

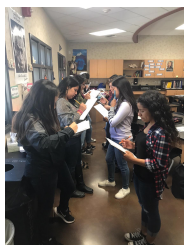


Developing Academic Language Through Critical Thinking and Authentic Communication

Jeff Zwiers
 October 13, 2018
jeffzwiers.org/october13
jzwiers@stanford.edu

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




Understanding Language | jeffzwiers.org | Jeff Zwiers

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?




Understanding Language | jeffzwiers.org | Jeff Zwiers

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. Language is the medium of our interpersonal relationships, the medium of our mental life, the medium of learning about the world."

--Cazden (1977)




Understanding Language | jeffzwiers.org | Jeff Zwiers

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)

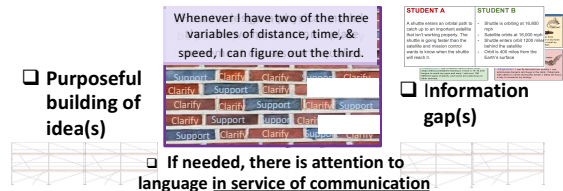
So what?



Understanding Language | jeffzwiers.org/october8 | Jeff Zwiers

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

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



Understanding Language | jeffzwiers.org | Jeff Zwiers

What are Ideas

that students would-could-should build?

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

Understanding Language | Hand motions | Hand motions

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?

Hand motions

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

Constructive Conversation Skills: Collaborative Argument

Build up an Idea (at least to here)

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

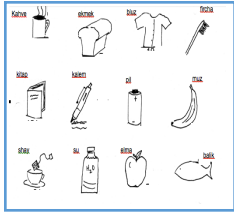
Building Ideas and Bridging Information Gaps with Structured Interaction Activities:

Information Gap Activities

Hand motions

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

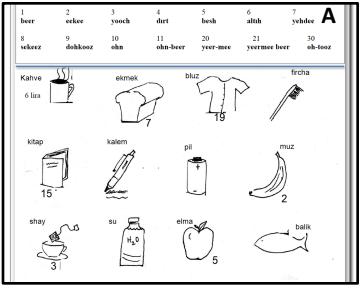
- Half of students get A & half get form B
- Model & preview expressions & vocab
- Students pair up and each play a role (e.g., B starts as customer; A is store owner)
- A and B switch roles
- Optionally, students create their own forms



Understanding Language | Jeff Zetser

Info Gap Activities: A and B Forms

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



Understanding Language | Jeff Zetser

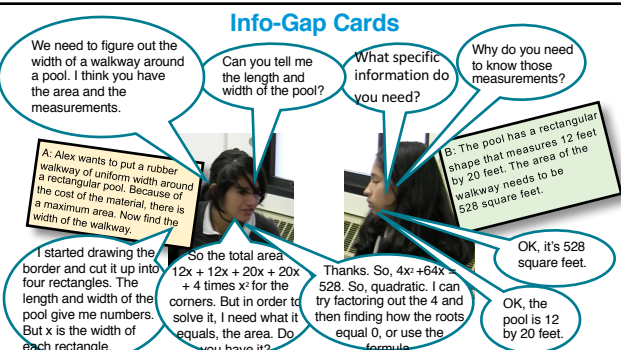
Information Gap Cards: More Poetry or Not?

- Model for students how you will respond to the prompt
 - You are the author your poem and you share your reasons for reading more poetry using your poem.
- Act out words students will need
- Read own poems and try to remember the information.
- Have them find all three other poets and learn how they view the issue
- Have them prepare to describe their evolving idea using these examples.

- *What is poetry?*
- *How does your poem express your ideas?*
- *Should students read and write and talk about poetry more?*
- *Can you clarify...*
- *Can you give an example of...*
- *For example, here I wrote*
- *Because I ____, I wrote ____*
(remove these the third time)

Understanding Language | Jeff Zetser

Info-Gap Cards



We need to figure out the width of a walkway around a pool. I think you have the area and the measurements.

Can you tell me the length and width of the pool?

What specific information do you need?

Why do you need to know those measurements?

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.

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.

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

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.

OK, it's 528 square feet.

