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SLIDES:

## Increasing the Quantity and Quality of Oral Communication in Every Discipline

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# Agenda


- I. Idea-Building Approach
- II. Structured Interactions
- III. Enhancing All Activities
- IV. Fostering Effective Conversations




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

Jeff Zwiers

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## What Results Do We Want?



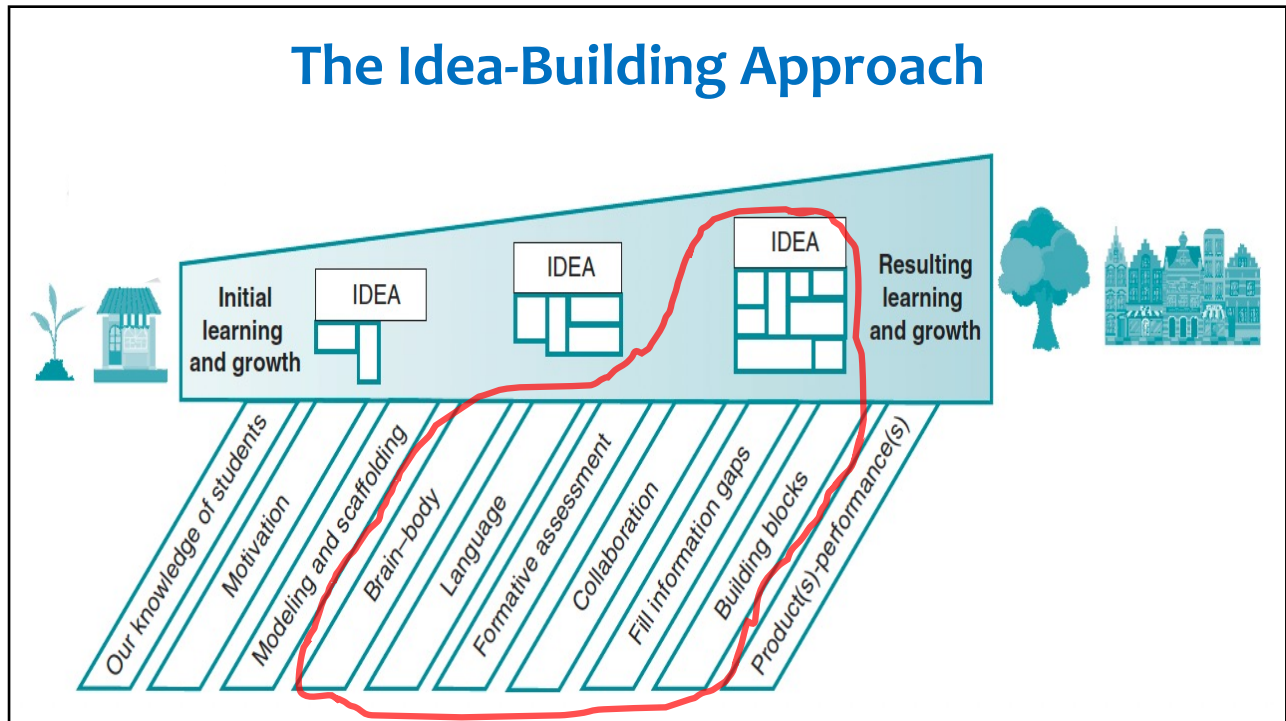
Academic

Personal/Social

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# I. Idea-Building Approach (grounded in authentic communication)

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## Language Learning

“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.**”

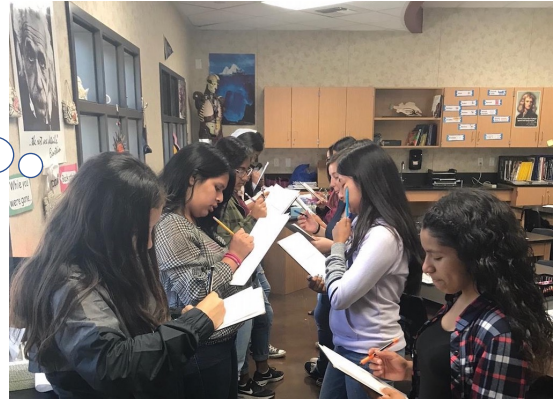


--Courtney Cazden

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### Human Nature

Communication is a lot of work! **Is this activity worth it?** (If not, I will likely do the bare minimum.)

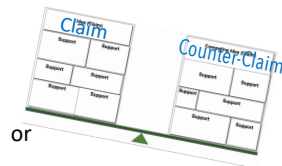
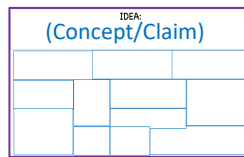


How do we make every activity *worth it*?

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Enhance all that we do with Authentic Communication Features (Idea-Building Approach)

### Build up an IDEA



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## Idea-Building Culture & Mindset (RWLSCRI)

"I learn most by pushing myself and others to build up ideas to be as strong and clear as possible."

Our memories make us human.

Wind and water change the

Multiplying regular fractions makes them smaller.

Es importante tener amigos que sean diferentes a mí.

True heroes help others.

My teachers get sick a lot but help us learn		I help my sister to learn		<p>persevering hard worker brave</p> <p>helpful kind leader makes the world a better place wise inspiring courageous</p> <p>What makes a hero?</p> <p>saves lives caring selfless positive role model</p>
Elías's mom made food for neighbors	Most actors and sports people aren't heroes	My dad volunteers to clean parks		
I want to be a hero for my friends.	Elías studied by candle to become a doctor	Diana said, "Where are the superheroes, like in the movies?"	What if more rich people turned into heroes?	

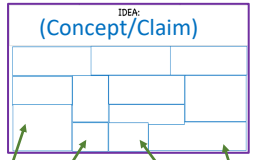
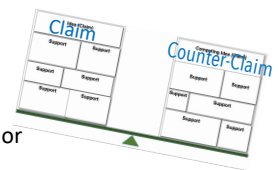


**Write an idea**  
(one sentence) that your students are or will be building. Turn & share it.

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Authentic Communication Features

## Build Up an IDEA



Fill Information Gaps

### Clarify terms

What do you mean by...?  
How...?



&



### Support ideas

School & Personal Blocks

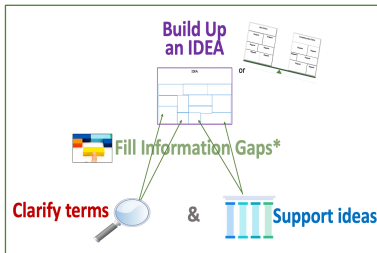
Can you give an example of...?  
Why...?

