

TRANSCRIPT

Improving Learning Experiences for English Learners and Their Teachers

SPEAKER Johnpaul Lapid, WestEd

EVENT DATE December 5, 2014

GRACE CALISI

[Title Slide] Welcome again to *Improving Learning Experiences for English Learners and Their Teachers* webinar. I'd like to now introduce Shannah Estep, Interim Director for Standards, Assessment, and Instruction for the California Office to Reform Education.

SHANNAH ESTEP

Thanks! Welcome everyone. As Grace said, I am Shannah Estep from CORE, and we are really excited to bring you the first of four online professional learning opportunities that will focus on the development of academic language and extended academic discourse strategies, particularly for your English learners. This event today will set the stage for the next three events that are a deeper dive into the strategies targeted to the grade span and/or subject areas that were reflected in the problems of practice that some of the schools are working with within the communities of practice.

This first event today will highlight and support the key ideas and themes of effective expression, which were stated in the California ELA and ELD framework for the PK through 12 grades. When we think about the work today, many of you are working within communities of practice that are focused on supporting English learners—some long-term English learners and other English learners, standard English learners—and their development of the academic language necessary to access the Common Core standards. So in our attempt to bolster the learning that these groups are taking part in, we reached out to our partners at WestEd to provide us with some relevant research-based strategies that teachers may use to inform your cycles of inquiry.

The resources that we'll be referring to throughout this event, as well as the slide deck, are available for download on the Confluence site, so if you haven't had an opportunity to do that, you can do that during our talk today or afterward. I am so happy to tell you that these events will be hosted—all four of them—will be hosted by Johnpaul Lapid, a senior research associate with WestEd. Johnpaul works with several high-poverty districts with a significant amount of diverse learners in their schools and school improvement plans. And many of the California schools with which Johnpaul works have experienced increased achievement gains for all groups of students. And several have met state and federal accountability measures for the first time. So without further delay, I will pass this over to Johnpaul. Johnpaul, welcome.

JOHNPAUL LAPID

Thank you so much. I truly appreciate the opportunity to speak with you today. If you take a look at the following, I'm going to advance here. [Slide: *Overview of the Webinar Sessions*] Here are the overview big ideas for the webinar session. The key ideas for the four webinar sessions will include examining the California ELA and ELD framework, which is a newly adopted and developed document that both PK through 12th grade educators—that includes teachers, coaches, administrators—when thinking about learning and teaching of our diverse students.

The second key idea is taking a look at not only the ELA/ELD framework that requires students to have academic conversations, but focusing on English learners as well as diverse students. We consider diverse students as students that are in need of support—that includes standard English learners or long-term English learners, as well as English-only students. I'll get more into that information as we unpack the webinar.

Today we're also going to focus on taking a look at providing the structures that English and diverse learners need to be able to talk about before they write about complex text. And lastly, we're going to be able to take a look at facilitator-led activities. I'd like to be able to provide you some key ideas, as well as concepts for you to marinate over and to think about: What are you currently doing? What do I need to rethink or retool? Or, let's consider thinking, how else can we implement the following?

[Slide: *Day One Webinar Outcomes*] Today's focus—day one of the webinar—will focus on the key principles of the California ELA/ELD framework. I'd like to be able to highlight the principles, as well as share with you the patterns and themes. As Shannah mentioned earlier, the effective expression piece is one pattern and theme that is woven throughout transitional kindergarten through 12th grade, as well as taking a look at the key ideas to support an academic conversation for English and diverse learners, which would require structures that are in place to ensure students are maintaining a conversation in regards to concepts and content.

[Slide: *Reflect...*] Currently, would you please, before I move forward, reflect. And this is something I'd like you to be able to do on your own, and...what do you currently do to ensure all students participate in an academic conversation? Quickly do so; go ahead and reflect, and you can quick-write on your own and have this readily available, as we will revisit this towards the end of the webinar as a reflection. Let me give you a couple of minutes to go ahead and reflect: What do you currently do to ensure ALL students participate in an academic conversation? Thank you so much. Please go ahead and keep that with you, as we will revisit this towards the end of the webinar.

