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Authentic Language Development: Integrating English Language Development into Content Areas

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Agenda

I. Authentic Communication
II. Oral Language Strategies
III. Enhancing ALL Instruction
IV. Fostering Conversations



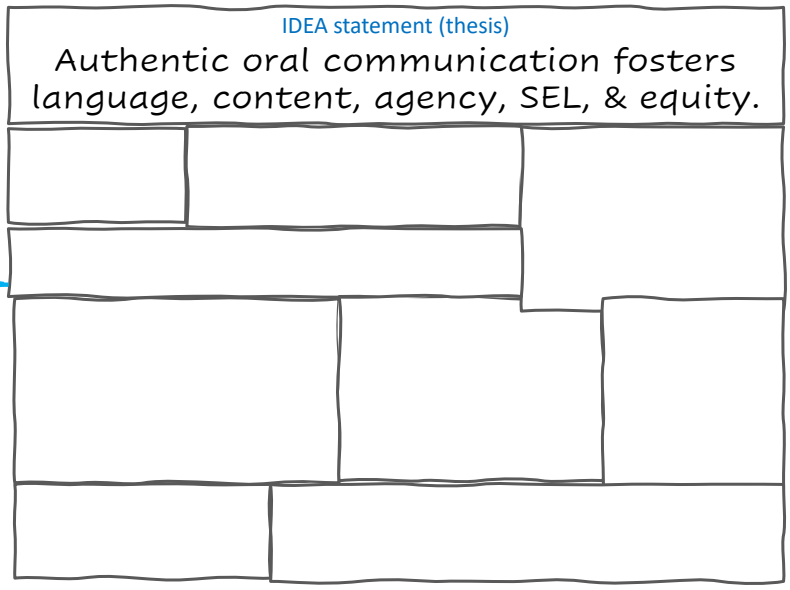
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BUILD-SHARE-BUILD

SAMPLE NOTES
(potential building blocks)

- Clarifications
- Your examples
- Given examples
- Counter-examples
- Questions (Why & How)
- Opinions
- Quotations

e.g., How does AC foster agency?



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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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We should…

"participate in **genuine dialogue** with pupils and **facilitate rather than control** student learning, which encourages the development of higher level cognitive skills over factual recall." (*Guiding Principles for Dual Language Education*)



Why does genuine dialogue encourage the development of higher level thinking?

I. Authentic Communication



Pseudo-Communication

Using language in **non-meaningful ways**



Authentic Communication

Using language to do **meaningful things** (RWLSCRI)



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Human Nature

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

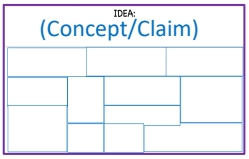


How do we make every activity *worth* it?

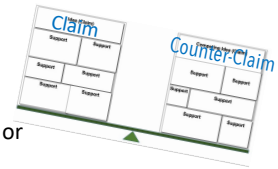
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We enhance all that we do with Authentic Communication Features

Build up an IDEA



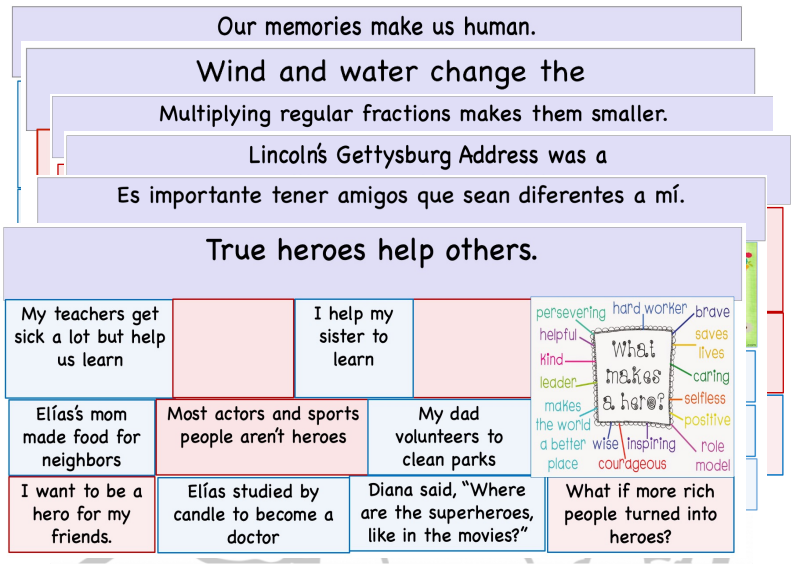
or



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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."



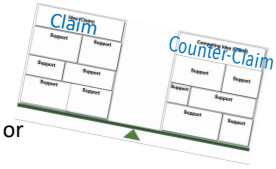


Write an idea (one sentence) that your students are or will be building.

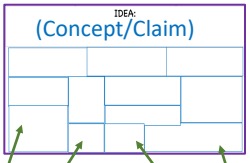
10

We enhance all that we do with Authentic Communication Features

Build Up an IDEA



or





Fill Information Gaps*

Clarify terms

What do you mean by…?
How…?



