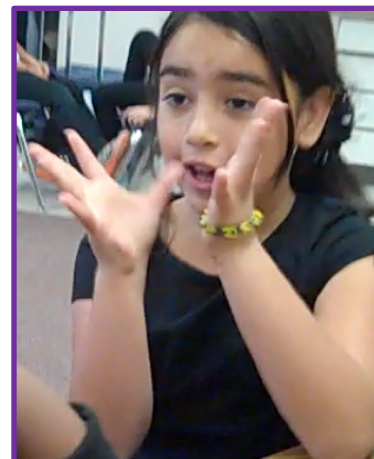


The Urgent Need for Authentic Communication in Every Lesson

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OVERVIEW



Why does language develop?

“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.”

--Courtney Cazden



Pseudo-Communication

Using language in **non-meaningful ways** (e.g., for getting points & praise, showing learning, winning, etc.)



Authentic Communication

Using language to do **meaningful things** that just one person can't do. (**build**, create, change, decide, clarify, negotiate, argue, etc.)
(**R-W-L-S-C**)

Authentic Communication Features

For developing content, thinking, language, and social skills

☑ Clarity & support are needed & pushed

Tectonic plate movement often causes earthquakes, more than them.

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

☑ Information gap(s)

STUDENT A	STUDENT B
A shuttle enters an orbital path to catch up to an important satellite that isn't working properly. The shuttle is going faster than the satellite and mission control wants to know when the shuttle will reach it.	<ul style="list-style-type: none"> - Shuttle is orbiting at 16,800 mph - Satellite orbits at 16,000 mph - Shuttle enters orbit 1200 miles behind the satellite - Orbit is 400 miles from the Earth's surface

☑ Purposeful building of idea(s)

Attention to language in service of communication
 (Language modeling, practice, feedback, sentence frames, etc.)

Building Ideas Mindset (RWLSC)

How can this mindset foster student Voice, Agency, Autonomy, & Engagement?



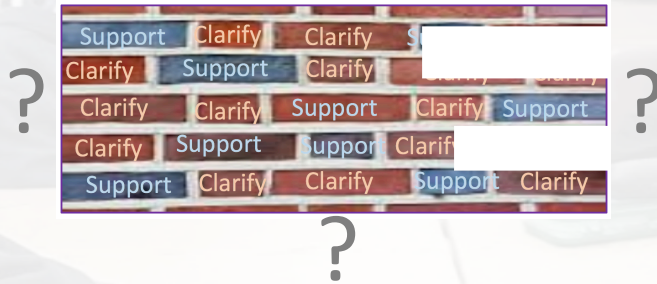
What ideas am I/we building this week and how do these tasks & texts help?

Is this idea as clear and strong as possible?

What new ideas can I start building today?

How can I help others build their ideas as much as possible?

Building Ideas and Bridging Information Gaps with a Structured Interaction Activity:



Stronger-Clearer Each Time Activities

“Stronger & Clearer Each Time” Activity

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

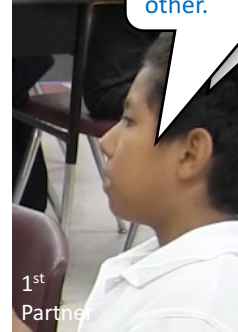
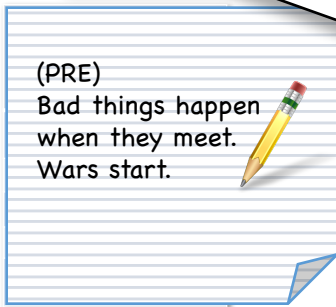
A begins and B listens and asks clarify & support questions. Go.

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

What's an example of fighting?

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

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



What happens when cultures meet and why?

“Stronger & Clearer Each Time” Activity

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.

What happens when cultures meet and why?

My notes: Bad, wars

both, learn religion, mix

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

What do you mean they learn religion?



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



Maybe not learned, but like mixing religions together.

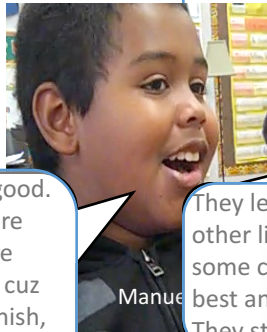
What happens when cultures meet and why?

“Stronger & Clearer Each Time” Activity

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

They learn from each other like some cultures are better and some are worse. They start to learn from each other.

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

(POST)
When cultures meet, it's 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?

