area  $12x + 12x + 20x + 20x + 4 \text{ times } x^2$  for the corners. But in order to solve it, I need what it equals, the area. Do you have it?

**A:** Thanks. So,  $4x^2 + 64x = 528$ . So, quadratic. I can try factoring out the 4 and then finding how the roots equal 0, or use the formula.

**B:** OK, it's 528 square feet.

**A:** OK, the pool is 12 by 20 feet.

### Do Info Gap Activities have the Features of Authentic Communication?

Understanding Language | <https://www.illustrative-mathematics.org/HS/index.html> | Jeff Zwiers

### APPLICATION TIME

Think about how you might plan using **Information Gap** activities—and/or adaptations in your upcoming units or lessons.

**Info-Gap Activities: A and B Forms**

1. Materials: None?

2. Check: Yes/No, see outside?

3. Both: Yes/No, see inside?

4. Support: Yes/No

5. Show: Yes/No

6. Draw: Yes/No

7. Explain: Yes/No

8. Ask: Yes/No

9. Use: Yes/No

**Information Gap Cards: If you want to live here,...**

- Model for students how you will respond to the request.
- Use an example of many of the labels and phrases from the list to create a model request for the other person.
- Ask and write they will need.
- Students read over each card and try to remember the information.
- Show them that all three other cards and learn how you would need to agree to answer in each of their labels.

**Info-Gap Cards**

1. Student A: I need to know the area of a square. Can you tell me the length of the side of the square? (You can only tell me the length of the side if you know the area.)

2. Student B: The area of a square is 144 square feet. Can you tell me the length of the side of the square?

3. Student A: Why do you need to know the area of the square?

### 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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### Transition Improv

Elementary

Pros and cons of ice cream

**Features:**

- Build ideas?
- Clarify & Support?
- Meaning, not points?
- Value ideas & take risks?
- ?

### Video of Pro-Con

Bryant High School

ELA

Teachers: Ghrawi and Fotopoulos

Prep work for reading *Animal Farm*

Pros and cons of communism

**Transition Improv: For-Against**

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

**Transitions:** However,  
On the other hand,  
Then again, ~~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, motion  
Jeff Zaver

**Transition Improv: Similar-Different**

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

**However, On the other hand, Then again, But**

Jeff Zaver

**Transition Improv: Similar-Different**

**Topic:** old Brian & new Brian

**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, ~~But~~

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

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**Transition Improv Activity: Positivo-Negativo**

**Tema:** Viaggiare a altri paesi

<p><b>Positivi</b></p> <p>Posso...</p> <ul style="list-style-type: none"> <li>- mangiare cibo nuovo. Per esempio, in Peru ho mangiato ceviche...</li> <li>- Imparare la storia del paese</li> <li>- riposare, leggere, nuotare</li> </ul>	<p><b>Negativi</b></p> <p>Devo...</p> <ul style="list-style-type: none"> <li>- spendere molti soldi. Per esempio, ...</li> <li>- passare molto tempo in aereo.</li> <li>- Cercare bagni puliti</li> </ul>
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**D'altra parte, Tuttavia, Nonostante** ~~But~~

Nei viaggi, ...  
Un vantaggio  
Un'altro aspetto positivo e che ... per che...  
Un svantaggio e che...

A & B, Lean?  
Jeff Zaver

**Transition Improv: Math Situations**

**Topics:** Addition-Subtraction, Area-Perimeter, Multiplication-Division, Sine-Cosine, Volume-Surface Area, Linear-Quadratic, Fractions-Decimals, Integral-Derivative, Constant-Variable

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

**Frames:** You need to add when ... because...  
When you ... you need to subtract because...  
You need to calculate volume when... because...  
When you ... you need to use decimals because...


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

Do Transition Improv Activities have the Features of Authentic Communication?

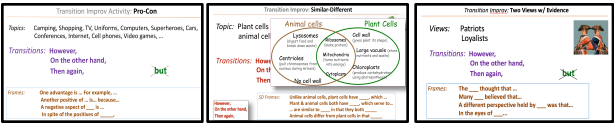


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**APPLICATION TIME**



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



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CONVERSATION SKILLS SUPPORT ACTIVITIES  
for Fostering Conversation Skills & Authentic Communication



**Stronger-Clearer Each Time Activities**

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**Designing “Stronger & Clearer Each Time” Activities**



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

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**“Stronger & Clearer Each Time” Grid**

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

What's an example of fighting?