&



Support ideas

School & Personal Blocks

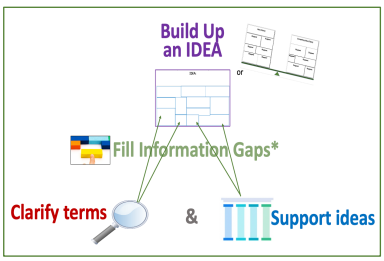
Can you give an example of…?
Why…?

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Video Analysis of a Conversation

1st Grade

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





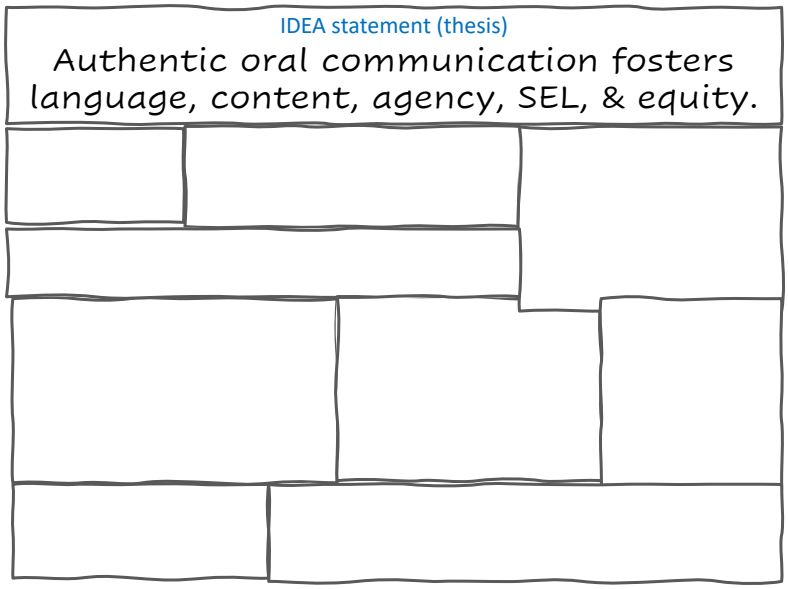
Positives of this conversation?

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BUILD-SHARE-BUILD

SAMPLE NOTES

- Build up big ideas
- Clarify & Support
- Fill info gaps
- School + personal blocks
- How? Why?



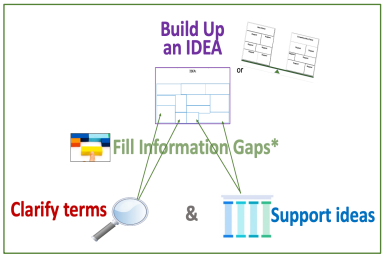
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II. Oral Language Strategies

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Oral Language Strategy

Information Gap Cards



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Info Gap Cards

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

bit.ly/gapcarda	bit.ly/gapcardb
bit.ly/gapcardc	bit.ly/gapcardd

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

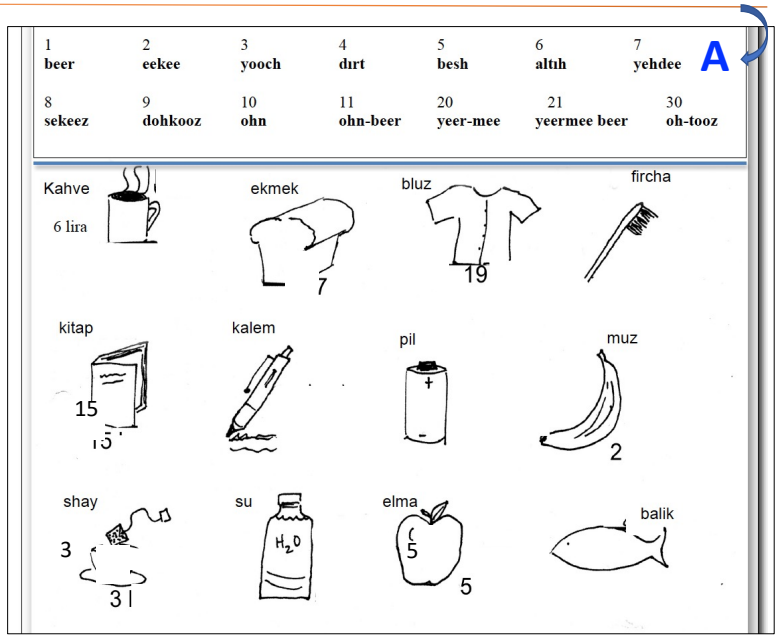
A: Yooch lira.

B: Elma ne kadar?

A: Besh lira

B: Kitap ne kadar?

A: Ohn-besh lira



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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** believe
Federal Government and, as a result, worked in
decrease the size of the government after takin
mad
fede
He f
stat
stro

The elevation of Mt. Everest is incr
per year. It was exactly 8050 mete
January of 2000.