[Slide: *Common Core ELA Standards*] When we think about academic conversations, we have a variety of standards: from our Common Core ELA standards, our Common Core Math standards, our Next Generation standards, as well as our Social Studies standards. When we think of all four standards, we have these expectations of academic vocabulary, academic discourse of the content area. So if you've heard of the phrase, "think and talk and write like a scientist," we

want to ensure that students have the opportunities to learn the academic vocabulary, or to be able to talk and write like a scientist also requires children to interpret text. So focusing on both taking a look at academic vocabularies, the discourse of the discipline, as well as interpreting text of our Common Core, our Next Generation standards, our Common Core Math standards, and our Social Studies standards; all three are aspects of the content.

So when we think about now our ELD standards, one of the things I'd like to be able to focus here is taking a look at the Common Core standards, and/or our Next Generation standards, and/or our Social Studies standards, and/or our Math standards, and focusing on complex text. One of the things that I'd like to be able to support with is using the ELD standards in tandem to show students how to be able to interpret the text, but also focus on language of the text, as well as to be able to talk and/or write about complex text. I'd like to be able to hold this as we move forward, as we think about the structures in place, to be able to focus on complex text.

[Slide: *California Department of Education*] Leading into the California ELA/ELD framework, the authors of the framework—Hallie, Nancy, and Pamela—whom have taken the time to hear from the field, from classroom teachers, administrators, and coaches, and focusing on what is required to meet the needs of all of our students. [Slide: *Multiple Choice Poll*] So when we think about the California ELA/ELD framework, let's take some time...and how familiar are you with the 2014 California ELA/ELD framework? Think about the following: a) The what? or b) I know it exists, c) I've read some of it, and/or d) I'm already implementing some of the ideas I learned from it.

Thank you. It appears to me that we have 30% "I've seen it, seen some of it." And we have 25, or 2 out of 8, "I'm already implementing some of the ideas." Thank you so much. This gives me information in regards to supporting the conversation.

[Slide: *CA ELD Standards Diagram*] As we think about the California ELA/ELD framework, you're going to notice that in the center of this visual...I'd like to be able to share with you this complex visual, but know for a fact that the four webinars that we focus on will root back to the California ELA/ELD framework and focusing on our Common Core standards, as well as the ELD standards. So in the middle of this visual, you will notice that the California ELD standards are embedded within the larger circle of our Common Core standards; that, ultimately, the language and the fundamental elements of every discipline supports language. And that when you think of the outside of that circle, you've got the patterns and themes that are running across transitional kindergarten through 12th grade. So meaning making, making sense of text; making concepts and understanding concepts and comprehending complex text; talking about complex text through effective expressions. The foundational skills, the content knowledge, and language development supports PK through 12th grade; that we learn concepts and context based on making sense of it. And then the white shaded areas are the expectations that our classrooms are motivating, they're engaging, they're respectful. They're intellectually challenging context for all of our students, as well as integrated; that what we do for integrated ELA, we also think about bridging to and from into ELD.

And then lastly, when we think about this ELA/ELD framework, it shows us that our students are broadly literate, are ready for college and career. And one of the things that California added to this was citizenship; that we're also ensuring that our students are 21st-century ready, and the capacities of literate individuals. So when we think about our ELA/ELD framework, it behooves us to share with you that within each of your grade levels, you will have snapshots and vignettes of showing...the framework is not just telling you, but the framework also shows through snapshots of classroom instructions through vignettes, through figures, focusing on learning and teaching of our diverse learners.

[Slide: *Graphic Organizer*] This graphic organizer, as you see, will call out to the introduction and is broken down into chapters. The introduction to the standards supports the Common Core in our...as well as ELD standards. Chapter 2 talks about the key considerations in our ELA literacy and ELD curriculum, instruction, and assessment. This Chapter 2...I would highly encourage that all teachers, educators, administrators, coaches read through Chapter 2, as it sets the framework up so that it builds into Chapters 3 through 7 by grade span. Within each of these grade spans you will...it includes the patterns and the principles of the California ELD framework, and then Chapters 8 through 12 are considered resources. I highly recommend...this is an arduous...it's a very dense document. I would encourage that you start off with Chapter 2, as it gives you a good information of what to expect within each grade span, and it also shows teachers, not just tells or highlights, but shows teachers what does it look like in the classroom for our diverse learners.

[Slide: *Now what?*] What does the California ELA/ELD framework require of students? I'd like you to think about kindergarten. [Slide: *CCSS-Speaking and Listening Standards*] In the kindergarten grade level, we have speaking and listening. And when we think about kindergarten, starting in kindergarten there are two key ideas that support speaking and listening. Are students following agreed-upon rules for discussion? Knowing that there is a listener and a speaker, and that they're taking turns speaking about topics and text under discussion. And, lastly, continuing conversations through multiple exchanges. It starts in kindergarten as we build in these two key ideas that supports into third grade. [Slide: *CCSS-Speaking and Listening Standards: Comprehension and Collaboration*] Let me give you some time to go ahead and scan the slide for third grade, and I'd like to also call out some key ideas. So let me give you a couple of seconds to scan the slide, please.