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## Video Analysis of a Conversation

1<sup>st</sup> Grade

After looking at a picture in the beginning of the unit, students are asked **“What helps the slow pufferfish stay alive?”**

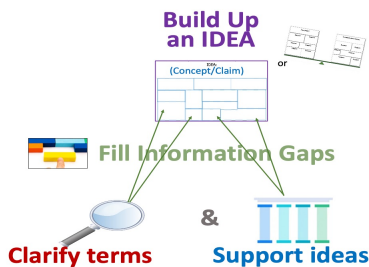


*Positives of this conversation?*

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## Sample Conversation (Build One Idea)

- HS English Support Class
- Have read *To Kill a Mockingbird* and *Of Mice and Men* (abridged versions)
- **Focal conversation skill:** supporting your ideas with examples
- **Prompt:** “What do you think an important theme in this book is?”



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### Idea-Building Visual (Note-taking Organizer)

**IDEA statement (thesis)**

Authentic communication fosters the development of language, content, and agency.


**School  
AND  
Personal  
Building  
Blocks!!!**

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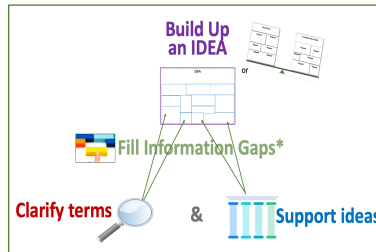
## II. Structured Interactions

The diagram illustrates a process for building an idea. At the top, it says "Build Up an IDEA" with a small grid icon. Below this, there are three main components: "Clarify terms" (with a magnifying glass icon), "Fill Information Gaps\*" (with a puzzle piece icon), and "Support ideas" (with a bar chart icon). These three components are connected by arrows pointing towards a central grid icon. An ampersand "&" is placed between "Clarify terms" and "Support ideas".

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## Structured Interaction

# Information Gap Cards



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## Info Gap Cards

1. Each person in a group gets a different card.

<a href="http://bit.ly/gapcarda">bit.ly/gapcarda</a>	<a href="http://bit.ly/gapcardb">bit.ly/gapcardb</a>
<a href="http://bit.ly/gapcardc">bit.ly/gapcardc</a>	<a href="http://bit.ly/gapcardd">bit.ly/gapcardd</a>

2. Read your card and try to remember the information.
3. Pair up and decide who will ask all the questions on the right first.
4. When you are the asker/listener, ask **clarify** and **support** questions.
5. Meet with 2 to 3 partners. Each time, use the card less, talk more, and have more fun.
6. Discuss and write down your 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...
- **What does...mean?** It means...
- **Can you give an example..**  
For example, one time I...


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Jeff is B
Info Gap Activities: A and B Forms
You are A


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

1 beer	2 eekee	3 yooch	4 dirt	5 besh	6 alth	7 yehdee
8 sekeez	9 dohkooz	10 ohn	11 ohn-beer	20 yeer-mee	21 yeermee beer	30 oh-too


Kahve  
6 lira




ekmek




bluz




fircha




kitap  
15




kalem



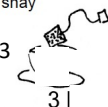
pil




muz  
2



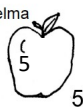
shay  
3




su



elma  
5



balik



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## Other Info Gap Cards

**Remember:** Use first person "I"; do not read cards to partner; use your own words, feel free to improv; feel free to say "I don't know."

**A -** As a strict constructionist, Jefferson believed the Federal Government and, as a result, worked to decrease the size of the government after taking office.

The elevation of Mt. Everest is increasing by 100 meters per year. It was exactly 8050 meters high in January of 2000.


- **W**alking
- **S**ports
- **E**xercise
- **B**ehavior
- **P**revention
- **L**ifestyle

**Exercise combats diseases**  
 Being active boosts high-density lipoprotein (HDL) cholesterol, the "good" cholesterol, and reduces unhealthy triglycerides. This one-two punch helps blood flowing smoothly, which decreases the risk of cardiovascular diseases and high blood pressure. Exercise also prevents stroke, Type 2 diabetes, depression, many types of cancer, and heart disease.

**1. Poetry (Pablo Neruda)**

And it was at that age...  
 Poetry arrived in search of me,  
 I don't know where  
 it came from, from winter or a river,  
 I did not know what to say, my mouth  
 had no way with names,  
 my eyes were blind,  
 and something started in my soul,  
 fever or forgotten wings,  
 and I made my own way,  
 deciphering that fire,  
 and I wrote the first faint line,  
 and suddenly I saw the heavens unfastened  
 and open planets, palpating plantations,  
 shadow perforated, riddled with arrows,  
 fire and flowers, the winding night,  
 the universe

- What is your poet's name and the poem's title?
- Why might it have that title?
- What is your poem about?  
 My poem focuses on... because
- What is the most powerful line or verse? Why?
- The most powerful verse/line is...
- What does...mean? (It means...)
- Can you give an example of...



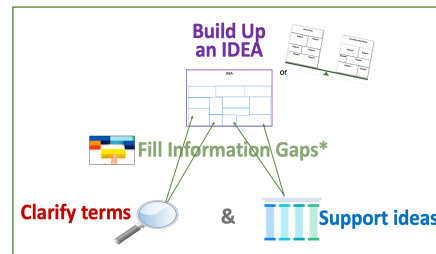
Moscow I, by W. Kandinsky

Can I see your new painting?  
 What is your painting called?  
 Why do you think it is called that?  
 Why do you think the author painted it?  
 What do you wonder about it?  
 What do you think it teaches us?  
 Or makes us feel?

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## Structured Interaction

# Stronger & Clearer Each Time Pairs



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## Designing “Stronger & Clearer Each Time” Activities



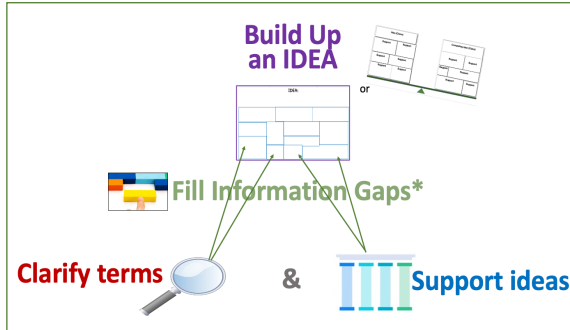
1. Prompt for an idea
2. Successive partners borrow then use the language, ideas, and evidence, each time making their idea-->
  - **Stronger**, with better **supporting evidence and examples**,
  - &
  - **Clearer**, with more **precise terms and linked, organized**, sentences
3. Listeners push for **clarification & support**, and offer ideas
4. Scaffolds are reduced.