- W
- Sc
  ex
- Be
  pr
  lir

Exercise combats diseases

Being active boosts high-density l
cholesterol, the "good" cholester
unhealthy triglycerides. This one-
blood flowing smoothly, which de
cardiovascular diseases and high
Exercise also prevents stroke, Typ
depression, many types of cancer

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, 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...*



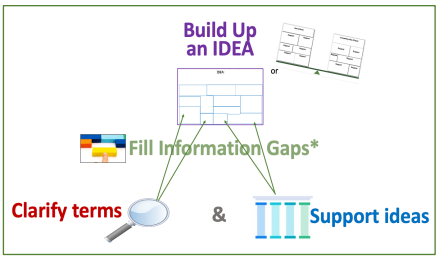
Moscow I, by W. Kandinsky

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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Oral Language Strategy

Pro-Con Improv



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

~~**but**~~

Frames: (optional)
One advantage is … For example, …
Another positive of … is… because…
A negative aspect of ___ is …
In spite of the positives of _____,

Two or more sentences in each turn!

Listeners can & should:
- Prompt for clarification
- Prompt for support
- Offer idea seeds w/ "What about…?"

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Transition Improv Activity: Positivo-Negativo

Tema: Viaggiare a altri paesi

Positivi



Posso…
- mangiare cibo nuovo. Per esempio, in China io ho mangiato cavalletti…
- 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~~

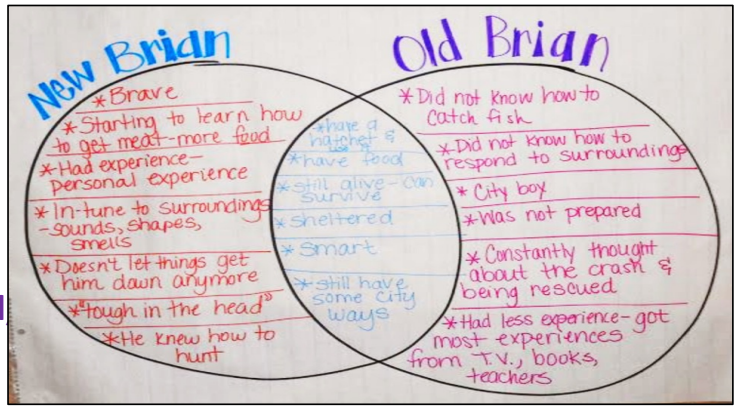
Nei viaggi, …
Un vantaggio
Un'altro aspetto positivo e che … per che…
Un svantaggio e che…

A & B, Lean?

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Transition Improv: Similar-Different

Topic: old Brian & new Brian



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

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

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Transition Improv: **Two Views with Evidence**

Views: Patriots
Loyalists



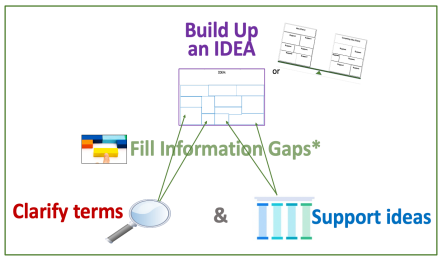
Transitions: **However,**
On the other hand,
Then again,
~~**but**~~

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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Oral Language Strategy

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 Activity

Secondary

ELA/ELD

Opinion Continuum: Communism vs. Capitalism

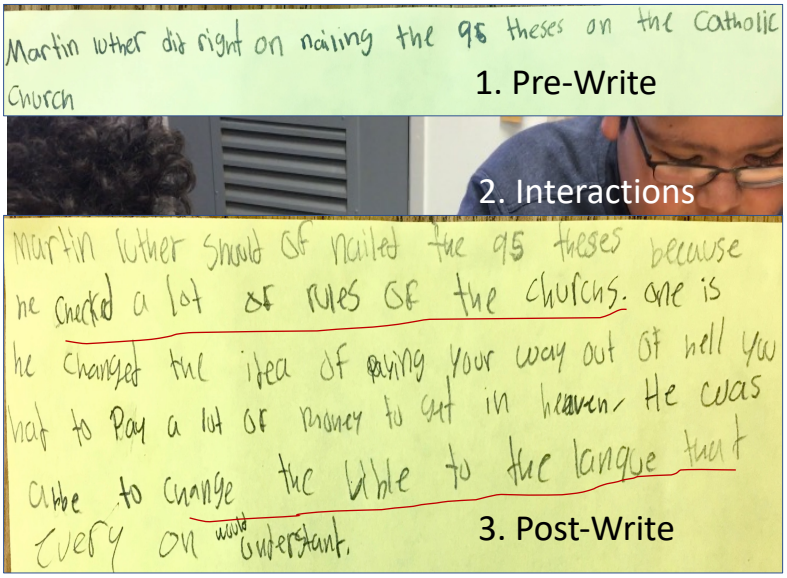
Look for three changes from turn 1 to turn 3



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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?



29

"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	

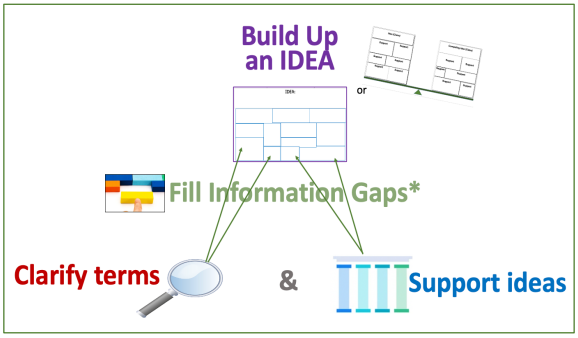
Listeners can & should:
- *Prompt for clarification*
- *Prompt for support*
- *Help with "What about…?"*