OK, the pool is 12 by 20 feet.

Understanding Language | Jeff Zetser

Info Gap Cards: YOUR TURN

- READ:** A (Situation card) and B (Data card) read their cards. A summarizes situation to B. B paraphrases back to A, for agreement.
- QUESTION:** A asks B for specific information.
- PROMPT:** Before answering, B must prompt A for justification: "Why do you need that information?" (even if B knows why, already)
- JUSTIFICATIONS:** A explains how he or she will use the information. (A can use a complex sentence starting with "Because I need to...") B decides if the justification is "solid" enough to give the data to A. (If A doesn't ask, B can say "I do have _____. How might that help you?")
- SOLVE:** A solves problem aloud, explaining while B asks "Why?" and helps, if needed.
- BUILD:** Throughout, B takes notes on reasoning. After both have played the role of B, both students decide how this problem and its solution methods are examples of one or mathematical concepts or big ideas, and to prepare a presentation for teaching others "how to solve problems like this"

A:

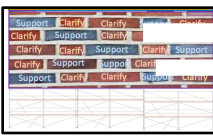
Scientists discovered a new volcanic island $\phi\alpha\lambda\lambda\alpha$ $\sigma\phi\theta$ Βρενδίασ βικε, $\omega\sigma\eta\eta$ $\eta\sigma\eta\alpha$ $\lambda\omega\kappa\alpha\delta$ $\tau\epsilon$ $\alpha\gamma\omega\upsilon\delta$ α $\tau\omega\epsilon$. $\Gamma\eta\eta\eta$ $\delta\epsilon\chi\tau\epsilon$ $\eta\eta\alpha\tau$ $\beta\tau\epsilon\upsilon\delta\alpha$ $\omega\iota\lambda\lambda$ $\omega\alpha\lambda\kappa$ $\phi\omega\alpha$ α $\omega\eta\eta\epsilon$ $\alpha\upsilon\delta$ $\lambda\alpha\tau\omega\delta$ $\omega\iota\lambda\lambda$ $\rho\iota\delta\epsilon$ $\eta\tau\epsilon$ $\beta\iota\kappa\epsilon$, $\lambda\epsilon\alpha\tau\omega\eta\gamma$ $\tau\epsilon$ $\phi\omega\tau\eta\theta\alpha\alpha$ $\upsilon\tau$ $\eta\tau\epsilon$ $\rho\omega\alpha\delta$ $\alpha\upsilon\delta$ $\omega\alpha\lambda\kappa\eta\gamma$ $\eta\tau\epsilon$ $\rho\omega\sigma$ $\omega\theta$ $\eta\tau\epsilon$ $\omega\sigma\eta\eta$. $\Omega\eta\eta\epsilon\upsilon$ $\beta\tau\epsilon\upsilon\delta\alpha$ $\rho\omega\sigma\chi\eta\tau\omega$ $\lambda\alpha\tau\omega\delta$ σ $\beta\iota\kappa\epsilon$, $\sigma\eta\epsilon$ $\omega\iota\lambda\lambda$, $\rho\iota\delta\epsilon$ $\tau\epsilon$ $\eta\omega\mu\epsilon$.

B:

- The island was 75 -- $\kappa\mu$ $\phi\tau\omega\mu$ $\eta\omega\mu\epsilon$ $\omega\sigma\eta\eta\gamma$ $\beta\tau\epsilon\upsilon\delta\alpha$ σ $\beta\iota\kappa\epsilon$ $\beta\tau\omega\kappa\epsilon$ 5
- Βρενδία 1940 $\alpha\tau$ -- $\kappa\mu$ / η $\alpha\upsilon\delta$ $\rho\iota\delta\epsilon\sigma$ $\alpha\tau$ -- $\kappa\mu$ / η .
- 2050 $\omega\alpha\lambda\kappa\sigma$ $\alpha\tau$ -- $\kappa\mu$ / η $\alpha\upsilon\delta$ $\rho\iota\delta\epsilon\sigma$ $\alpha\tau$ -- $\kappa\mu$ / η .


Understanding Language | Jeff Zetser

Do Info Gap Activities have the Features of Authentic Communication?



