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 October 21, 2022
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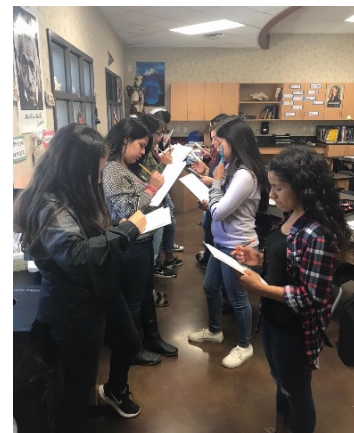
Constructing, Conversing, and Communicating to Learn

SLIDES:

1

AGENDA

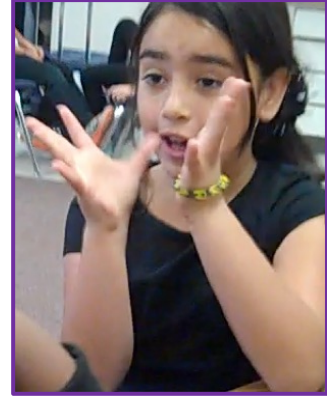
- I. **Authentic Communication
 Foundation (R W L S C R I)**
- II. **Scaffolding Oral Interactions**
- III. **Enhancing ALL Instruction**
- IV. **Scaffolding Conversations**



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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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I. Authentic Communication

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Pseudo- vs. Authentic Communication

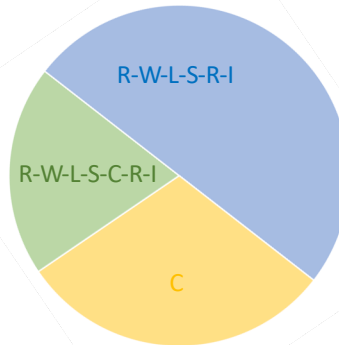
Pseudo-Communication

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



Authentic Communication

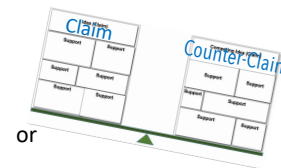
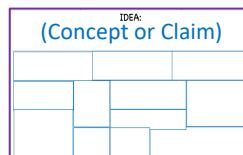
Using language to do **meaningful things** that just one person can't do. (RWLSCRI)



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We enhance all that we do with Authentic Communication Features

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

Linear equations with different slopes intersect on a graph, and that can be a decision point

Civilizations formed because people improved

Health is a mixture of exercise, nutrition, and psychology.

The article said lots of bad fats clog arteries	I feel so much better after exercising (endorphins)
Nutrition means a healthy mix of foods and drink	Lots of stress can cause high blood pressure
Should we take lots of vitamins?	Exercise helps me feel confident
Mental health means seeing positive and helping others	Article statistic that fewer people would go to hospital if just ate less
Video on not getting addicted to things like smoking and drugs	

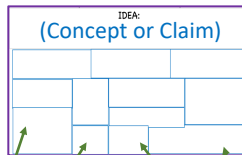
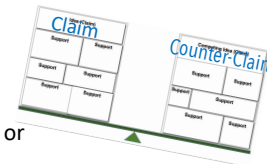


In CHAT: Write an idea (one sentence) that your students will be building.

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We enhance all that we do with Authentic Communication Features

Build Up an IDEA



Fill Information Gaps*

Clarify terms
What do you mean by...?



&



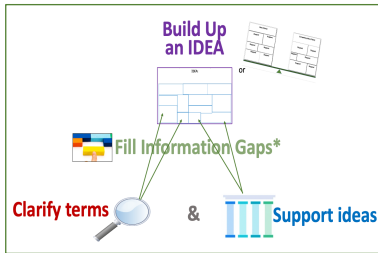
Support ideas
Can you give an example of...?

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Video Analysis

1st Grade Science

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



CHAT: Positives of this conversation?