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"*
- *A shares personal blocks, B school blocks, switch*
- *Highlight the writing*
- *Jigsaw variation*
- *Follow w/ conversation*

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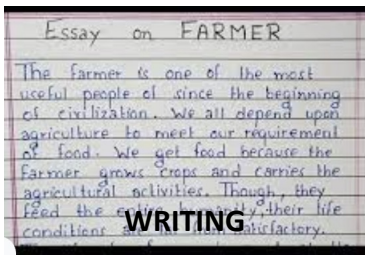
III. Enhancing *All* Activities with the 3 Features of Authentic Communication



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Enhancing All Learning Activities w/ Authentic Communication















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Enhancing All Activities with Authentic Communication Features

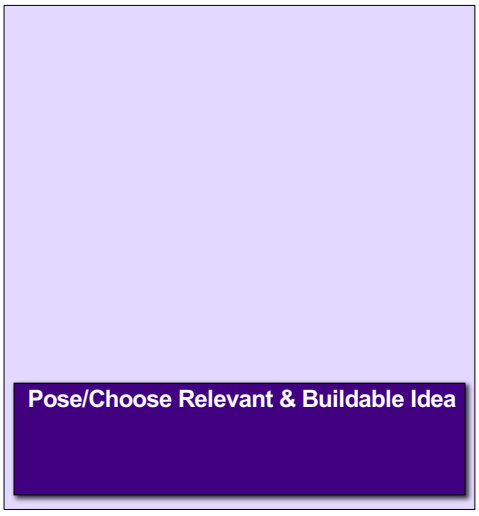
Thinking Maps, Accountable Talk, Projects, Writing organizer, Whole class discussion, Simulation/ dramatization, Literature Circles, Solve Math Problems in Groups, Take notes, Write an Essay, Writers' Workshop, Socratic Seminar, Four Corners, Oral Presentation, Vocabulary Activity, Gallery Walk, Jigsaw,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

Pick an activity & enhance it with features of authentic communication

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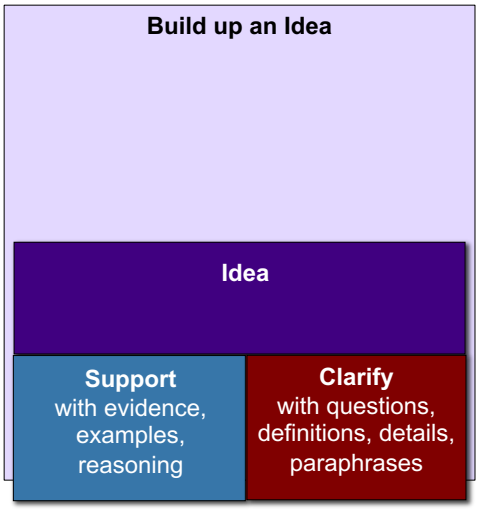
Academic Conversation Skills



"The brainstorming is not the conversation."

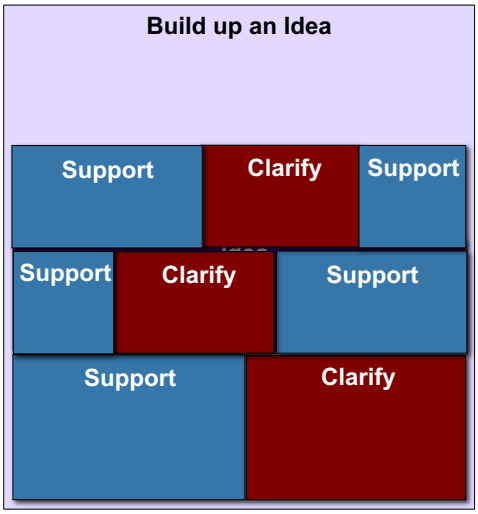
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Academic Conversation Skills



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Academic Conversation Skills

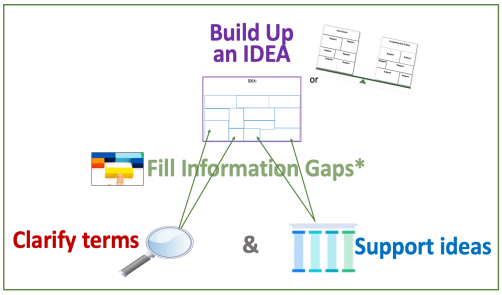


Hand motions

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Sample Conversation (Personal & School Building Blocks)

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





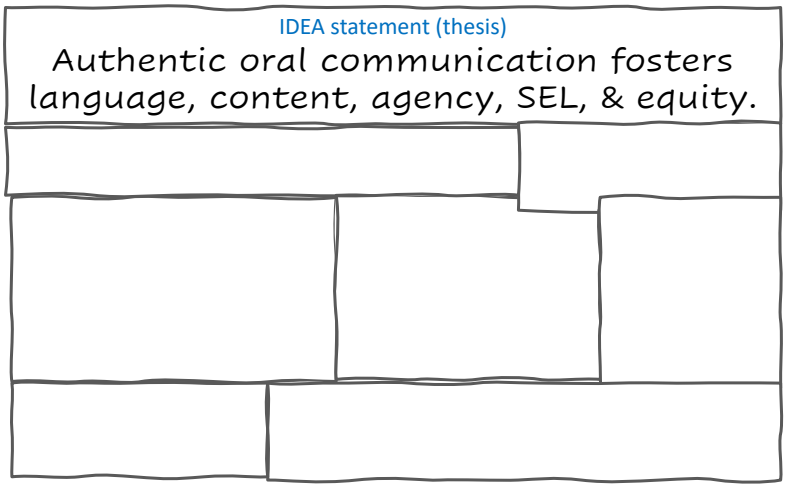
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Conversation Strategy: BUILD-SHARE-BUILD

Converse with a partner and share key building blocks that your partner doesn't already have. When partner shares with you, ask clarify and support questions. Leave with more blocks than ever.