Understanding Language | Jeff Zetser

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. Methods: Tablets?
2. Clocks: Why not tablets?
3. Maps: How useful?
4. Labels: Yes
5. Signs: Make
6. Bunches: No
7. Lines: Why not? Why?
8. Maps: Yes
9. Clocks: Why not?
10. Tablets: Yes

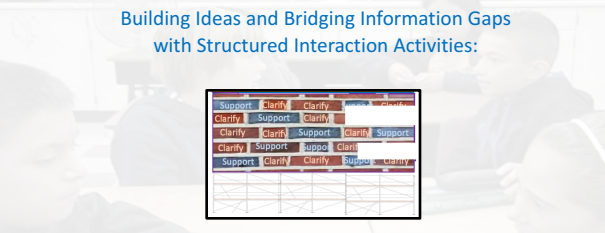
Information Gap Cards: If you want to live here...

1. Model for students how you will respond to the passage.
2. Work on a model of making a model when you are here. Ask for the how you would make a model to make.
3. Act out roles. They will need.
4. Students read over each activity to remember the information.
5. Have them list all three other animals and then have one animal read to each to make in each of their habitats.

Info-Gap Cards

1. What is the main idea of the passage?
2. How do you think the author feels about the topic?
3. How do you think the author feels about the topic?

Building Ideas and Bridging Information Gaps with Structured Interaction Activities:



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

Transition Improv Activities

Transition Improv Activity: Pro-Con

Topics: Social media's influence on language development

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

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

Listeners can & should:

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

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

Video of Pro-Con



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

Transition Improv: For-Against

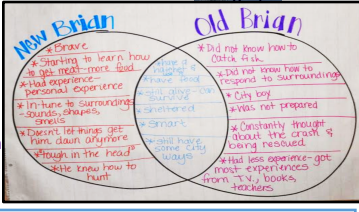
Topics: Electoral college, social media, human-caused climate change, "jury of peers", zoos, year-round schools, corn as fuel, extraterrestrial life, Chinese discovery of Americas, going to college* (2 texts)

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 ...

Transition Improv: Similar-Different

Topic: old Brian & new Brian




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

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

Transition Improv: Two Views w/ Evidence

Views: Patriots
Loyalists



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

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

Understanding Language | Transition Improv Activities | Jeff Zwickers

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.

Understanding Language | Transition Improv Activities | Jeff Zwickers


Do Transition Improv Activities have the Features of Authentic Communication?



Understanding Language | Transition Improv Activities | Jeff Zwickers

APPLICATION TIME

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



Transition Improv Activity: Pro-Con

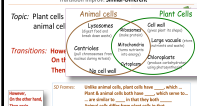
Topic: Camping, Shopping, TV, Uniforms, Computers, Superheroes, Cars, Conferences, Internet, Cell phones, Video games, ...

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

Frames: One advantage is ... for example ... another problem is ... because... A negative aspect of ... is ... In spite of the fact that ...

Transition Improv: Similar/Different

Topic: Plant cells, animal cells



Transitions: ~~How~~
~~On a~~
~~That~~

Frames: ~~Similar:~~ Both animal cells, plant cells have ... which ... ~~Plant & animal cells both have ... which ...~~
~~In the other hand, they are~~ ... ~~Animal cells differ from plant cells in that~~ ...

Transition Improv: Two Views w/ Evidence

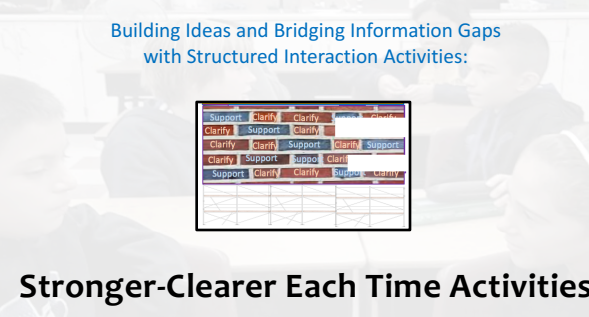
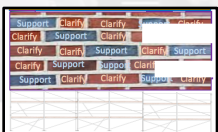
Views: Patriots
Loyalists

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 ___...