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## Stronger & Clearer (Video)

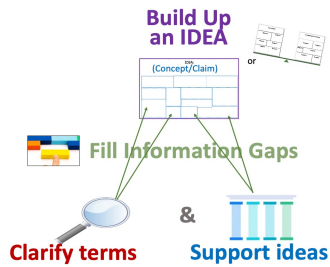
3<sup>rd</sup> Grade Science (Animal adaptations)



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## Stronger & Clearer Activity

- Secondary ELA/History
- Communism vs. Capitalism
- Look for three changes from turn 1 to turn 3



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

<b>Name</b>	<b>What is the value of students talking about academic topics to one another in class?</b>	
Me	(just two or three key words, if any)	<i>Listeners can &amp; should:</i> - <i>Prompt for clarification</i> - <i>Prompt for support</i> - <i>Help with “What about...?”</i>
1.		
2.		
3.		
Me		

**One way in which oral language influences reading is...because...  
 A student with a strong command of oral language can read...  
 Even though.....  
 I disagree with you....**

- 10 sec “take w/ me”
- A shares personal blocks, B school blocks, switch
- Highlight the writing
- Jigsaw variation
- Follow w/ conversation

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**Stronger-Clearer Pre- & Post-Writing Sample (7<sup>th</sup> History)**

**Prompt:**  
 Was Martin Luther right or wrong in nailing his 95 thesis on the church door?

1. Pre-Write  
 Martin Luther did right on nailing the 95 theses on the Catholic Church

2. Interactions  
 (Image of student interaction)

3. Post-Write  
 Martin Luther should of nailed the 95 theses because he checked a lot of rules of the church. one is he changed the idea of paying your way out of hell you had to pay a lot of money to get in heaven. He was able to change the bible to the language that every one <sup>would</sup> understand.

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## Structured Interaction

# Pro-Con Improv

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## Pro-Con

*Pros and cons of ice cream*

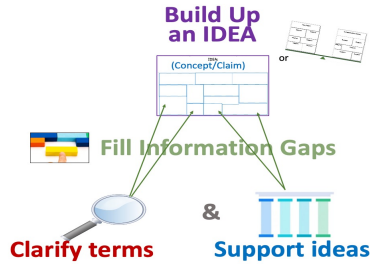
LOOK-FORS

- Engagement?
- Idea-building?
- Clarify & Support?
- Fill info gaps?
- Second sentences?
- Voice and creativity?
- Useful modeling?
- High expectations?

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## Pro-Con Video

*Pros and cons of communism*



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## Transition Improv Activity: Pro-Con

*Topics:* Camping, Shopping, TV, Uniforms, Computers, Superheroes, Cars, Running, Cell phones, Video games, Traveling, Social Media, PD

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

~~but~~

*Frames:* **One advantage is ... For example, ...**  
 (optional) **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...?"

*Two or more sentences in each turn on the pro or con!*

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## Transition Improv Activity: Positivo-Negativo

Tema: Viaggiare a altri paesi

### Positivi



Posso...

- mangiare cibo nuovo. Per esempio, in Peru ho mangiato ceviche...
- Imparare la storia del paese
- riposare, leggere, nuotare

### Negativi



Devo...

- spendere molti soldi. Per esempio, ...
- passare molto tempo in aereo.
- Cercare bagni puliti

D'altra parte,  
Tuttavia,  
Nonostante

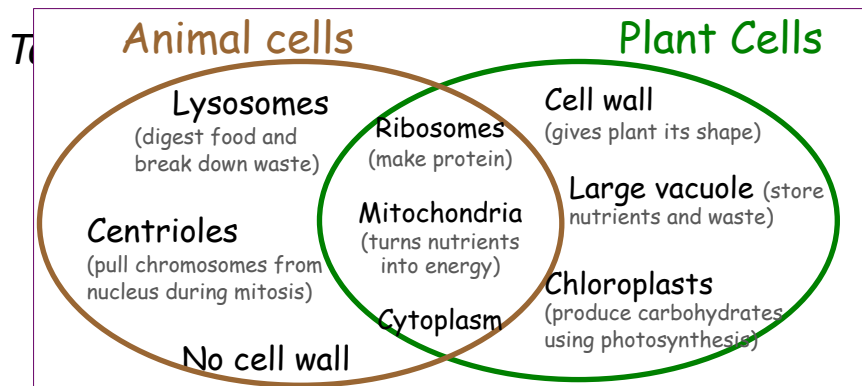
~~Però~~

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

A & B, Lean?

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## Transition Improv: Similar-Different



SD Frames:

However,  
On the other hand,  
Then again,

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

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*Transition Improv: Two Views with Evidence*

**Views:** Patriots  
Loyalists



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

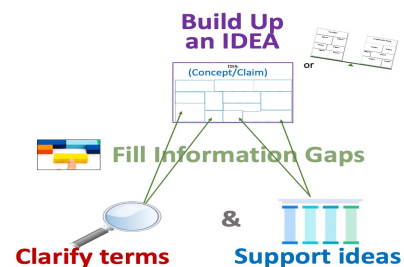
~~but~~

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

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Application

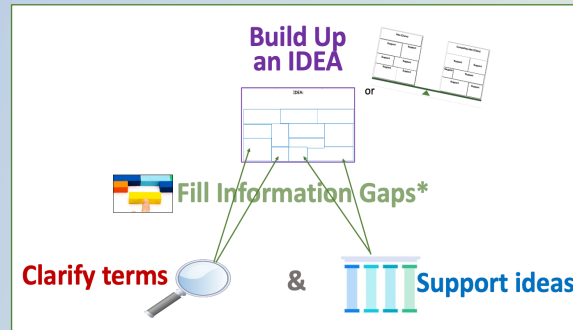
**How might you use Stronger-Clearer, Info Gap Cards, or Pro-Con in the next month?** (Quick share with partner... ask clarify & support ?s)



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### III. Enhancing All Activities



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### The Power of Two's When Talking



**2 or more talk  
partners**

**2 or more  
sentences**

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## The Power of Writing with Talking

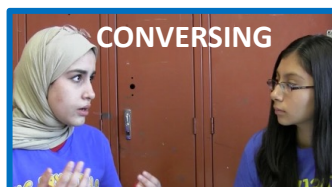
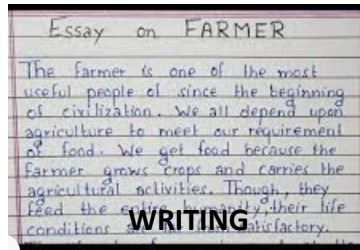
Any time students write, have them talk before and/or after.