SAMPLE NOTES

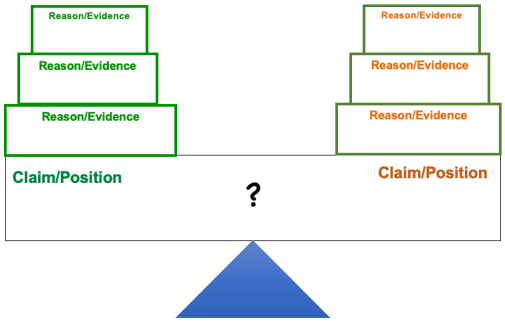
- Successive partners
- Two or more connected "sentences"
- How I will use:
  - Info gap cards
  - Pro-Con
  - Stronger-Clearer
- Personal blocks



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Scaffolding Strategy
for Collaborative Argumentation

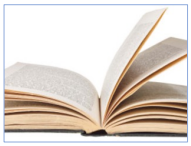
Argument Balance Scale



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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

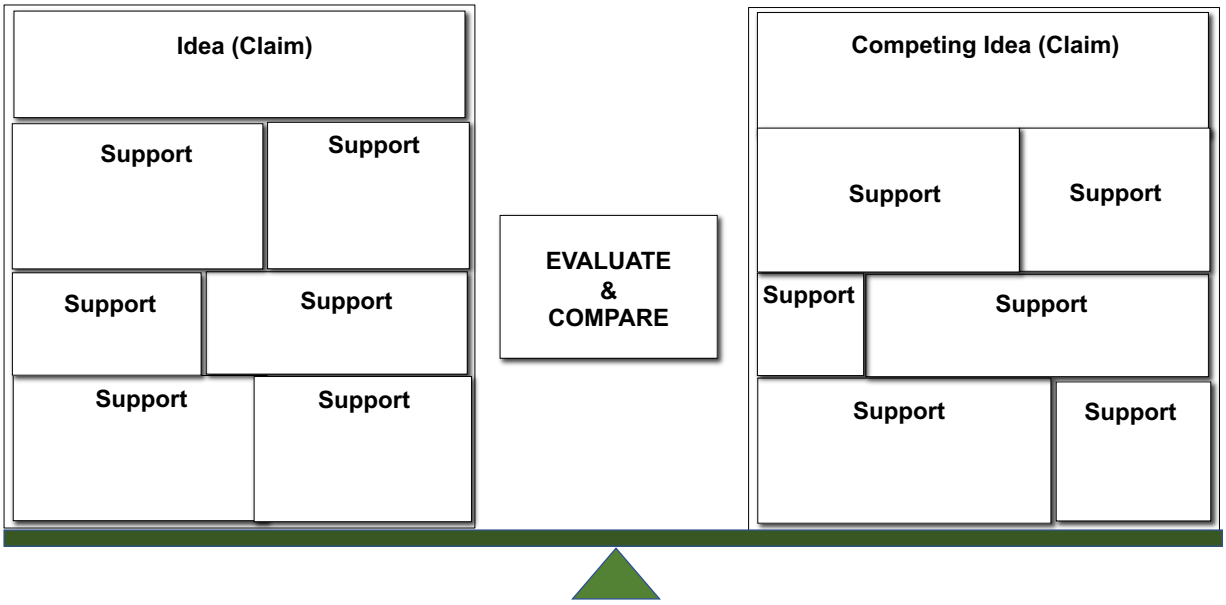
- ELD class, 4th gr.
- After reading *The True Story of the Three Little Pigs*, students discuss whether the wolf was guilty or not.

How well do they build, clarify, & support?



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Collaborative Argumentation

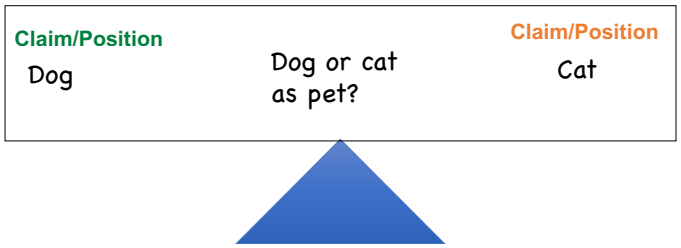


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Structuring Collaborative Argument Conversations: *Argument Balance Scale*

Claim **vs.** **Opposite or Different Claim**

Which claim's reasons, evidence, and explanations 'weigh' the most?