Understanding Language | Transition Improv Activities | Jeff Zwickers


Building Ideas and Bridging Information Gaps with Structured Interaction Activities:

Stronger-Clearer Each Time Activities

Understanding Language | Transition Improv Activities | Jeff Zwickers

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.

Understanding Language | Transition Improv Activities | Jeff Zwickers

"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.

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

What happens when cultures meet and why?

Understanding Language | [www.illustrative.com](#) | Jeff Zacks

"Stronger & Clearer Each Time" Grid

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

What happens when cultures meet and why?

Take two-word notes. Switch partners! Don't forget to use examples & ask to 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 do you mean they learn religion?

Maybe not learned, but like mixing religions together.

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

What happens when cultures meet and why?

Understanding Language | [www.illustrative.com](#) | Jeff Zacks

"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 you other, t

When cultu other, it he other li wars can said.

They learn t other like ne some cultur best and sho they start w

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

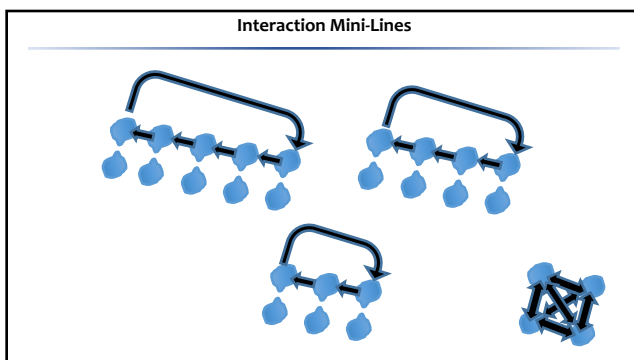
(POST)
When cultures meet, is both bad and good. Bad cuz they fight, like the Aztecs and Spain. Spain thought they were better so they took over. Good cuz of new food and languages and religion.

What happens when cultures meet and why?

Understanding Language | [www.illustrative.com](#) | Jeff Zacks

Video of Stronger-Clearer

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



"Stronger & Clearer Each Time" Grid

Name	How are memories stored in the brain?	You are doctor answering this question from a patient.
Me	(Just two or three key words, if any)	
1.		
2.		
3.		
Me		

Understanding Language | [www.illustrative.com](#) | Jeff Zacks

"Stronger & Clearer Each Time" Grid

Name	How can doing things that develop students' oral language (speaking, listening, conversing) influence their reading, writing, and/or content learning?		<i>You will present to colleagues on this topic.</i>	
Me	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%; border: 1px solid black; padding: 5px;"> How have germs changed the course of history? </div> <div style="width: 45%; border: 1px solid black; padding: 5px;"> 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. </div> </div>			
1.				
2.				
3.				
Me			Listeners can & should: - Prompt for clarification - Prompt for support - Help with "What about...?"	

One way in which oral language influences reading is...because...
 A student with a strong command of oral language can read...
 Even though.....
I disagree with you..... 10 sec "take w/ me" | Highlight the writing
 Jigsaw variation | Follow w/ conversation

Stronger & Clearer Each Time: Opinion Continuum

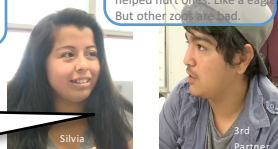
I think zoos are fun. I like seeing animals. I say yes.

I 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 one. Like an 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.



Should we have zoos or not?

YES | Me | | | NO

Handwritten names: Silvia, Partner, and others are visible on the continuum line.

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.**

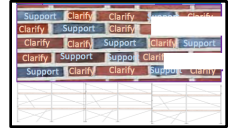
Pre-Write

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 mental 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 due in many all we do is read a word problem and yet again they dont really help cause they expect on the problems and if you dont 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 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 dont know how to answer they guide 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?



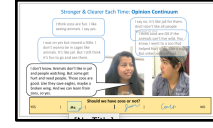
Understanding Language | Jeff Zavors

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

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.)