“Stronger & Clearer Each Time” Organizer

Name	Argue with a person sitting on a couch who says, “I have no energy!”
Me	(just two or three key words, if any)
1.	
2.	
3.	
Me	

One type of energy that you have just sitting there is...
Because you ..., you also have ...energy.
Even though.....
I disagree with you...

Listeners can & should:

- Prompt for clarification
- Prompt for support
- Help with “What about...?”

10 sec “take w/ me” | Highlight the writing | Jigsaw variation | Follow w/ conversation

Designing “Stronger & Clearer Each Time” Activities

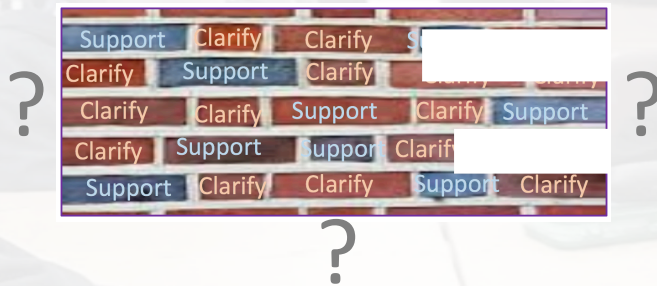


1. Prompt for an original response
2. Successive partners: borrow and use the language, ideas, and evidence each time-->
 - **Stronger** (often longer) with better supporting evidence and examples, and
 - **Clearer** with more precise terms and linked, organized, complete sentences.
3. Listeners push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

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



Building Ideas and Bridging Information Gaps with Structured Interaction Activities:



Transition Improv Activities

Transition Improv

Elementary

Pros and cons of ice cream

Features:

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



Transition Improv Activity: Pro-Con

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

Transitions: *Motion* 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?

Do Transition Improv Activities have the Features of Authentic Communication?

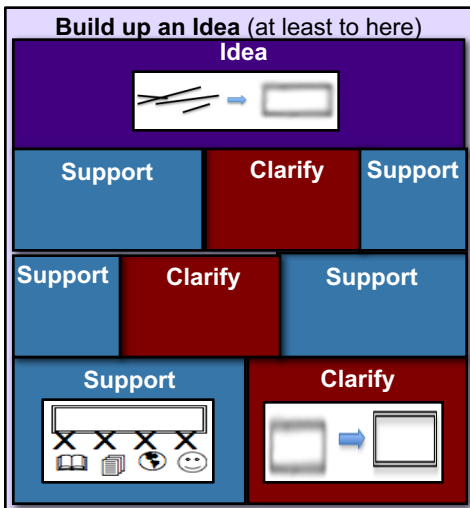


Conversation

“Conversations can leave us pondering and processing ideas which, in turn, contribute to the **inner dialogues** that we hold in our heads throughout each day (Vygotsky, 1986).”
 These inner dialogues continually shape our thoughts and language.



Academic Conversation Skills for Building an Idea



Hand motions

Research: Analyzing Conversations (DRAFT)

	In each conversation	Minimal Value (n = 13)	Some Value (n = 27)	High Value (n = 20)
<i>t</i>	# of turns per conversation	$t < 7.5$	$7.5 < t < 10.2$	$10.2 < t$
<i>c</i>	# of Clarify moves (C) per Idea (includes prompts for clarification)	$c < 1.1$	$1.1 < c < 2.4$	$2.4 < c$
<i>s</i>	# of Support moves (S) per Idea (includes prompts for support)	$d < 1.0$	$1.0 < d < 1.8$	$1.8 < s$
<i>m</i>	# of (Clarify + Support) moves per Idea	$b < 2.1$	$2.1 < b < 4.1$	$4.2 < m$
<i>w</i>	Mean length of turns (# words)	$w < 10$	$10 < w < 15$	$15 < w$
<i>p</i>	Rating of the prompt	$p < 1.2$	$1.2 < p < 2.4$	$2.4 < p$

Using Conversation Skills

Prompt: How can the Rainbow Fish teach us to be better people?