Any time students talk, have them write before and/or after.



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## Enhancing ALL Instruction with 3 Features of Authentic Communication



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## Enhancing All Activities with Authentic Communication Features

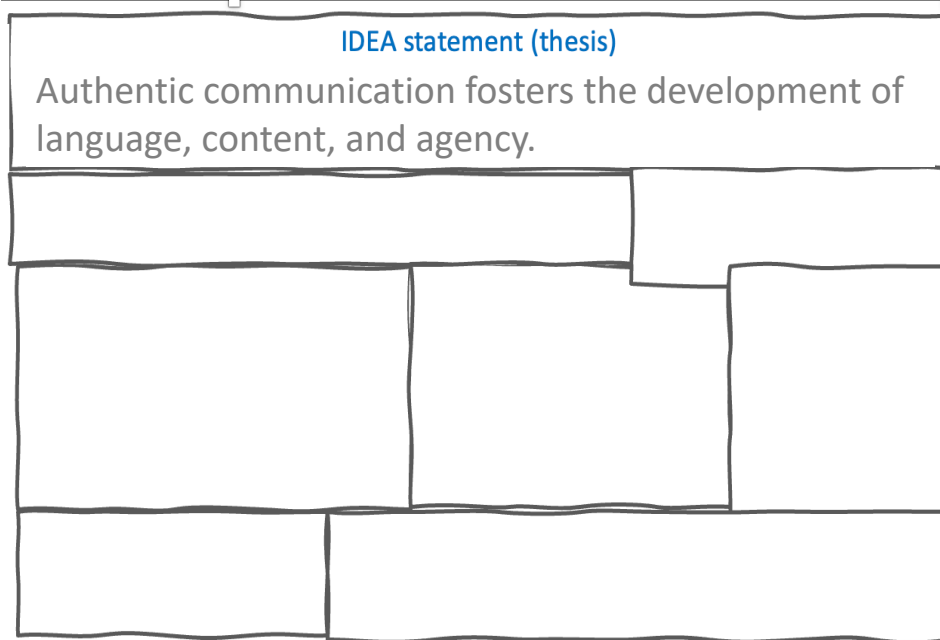
Thinking Maps, Accountable Talk, Projects, Writing organizer, Whole class discussion, Simulation/ dramatization, Literature Circles, Solve Math Problems in Groups, Take notes, Write an Essay, Writers' Workshop, Socratic Seminar, Four Corners, Oral Presentation, Vocabulary Activity, Gallery Walk, Jigsaw, Think-Pair-Share,

Requires & Helps to Build Key Idea(s)	Requires & Helps to Clarify & Support	Requires & Helps to fill Info Gaps
Make sure students know that they are talking <u>and</u> listening to build up a key idea—(e.g., will use information for projects).	Have students, when listening, ask each other at least one clarify & support question each (stickies)	Give students different texts with different evidence/info to share; create a prompt that asks students to share different "building blocks" Give A and B related prompts

Pick an activity & enhance it with features of authentic communication

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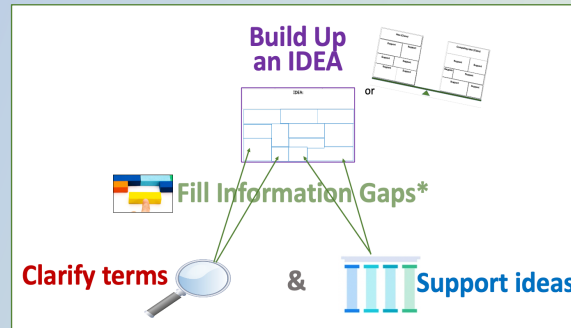
## Idea-Building Visual (Note-taking Organizer)



**School  
AND  
Personal  
Building  
Blocks!!!**

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## IV. Fostering Conversations



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*“Conversation is co-construction.”*


**Do your students:**

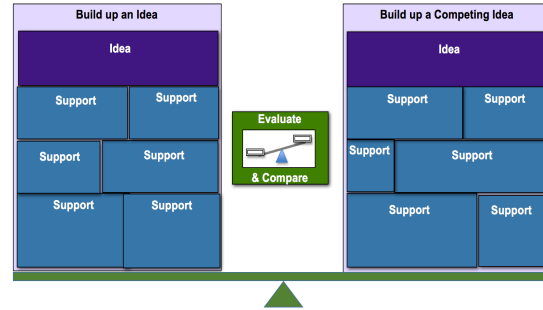
- Enter every conversation intending to build up one or more unique ideas of value?
- Co-clarify and co-support to build up an idea as strongly and clearly as possible?
- Have the time and encouragement to converse without the teacher?



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# Two Types of Conversation

It's important to be friends with people who are different from us.				
Short story we read about making friends	My parents' Moroccan friends	Why doesn't this happen more?	TV episode on friendships	
Friends with Otis, who had been to jail	David's poster and explanation	Opal made friends with the two brothers	Class discussion on friends in other stories	
Looked up definition of friend	Opal made friends with Ms. Franny	Opal made friends with Gloria Dump	Older people have lots of stories that teach kids about life	