Understanding Language | Jeff Zavors



ACADEMIC CONVERSATIONS

- Craft Effective Prompts
- Model & Analyze Conversations
- Self-Assess Conversations
- Create Written Conversations
- Use the Argument Balance Scale
- Use a Third Observer

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)

Understanding Language | Jeff Zivov

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	Support

Ask ?'s

- Define
- Elaborate
- Paraphrase
- Negotiate
- Analogy
- Synthesize

Hand motions

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

PROMPT:

IDEA
CLARIFY
SUPPORT

The imperialists were greedy but said they had other reasons.

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

The imperialists were greedy but said they had other reasons.

They basically wanted to get as rich as possible	What's an example of that?
What do you mean by greedy?	

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

The imperialists were greedy but said they had other reasons.

They basically wanted to get as rich as possible	Like when England took over India	And here, too	Yeah, the Pilgrims
What do you mean by greedy?	What's an example of that?	And Spain took over a lot of Central & South America	

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

The imperialists were greedy but said they had other reasons.

One reason was to not go backward, like in a race.	What were the other reasons, like their excuses?		
They basically wanted to get as rich as possible	Like when England took over India	And here, too	Yeah, the Pilgrims
What do you mean by greedy?	What's an example of that?	And Spain took over a lot of Central & South America	

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

The imperialists were greedy but said they had other reasons.

Like they want to grab it all, to win?	Yeah, and I think they said religion was a reason.	Yeah, they like they said they were helping them by giving them religion	
This quote from 1893, "To allow other nations to develop new fields is to go backward."	One reason was to not go backward, like in a race.	What do you mean?	What were the other reasons, like their excuses?
They basically wanted to get as rich as possible	Like when England took over India	And here, too	Yeah, the Pilgrims
What do you mean by greedy?	What's an example of that?	And Spain took over a lot of Central & South America	

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

PROMPT: What motivated imperialism?

IDEA
CLARIFY
SUPPORT

The imperialists were greedy but said they had other reasons.

So maybe that's another reason, they were racist.	And made them into slaves, too.	Spain in Mexico. They forced them to change.	What's an example?
Like they want to grab it all, to win?	Yeah, and I think they said religion was a reason.	Yeah, they like they said they were helping them by giving them religion	
This quote from 1893, "To allow other nations to develop new fields is to go backward."	One reason was to not go backward, like in a race.	What do you mean?	What were the other reasons, like their excuses?
They basically wanted to get as rich as possible	Like when England took over India	And here, too	Yeah, the Pilgrims
What do you mean by greedy?	What's an example of that?	And Spain took over a lot of Central & South America	

So how do we get students to do this?

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 historical language such as "This is strong evidence because..."

Understanding Language | [Common Core State Standards for Language](#) | Jeff Zwiers

Formative & Self-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:
to authentically build and argue useful ideas

Pose
 Clarify
 Support
 Evaluate

OTHER KEY SKILLS

Listening
 Speaking
 Thinking
 Content
 Nonverbal
 Valuing Ideas

Understanding Language | [Common Core State Standards for Language](#) | Jeff Zwiers

Model and Analyze 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!!!!!!

Understanding Language | [Common Core State Standards for Language](#) | Jeff Zwiers

Model and Analyze Conversations

Laura: What caused the fall?

Eli: The text said disease and war.

Laura: It also said crops and politics.

Eli: All of them, I guess.


Mansur: I think there are different ways to solve it.

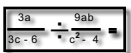
Lynn: So? Just do what the teacher did.

Mansur: But why did she turn the fraction over?

Lynn: Who cares? Just turn it over.

Mansur: OK.





Understanding Language | [Common Core State Standards for Language](#) | Jeff Zwiers

Model and Analyze Conversations

A: Why'd they write this article?

B: I think to tell about the Boston Massacre. But I don't think it was a massacre.

A: What do you mean? Look at the picture.

B: I don't think it happened like that, and like only five people were killed. That's not a massacre. A massacre means lots of people die.

A: Maybe they wanted to make it sound really bad. Like in the painting.

B: But why?

A: Maybe get people mad to fight against the British. They didn't all want to fight. Like rich people, maybe.

B: Why not?


A: Cuz maybe they might lose all their stuff in a war.

B: So was it a lie to call it a massacre?