Thank you so much. When you think about third grade, one of the transitions from second grade to third grade is coming to the discussion prepared, having read or studied required materials; having some sort of context to be able to have a conversation. Something that is carried over from kinder, first, and second is the following agreed-upon rules for discussion. What are those rules? How do I gain the floor? How do I listen to others with care? And how do I speak one at a time when one's a speaker—who is the listener? Thinking about what are those rules for discussion, as well as building on other people's talk in regards to asking questions to check for understanding or information presented. Staying on topic and linking comments to the remarks of others. And then, lastly, for third grade; at the end of third grade, explaining their own ideas and understanding in light of the discussion.

So you notice the progressions from kindergarten through second up to third grade, and then take a look at eighth grade. [Slide: *CCSS-Speaking and Listening Standards: Comprehension and Collaboration*, 8th grade] Once again, scan the slide, and as you scan the slide I'd like you to consider thinking about, what are the similarities and/or differences from third grade through fourth, fifth, up to eighth grade. Let me give you a second to scan the slide. One of the differences between third grade through leading up to eighth grade, if you take a look at "follow rules for collegial discussions and decision making," the expectation—our students are able to now think about, what are the rules and procedures within a collegial conversation, so that the conversation is fluid and focusing on a given concept that ultimately build on one another.

[Slide: *Reflection...*] When we think about the speaking and listening progression handout—I have placed a speaking and listening progression handout resource, and I can have Shannah...Shannah, could you please speak to where they're able to access this resource after the webinar?

SHANNAH ESTEP

Sure. All of these resources are available on Confluence, and at the end of the webinar, for those of you who have not had a chance to log in or create a login on Confluence, we'll make sure we send you that email.

JOHNPAUL LAPID

Perfect. Thank you so much, Shannah. [Slide: *Self Assessment*] So think about the following self-assessment: As we think about conversations in the classroom, what is your comfort with implementation of academic conversations? This will not be a poll; this is...these are questions I'd like you to think about. And thinking about how often—never, or daily—as well as taking these questions back to your sites, and thinking about sharing these with your grade levels or sites as focusing on academic conversation. So how often do you provide opportunities for students to discuss texts they are reading? How comfortable are you with structuring rich discussions for your students? How comfortable are you with designing questions about text that promote rich text discussions? How comfortable are you with providing planned and just-in-time scaffolding so that all students can interact meaningfully with text and with others?

Think about these questions, as all four questions will be addressed throughout our webinar, day one through day four, thinking about structuring academic conversation. I'd like you to be able to watch this short video clip, and what do you notice about these students' conversations—think about the concept, think about what are structures in place, as well as how fluid are these video clips? There are two short video clips, and as you observe these clips, once again, what are students doing?

[Video clip #1]

Student: Initially, I was confused with the word "composition" on page two. But I figured out its meaning by using my head, because with the two words "chemical composition" it...I think

the meaning of “composition” is some type of formula, because there’s two words...there’s two words, “studied” and “microscope”...and then you look at chemicals under a microscope.

Student: So it’s more like facts. So, like, maybe a campaign commercial for a president, and they say, maybe like...what do you guys think?

Student: A medicine commercial; that could work. Face the world, and gave people to call in, about their medicines, medications?

Student: That’s more like, reputation.

Student: Yes, but this is, like, giving reasons.

Student: Yeah, reasons to buy it, so more like facts.

Student: No, you should probably give the reasons why you shouldn’t buy it, because like, [garbled]; why you should buy it.

Teacher: How old is Davy? Three pieces of text that tell you so. Underline, discuss. I’ll call on anyone in one minute.

Student: He told Mrs. Grace to take the little boy’s hand...and he has a knife; put his hand and take it out for him. He has to be, like, little (garbled) ‘cause he took the child’s hand...so we know that he has to be 11 or under.

Student: At one point it said, “Davy put his hand into the box and laughed,” and, you know...like, since this was kind of serious, they wouldn’t laugh, and that was kind of childish.

Student: Thank you. I see it that the first sentence, when he’s...I mean, the second sentence, when he says, “Take the slips and keep them folded until each person has taken one.” And I think that’s giving him, like, directions, which means he’s young, because you don’t say that to regular people.