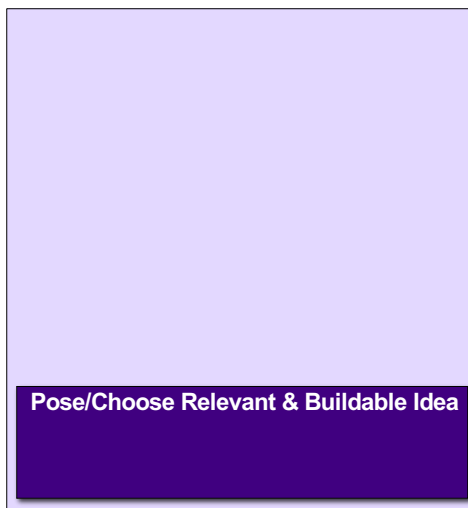


1. Collaborative Building of One Idea

2. Collaborative Argument

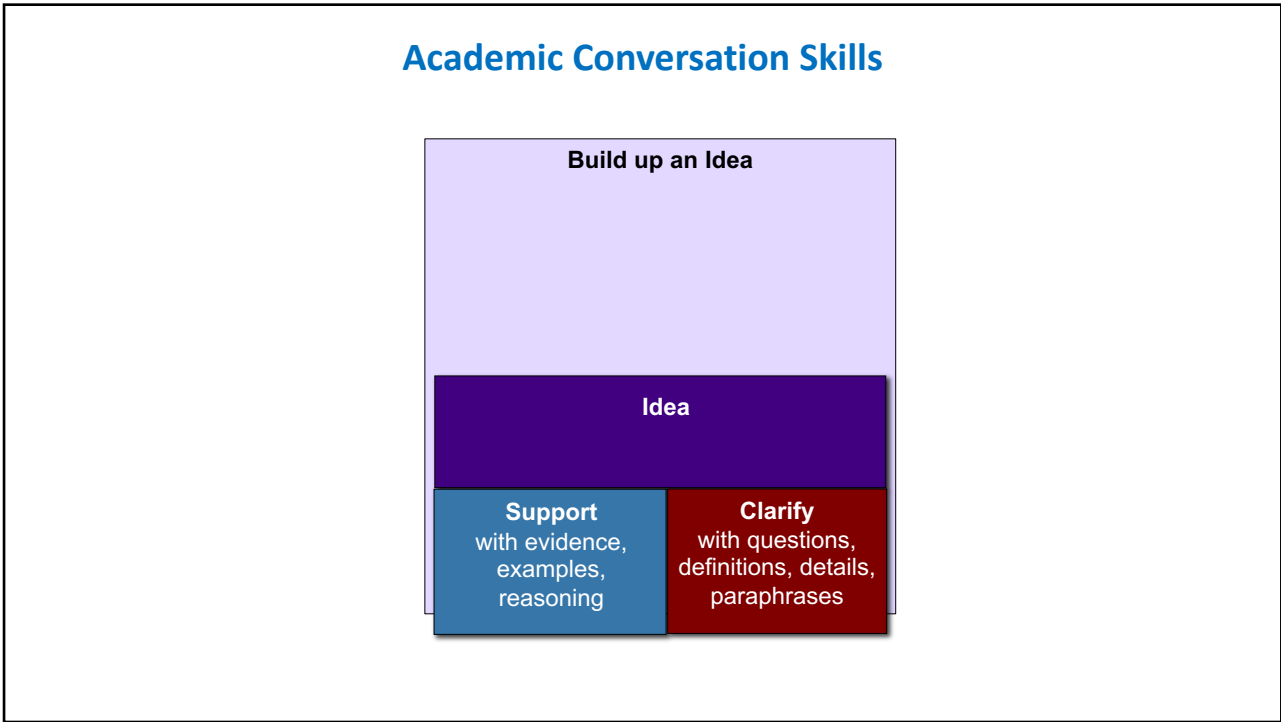
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## Academic Conversation Skills

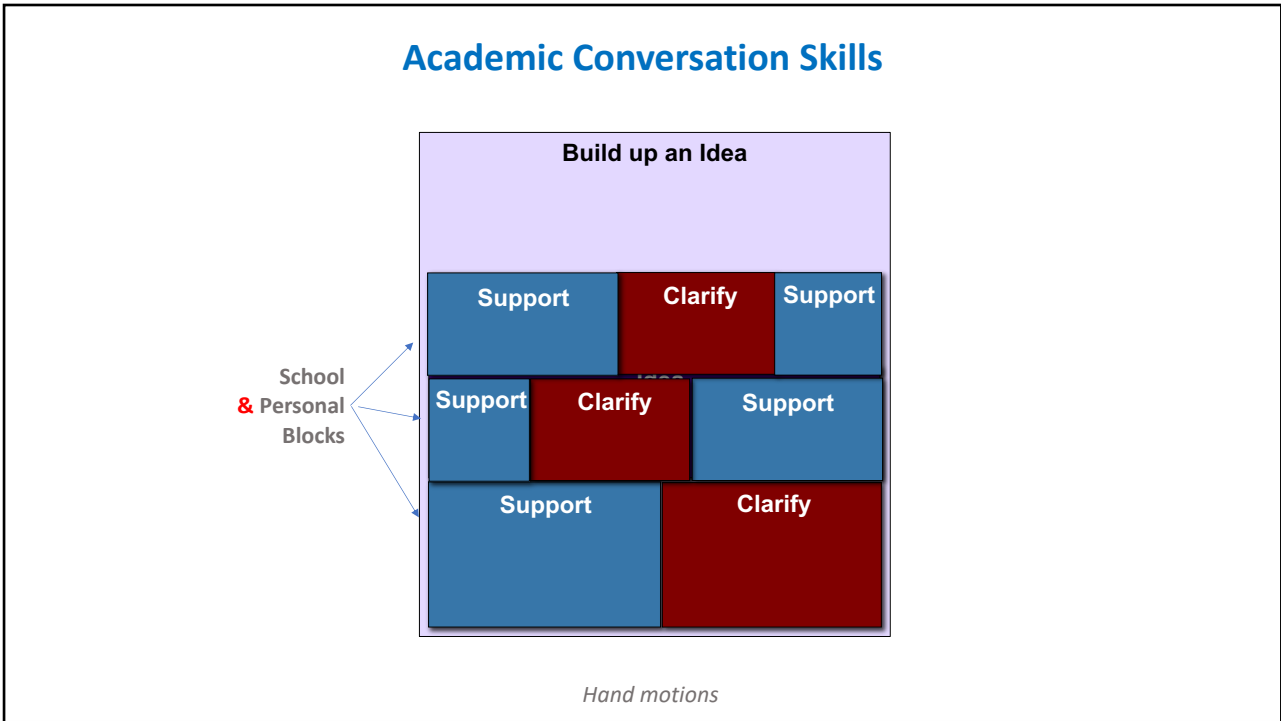


“The *brainstorming* (e.g., 5 kids sharing different things) is not the conversation.”

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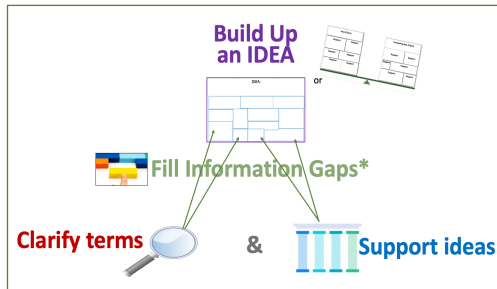


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## Sample Conversation (School & Personal Building Blocks)

Students had read short story about a musician and were beginning to build up a theme about the power of music.