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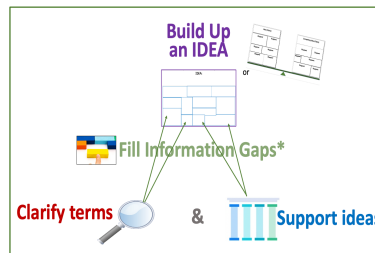
Reading-Writing-Listening-Speaking-Conversing-Representing-Interpreting

II. Structured Oral Interactions (Conversation Preparation Activities)

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Structured Interaction Activity

Information Gap Cards



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Info Gap Cards

1. Each person in a group of four gets a different card. (Each go to A or B link)
2. Read your card and try to remember the information.
3. Pair up and decide who will ask all the questions on the right (side of strip) first.
4. When you are the asker/listener, ask **clarify** and **support** questions.
5. Meet with all three 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? **SCIENCE**
- 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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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 in decrease the size of the government after taking

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

• W
• Sc
• ex
• Be
• pr
• lir

Exercise combats diseases

Being active boosts high-density lipoprotein cholesterol, the "good" cholesterol, and decreases unhealthy triglycerides. This one helps blood flowing smoothly, which decreases cardiovascular diseases and high blood pressure. Exercise also prevents stroke, Type 2 diabetes, depression, many types of cancer

I. 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, palpitating 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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Application Time

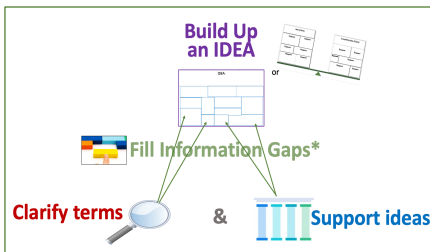
How might you use Info Gap Cards in the next few weeks? (in Chat)



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Conversation Preparation Activity

Transition Improv: Pro-Con



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Pro-Con

Pros and cons
of ice cream

Look for features:

- Build ideas
- Clarify & Support
- Fill information gaps
- Second sentence
- Value ideas & take risks



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Pro-Con Video

Bryant High School

ELA

Teachers:
Ghrawi and Fotopoulos

Prep work for reading *Animal Farm*

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: *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...?"

Two or more sentences in each turn!

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Transition Improv: Similar-Different

Animal cells

Lysosomes
(digest food and break down waste)

Centrioles
(pull chromosomes from nucleus during mitosis)

No cell wall

Plant Cells

Cell wall
(gives plant its shape)

Large vacuole (store nutrients and waste)

Chloroplasts
(produce carbohydrates using photosynthesis)

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 ____

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

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Application Time

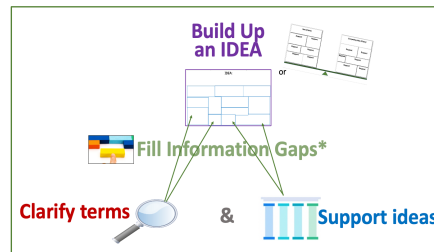
How might you use Pro-Con (or Similar-Different) in the next few weeks?



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Conversation Preparation Activity

Stronger & Clearer Each Time Pairs



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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. Scaffolds are reduced during the activity.

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Stronger & Clearer Activity

Context

- 4th grade Science
- Prompt is: **What is energy conversion?**
- Have read and discussed energy conversion
- Look for if and how his response becomes stronger (idea-wise) and clearer (language-wise) and one other difference
- *Reflect on ways to improve his response and/or the activity.*



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Stronger & Clearer Activity

Secondary

ELA/ELD

Opinion
Continuum:
Communism vs.
Capitalism

Look for three
changes from
turn 1 to turn 3



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Stronger-Clearer Pre- & Post-Writing Sample (7th 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 churchs. 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 ^{would} understand.

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“Stronger & Clearer Each Time” Grid

Name	What is the value of students talking about academic topics to one another in class?	
Me	(just two or three key words, if any)	
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

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Application Time

**How might you use
Stronger-Clearer in
the next few weeks?**

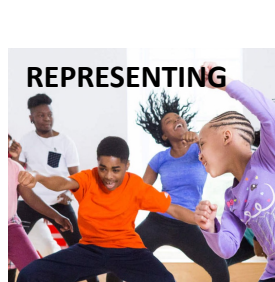
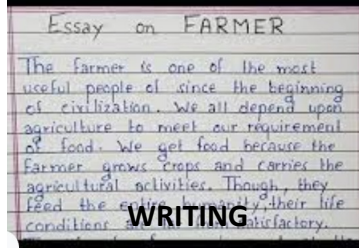


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III. Enhancing All Activities with the 3 Features of Authentic Communication

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Enhancing All Learning Activities



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Enhancing All Activities with Authentic Communication Features

Kagan (RallyRobin, Stand up-Hand up-Pair up), 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, **Think-Pair-Share**, Jigsaw,

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 <u>talking 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	Give students different texts with different evidence/info to share; create a prompt that asks students to share different "building blocks"

