Considerations for English Learners (ELs)

- In a moment, we are going to show you a slide with some written academic information.

- You will have time to read the slide silently. Please do not discuss it with any of your colleagues.

Il Sistema Solare è costituito dal Sole e da tutti gli oggetti che orbitano attorno ad esso. Il Sole è orbitato da pianeti, asteroidi, comete e altre cose. Ha miliardi di anni.


Ci sono otto pianeti nel Sistema Solare. Dal più vicino al più lontano dal Sole, sono: Mercurio, Venere, Terra, Marte, Giove, Saturno, Urano e Nettuno.
Self - Assessment - not a true quick check

Thumbs up if you understood everything perfectly.

Thumbs to the side if you can make a good guess of what it was about.

Thumbs down if you have no idea what that was about.
Turn and talk with a partner about what you read, but... You may only use the Italian language.
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Second Chance - using your common language and notetaking guide:

*Speak* about what you read.

*Listen* to the ideas of others.

*Draw* what you think you understood.
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Ci sono otto pianeti nel Sistema Solare. Dal più vicino al più lontano dal Sole, sono: Mercurio, Venere, Terra, Marte, Giove, Saturno, Urano e Nettuno.
The Solar System is made up of the Sun and all the objects that orbit around it. The Sun is orbited by planets, asteroids, comets and other things. It is billions of years old.

The Sun is a star. It contains 99.9% of the Solar System's mass.[1] This means that it has strong gravity. The other objects are pulled into orbit around the Sun. The sun is mostly made out of hydrogen and helium.

There are eight planets in the Solar System. From closest to farthest from the Sun, they are: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.
01 How did you feel when you saw the reading?

02 How did you feel when you were told to “turn and talk” in only Italian with no structure or scaffolding? How did you react to the task?

03 What strategies were used in the second discussion opportunity that helped you understand what you read?
What are the learning goals today?

Content Learning Goals
Content goals from curriculum standards, address only a specific part of the standard that can be learned in a single lesson

(Content) We will learn strategies to effectively implement academic conversations in mainstream classrooms.

Language Learning Goals
Language intertwined within the content: including vocabulary, structure, and function.

(Language) We will synthesize our learning about academic conversations through oral discussion and written response.
Language Learning Goals

I can use **clarifying questions** to **discuss** the text.

- Clearly defined, displayed, and reviewed
- Drawn from ELP or ELA standards
- Academic English which students need to learn
- Language is used in content/ EL proficiency levels
Let's get started!

1. How do you promote discussion within your class?

2. What are some strategies you implement to support your EL students?
## Importance of Social and Academic Language

<table>
<thead>
<tr>
<th>Social Language</th>
<th>Academic Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi, class. Let's get started.</td>
<td>Today we will be studying the four causes of WWI.</td>
</tr>
<tr>
<td>It wasn't a good article.</td>
<td>In my opinion, the author did not provide enough evidence.</td>
</tr>
<tr>
<td>What's the matter?</td>
<td>There are three states of matter.</td>
</tr>
</tbody>
</table>
The goal of an academic conversation is for participants to reach a new understanding of a school topic by using specific conversational skills. Each partner must listen and speak, elaborate, clarify, challenge, paraphrase, and summarize what his/her partner says, and determine the outcome of the conversation.

Source: Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings 58547th Edition Jeff Zwiers (Author), Marie Crawford (Contributor)
Best Practices for Academic Conversations

- Record one or two new pieces of new knowledge that you gained.

https://www.youtube.com/watch?v=G8-gkP_rLB4
Some ways to use Academic Conversations:

- Anticipatory Set
- Article Reflection
- Debate
- Test/Project Feedback
- 4 Corners
- Class Poll (pre/post read)
- Graphic Organizers
- Socratic Seminar
- Film Reflection
- Daily Routines
- Practicing New Vocabulary
- Procedures and Routines
# Academic Conversation Skills

<table>
<thead>
<tr>
<th>Build on or challenge ideas</th>
<th>Support ideas with evidence and examples</th>
<th>Elaborate and clarify</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to expand on your point about ___________</td>
<td>In paragraph ___________, the author says ___________</td>
<td>I think it means ___________</td>
</tr>
<tr>
<td>I want to follow up on ___________’s idea.</td>
<td>According to ___________</td>
<td>In other words ___________</td>
</tr>
<tr>
<td><strong>Challenge:</strong></td>
<td>For instance ___________</td>
<td>This is important because ___________</td>
</tr>
<tr>
<td>Another way to look at this could be ___________</td>
<td></td>
<td>It’s similar to ___________</td>
</tr>
<tr>
<td>Although ___________ makes a good point about ___________, I think ___________ because ___________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State and idea/Make a point</th>
<th>Synthesize</th>
<th>Paraphrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>One way to look at this is ___________</td>
<td>The main theme/point seems to be ___________</td>
<td>Let me see if I understand you ___________</td>
</tr>
<tr>
<td>Based on ___________, I think ___________</td>
<td>As a result, we/I think ___________</td>
<td>In other words ___________</td>
</tr>
<tr>
<td>This reminds me of ___________</td>
<td>What if we ___________?</td>
<td>Essentially, you think ___________</td>
</tr>
<tr>
<td>What do you think about ___________?</td>
<td>The evidence seems to suggest ___________</td>
<td>It sounds like you are saying ___________</td>
</tr>
</tbody>
</table>

https://www.youtube.com/watch?v=ZPq0YezRzy8
Gradual Release of Instruction

In what ways could you use academic conversations in your classroom?

- **I Do**
- **We Do**
- **You Do It Together**
- **You Do It Alone**
<table>
<thead>
<tr>
<th>Modeled</th>
<th>Guided</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Explain the purpose of Academic Conversations *Teacher models an Academic Conversation with an adult or higher level student *Show many examples both good and bad ACs</td>
<td>*Group project *Small group daily work *Kagan Strategies (round robin, etc.) *Cooperative Learning *Formal and informal checks of student understanding</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Shared</td>
<td>Independent</td>
</tr>
<tr>
<td>*Daily partner work *One-on-one discussion *Incorporate many opportunities to practice *Formal and informal checks of student understanding</td>
<td>*Whole class discussion *Socratic Seminar *Communication Skills (daily interactions) *Preparation for future outside of high school *Formal and informal checks of student understanding</td>
</tr>
</tbody>
</table>
Questions?

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Did we meet our objectives today?

(CO) We learned strategies to effectively implement and improve academic conversations in mainstream classes to encourage all students to participate.

(LO) We will synthesize our learning about academic conversations through oral discussion and written response.

Partner A - Today I learned...
Partner B - I think I heard you say...