



**Developing Academic Language & Conversation Skills with 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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**Focal Students**

**1. 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?



**2. What is a highly valued skill desired by employers, higher education folks, and significant others?**

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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. 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)

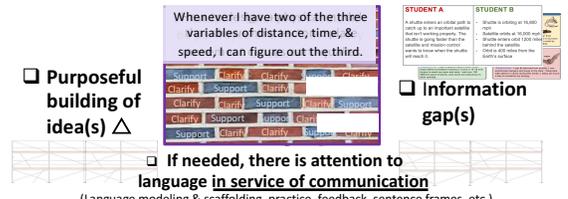
**So what?**



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

- ☐ Purposeful building of idea(s) Δ
- ☐ Information gap(s)
- ☐ If needed, there is attention to language in service of communication (Language modeling & scaffolding, practice, feedback, sentence frames, 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	I can use a baseball bat, baseball,
Procedure	Approach	and Multiplying fractions makes them
Relationship	Explanation	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?**

### An Example of Idea Building

(This will be different for each student.)

**Improved farming techniques produced surplus food, which was needed for civilizations to form.**

My trip through the valley seeing all the crops	Conversation with Lisa about buildings	Why did they fall?	Greece, Persia, China, Mayans,
Group work on presentation	Thinking about modern food and jobs	Studying for the test	Textbook examples
Diagrams in an Lee article	David's poster and explanation	Video clip from movie on ancient governments	Article's description of specialization
Forming Civilizations simulation	Writing up what I learned from the simulation	How Egyptians used the Nile	YouTube: irrigation
Looked up definition of civilization	How Mesopotamia formed	Timeline of hunter-gathers, farmers, and cities	

### An Example of Idea Building

(This will be different for each student.)

(Authentic communication (RWLSC) fosters powerful learning of content, thinking, language, and social skills)

AC Mindset slide		What are key social skills?
Authentic-Pseudo (Fly to bug me)	Thinking of Clara, David, Hector	Previous learning in PD about how the brain lights up in interaction

### Building Ideas and Bridging Information Gaps with Structured Interaction Activities:

## Information Gap Activities

### 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)*

### Information Gap Cards

**Idea to Build:** A common misconception is that forces cause motion. Actually, forces cause accelerations. Build up an argument using Newton's 3 Laws of Motion and examples to change this misconception in someone's mind.

**First Law:** Objects tend to "keep on doing what they're doing."

**Second Law:** The acceleration of an object is produced by a net force acting on the object.

**Third Law:** For every action, there is an equal and opposite reaction.

Ask for **clarification** and for **support with examples**, when needed, to **build up your own idea** and help your partners **build up their ideas**.

### 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.

Speech bubbles:  
 - "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?"  
 - "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 is  $12x + 12x + 20x + 20x + 4$  times  $x^2$  for the corners. But in order to solve it, I need what it equals, the area. Do you have it?"  
 - "OK, it's 528 square feet."  
 - "OK, the pool is 12 by 20 feet."  
 - "Thanks. I think I have enough to solve it. Do you? OK, let's solve it on our own and then share."

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

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

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### 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 Items**

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

**Info-Gap Cards**

### Building Ideas and Bridging Information Gaps with Structured Interaction Activities:

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

### 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)*

A & B, Lean?

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**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, ~~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  
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**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~~

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**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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Do Transition Improv Activities have the Features of Authentic Communication?

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(Authentic communication (WASC) fosters powerful literacy of career history, language, and social skills)

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 of ... is ... because ... Another aspect of ... is ... For the best, then again, ...

**Transition Improv: Similar-Different**

**Topic:** Plant cells, animal cell

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

**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 \_\_\_\_\_

**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 \_\_\_...

### Building Ideas and Bridging Information Gaps with Structured Interaction Activities:

## Stronger-Clearer Each Time Activities

### 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.

Manuel

1st Partner

What happens when cultures meet and why?

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### “Stronger & Clearer Each Time” Grid

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

What happens when cultures meet and why?

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

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.

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 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.

Manuel

2nd Partner

What happens when cultures meet and why?

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### “Stronger & Clearer Each Time” Grid

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

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

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

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

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

Manuel

What happens when cultures meet and why?

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### Interaction Mini-Lines

**"Stronger & Clearer Each Time" Grid**

Name	<b>How are memories stored in the brain?</b>	<i>You are doctor answering this question from a patient.</i>
Me	(Just two or three key words, if any)	
1.		
2.		
3.		
Me		<b>Listeners can &amp; should:</b> - Prompt for clarification - Prompt for support - Help with "What about...?"