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## Two Types of Conversation

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### 1. Collaborative Building of One Idea

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## Analyzing Conversations

**Prompt:** How can the *Rainbow Fish* story 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?**

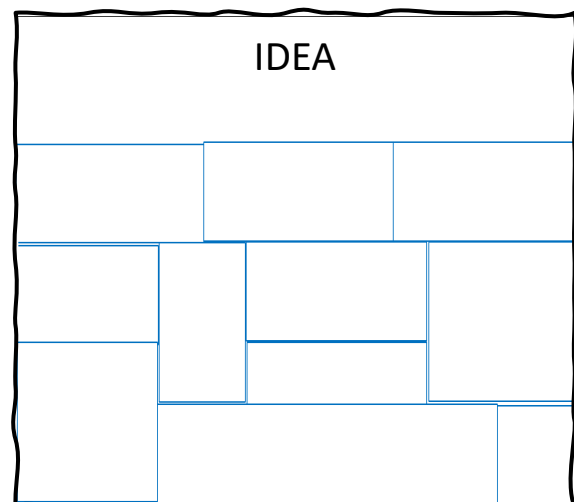
### Sample 2

- 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: I like friends to not be selfish.  
**D: Like Sofia, she share lunch candy.**

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## Conversing with an Idea-Building Visual

1. Agree on a 1-sentence idea to build up
2. Silently, fill in some blocks (clarifications, examples, evidence, questions, connections, wonderings, visual aids)
3. Share your blocks with a partner.
4. Gather blocks from your partner.
5. More important blocks are bigger.
6. Clarify and support as much as possible.



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## Idea-Building Visual Conversations

**Prompt:** Read the poem and build up an important idea.

1. Agree on a 1-sentence idea to build up
2. Silently, fill in some blocks  
(clarifications, examples, evidence, questions, connections, wonderings, visual aids)
3. Share your blocks with a partner.
4. Gather blocks from your partner.
5. More important blocks are bigger.
6. Clarify and support as much as possible.

**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 a tall, ugly weed,  
clinging on cliffs, like an eagle  
wind-wavering above 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.

If I could stand alone, strong and free,  
I'd rather be a tall, ugly weed.

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## Write-Converse-Write (Assessment)

After prompted to describe a big idea:

1. **Write** one or more paragraphs\* using idea visual (& turn over)


2. **Converse** with a (or more) partner to share and clarify information (“building blocks”)

4. **Write** an updated draft with new info and language (w/o looking at pre-write)

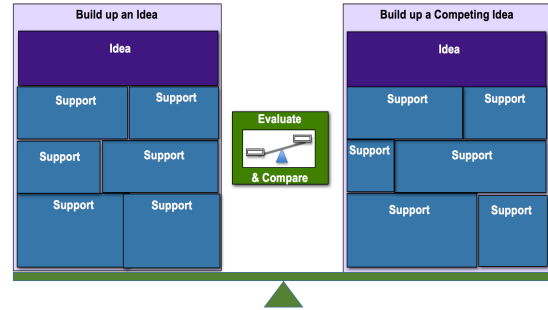
**Our Prompt:** Which student assets should we value for learning and growth...and how can we leverage them in school?

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# Two Types of Conversation

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1. Collaborative Building of One Idea

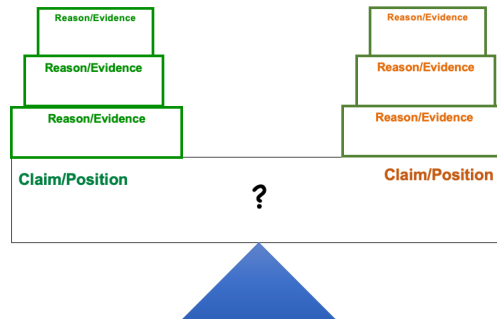


2. Collaborative Argument

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## Conversation Support

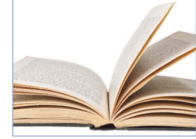
# Argument Balance Scale



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## Argument-Based Conversations (Non-models)

L: I think the theme is 'keep trying'.  
 R: I respectfully disagree with you. I think it was hope.  
 L: Why?  
 R: Because she felt hope when her sister got better.



**Build up the first idea first!!!** (if it's buildable and relevant)

N: We should be able to vote.  
 E: I agree. And drive cars around, you know, get licenses.  
 N: I drove my uncle's car in the mountains when I was 12.  
 E: Where'd you go?  
 N: On the roads by his house, but then into a pond.  
 E: Did you get all wet?....



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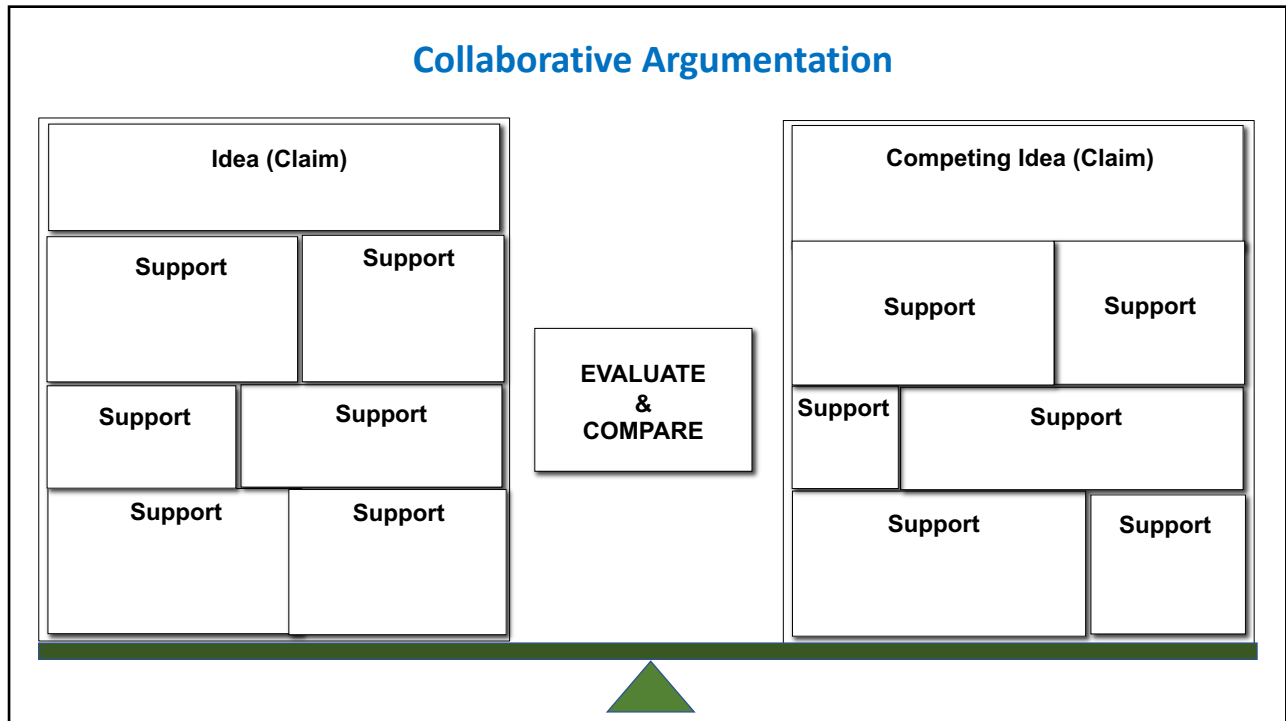
## VIDEO: Collaborative Argumentation