Teacher: So, first of all, that was a good answer; give Alec some snaps. There’s something very ironic about the situation that is happening now. Discuss in your groups how Miss Hutchinson’s reaction is ironic—go.

Student: They think there’s somebody cheating and that person wants to draw, and they feel like it has something to either do with Mr. Summers, by him being over all his self.

Student: She wanted the person to draw that like...she wanted him to take his chance to draw instead of letting someone else draw for him.

Student: My table discussed how, like, they...she won...their family won the lottery, and they’re kind of upset and, like, you win the lottery and now you’re, like, happy. So it’s, like, weird.

Teacher: What kind of irony is it? Is it dramatic, situational, or verbal? (Students talk)

Student: It's situational, and she's screaming all dramatic...

Student: It's situational, because they didn't expect Mrs. Hutchinson to act like that.

Teacher: Very nicely done. Let's keep going, guys.

JOHNPAUL LAPID

Thank you. If you can take a moment...and what do you notice about these students' conversations? Quickly go ahead and type a quick reflection in the chat box. A couple of instances, or input from our participants—In all these classes, even the kids not speaking appear to be attending. Planning in advance is a lot easier to do than adapting in the moment. One of the phrases I'd like to be able to share with teachers, when working with teachers in the field: Planning in our seat. Anticipating what to expect is much more effective than trying to teach on our feet. These kids seem to be very familiar with the routines.

Another—Students used the vocabulary the teacher modeled. Another participant had shared, they're using the reference of some sort of text. Another participant—Students are using academic language; students are using the notes they've prepared to support their discussion points. One of the key ideas I'd like to share with you, starting in third grade, is coming to a conversation prepared. And students felt comfortable using the academic vocabulary. As you continue to input, I'd like Melissa to be able to share another video clip. It's a very short video clip; it's of a kindergarten classroom where students are participating in a conversation. I'd like you, once again, think about what do you notice about these students' conversations. And as you observe this clip, think about, what are students doing—the type of academic language—as well as think about and keep in mind, this is kindergarten and what time of year.

[Video clip #2]

Student 1: I would devour chocolate ice cream with a cherry.

Student 2: I would devour noodles with carrots.

Teacher (to class): Tell them something else you'd devour. "I would also devour..."

Student 1: I would also devour a hot dog.

Student 2: I would devour a pizza with sausage.

Student 1: I would devour a pepperoni pizza.

Student 2: I would not devour a pepperoni pizza.

Teacher (to class): Okay, and then what did you say you were going to devour?

(Students talk)

Teacher (to student): What about you? Would you devour marshmallows? Oh, you would not. You don't like them that much?

(Students talk)

Teacher 2 (to student): And you say I would devour that too, or I would not devour that.

Student 3: I would devour that.

JOHNPALU LAPID

So once again, would you please in your chat box go ahead and input a couple of thoughts of what you noticed about these students' conversations. And as you're doing this, I'd like to share with you...there are two reasons why I love this clip. One, it's not a jazzed up clip; it's an actual live taping of these students in a kindergarten classroom of a total of 36 students. And of the 36 students, the teacher has established routines and procedures for instruction. They are also focusing on vocabulary. So a couple of participants shared, "Students felt comfortable to share and free from worrying about getting the responses incorrect." "Teacher provides students with a sentence frame for sharing out." Thank you so much for calling that out. One of the things that this particular teacher has been doing has been focusing on the types of sentence frames, whether they're verbal sentence frames or visual sentence frames written down or displayed.

When we think about the short video clip, think about the vocabulary of the students of "devour." The teacher has taught "devour" after reading a complex text and giving them opportunities to put more miles on their tongue. His next step was, in his particular lesson, "I would devour that because...hmm." One of our participants also shared: "Within the two short video clips of the kindergarten classroom, looking at each other with mutual respect." One of the things and key idea that we will focus on today is focusing on the rules, procedures, and routines for diverse learners to participate in an academic conversation. And then, lastly, before I move further on, one of the participants shared: "Just listen to the teacher in the background; he was providing wait time." Let me respond to that particular statement. The teacher was able to provide questions, as well as monitor and adjust, as well as to maintain the conversations; continued to pepper in, "What would you do next?" However, before that video clip, he did ask a question, provided some think time—which is very crucial—and opportunities for students to interact with the text.