A: I don't know. Probably, but it worked, right? It got the war going.

B: But it was lying. I don't think people should lie, even if it helped us get free from England.

A: Maybe not.



Understanding Language | [Common Core State Standards for Language](#) | Jeff Zwiers

Analyze Conversations (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?")

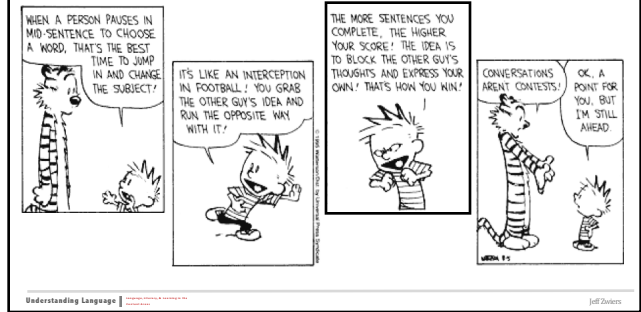
Understanding Language | [Common Core State Standards for Language](#) | Jeff Zwiers

Create Model Conversations

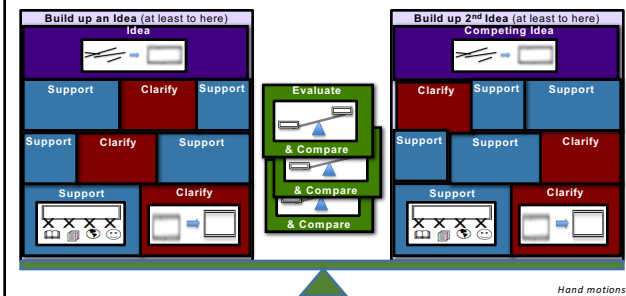
TASK: Create a model conversation on a current topic of study. Try to include the core conversation skills.

1. I think TV is OK for our brains.
2. Why?
3. You can learn stuff, you know those shows about animals.
4. Can you give an example?
5. Like how elephants live and where they go to die.
6. Yeah, and the news can teach you like what is going on so you can talk about it, you know, when teachers ask you. And watching TV keeps some kids from going and smoking.
7. But I think it can be bad for brains, too.
8. How?
9. Well, there's a lot of sex and drugs and, like, killing people in a lot of shows, like NCIS and similar movies.
10. Yeah, I guess that's not good for brains. And I read that kids can start to do the bad things they watch, like so they don't care, or aren't read at it.

Collaborative Argumentation



Constructive Conversation Skills: Collaborative Argument



Conversation

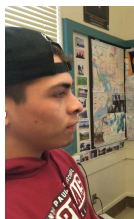
CONVERSATION ASSESSMENT

- Pose one or more **relevant & buildable idea(s)**
- Support** idea(s) with evidence, examples, explanations (accurate content) to build
- Clarify** idea(s) & terms to build
- Disciplinary thinking** (cause-effect, interpret, perspective, bias, analyze...)
- Language use** (Vocabulary, Grammar, Organization)
- If **argument**: build both ideas, **evaluate and compare** them to **choose** strongest/heaviest
- Build on one another's turns** and turn-taking
- Value** each other's ideas
- Nonverbal communication**