### This Clip

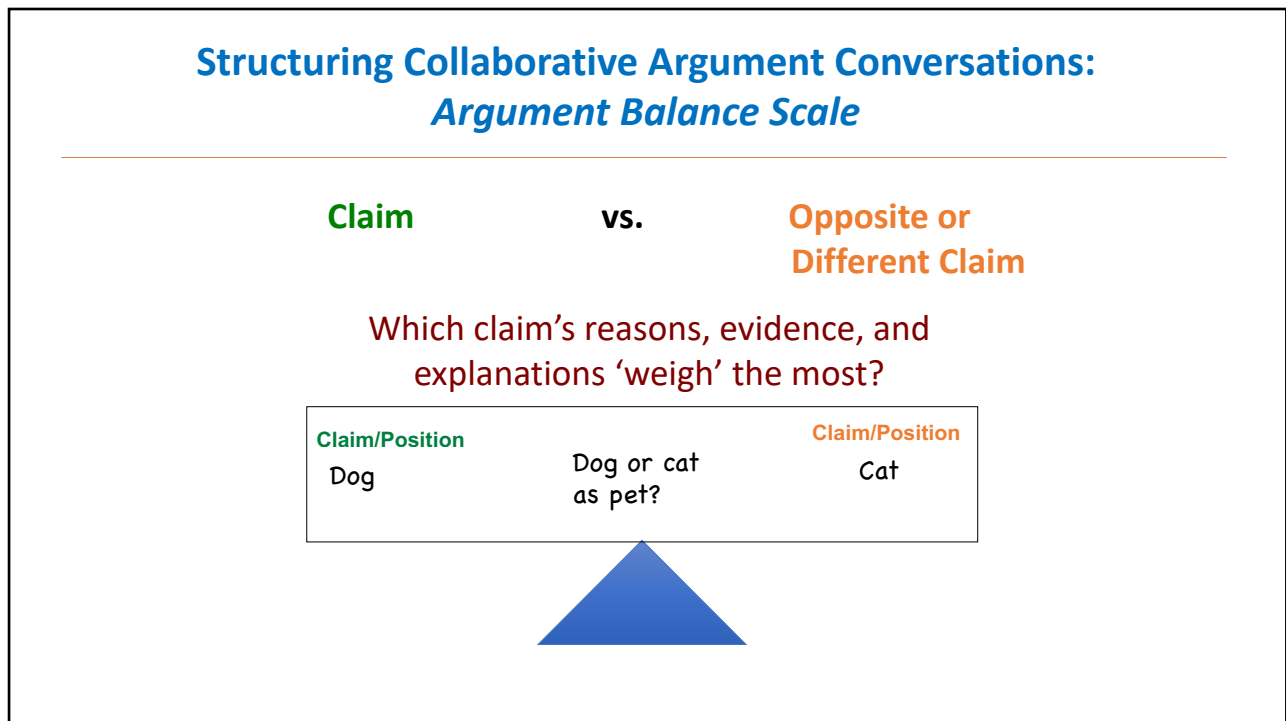
- 5<sup>th</sup> grade Language Arts/ELD class
- Advanced and early intermediate
- After reading an allegory for the Holocaust, students discuss how the animals' actions
- They practice stating opinions, paraphrasing, and clarifying