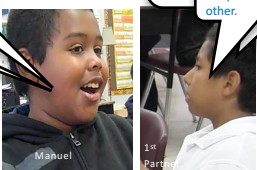
(PRE) Bad things happen when they meet. Wars start.

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

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

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

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



What happens when cultures meet and why?

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**“Stronger & Clearer Each Time” Grid**

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

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

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

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

What happens when cultures meet and why?

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

What do you mean they learn religion?

Maybe not learned, but like mixing religions together.



What happens when cultures meet and why?

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### "Stronger & Clearer Each Time" Grid

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

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 like other things. Wars start.

(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.

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

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### Stronger & Clearer Activity

**Context**

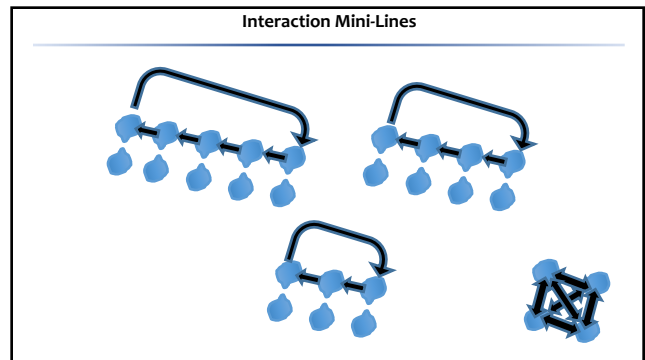
- 4th grade Science class
- Early Advanced speakers
- Have read and discussed energy conversion
- Focus on stronger and clearer messages using examples.

**This Clip**

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

### Video of Stronger-Clearer

Bryant High School  
ELA/ELD  
Prep work for reading *Animal Farm*  
Opinion Continuum: Communism vs. Capitalism



### "Stronger & Clearer Each Time" Grid

<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>How can doing things that develop students' oral language (speaking, listening, conversing) influence their reading, writing, and/or content learning?</b>		<i>You will present to colleagues on this topic.</i>
Me	<b>How have germs changed the course of history?</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>Explain why and how objects orbit around planets.</b>
1.			
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      10 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...?"

### Stronger & Clearer Each Time: Opinion Continuum

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

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

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

I say no. It's like jail for them. And I don't like all people. I think zoos are OK if the animals can't live wild. You know, I went to a zoo that helped hurt ones. Like a eagle. But other zoos are bad.

Should we have zoos or not?

YES | Me | | | NO

Silvia 3rd Partner

### Pre-Post Writing Sample

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.**

**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 a lot of Azusa pages on like Snapchat & Instagram.

**Post-Write**

No, because we do not have problem solving skills in our only solving problem skills live in math, all we do is read a word problem and yet again they don't really help cause they duplicate on the problems and if you don't really know you learn towards your group to help you. We need more Analytical skills in our classes, the only classes that we have those skills are in 110, but not everybody has the opportunity to take those classes. All we have in classes is to read texts and answer the problem and if we don't know how to answer they quote us or just tell us the answer. We need more hands on stuff in this school.

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

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### APPLICATION TIME

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

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

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### Bulking Up an Activity's Authentic Communication

**Engaging Purpose** (Clarity and strength matter)

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

**Information Gaps**

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

**Jigsaw**

**Attention to language**

Model and frames for coming up with and estimating costs

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

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

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### Conversation

In the Bantu language, the word **ubuntu** means that a person becomes a person only through other people.

Neuroscientists agree, arguing that our brains and minds are shaped in continuous interaction with other people.

During conversation, participants orient towards the other person's mind, inferring meanings and relevancies, rather than just decoding and encoding verbal messages (as robots might do).