[Slide: *Academic Language is ____?*] When we think about academic language in the classroom, let's move forward and think about, academic language *is* the language of the classroom. On your slide, the upper left-hand side—when we think about your classroom, the language of your classroom, and the language within your classroom, is supported not only within the register of the formal and informal, which I'll get more into as we move into webinar 2 and 3—taking a look at when to use formal and informal. One of the expectations of our Common Core in an English language development standard is to use language—when it's appropriate and based on the context and register.

Academic language is also the language of the genre of writing, of nonfiction, of literature. And when we think about our Common Core, as well as our ELD standards, informational text that includes a variety of types of informational text. I'm hoping that you decide to come back for

webinar 2, as well as webinar 3, as we move into unpacking the different types of informational text and how to help children unpack complex text so they can write about it.

When you think about academic language, it's the language of the disciplines. And, lastly, to the upper right-hand corner, it's extended discourse; it's extended reasoning. It's using evidence from the text and talking about the inferences, making inferences; taking a look at intent of the author .as well as focusing on making sense of the text. So academic language, in summary, consists of four aspects: the language of the classroom, the language of writing, the language of disciplines, and, lastly, before I get you to write about ____ or to think and write like a scientist, I need you to be able to think and talk and make sense, and connect with the context, so that you can write like a scientist, which is extended reasoning.

[Slide: *All students are AELL*] When we think about all students are academic English language learners, I'd like to take some time right now to be able to think about our rich diversity in California. That in California we have over 60 languages presented in our classrooms and diverse from all parts of diversity—of cultural diversity, linguistic diversity, ethnic diversity. The greater the variation, the richer the learning in the classroom. Kate Kinsella, whom we've supported in her work, talks about “Academic English is not natural language that we would acquire through extensive listening and social interaction.” Academic language needs to be focused upon, based on text—the vocabulary of the text, the syntax of the text, the grammar of the text—that, ultimately, the syntax, the grammar, the concept of this complex text is taught and not merely caught.

Once again, if you decide to come back for webinar 2 and 3, which I hope you would, I'd like to be able to share with you how to take a complex text, what makes it complex, and if so, how might I unpack and scaffold so that students are proficient to be able to talk to the concepts of the text; students that include our long-term English learners. The reason why we have 60% of our students that are long-term English learners, we are unable to get them to...when they write, they write the way they talk. And one key aspect here that I'd like to be able to share with you as we move forward is how to use the text to ensure that we want students to talk about the text in an everyday register. However, when we write to inform, or write to persuade, or an argument, or write for entertainment, there are specific syntax structures and grammar that we typically use.

For example, when we think about all students that are academic English learners and working on a literature text, most times, literature text will be used and be focusing on the past tense. So when we read an actual text, a literature text, most times we'll talk about it in the past tense; however, when we think about an informational text, when we think about information about amphibians and/or reptiles, most times the author is going to be using present tense verbs. So as we move forward providing access for all of our students—our English learners, our standard English learners, our English-only students, as well as our English speakers, as well as our special ed students—all require explicit instruction that focuses on the vocabulary and syntax and grammar of a given text.

So as we move forward with this conversation, knowing for a fact that all students require...or all students are academic English learners, take a moment [Slide: Quote], read this quote by

Ruby Payne: “*There are rules for baseball and rules for football. To use the football rules in the baseball game is to lose the game; rules for school and rules for out of school are not the same. Use the rules for the situation that will help you win in that situation.*” As I work with teachers out in the field, one of the key ideas that we support is languages used for specific reasons. Language, academic language of text, needs to be taught. We also need to help our students understand when to shift with language. So if you thought of and heard of code shifting, we also want to think about register shifts—when to use the everyday language, and when not to use the everyday language. For example, for the sake of this conversation, I’d like to be able to share with you a very quick example.

In the classroom, we have students out in the classroom as well as in the playground. And for those of you that are familiar with four squares, the basic four-square game, there are students in a box, and in this box there are balls, and then you propel your ball into the box. And let’s just say Shannah and I are playing four squares, and I throw my ball into Shannah’s square, and Shannah throws her ball into my square. And then once again, I throw it into her square, and then she throws it onto the square, but on the line. And I say “Outsies!” and she says “Uh-uh!” We’re still interacting; we’re still making meaning of conversation. We’re still making sense; we’re connecting with each other.