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### Argument Balance Scale

Can remind you to take medicine

Safer driving of cars

We don't have to think as much

Can analyze lots more data than a brain

Understanding Language

Language, Literacy, & Learning in the Content Areas

Jeff Zwiers

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### Argument Balance Scale

Can't feel or empathize

Might take over military

Not creative and can't solve complex problems

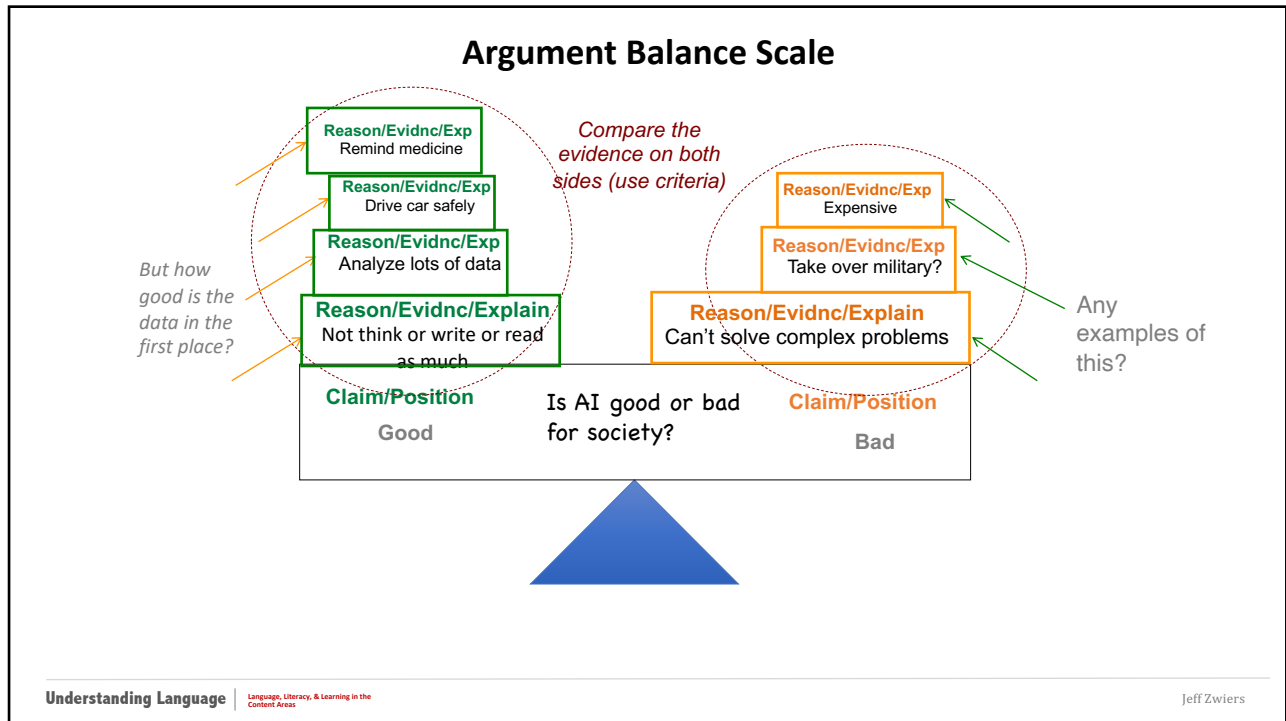
Expensive to create and upkeep

Understanding Language

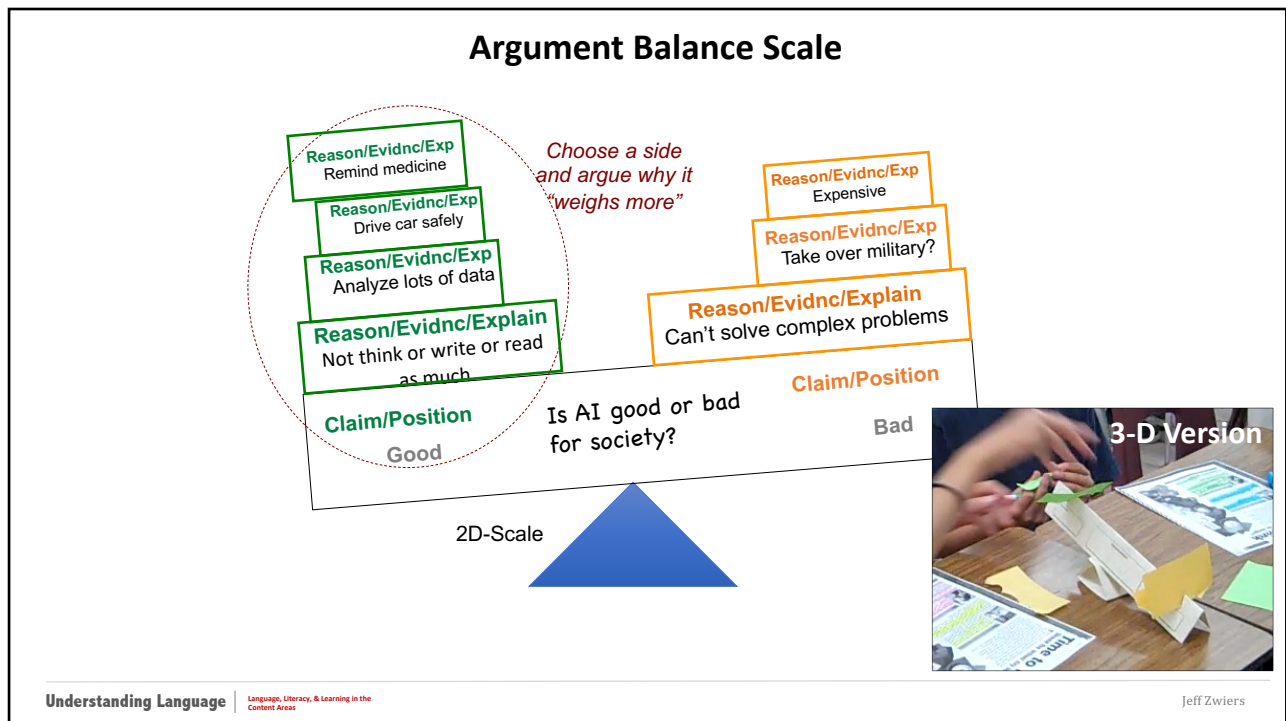
Language, Literacy, & Learning in the Content Areas

Jeff Zwiers

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### Argument Balance Scale

The diagram shows a balance scale with a central fulcrum. The left pan is labeled 'Claim/Position Yes' and has three green boxes labeled 'Reason/Evidence' stacked on top. The right pan is labeled 'Claim/Position No' and has three orange boxes labeled 'Reason/Evidence' stacked on top. The central question is 'Is the Internet making us smarter?'. On either side of the scale are five empty rectangular boxes for notes. Below the scale is a blue triangle representing the fulcrum.

*Even though... I/we chose...because...*      Pair 1 – Prep. |. Pair 2 – Use notes. |. Pair 3 – No notes

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### Argumentation Mantras

The diagram features four ovals arranged in a 2x2 grid:

- Top-left (blue): **Both** partners build up **both** sides!
- Top-right (orange): Build up the **first** idea **first**!
- Bottom-left (green): Build up both sides **before you decide**!
- Bottom-right (yellow): Seek the **truth**—not to win.

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## Performances & Products

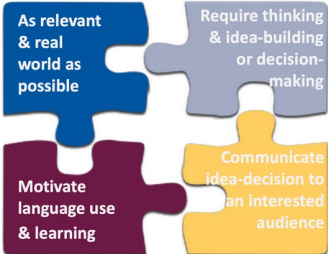



How do these pieces reinforce authentic uses of language?

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## Performances & Products: Motivation & Assessment

- Create a business plan
- Make a pitch for a service or product
- Present or perform your idea to a small group (with ppt, poster, etc.)
- Solve a real-world problem
- Create a TED talk or video of your idea
- Fairs for all subjects
- Drama, screenplay, song, website, etc.
- ? ?



**WORKSHOP TIME:**  
Work on your own or with similar subject partners to come up with an effective P-P-P

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### Idea-Building Visual (Note-taking Organizer)

IDEA statement (thesis)


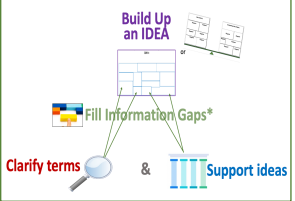
Authentic communication fosters the development of language, content, and agency.

**School  
AND  
Personal  
Building  
Blocks!!!**

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## Your Next Steps?

- Big ideas
  
- Communication
  
- Talk-based activities

Info Gap Cards  
Pro-Con Improv  
Stronger-Clearer Lines  
Argument Balance Scale

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