(Hari & Kujala, 2007. Brain Basis of Human Social Interaction: From Concepts to Brain Imaging)

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### The Power of 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**

### REVIEW: Constructive Conversation Skills: Building an Idea

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

Support Clarify Support

Support Clarify Support

Support Clarify

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

Hand motions

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

**PROMPT:**

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

**QUANTITY**

# of Turns  Length of turns  Equity

**QUALITY**

Use conversation skills:

Pose  Clarify  Support  Evaluate to authentically build and argue useful ideas


**OTHER KEY SKILLS**

Listening  Speaking  Thinking  Content  Nonverbal  Valuing Ideas

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### Improving Conversations

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




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

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

Understanding Language | [Common Core State Standards for Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects](#) | Jeff Zinsler


### Conversation – Build 1 Idea

A: I think she not share it (bread)  
 B: Why?  
 A: Cuz the other animals not work; just lazy.  
 B: Yeah. I don't think to share, too.  
 A: Why?  
 B: Like my dad. He work for money. Not work, no money.  
 A: Yeah, no es justo.  
 B: Not fair. But teacher said is good to share.  
 A: I share when they help. Like maybe I paint the school. I don't want others...it's my money.  
 B: No. Maybe if ...no pueden trabajar, like they're sick, maybe. But the animals are lazy.  
 A: Is good to share, but not all the time, not with lazies. No lo merece.



### 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?



Understanding Language | [Common Core State Standards for Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects](#) | Jeff Zinsler

### 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?")

### 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 are examples of those adaptations?

What does adaptation mean?

**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.

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.	

And they do camouflage, too.      What about adapting to get away from things that want to eat them?

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

IDEA
CLARIFY
SUPPORT

**Adaptation helps animals to get food.**

How are those good examples?	Yeah, but remember that flat fish & the stick bug?	What's that?	Oh yeah, like rabbits run fast to get away from bobcats.
Like army clothes?	When they look like stuff to hide	And they do camouflage, too.	What about adapting to get away from things that want to eat them?
A type of animal changes its body over millions of years to get food.	Eagles have good eyes to see little animals	For example?	Tuna & swordfish
What does adaptation mean?	What are examples of those adaptations?	And some fish swim really fast to catch little fish.	

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

IDEA
CLARIFY
SUPPORT

**Adaptation helps animals to get food.**

The fish matches its color & patterns to the sea bottom to hide      And the stick bug look just like tree branches to hide from birds      OK, so do we fix our idea?

How are those good examples?	Yeah, but remember that flat fish & the stick bug?	What's that?	Oh yeah, like rabbits run fast to get away from bobcats.
Like army clothes?	When they look like stuff to hide	And they do camouflage, too.	What about adapting to get away from things that want to eat them?
A type of animal changes its body over millions of years to get food.	Eagles have good eyes to see little animals	For example?	Tuna & swordfish
What does adaptation mean?	What are examples of those adaptations?	And some fish swim really fast to catch little fish.	

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

IDEA
CLARIFY
SUPPORT

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

The fish matches its color & patterns to the sea bottom to hide	And the stick bug look just like tree branches to hide from birds	OK, so do we fix our idea?
How are those good examples?	Yeah, but remember that flat fish & the stick bug?	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 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?*

**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?)

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, I guess 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.  
 A: Yeah, and we need water, not ice.


### Idea Building Cards

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

**Prompt:**  
**Build up a major takeaway concept**  
**from today's presentation so far.**  
 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)**

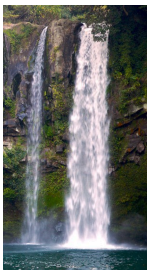
And got to thinking over our trip down the river; and I see Jim before me all the time: in the day and in the night-time, sometimes moonlight, sometimes storms, and we a-floating along, talking and singing and laughing. But somehow I couldn't seem to strike no places to harden me against him, but only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