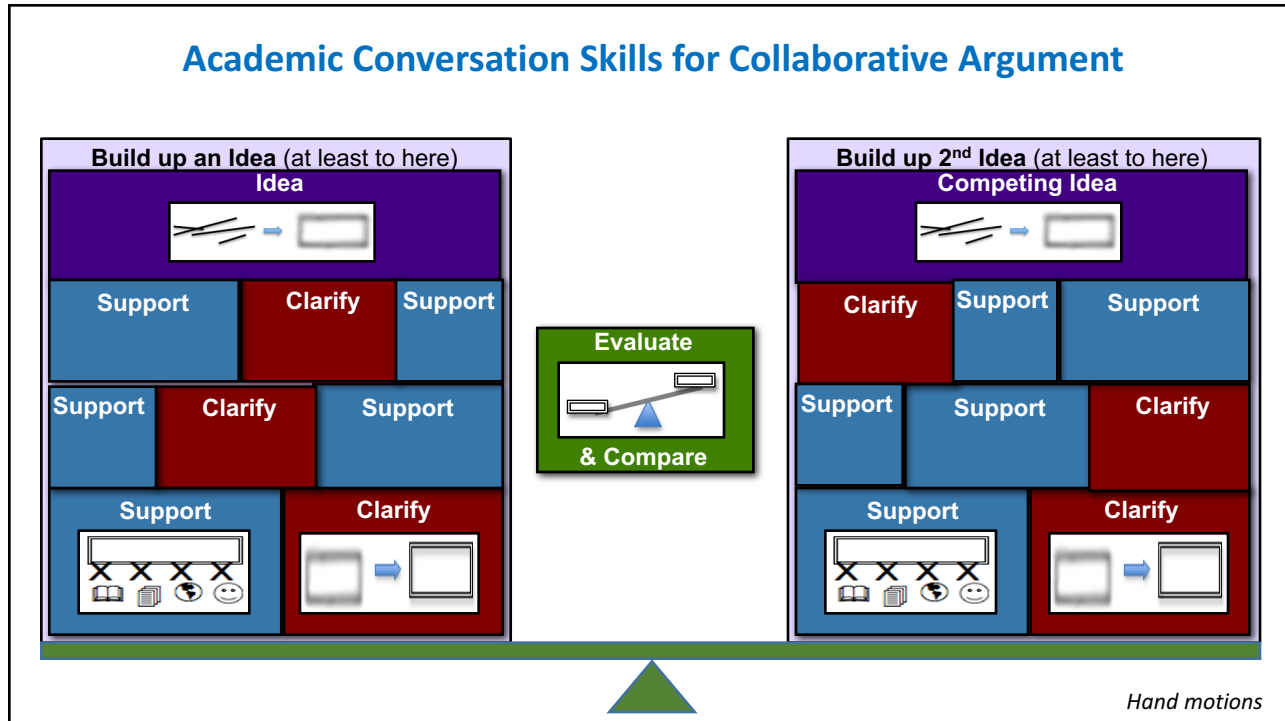
Sample 1

A: He didn't share.
B: And he had lots of scales.
A: So?
B: They're shiny. He got mad at the little fish, it wanted one.
A: And then he talked to the octopus.
B: He looked kinda scary.
A: Yeah. But he was nice to the fish.
B: Yeah. OK. Are we done?