In CHAT: Pick an activity & enhance it with features of authentic communication »»

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IV. Scaffolding Conversations

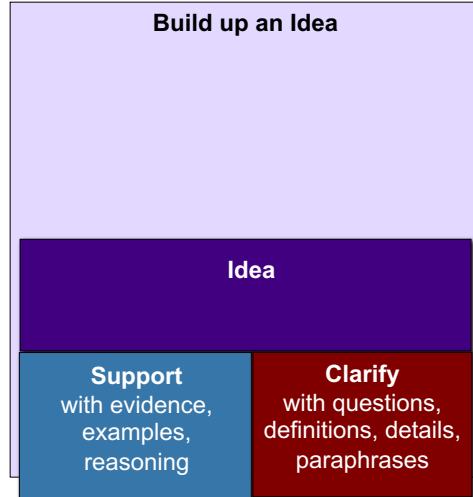
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Academic Conversation Skills

Pose/Choose Relevant & Buildable Idea

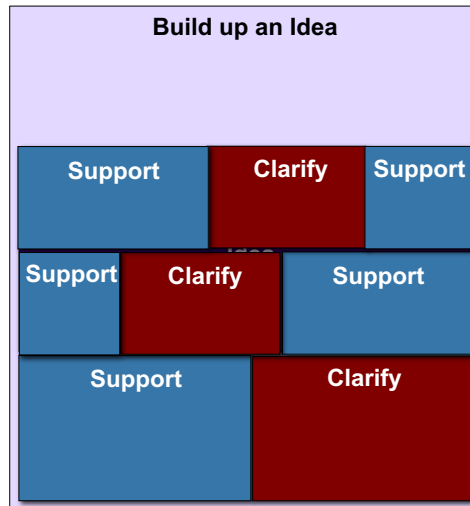
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Academic Conversation Skills



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Academic Conversation Skills

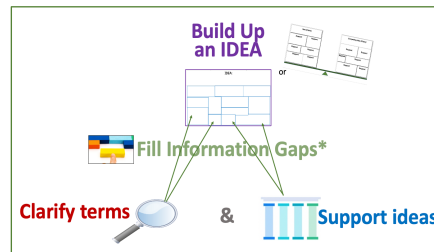


Hand motions

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Conversation Support & Scaffolding Activity:

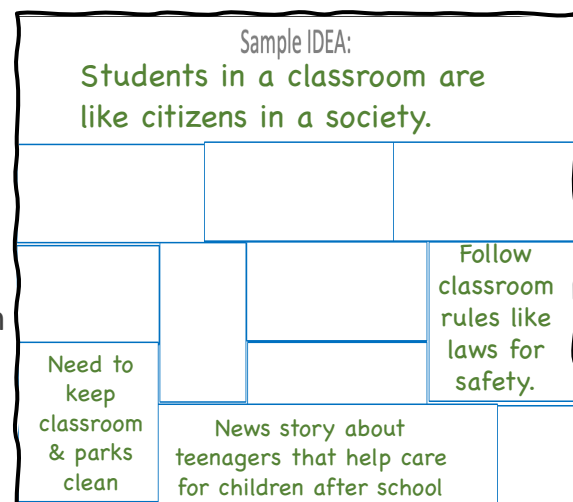
Idea-Building Blueprint



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Conversing with the Idea-Building Blueprint

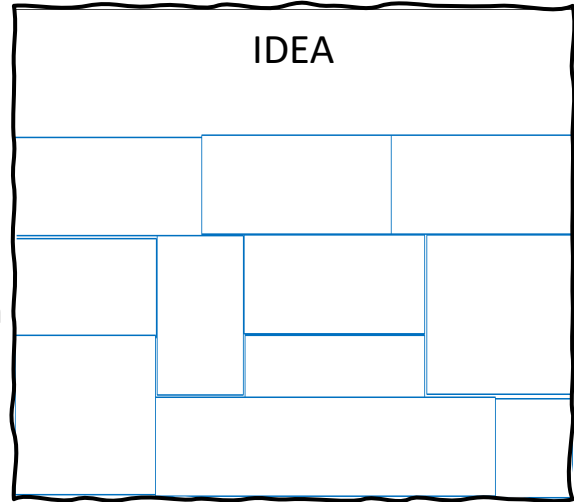
1. Agree on an idea to build up together; put it (1 sentence) in top block.
2. Individually (silently), partially fill in the building blocks below with clarifications, examples, evidence, questions, connections, wonderings, images, etc.
3. Then share your blocks with a partner in conversation...and gather blocks from your partner.
4. Ask each other to clarify and support as much as possible.