Let’s fast forward that example into the classroom, and let’s just say Shannah is my student, and I walk by and I ask Shannah, “Would you please go ahead and make this correction? I need you to do the following.” And she looks at me and she says, “Uh-uh.” Now, when we think about that context, the register is not appropriate; that in the classroom, what Shannah’s trying to tell me is, “Mr. Lapid, I respectfully disagree with you. Here’s the reason why I came up with this answer.” So when we think about the rules of our classrooms and language, we’ve got to teach our students when to shift when appropriate.

So as you think about language, I hope that quick scenario shares with you that language is strategic, [Slide: *Why are Academic Conversations SO Important for English/Diverse Learners?*] and language for all students, for English learners, our diverse learners—that includes special ed, that includes our English-only students. Here are three key aspects that are rooted by our framework and supported in our ELD standards. English and diverse learners require opportunities to interact meaningfully with text. If you’re familiar with the ELD standards, Part 1 is focusing on collaborating with text, interpreting text, and presenting text. So when we think about the use of language, we want students to be able to interact with text meaningfully. What does that actually mean in the classroom? When we think about opportunities to interact meaningfully with text, I want to make sure that if I’m working on sharing with you my understanding about *Wolf* by Becky Bloom—it’s a story about a wolf and he’s determined to read—and that ultimately, when I interact with this text and I work with my partner, I know for a fact that the author uses a variety of saying verbs to interact with the text. That when I talk to my partners, not only would I use saying verbs, but most times...and then because it’s a story, I’m going to be working with past tense verbs.

So, interacting meaningfully with text requires students to shift in and out, whether it’s a literature or information. If I’m working on an informational text and I want to work with that meaningfully, I want to make sure that...let’s say it’s an informational text on animals, and

we're talking about anteaters: anteaters are ____, anteaters have ____, an anteater is _____. So that ultimately, when I interact with this text and work with my partner, eventually when I write about this text, I would like to also use present tense verbs.

A second key idea of why academic conversations are so important for diverse, as well as English learners, is the opportunity to practice using language purposefully. That language is not just a set of rules, but language is used for a purpose, so being very conscientious about whether I entertain, persuade, or inform. And then when we think about English and diverse learners' needs, we require opportunities for more miles on our tongues; opportunities to hear rich language so that, in turn, I use rich language in my conversation with my peers. And then eventually, when I write like a scientist, write like a historian, I've had ample interactions with not only context, but the use of language. So when we think about English and diverse learners, we want our students to interact meaningfully with text, to use language for a specific reason, and opportunities to talk about it—several opportunities, before we can write about it.

[Slide: *Now what?*] Now what? So think about, what is an academic conversation? Quickly think. Do not fake me out; I can't see you. Clearly I can't see you, you can see me; however, I'd like you to think: What is an academic conversation; what are the characteristics of an academic conversation? Let me give you a good ten seconds to think about, what are academic conversations. Thank you. When you think about academic conversations, what I'd like to be able to do is offer you a definition and understanding from Zwiers and Crawford that supports academic conversations. And as I share this with you, would you please go ahead and either circle in your reflection or add to your reflection of academic conversation.

Academic conversations are sustained and purposeful conversations centered around school topics. Zwiers and Crawford share that academic conversations are sustained and purposeful conversations created around school topics. Partners take turns talking, listening, and responding to each other's comments. Let's just stop there and think about the implications for English learners—sustained and purposeful conversation.

As we move forward in this webinar, I'd like to offer you some characteristics of what does *sustained* look like, and *purposeful conversations*, and setting it up so that our English learners and diverse learners are successful. Academic conversations—when we think about the following, they develop students' language and complex thinking skills. Scarcella calls this out—thinking about how to talk about, like a...if you're a scientist; that the syntax, the structure of the conversation is going to be different than talking about a complex mathematical problem. That the syntax and the complex thinking requires of children to shift within, not only register, but also know for a fact that I'm talking about an informational text—when I talk about an informational text and when I write about an informational text, because I've talked about it several times in multiple interactions with a complex text; I've had opportunities to use a set grammar toolkit to be able to talk about and write about it.

As we move forward in the webinar, I'd like to be able to share, and I'll call out some key characteristics of grammar of a given text. [Slide: *Read and Reflect*] Think about the following—and this is coming from our California ELA/ELD framework. Thank you so much for

those of you that have access to the framework. I'd like you to be able to examine the following information and as you read, I'd like you to think about key words or phrases.