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Argument Balance Scale

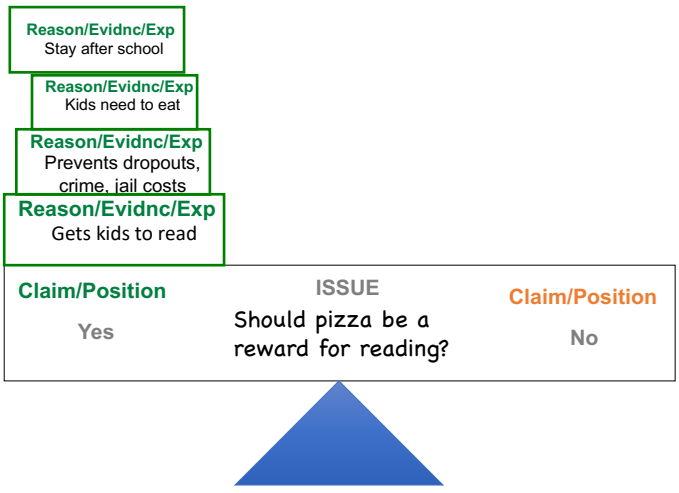
Prevent dropouts & jail costs

Gets them to read

Kids need to eat

Stay after school

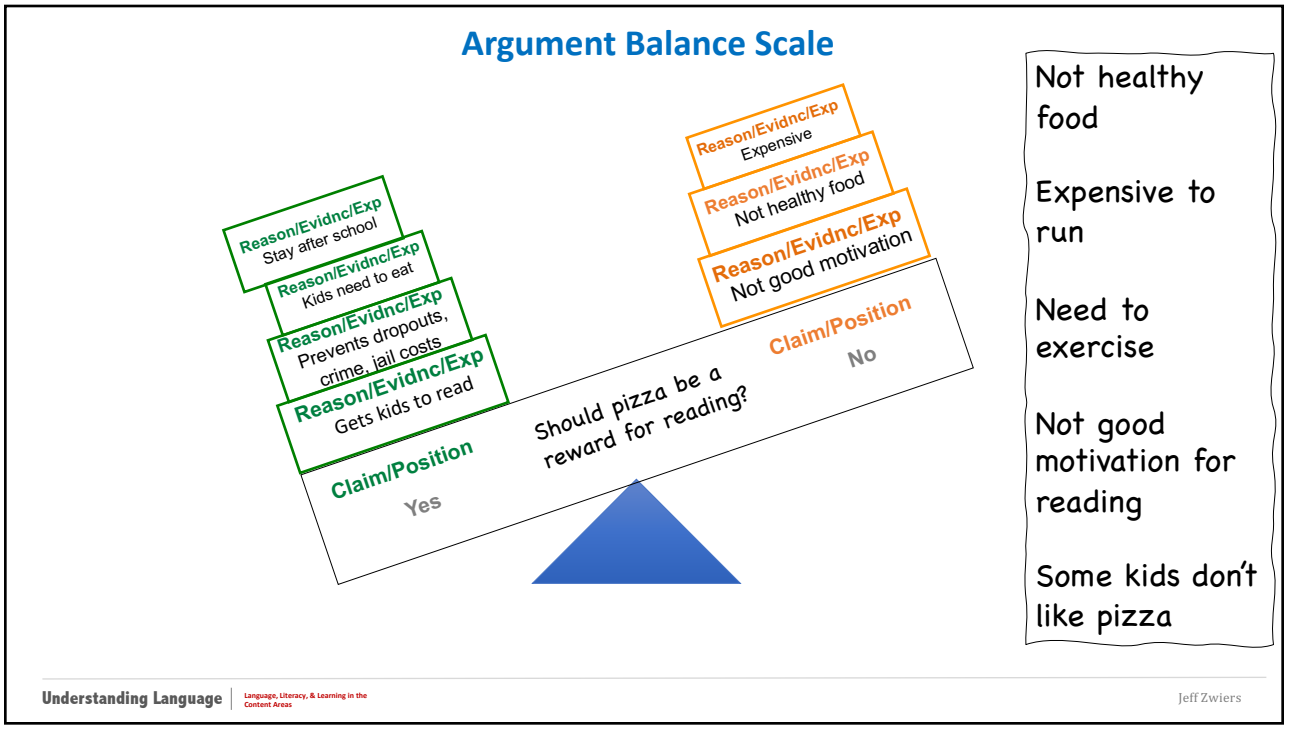