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**"Stronger & Clearer Each Time" Grid**

Name	<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>
1.	<b>Argue with a person sitting on a couch who says, "I have no energy!"</b>	<b>How have germs changed the course of history?</b>
2.		<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>
3.		
Me		<b>Listeners can &amp; should:</b> - 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....  
Disagree with you...

30 sec "take w/ me" | Highlight the writing | Show variation | Follow w/ conversation

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**Stronger & Clearer Each Time: Opinion Continuum**

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

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

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 think zoos are OK if the animals can't live wild. You know, I went to a zoo that helped hurt ones. Like a eagle. But other zoos are bad.

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



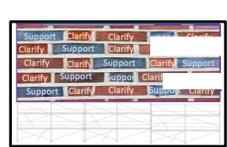
Silvia      Jordan

**Should we have zoos or not?**

YES
Me
Jordan
Caleb
NO

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



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(Authentic communication (PAAS) fosters growth, learning of content, history, language, and social skills)

**APPLICATION TIME**

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

"Stronger & Clearer Each Time" Grid



[No Title]

Stronger & Clearer Each Time: Opinion Continuum



[No Title]

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Enhance Other Activities to Develop Conversation Skills

In most other activities, how do we strengthen authentic communication? (Build ideas (clarify & support), Fill information gaps, Give language support)

*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*

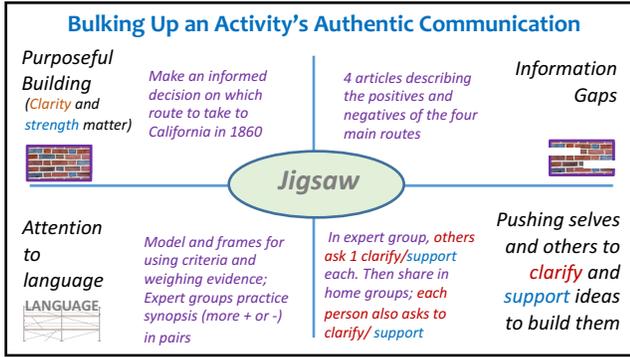
*Jigsaw*

*Socratic Seminar*

*Watch a video*

*Games (Bingo, Jeopardy, etc.)*

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## ACADEMIC CONVERSATIONS

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

### Constructive Conversation Skills: Building an Idea

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

**Support** **Clarify**

Ask ?'s

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

*Hand motions*

### Constructive Conversation Skills: Building an Idea

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

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

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

**Support** **Clarify**

*Hand motions*

### What does building an idea look like?

(And how do we decide if it's built up enough?)

PROMPT: Why do animals adapt?

**IDEA**  
**CLARIFY**  
**SUPPORT**

**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?	What's that?
Like army clothes?	When they look like stuff to hide	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.	And they do camouflage, too.	Eagles have good eyes to see little animals
What does adaptation mean?	From things that want to eat them?	For example? Tuna & swordfish
	What are examples of those adaptations?	And some fish swim really fast to catch little fish.

### 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 whether or not Atticus should take a stand to defend Tom Robinson. Co-build both sides up with evidence from the text and explain how the evidence supports each side. Then decide which side weighs more and why. Use support language such as *support, evidence, because...* Also remember to use effective nonverbal communication.

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### Conversation Prompts

**Math:** Work with your partner to create a word problem that requires the solver to solve it using two equations. Both of you contribute ideas and then decide which would make for the most interesting problem for your classmates to solve. Make sure the problem is clear; it can contain extra information and numbers, if you want to be tricky. Make sure to set up what is happening and use consistent units.

**ELA Literature:** Collaboratively decide whether or not to raise the max number of hours per day that teenagers should use screens. Engage in a collaborative argument conversation in which you and your partner build up both sides of the issue and. Use evidence and discuss the credibility of sources. Discuss and negotiate types of screen time, if necessary, for your final decision. Use evaluation language such as *outweigh, weak/strong because, credible, etc.*

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### Conversation Prompts

**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..."

**ELA Literature:** Collaboratively decide whether or not to raise the max number of hours per day that teenagers should use screens.

**ELA Expository:** Decide whether or not to raise the max number of hours per day that teenagers should use screens.

**Math:** Work with your partner to create a word problem that requires the solver to solve it using two equations.

**Science:** In your conversation, compare the data that you got in the lab with that of your partner. If the data are different, jointly come to possible explanations for this; if similar, explain why. Make sure your explanations are clear and use scientific language such as: "We believe that differences in the data are due to..." Come up with a final conclusion that describes what you learned—or were supposed to learn—from the lab.

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### Model and Analyze Conversations

Laura: I think air has weight. Remember the balloon?