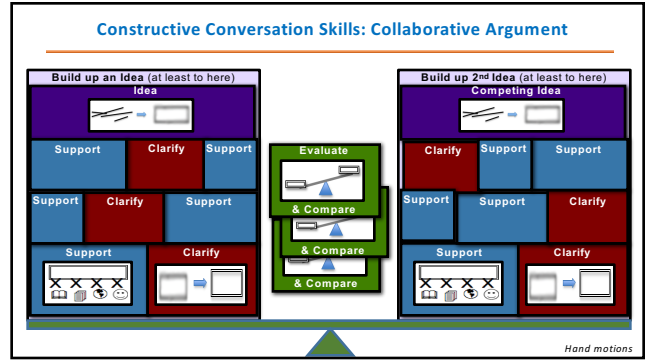
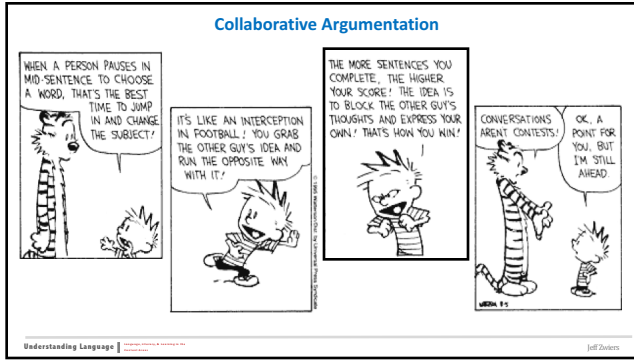
I took it up, and held it in my hand. I was a-trembling, because I'd got to decide, forever, betwixt two things, and I knowed it. I studied a minute, sort of holding my breath, and then says to myself: "All right, then, I'll GO to hell!"—and tore it up.

### 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?





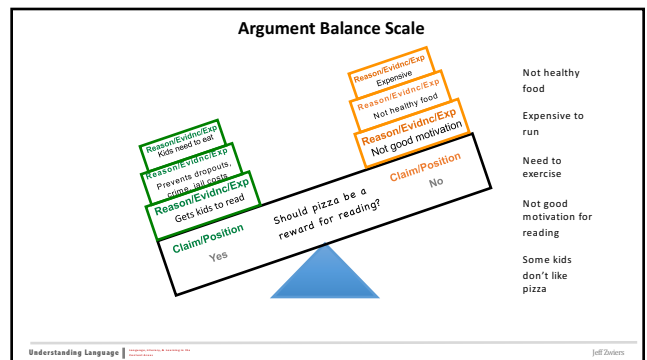
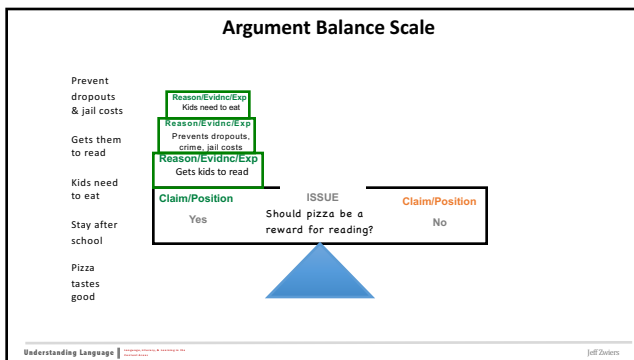
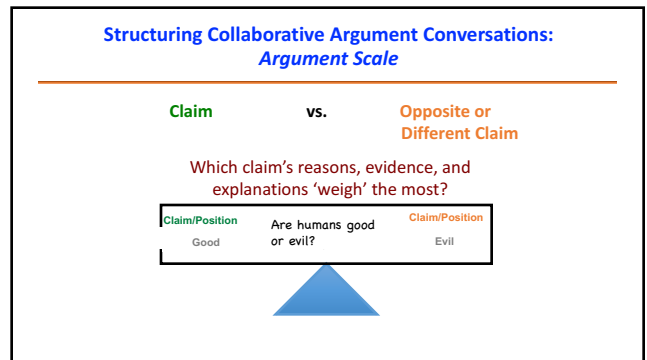
### Silent Cards for a Conversation - 5<sup>th</sup> Gr. ELA/ELD

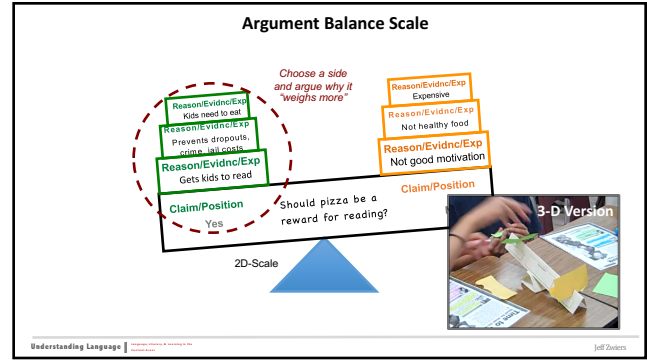
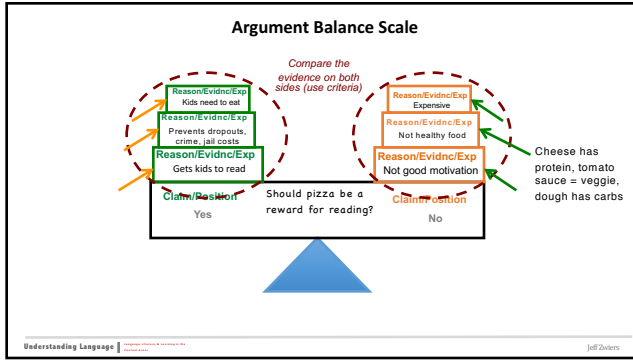
**Context**