Pizza tastes good



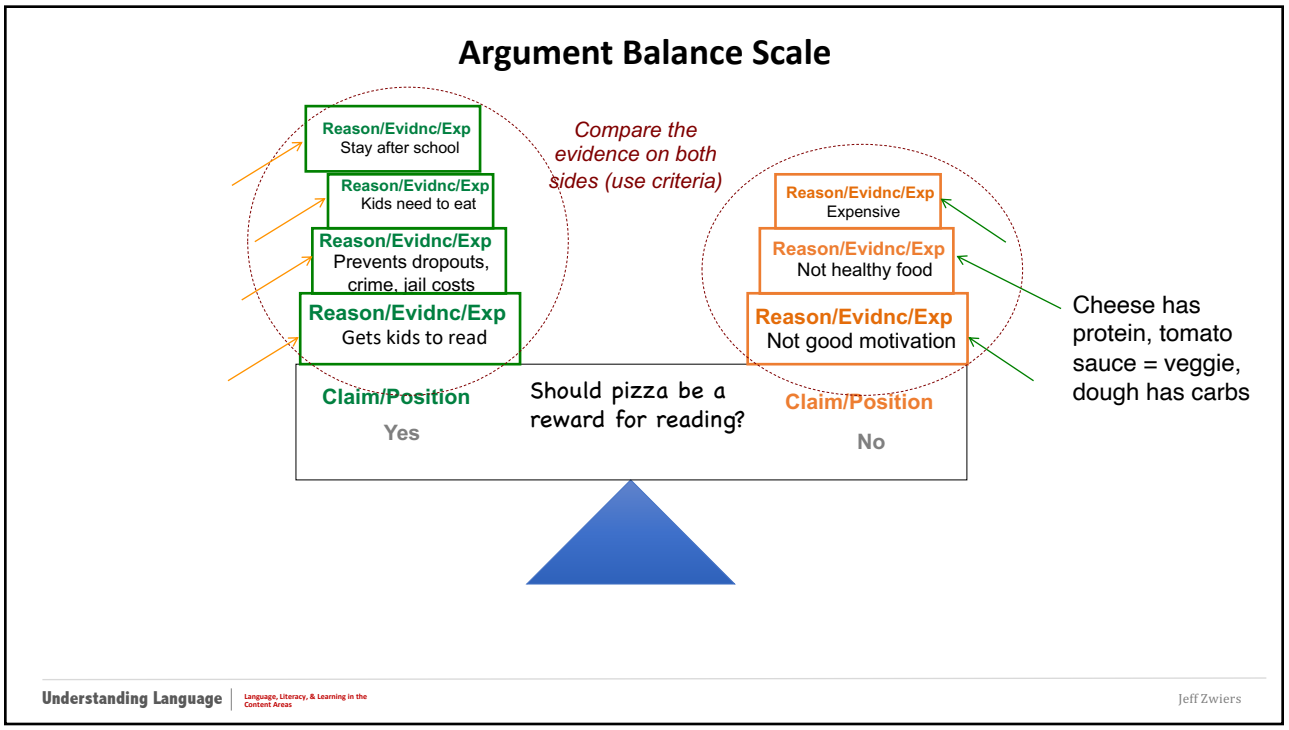
Understanding Language | Language, Literacy, & Learning in the Content Areas

Jeff Zwiers

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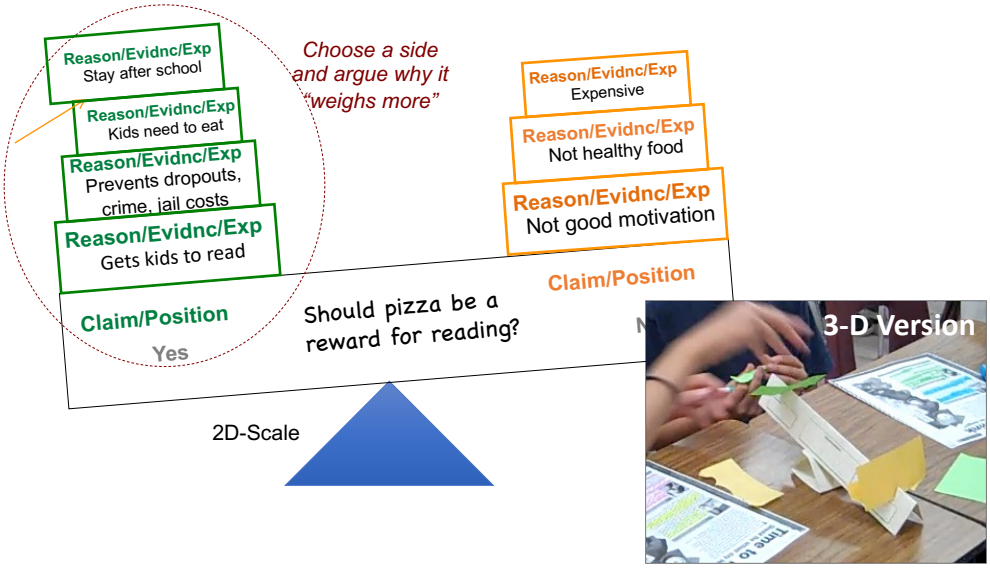