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Conversing with the Idea-Building Blueprint

1. Agree on an idea to build up together; put it (1 sentence) in top block.
2. Individually (silently), partially fill in the building blocks below with clarifications, examples, evidence, questions, connections, wonderings, images, etc.
3. Then share your blocks with a partner in conversation...and gather blocks from your partner.
4. Ask each other to clarify and support as much as possible.



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Sample Conversation

Have read *To Kill a Mockingbird* and *Of Mice and Men* (abridged versions). Some helping prompts are on the board. Main Prompt: "What do you think an important theme in this book is?"

Conversation Skills & Features

Collaboratively build one* valuable idea as well as possible, by:

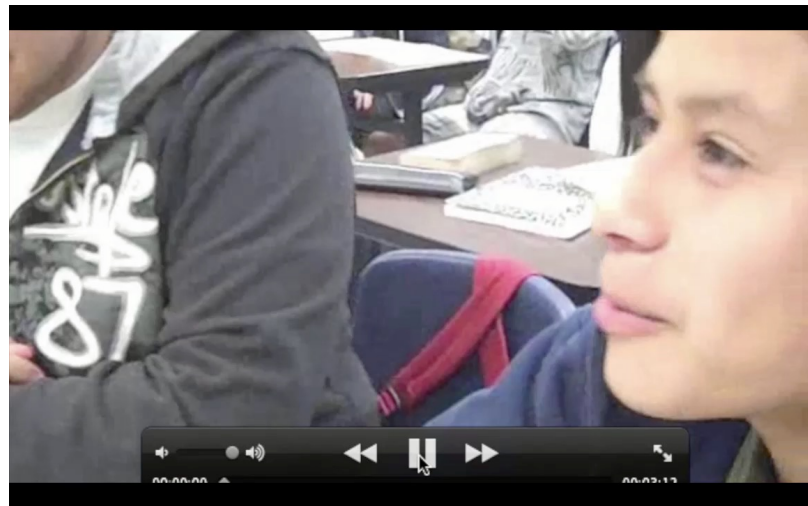
Supporting idea(s) with evidence, examples, explanations; accurate content

Clarifying terms (define, ask questions, elaborate, paraphrase, etc.)

Take appropriate turns

(build on; don't cut partner off, >2 sentences when needed, value partner's turns)

Use nonverbals (eye contact, posture, backchanneling, etc.)



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Application Time

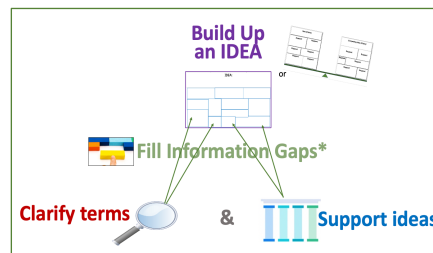
How might you use the Idea-Building Blueprint in the next month?



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Conversation Scaffolding Activity
(for Collaborative Argumentation)