L1

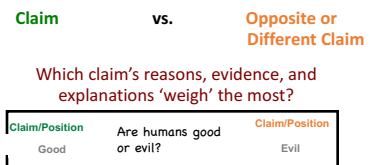
Post-Write

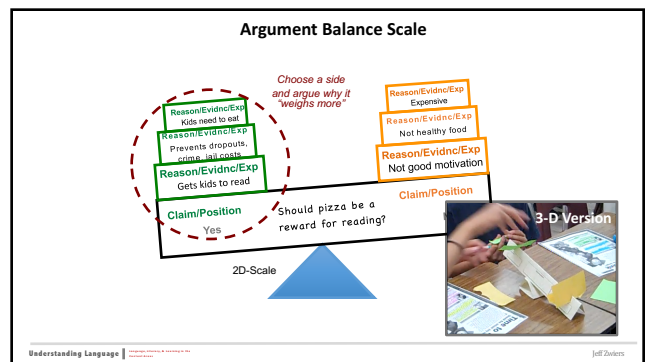
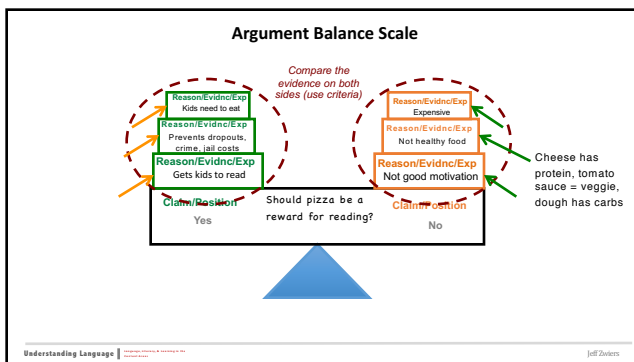
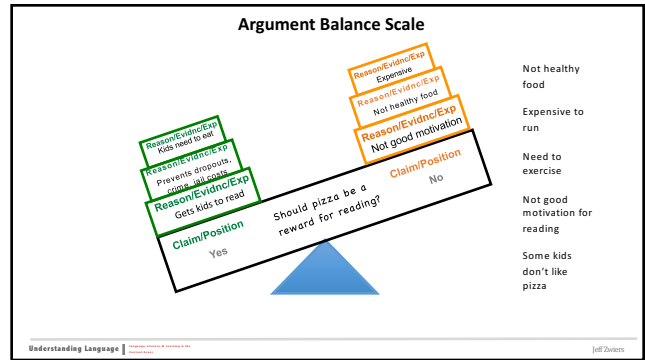
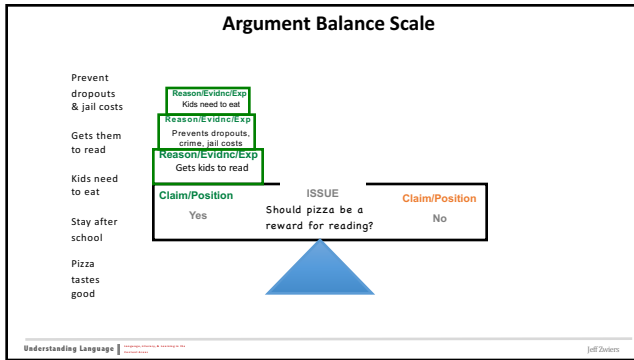
Student On Left



In my opinion The New Deal's overall effectiveness was a success because more people got jobs. For example, in the Fireside chat it states that it gave people opportunities for employment and it eased mortgage. In the unemployment statistics the unemployment rate went down by over 10 percent in 3 years. Also in the Cotton Mill worker interview it said that President Roosevelt inspired people to work. Also in our WPA Tour people had also gained education from the new deal. Construction workers built schools and local artists designed the school for a job.

Structuring Collaborative Argument Conversations: Argument Scale





8th ELA – Using the Argument Scale

FLOWERS FOR ALGERNON

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.

Understanding Language | Jeff Ziviers

8th ELA – Using the Argument Scale

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

Understanding Language | Jeff Ziviers

Conversation or Not?

Reason/Evidnc/Exp

Reason/Evidnc/Exp

Reason/Evidnc/Exp

Claim/Position
Yes

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

Reason/Evidnc/Exp

Reason/Evidnc/Exp

Reason/Evidnc/Exp

Claim/Position
No

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

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

Understanding Language | [Common Core Language Arts & Mathematics](#) | Jeff Ziviers

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 120 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's 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.

Understanding Language | [Common Core Language Arts & Mathematics](#) | Jeff Ziviers

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 120 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's 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.

Understanding Language | [Common Core Language Arts & Mathematics](#) | Jeff Ziviers

Third Observer: "Silent" Support Cards (from the COAT)

Paraphrase what your partner said

Ask your partner to clarify: _____ (Why...How...)

