ELL Demographic Trends

- ELLs represent the fastest growing segment of the school-age population (National Clearinghouse for English Language Acquisition, 2002).
- While the overall number of school-aged children grew by 19% between 1979 to 2003, the number of ELLs grew by 124% (National Center for Education Statistics, 2005a).
- By 2030, ELLs will comprise 40% of elementary and secondary students (Thomas & Collier, 2001).

What is Academic English?

ALL students are AESL (Academic English as a Second Language)

- Academic English is not natural language. It must be explicitly taught.
- Essential Components of Academic English Language:
  - Vocabulary (Tier 2—high frequency and Tier 3—discipline-specific words)
  - Syntax (sophisticated)
  - Grammar (complex)
  - Register (academic oral language)

(Kinsella, 2007)

CCSS Ratchets Up Language for English Learners

“Academic language is the language of texts. The forms of speech and written discourse that are linguistic resources educated people in our society can draw on. This is language that is capable of supporting complex thought, argumentation, literacy, successful learning; it is the language used in written and spoken communication in college and beyond” (Wong-Fillmore, 2014).
New CCSS Paradigm:
language is central to all academic areas

MATH  SCIENCE  LANGUAGE ARTS

• instructional discourse
• expressing and understanding reasoning

(Adapted by Soto-Hinman, 2009)

Analyzing Academic Language with High School LTELs

Scaffolding Think-Pair-Share

<table>
<thead>
<tr>
<th>Question or Prompt</th>
<th>What I thought (speaking)</th>
<th>What my partner thought (listening)</th>
<th>What we will share (consensus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you hope to learn about conversational discourse today?</td>
<td></td>
<td></td>
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</tbody>
</table>

(Adapted by Soto-Hinman, 2009)

Language Strategies for Active Classroom Participation

Expressing an Opinion
I think/believe that . . .
It seems to me that . . .
In my opinion . . .

Predicting
I guess/predict/imagine that . . .
Based on . . ., I infer that . . .
I hypothesize that . . .

Asking for Clarification
What do you mean?
So you are saying that . . .
In other words, you think . . .
What I hear you saying is . . .

Soliciting a Response
What do you think?
We haven’t heard from you yet.
Do you agree?
What answer did you get?

Acknowledging Ideas
My idea is similar to/trad the same as . . .
I agree with (a person) that . . .
My idea builds upon . . .’s idea.

(Kinsella & Feldman, 2006)
Consensus

1) What you said
2) What your partner said
3) A combination
4) A whole new idea

What is Conversational Discourse?

- Conversational discourse is the use of language for extended, back-and-forth, and purposeful communication among people.

- A key feature of conversational discourse is that it is used to create and clarify knowledge, not just transmit it.

- Language is not one solid tool but a dynamic and evolving mix of resources and flexible tools used to communicate, build, and choose ideas at any given moment.

What do you expect of your students during conversational discourse?

Conversational Discourse Terms

Terms used in the literature include:

- extended
- communication
- discussion
- argument
- orderly
- formal
- reasoning
- conversation
- social practice
- beyond the sentence level
- how language is used in a discipline
- language in use

Which of these terms resonate for you and why? Are there any terms that you might add to the list?

Norms: Making Conversations Cooperative

- Make your contribution not more or less informative than is required at the current stage of the conversation.

- Don’t say ideas that you think are false or ideas that lack evidence.

- Be clear.

- Be relevant to the current stage of the conversation.

(Page 14—Dispositions/Agreements)
Building Ideas: Given and New

<table>
<thead>
<tr>
<th>Given</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Paraphrase</td>
<td>• Build new ideas</td>
</tr>
<tr>
<td>• Recap</td>
<td>• Variations</td>
</tr>
<tr>
<td>• Zoom in on information just shared in</td>
<td>• Build multiple perspectives</td>
</tr>
<tr>
<td>conversation</td>
<td>• Connected to purpose of conversation</td>
</tr>
<tr>
<td>• Common/familiar knowledge</td>
<td></td>
</tr>
</tbody>
</table>

“Why talk if nothing new results?”

Planning for Conversational Discourse

- What are the norms that you will put in place for conversational discourse?
- How will you introduce conversational discourse for the first time?
  - Modeling, fishbowl
- What content will you use to introduce conversational discourse for the first time?