[Text on slide] *Because well-organized classroom conversations can enhance academic performance, students should have multiple opportunities daily to engage in academic conversations about text with a range of peers. Some conversations will be brief, and others will be sustained exchanges. "Discussions that are particularly effective in promoting students' comprehension of complex text are those that focus on building a deeper understanding of the author's meaning..."*

Thank you so much for your participation. I truly appreciate you interacting within the webinar, and knowing for a fact that the special role of discussion. I'd like you to be able to consider the following: If you were able to box the following as key words or phrases, thank you so much. [Slide: *Read and Reflect: Examine the key words or phrases*]

[Text on slide] *Because well-organized classroom conversations can enhance academic performance, students should have multiple opportunities daily to engage in academic conversations about text with a range of peers. Some conversations will be brief, and others will be sustained exchanges. "Discussions that are particularly effective in promoting students' comprehension of complex text are those that focus on building a deeper understanding of the author's meaning..."*

When we think about the special role of our discussion, we want to ensure that our classrooms are organized to support an academic conversation; that the well-organized classroom conversation requires a student to know the choreography, the routines and procedures; when to have a partner conversation, who my partner might be, and know for a fact that for diverse learners and English learners, that strategically partnering students is one key scaffold that we can talk about when we think about providing scaffolding and unpacking complex language of a text. That, ultimately, throughout the day, do I have diverse partners as well as within the structures of the classroom? Is it conducive to be able to maintain a fluid conversation, or am I constantly moving desks or moving to find a partner, so that students are unfamiliar with the choreography of a given conversation.

That multiple opportunities daily to engage in conversations, what we want to be able to do—if you're familiar with Robin Jackson's work, *Never Work Harder Than Your Students*—one of the things that she calls out are multiple interactions of students with students, so that teachers have the opportunity to monitor, to adjust, to reflect, and to think, "What will my next question be, based on the context and the information? Let me provide you opportunities to think, pair, share, or any other iteration of a think-pair-share; for example: think, draw, pair, and commit to a given idea."

When we think about academic conversations about text, we want to be able to provide conversations or questions that are very important and worthy of processing a text. I was just in a classroom this week, and I taught a language lesson focusing on expanding the noun phrase. And for those of you that are ELD gurus, I took a complex text, I created a simple sentence, and I told students the following: "We're going to take a simple sentence—I'm trying

to show you right now a simple sentence—and we’re going to expand it (I expanded my hands) and we’re going to enrich it, focusing on how the character looks and feels. And before we do that, I want you to think, ‘Hmm, what did Dr. DeSoto do that helped other animals in need?’” We took that particular conversation, and throughout the 15-minute lesson, the teachers that were observing me teach this lesson commented that within that 15-minute conversation with students, I had over nine opportunities for students to think and pair with a partner. So there was multiple opportunities for engagement with text and having conversations about the text. So we took a simple sentence, and we expanded the noun, or the noun phrase, and we came up with a more complex sentence.

One of the pieces, when we think about the special role of discussion or sustained exchanges, think about the implication of sustained exchanges: it’s not my turn, your turn, and then we’re done. Depending on the question requires the opportunity for *both* students to be able to...to add on, to ask for clarification, or to press for more information. And lastly, when you think about the special role of discussion, I am hoping that you are able to box comprehension of complex text. When we think about complex text and the use of text strategically, we also want to ensure that the questions that we ask requires our students to be able to respond and have a sustained conversation based on the text. And that it’s focused, and that students know how to function and to be able to be successful in a fluid conversation.

[Slide: *Promoting Rich Classroom Conversations Requires Planning and Preparation*] Right now I’d like you to be able to think about the following: the following characteristics of promoting rich classroom conversations requires planning and preparation. This is coming out of the ELA/ELD framework. Give me a second; I’d like to be able to go through these key ideas, and then I’d like you to be able to retrieve your reflection from earlier this afternoon regarding: What do you do to ensure all students are involved in academic conversation? So to recap, teachers need to consider the physical environment of the classroom. The arrangements of seating—do we want to move, knowing for a fact that we have long days? So the arrangement of seating—not only at the carpet if you have carpet time, for those of you that implement carpet time; I don’t anticipate carpet time to be in the secondary level; however, you never know. When we think about arrangements of seating from carpet to tables to desks to small groups, the routines for interactions—are students able and familiar with the routines and procedures to interact with one another? I will call out some strategies in order to support routines of interaction that also support behavioral norms. How do I build on one another’s ideas? For English learners, we’ve got to teach our English learners—and once again, our diverse learners—that it is okay to disagree, and agree, and/or clarify and move forward. I worked with some teachers in Fairfield-Suisun, as well as in the Fresno Unified School District, and one of the interactions I observed was a kindergarten student on the playground working with...playing with his peer; looked at her and said, “I respectfully disagree”—it was the cutest thing. One of the things that that tells me is that the students are able to take on the concepts and moving forward. And, ultimately, we’ve got to teach kids how to interact with one another, but also know how to build on one another’s conversation.