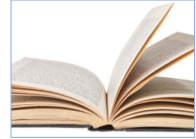
Argument Balance Scale



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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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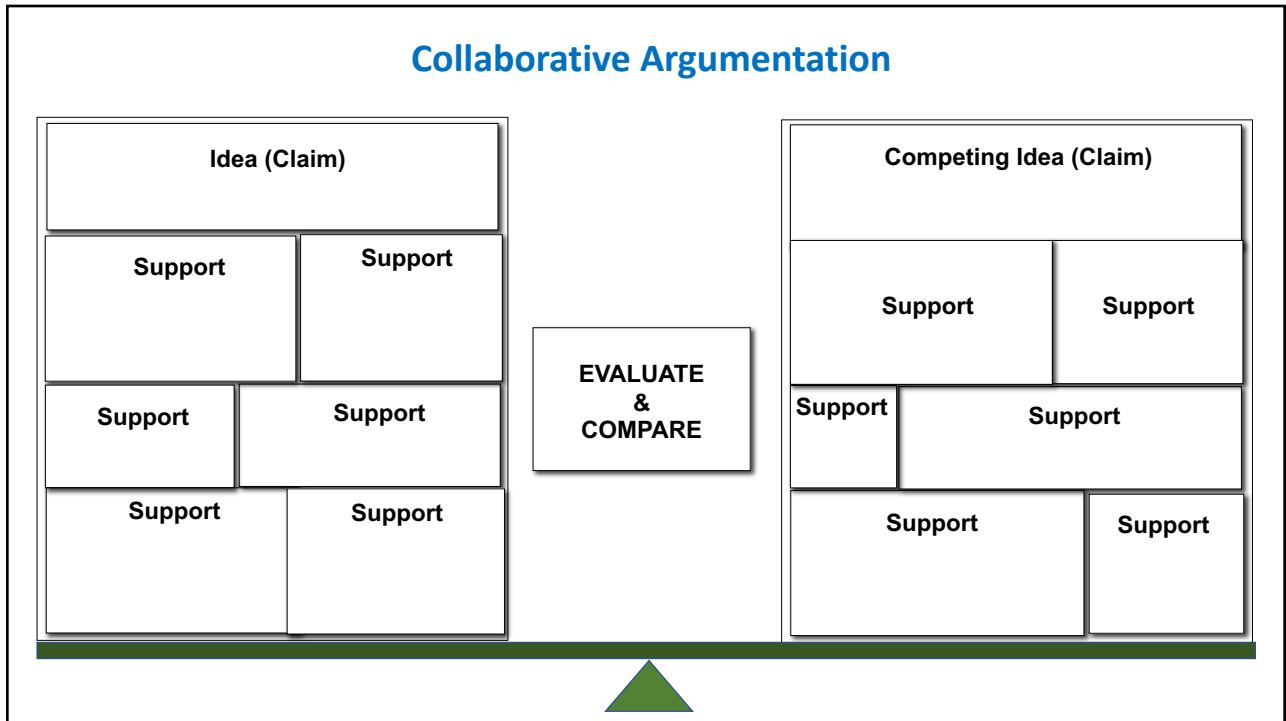
Assessing Conversations

- ELD class 4th gr.
- After reading *The True Story of the Three Little Pigs*, students discuss whether the wolf was guilty or not.

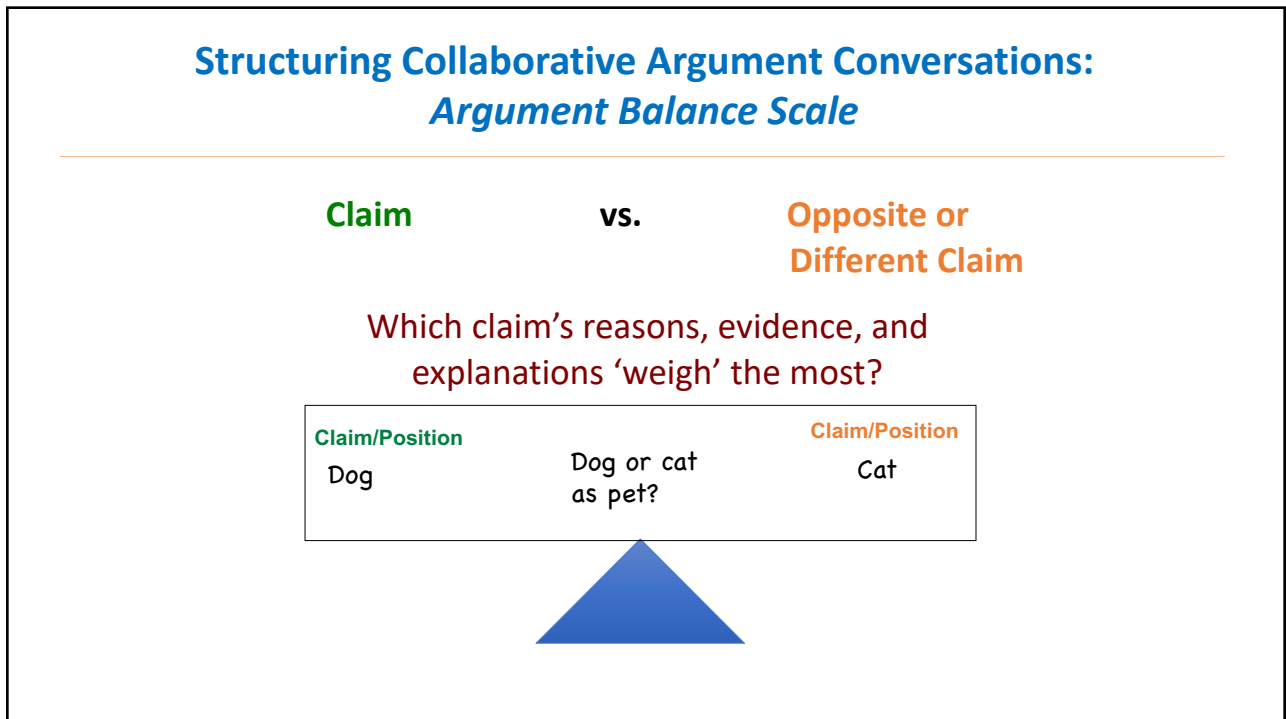
Three positives and one suggestion for students and/or teacher?