Reciprocal Teaching—Chapter 2: Conversational Discourse

A: Pages 11-13

Conversational Discourse and Clash of Paradigms

B: Pages 13-15

Conversational Purposes, Maxims, and Dispositions

C: Pages 15-16

Building Ideas with the “Given” and the “New”

D: Pages 16-17

Choosing the Best Thing to Say Next

Reciprocal Teaching

A. Summarizer: What are the three most important events/details from the reading and explain why they are important and how they are connected?
B. Questioner: Pose at least three questions about the text—these questions could address confusing parts of the text or thoughts you wonder about.
C. Predictor: Identify at least three text-related predictions—these predictions should help the group anticipate what will happen next.
D. Connector: Make at least three connections between the reading and your own experience, the world, or another piece of text.
CONVERSATIONAL SKILLS

Chapter 3: Classroom Applications for Conversational Discourse
- The Skill of Clarifying Ideas

“The more genuine conversation is, the less its conduct lies within the will of either partner. . . . A conversation has a spirit of its own, and the language in which it is conducted bears its own truth within it—i.e., that it allows something to ‘emerge’ which hence forth exists.”
~Hans Georg Gadamer (1976)

The Skill of Clarifying Ideas

- Clarifying can help to prompt a partner to produce more language, which
  - (1) provides input for the listener; and
  - (2) challenges the speaker to extend ideas.

- To clarify, a partner can do several things:
  - ask for definitions (Line 3);
  - ask for elaboration (Line 8); and
  - paraphrase (Line 6).

(Pages 26-28)

Clarifying Ideas Conversation

1  Ilsa:  So, the teacher asked us why people are biased in history.
2  Ana:  I think they want to look good.
3  Ilsa:  What do you mean by that?
4  Ana:  They lie like maybe leave out stuff so that they're like heroes or something.
5  Ilsa:  Yeah, like when the teacher said even us, we like don’t say the whole truth when we tell our parents stuff.
6  Ana:  So, you’re saying that we are like those people who lie in history?
7  Ilsa:  Yeah, kind of. Remember that guy, John Smith. He made up stuff, like on Pocahontas, to sell books.
8  Ana:  Can you say more about that? I read it but don’t remember.
Scaffolding Conversational Skills

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<tbody>
<tr>
<td>1. Why are people biased?</td>
<td>“People are biased because . . . .”</td>
<td></td>
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</tr>
<tr>
<td>2. What do you mean by that?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Can you say more about that?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. Paraphrase response.</td>
<td></td>
<td></td>
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(Adapted by Soto-Hinman, 2009)

Planning for Clarifying Ideas

- How will you model clarifying ideas?
- What open-ended question will you pose for clarifying ideas?
- What will be your follow-up questions?

The Skill of Supporting Ideas (pp. 28-30)

- How can students find the evidence in the first place?
  - Teacher modeling can assist.
  - Talking with other students also provides exposure to a *variety of evidence*, ideas, and responses (especially when ELLs are paired with linguistic models).

- Effectively evaluate the value of evidence.
  - Students need to be able to weed out the *weak examples* and keep and *highlight the strong evidence*.
Classroom Conversation: Supporting Ideas

1. Kara: So, Cassandra changes. She learns to respect old people.
2. Leo: Can you give an example of that? (Asks for support.)
3. Kara: I think when she helped her uncle find the kitten.
4. Leo: OK. But she could help him and still not respect him, right? (Provides another perspective/pushes thinking.)
5. Kara: You have one?
6. Leo: Maybe when she reads her diary and dreams about it.
7. Kara: How’s that respect? (Asks for an example/clarification.)
8. Leo: It kinda shows that she thinks about her grandma, I guess. Like she starts to see how hard it was for her grandma to not give up. And she/
7. Kara: [here in the end of the book, she asked her mother] “Did grandma do all that stuff she says during those dust storms? Did she do all those jobs for you and uncle?” And then she said, “Wow!” In the beginning of the story she was like “I don’t want to visit her. All she does is tell the same stories.” (Student goes back into the text for evidence.)
8. Leo: That’s a good example. Then she also goes to grandma’s house at the end to help her clean it and hear more stories.

How supporting ideas in conversation fosters academic language and literacy

• Before the conversation, it encourages students to look and re-look through complex texts in search of valuable evidence (second readings).

• This input is then reinforced when a partner quotes or paraphrases (message redundancy) the evidence from a text (lines 3, 6, 7, and 8).

• To express support, a student needs to describe the example and, ideally, how it supports the idea (lines 6 and 8).

**Students can then write more effectively!**

Scaffolding Conversational Skills

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<tbody>
<tr>
<td>1. Can you give an example of conversational skills (use textual examples)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How does your example support academic language?</td>
<td></td>
<td></td>
<td>(Adapted by Soto-Hinman, 2009)</td>
</tr>
</tbody>
</table>
## Planning for Supporting Ideas

- How will you model supporting ideas?
- How will you assist students with eliminating weak examples?
- How will you assist students with highlighting strong examples?

## Additional Conversational Skills

- The Skill of Evaluating Evidence and Reasoning (pp. 30-35)
- Negotiating Ideas (pp. 35-36)
- Competitive Argumentation (pp. 36-37)

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For more information on ICLRT’s professional development offerings: [www.whittier.edu/ICLRT](http://www.whittier.edu/ICLRT) or Ivanna Soto at: isotohinman@whittier.edu