Argument Balance Scale
Reason/Evidnc/Exp
Stay after school
Reason/Evidnc/Exp
Kids need to eat
Reason/Evidnc/Exp
Prevents dropouts, crime, jail costs
Reason/Evidnc/Exp
Gets kids to read
Claim/Position
Yes
Should pizza be a reward for reading?
Reason/Evidnc/Exp
Expensive
Reason/Evidnc/Exp
Not healthy food
Reason/Evidnc/Exp
Not good motivation
Claim/Position
No
Not healthy food
Expensive to run
Need to exercise
Not good motivation for reading
Some kids don't like pizza
Understanding Language
Language, Literacy, & Learning in the Content Areas
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Argument Balance Scale
Reason/Evidnc/Exp
Stay after school
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
Compare the evidence on both sides (use criteria)
Should pizza be a reward for reading?
Reason/Evidnc/Exp
Expensive
Reason/Evidnc/Exp
Not healthy food
Reason/Evidnc/Exp
Not good motivation
Claim/Position
No
Cheese has protein, tomato sauce = veggie, dough has carbs
Understanding Language
Language, Literacy, & Learning in the Content Areas
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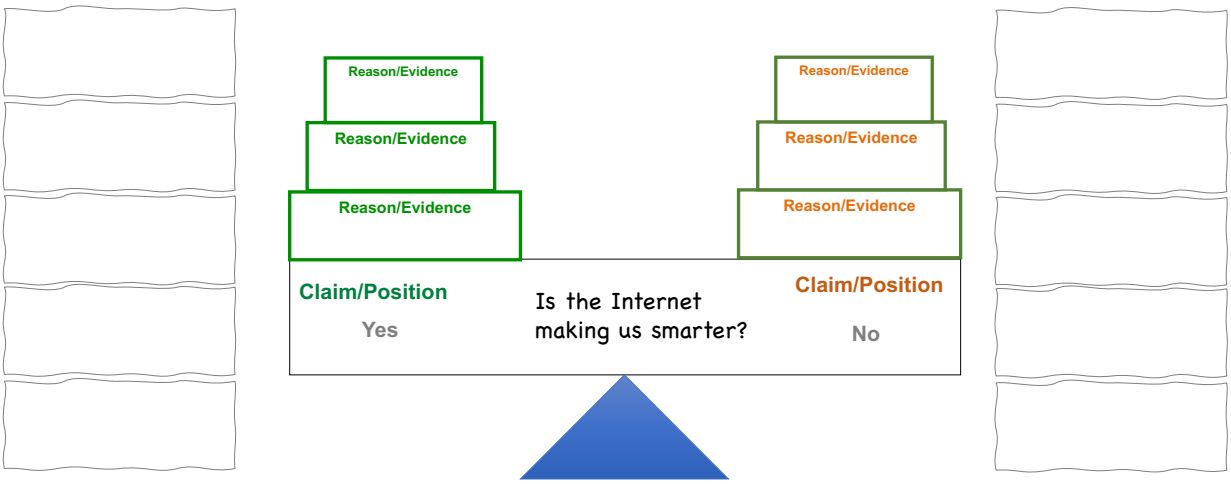
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Argument Balance Scale



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Argument Balance Scale



Even though… I/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!

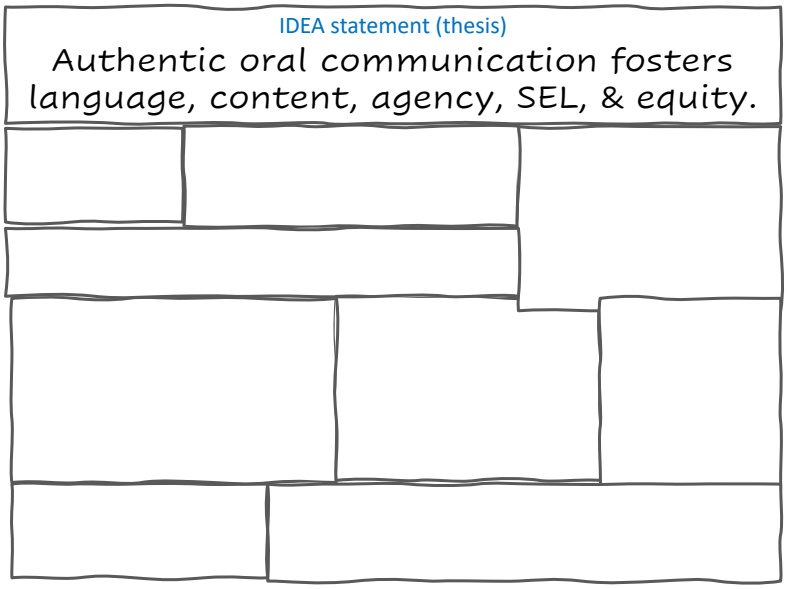
Seek the truth—not to win.

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BUILD-SHARE-BUILD

SAMPLE NOTES

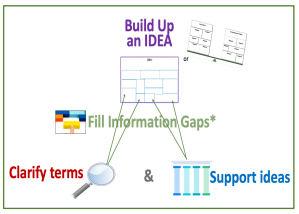
- Build as strong & clear as possible
- Argument Scale
- Student voice & choice→agency
- All are social… what about emotional?
- Prods-Perfs motivate & communicate



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Next Steps

- ❑ Pick an activity you commonly use and enhance it with these→



- ❑ Try one new talk-based activity from today that builds an idea

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

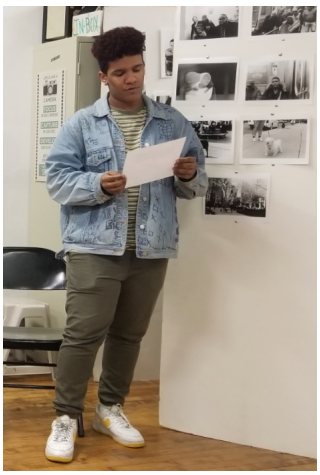
- ❑ Challenge students to converse for 1 minute about an idea & observe (ask)



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Performances & Products





How do these pieces reinforce authentic uses of language?

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