Eli: I respectfully disagree with you.

Laura: Why?

Eli: Because I can't feel it. Can you?



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 the mountains when I was 12.

Edgar: Where'd you go?

Leo: On the roads by his house, but then into a pond.

Edgar: Did you get all wet?....

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### 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.

$$\frac{3a}{3c - 6} \cdot \frac{9ab}{c^2 - 4}$$



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### 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: Yeah. I might be like that, too, especially if I thought we might lose. But so I still think it a lie to call it a massacre.

A: I don't know. Probably it was a lie, 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, but I think there's been a lot of lies like that



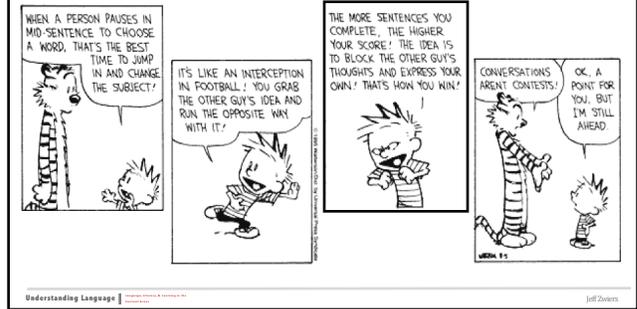
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### Create Model Conversations

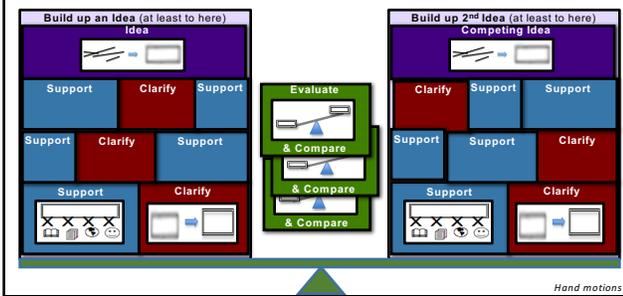
Your HW: Create a model conversation on a current topic of study. Try to include the core conversation skills.

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 no 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.

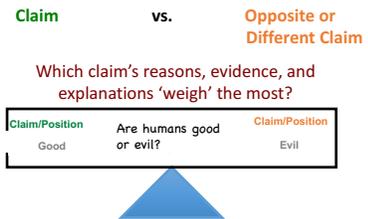
### Collaborative Argumentation



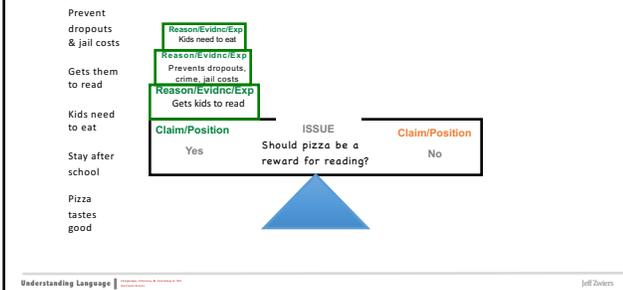
### Constructive Conversation Skills: Collaborative Argument



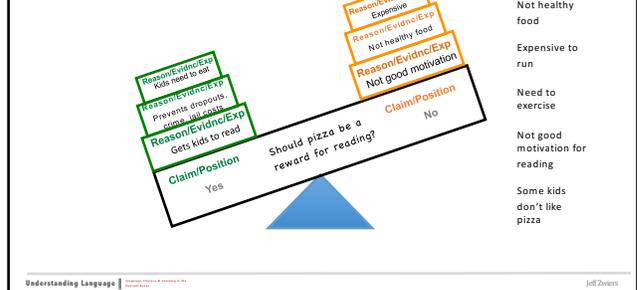
### Structuring Collaborative Argument Conversations: Argument Scale

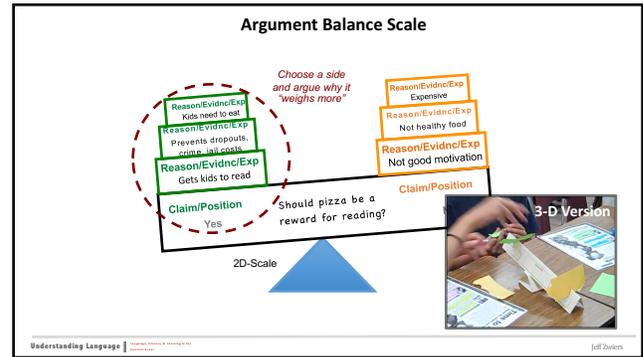
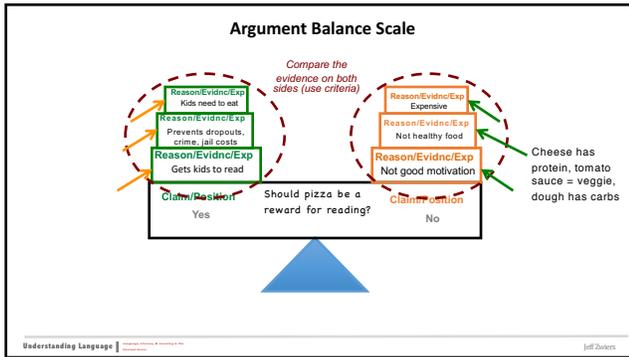