Build up the first idea first

Ask for an (another) example to support the idea

Refer to the text

Define the word: _____

Explain how evidence supports the idea/claim

Stay focused on the conversation prompt/purpose

Encourage your partner to talk more

Show that you are listening with your eyes, nods, posture

Pose an alternative idea and start to build it up

Understanding Language | [Common Core Language Arts & Mathematics](#) | Jeff Ziviers

Third Observer: "Silent" Support Cards - 5th Gr. ELA

A: So, what do you think the poem is about?
B: I think maybe something like, You gotta be yourself. What do you think?
A: I think it's about being out in nature, that it's good to see plants...
 Oh, OK, So, why do you think it's about 'be yourself'?
B: Cuz it says he doesn't want to be growing in clusters in the valley, and stand alone, and like not stuck in a pot of dirt.
A: I like that. And the title is "Identity"
B: Yeah...
 How does that help us?
A: Identity means how you're different...

Identity (excerpt, by Julio Noboa Polanco)
 Let them be as flowers, always watered, fed, guarded, admired, but harnessed to a pot of dirt.
 I'd rather be unseen, and if then shunned by everyone, than to be a pleasant-smelling flower, growing in clusters in the fertile valley, where they're praised, handled, and plucked by greedy, human hands.
 I'd rather be tall, ugly weed, than to be a tall, ugly weed.

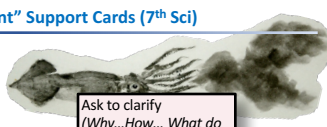
Build up the first idea first

How does the title support the idea?

Understanding Language | [Common Core Language Arts & Mathematics](#) | Jeff Ziviers

Third Observer: "Silent" Support Cards (7th Sci)

1 K: So, why do squids have ink?
 2 M: To hide
 3 K: What do you mean?
 4 M: They hide in it.
 5 K: Yeah...
 OK, so why do they hide in their ink?
 6 M: When they get scared, like maybe a shark come for them.
 7 K: OK, I think they got ink to..., they escape. Like the picture.
 8 M: OK...
 How do they escape with ink?
 9 K: They let it out; it makes a cloud so they, you know, can swim away.
 10 M: And it poisons the fish?
 11 K: I don't know; I think jellyfish are poison.
 12 M: I hate jellyfish.
 13 K: Me too.



Ask to clarify (Why...How... What do you mean by)

Clarify: How do they escape with ink?

Stay focused on prompt/purpose

Understanding Language | [Common Core Language Arts & Mathematics](#) | Jeff Ziviers

Text

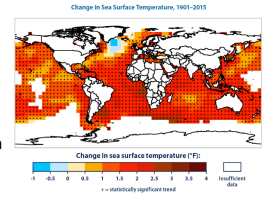
PROMPT: Come to a consensus with your partner on why the painter painted the painting in this way: why he included certain figures, their composition, postures, movements, gazes. Include what the painter wanted the viewer to feel or think, empathize, and learn from the painting. Try to agree on how accurate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

Text

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.



Text

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.)

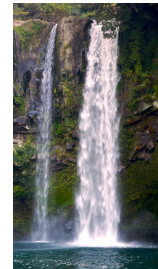
Excerpt from The Adventures of Huckleberry Finn (Twain, 1885)

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.

Text

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?

Know the Types of Conversations in Different Disciplines

<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Collaborating to interpret data and generate scientific explanations Solving problems & deciding between two sides of controversial science issues Role-based improv conversations 	<ul style="list-style-type: none"> Deciding between two sides of an issue or account Collaborating to solve social problems and challenges Collaborating to explain events, systems, and people 	<ul style="list-style-type: none"> Collaborating to solve a problem Collaborating to create new math problems Modeling math concepts and experimenting with numbers, symbols, & shapes

Craft a prompt

Possible Next Steps

- Have students **engage in conversations** about learned topics, then self-assess. (10K hrs)
- Model conversations & analyze them for skills (**clarify & support**) for **building ideas**
- Weave **building ideas, clarifying, and supporting** into all interaction activities and discussions (whenever students read, write, listen, speak)
- Have **2nd and 3rd pair-shares** (e.g., Stronger-Clearer) in which students practice, push and are pushed to **support** ideas and **clarify**, to improve ideas
- Improve pair-shares:**
 - 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



Jeff Zwiers | jzwiers@stanford.edu | jeffzwiers.org/october13