- 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





### Video Example

**CONTEXT**  
5<sup>th</sup> 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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### 8<sup>th</sup> ELA – Using the Argument Scale

FLOWERS FOR ALGERNON  
 12 12 12 12

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

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### 8<sup>th</sup> ELA – Using the Argument Scale

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

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### Conversation or Not?


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

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

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

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### Text: Schoolgirl loses veil legal case



A 12-year-old schoolgirl has failed in a legal challenge to her school's ban on a full-face veil. Justice Silber had been told that the girl's three older sisters had attended the same school and had worn the niqab with no problems. But the school told the girl it was not acceptable because teachers believed it would make communication and learning difficult. About half of the school's 1,300-plus pupils are Muslims. About half of them wear the hijab headscarf, which is permitted.

In his judgement, Justice Silber stressed that he was dealing with one particular case - not the wider issue of whether the niqab should be worn, in schools or anywhere else. He said the ban was "proportionate" in the light of certain factors:


- the veil prevented teachers from seeing facial expressions - a key element in effective classroom interaction
- the necessity to enforce a school uniform policy under which girls of different faiths would have a sense of equality and identity
- security - the head teacher had said an unwelcome visitor could move around the school incognito
- the need to avoid peer pressure on girls to take up wearing the veil

The girl's lawyer, Shah Qureshi, said: "It is surprising that he decided that the school had not infringed my client's freedom to manifest her religion given the fact that she entered the school on the understanding that the wearing of the veil was allowed when being taught by male teachers." Costs in the case were awarded against the family.

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

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


### Conversation Prompts

- There is an engaging purpose for conversing that requires thinking & doing something with ideas (e.g., create, clarify, argue (=consensus), decide, rank, solve, evaluate, combine, compare, choose, fortify, build, & transform) (+ Agency)
- There is a need to talk (info gaps; bring unique ideas)
- There are clear directions for how to converse (language use, thinking, content concepts...)

**ELA Literature: Collaboratively decide**  
**ELA Expository: Decide whether or not to**  
**Math: Work with your partner to create a**  
**Science: In your conversation, compare**  
**History: You will co-author a letter to a history journal. Converse with your partner to decide if Lincoln was more interested in abolishing slavery or more interested in preserving the Union. Use evidence to support the claims on each side and evaluate the value of the evidence, along with any bias that might exist in the sources. Use historian language such as "This is strong evidence because..."**

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### Know the Types of Conversations in Different Disciplines

- Deciding between two or more sides of a controversial issue
- Collaborating to agree on interpretations in literature
- Collaborating to agree on the best ways to communicate ideas to others
- Collaborating to interpret data and generate scientific explanations
- Solving problems & deciding between two sides of controversial science issues
- Role-based improv conversations
- Deciding between two sides of an issue or account
- Collaborating to solve social problems and challenges
- Collaborating to explain events, systems, and people
- Collaborating to solve a problem
- Collaborating to create new math problems
- Modeling math concepts and experimenting with numbers, symbols, & shapes

*Craft a prompt*

### Possible Next Steps

- Have students engage in conversations about learned topics, then self-assess. (10K hrs)
- Model conversations & analyze them for skills (clarify & support) for building ideas
- Weave building ideas, clarifying, and supporting into all interaction activities and discussions (whenever students read, write, listen, speak)
- Have 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:
  - More prompting for purposeful building of ideas
  - Listener prompts talker to clarify and support in order to help build up idea
  - Structure time for A and B students

### CONTACT INFO



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