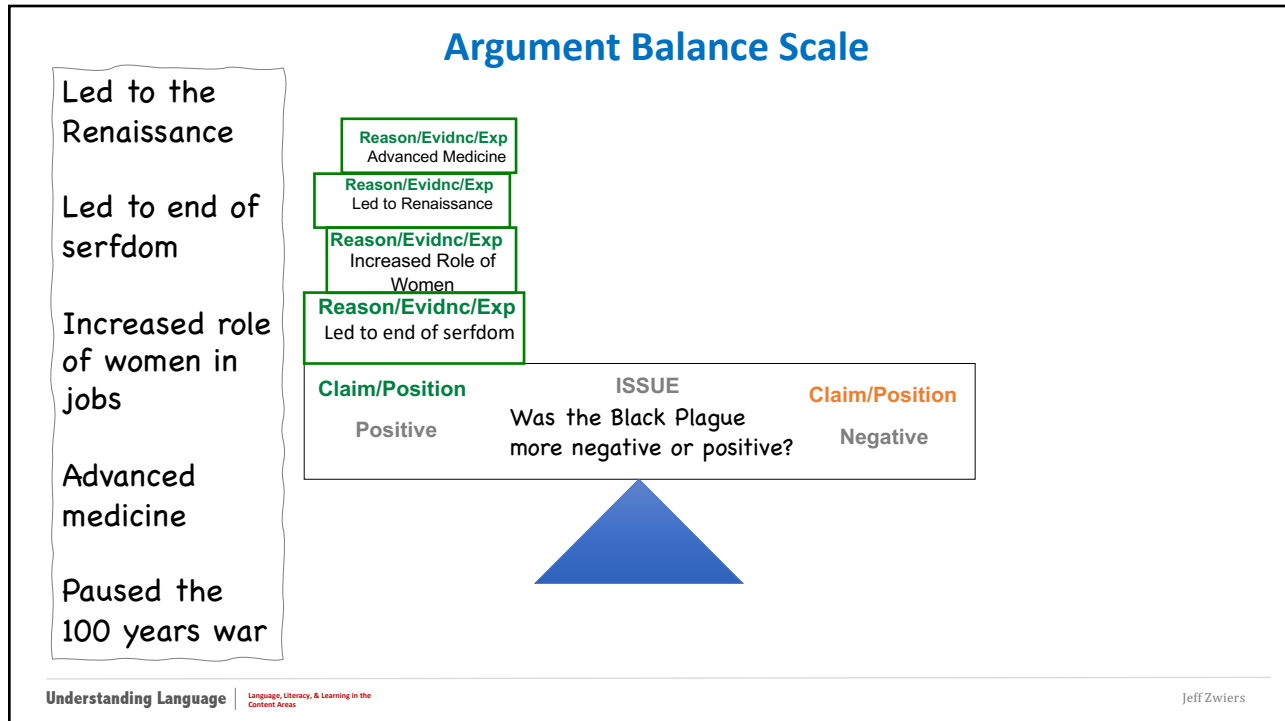
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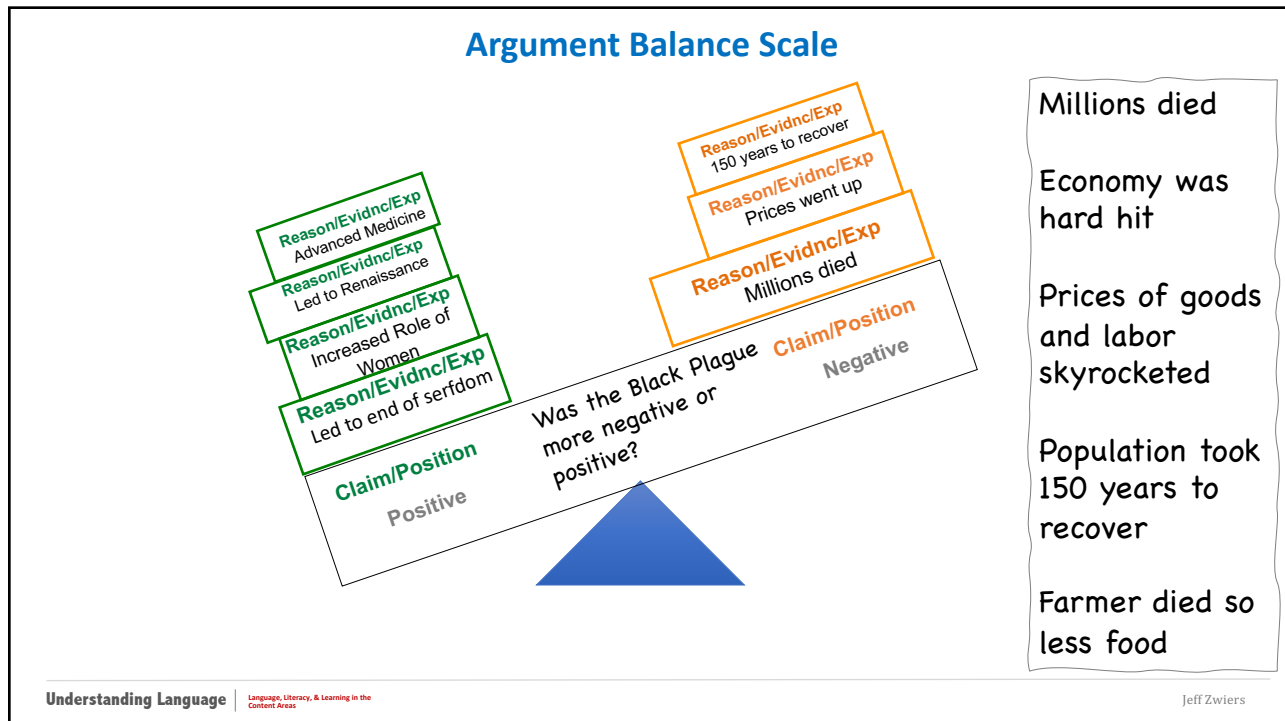
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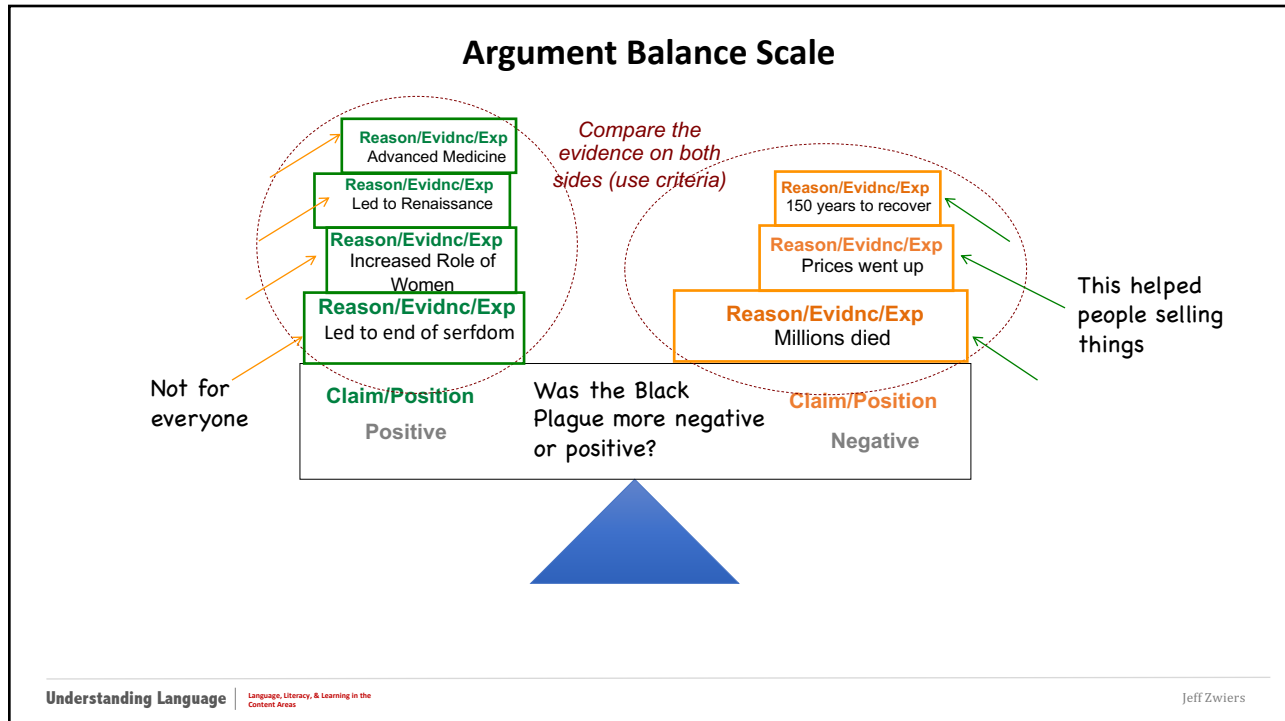
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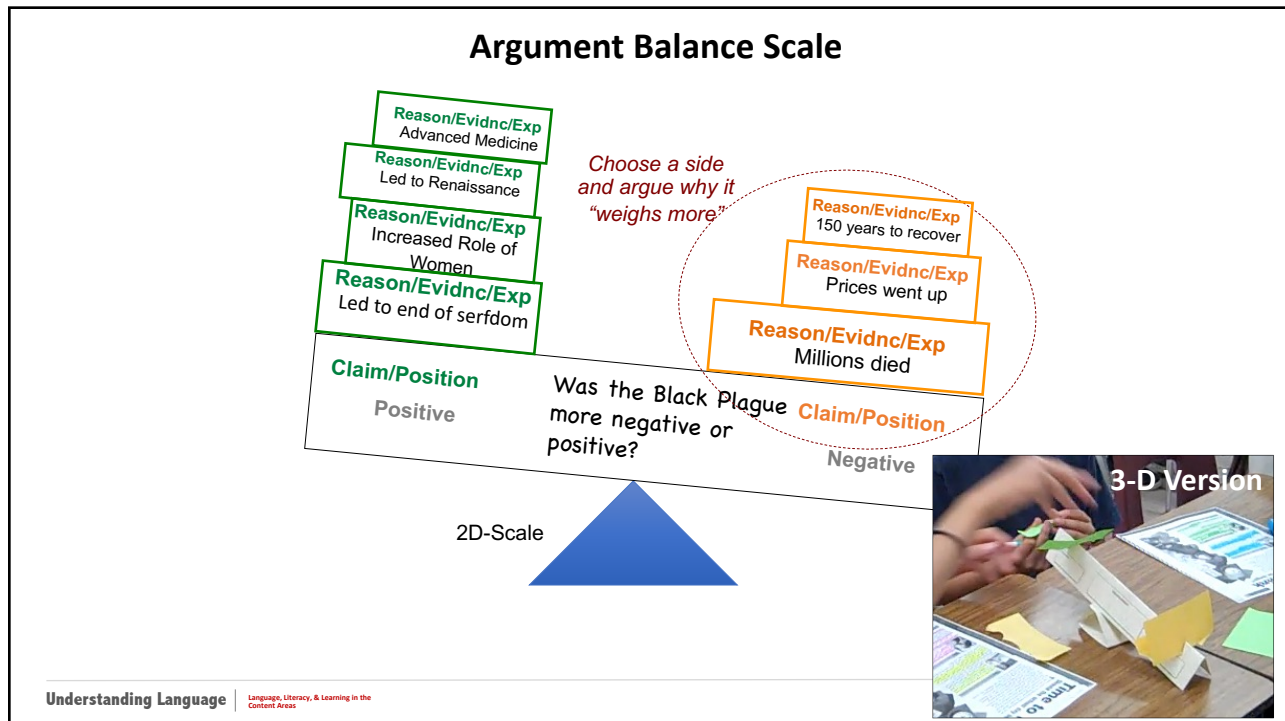
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Argument Balance Scale

Is the Internet making us smarter?

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

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

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Argumentation Mantras

Both partners build up both sides!

Build up the first idea first!

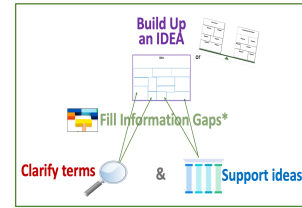
Build up both sides before you decide!

Seek the truth— not to win.

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To Do This Week

- Pick an activity you commonly use and enhance it with these →
- Try one new talk-based activity from today that builds an idea
- Challenge students to converse for 1 minute about an idea & observe-ask



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



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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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