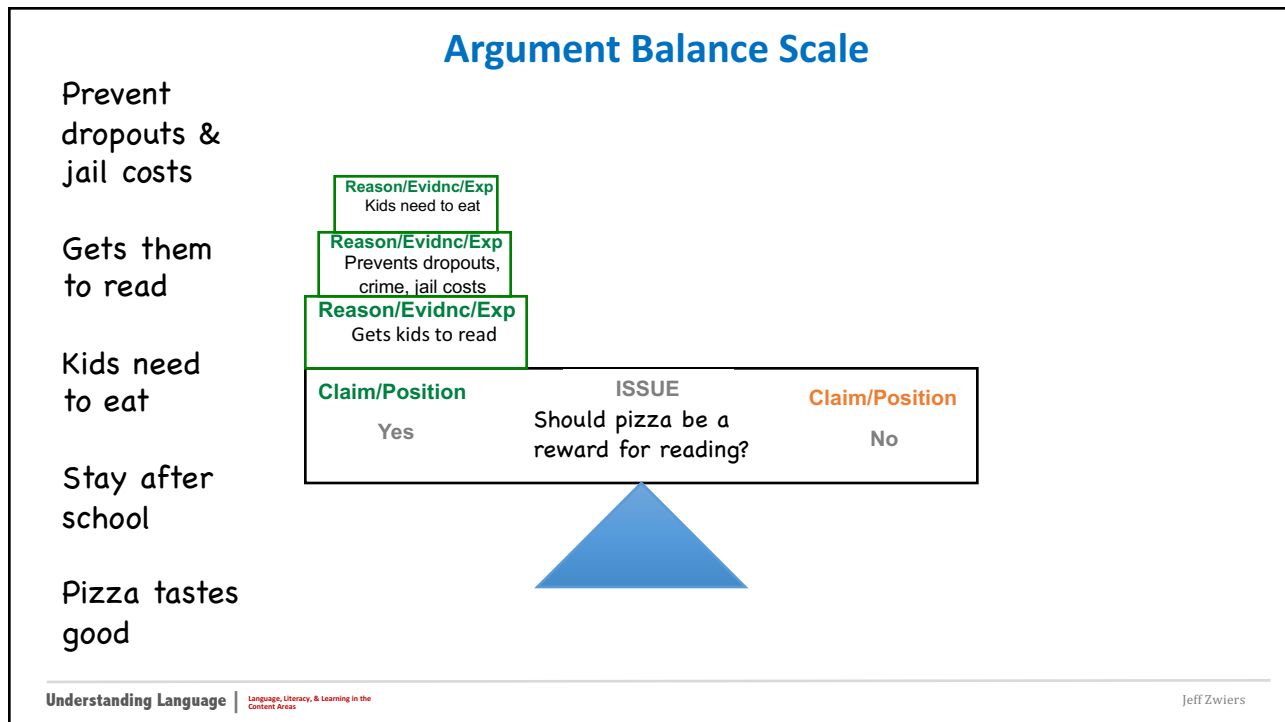
Sample 2

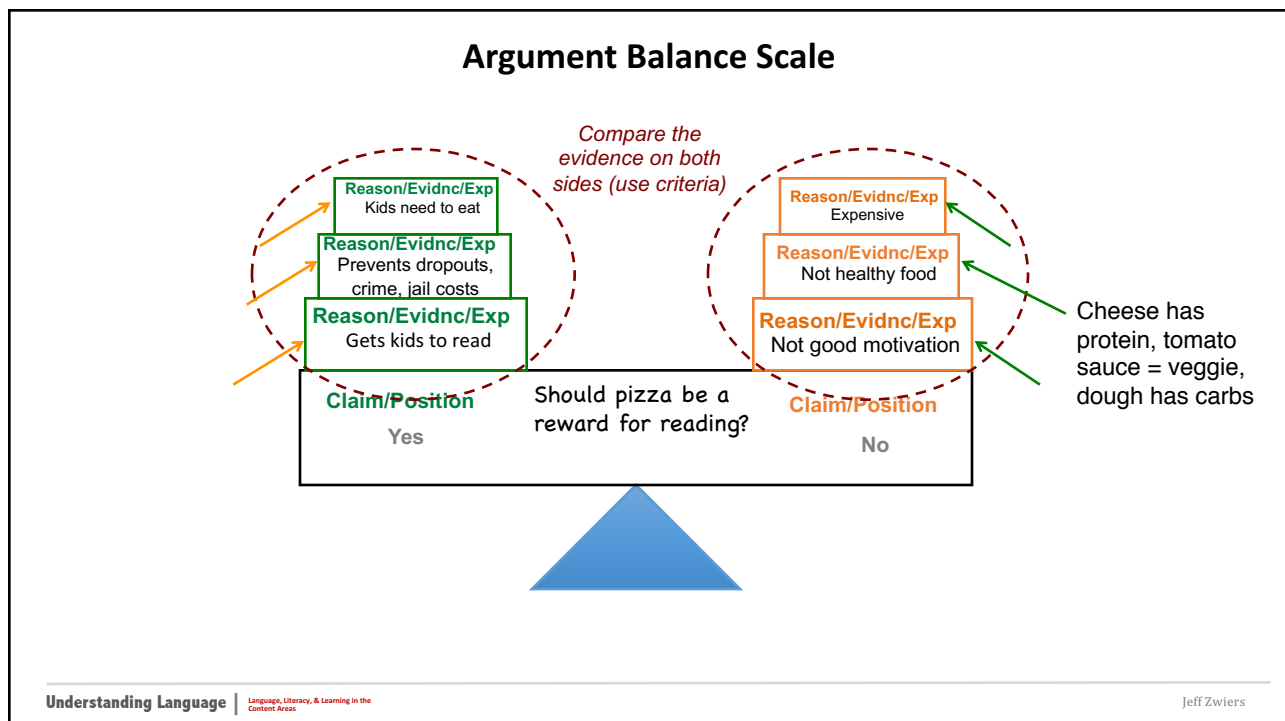
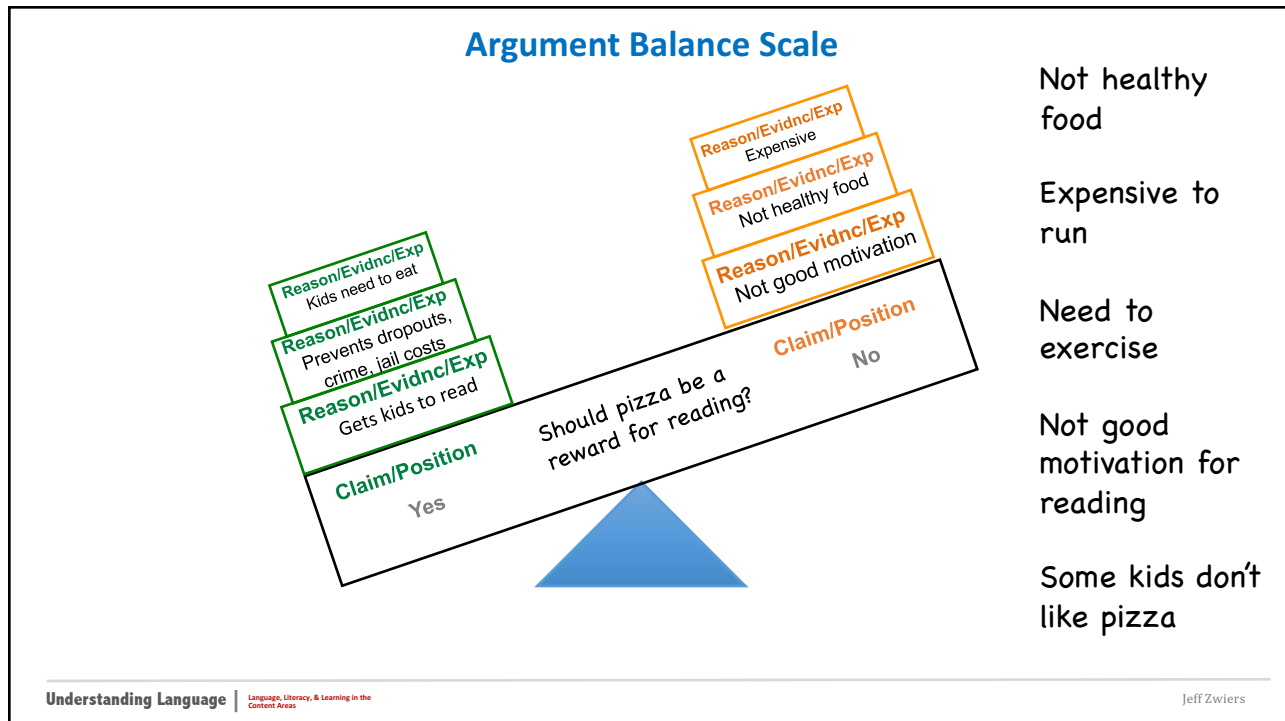
C: He was selfish.
D: So is that what we learn?
C: No, like to not be selfish.
D: Why not?
C: Look at the fish. He didn't share and was sad//
D: Yeah, cuz other fish stopped playing with him, and so he got lonely.
C: Selfish isn't good.
D: So to have friends, we gotta share.