### Argument Balance Scale



### Argument Balance Scale





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

FLOWERS FOR ALGERNON  
 P. 12, P. 12-13

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 an 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?

2D-Scale

Even though... /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 hinder communication and learning difficulties. The school's 1,300-plus pupils are Muslims. About 100 wear the hijab headscarf, which is not allowed in schools or on campus. In his judgement, Justice Silber stressed that he was determined to be proportionate in the judgement. He said the ban was not effective in the classroom. The need for a sense of security in the classroom is an important one. 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. The fact that she entered the school on the understanding that the wearing of the veil was not being taught by male teachers." Costs in the case were awarded against the family.

Should the girl be allowed to wear the niqab in school?

2D-Scale

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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 120 of the school's 1,300-plus pupils are Muslims. About half of them wear the hijab headscarf, which is permitted.

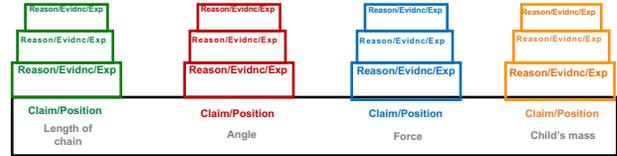
In his judgement, Justice Silber stressed that he was dealing with one particular case - not the wider issue of whether the niqab should be worn, in schools or anywhere else. He said the ban was "proportionate" in the light of certain factors:

- 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.

### Argument Balance Scale (Expanded)

Which has a greater influence on the swing's period?



### Do Argument Balance Scale conversations have the Features of Authentic Communication?

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

### Third Observer Conversation Coaching

1. As talkers converse, take notes on the Idea Building Note-Taking Form or something similar. Optionally, put C for clarify and S for support

Idea Being Built Up		

### Text

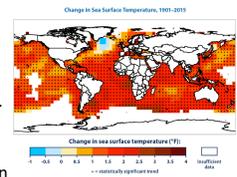
**PROMPT:** Come to a consensus with your partner on why the painter painted the painting in this way: why he included certain figures, their composition, postures, movements, gazes. Include what the painter wanted the viewer to feel or think, empathize, and learn from the painting. Try to agree on how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



**ELA 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.

**Math 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?

**Third Observer Conversation Coaching**

- As talkers converse, take notes on the Idea Building Note-Taking Form or something similar. Optionally, put C for clarify and S for support
- Slide Silent Coaching cards to talkers to support their conversations.
- Remind talkers of ideas and skills to use to deepen and extend the conversation.

**2. Third Observer: "Silent" Coaching Cards (from the COAT)**

**2. Third Observer: "Silent" Coaching Cards - 5<sup>th</sup> Gr. ELA**

**A:** So, what do you think the poem is about? **Identity** (excerpt, by Julio Noboa Polanco)

**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...

Let them be as flowers, always watered, fed, guarded, admired, but harnessed to a pot of dirt.

ly weed, an eagle high, jagged rocks.

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.

ould stand alone, strong and free, ther be a tall, ugly weed.

**Third Observer: "Silent" Coaching Cards (7<sup>th</sup> 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

**Possible Next Steps**

- Have students become and benefit from **third observers** who coach peers in their conversations.
- Have students **engage in conversations** about learned topics, then self-assess. (10K hrs)
- Model conversations & analyze them** for skills (**clarify & support**) for **building ideas**
- Weave building ideas, clarifying, and supporting** into all interaction activities and discussions (whenever students read, write, listen, speak)
- Have **2<sup>nd</sup> and 3<sup>rd</sup> pair-shares** (e.g., Stronger-Clearer) in which students practice, push and are pushed to **support** ideas and **clarify**, to improve ideas
- Improve pair-shares:**
  - A) More prompting for purposeful **building of ideas**
  - B) Listener prompts talker to **clarify** and **support** in order to help build up idea
  - C) Structure time for A and B students

**CONTACT INFO**



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