Academic Conversation Skills for Collaborative Argument



Argument Balance Scale





Argument Balance Scale

Choose a side and argue why it "weighs more"

Reason/Evidnc/Exp
Kids need to eat


Reason/Evidnc/Exp
Prevents dropouts, crime, jail costs

Reason/Evidnc/Exp
Gets kids to read

Claim/Position
Yes

Should pizza be a reward for reading?

2D-Scale

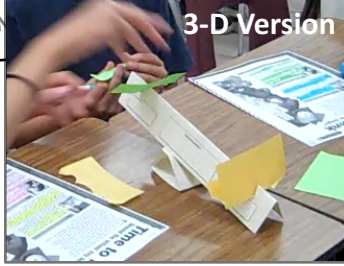


Reason/Evidnc/Exp
Expensive

Reason/Evidnc/Exp
Not healthy food

Reason/Evidnc/Exp
Not good motivation

Claim/Position
No



3-D Version

Understanding Language | Language, Literacy, & Learning in the Content Areas

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Next Steps: Enhance Practices and Activities with AC

(3 Features: Build ideas, Clarity & support needed/pushed, Information gaps)

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 | Language, Literacy, & Learning in the Content Areas

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Conclusion

**“Language is the blood of the soul
into which thoughts run
and out of which they grow.”**

–Oliver Wendell Holmes



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