What we also want to consider, when planning and preparing for academic conversation, are the scaffolds, such as sentence frames. I’d like to be able to call out what the California ELA

and ELD framework calls *just-in-time* and *planned scaffolding*. Effective questioning is very important; the capacity to formulate a response to good questions. Flexible grouping; that we have the blue birds, the red birds, and we don't have the dead birds all day long—and I apologize if I offend anyone. Keep in mind that the fluid groups all day long, minute by minute, and the structures for group work that encourages all students to participate equally.

So when we think about these characteristics, what I'd like you to be able to do [Slide: *Retrieve your reflection from earlier...*] is to retrieve your reflection from earlier and cross-reference what are the...what are some following information tidbits that our framework calls out that you already knew, or was a happy learning for you, or reminder. Upon that completion, would you please go ahead and type in, in the chat box, a couple of tidbits that you already knew, or I reminded you based on our framework, that supports classroom conversations. Let me give you a minute to do so.

Okay, so I will move forward. [Slide: *Essential Elements of Academic Conversations*] When we think about those characteristics, think about these three key ideas, these central elements of academic conversations. I can take those characteristics and now group them by the rules, routines, and procedures; the types of questions, as well as appropriate linguistic support. For those of you that are participating in the webinar, I'd like to be able to share with you that the next three key ideas will be rooted by the rules, routines, and procedures. I'd like to offer you some information and then give you some time to think about implications, and then leading to higher questions, and then share with you linguistic supports through the use of a complex text.

[Slide: *Now what?*] With that in mind, think about the following: What do we need to ensure that our diverse learners and our English learners are engaged? [Slide: *Essential Elements of Academic Conversations*] We think about these three key ideas; that the rules, routines, and procedures, the expectations and behaviors necessary to participate in a whole group, small group, and partnership; the focus of behavioral norms. I know that norms are apparent, but we want to revisit those norms, so that we teach students the expectations, as well as ways for students to build on others' ideas. [Slide: *Whole Group, Small Group, Partnerships*] Consider the following active listening strategy: when we think about the rules, procedures, and routines for whole group or small group and partnerships, there has to be a speaker and there has to be a listener, whether it's whole group if the teacher's teaching; the rest of the students are the listeners and I would be the speaker. And conversely, in small group and partnership, there are the expectations of a listener and/or speaker. So think about active listening strategies.

As a participant on this webinar, one key aspect that we can call out, and start to implement and fiddle with, or continue to implement, or rethink, are: what are the active listening strategies, or you might know as *receptive listening*. [Slide: *S.M.A.R.T.*] So when we think about receptive listening, my work with teachers in the field, we have taken the concept of *slant* from an AVID program. And we've taken the concept and we've worked the phrase *SMART* as sitting up—that tells the brain that something's coming down the pike, I should pay attention. I should be able to process information, I'm going to anticipate a given expectation. I also need to make eye contact, whomever the speaker is, so if I'm the classroom teacher and

I'm working on whole group instruction, I would say, "Ladies and gentlemen, get ready, show me SMART." That tells the speaker or the listener that I am the speaker, and that I need to make eye contact with the ____; and within SMART, I'm going to ask questions or use active listening, or I'm going to answer questions. I'm going to respond to the person sharing; I'm also going to think; take notes when helpful.

So when we think about our English learners and diverse learners, teaching students how to be a good listener is something that we need to focus our time, so that we don't assume they know what a listener looks like, feels like. So that we teach them, this is what a good listener does when a speaker is focusing on _____. [Slide: *MES Sabe Como Ser LISTO*] My work with teachers up in the Mammoth School District...have taken SMART, and because they're a bilingual district, they've taken the SMART concept and taken it and focused on "Listo." So I'm not going to attempt to say this slide to you, but it's the focus of focusing on, if I'm the speaker and who's the listener. So let me give you some time to take a look at this particular slide.

[Slide: *Use the 4Ls*] When we think about the 4Ls, let me go back and think about a good...a speaker and a listener, the expectation of teaching students how to be a listener. Kinsella talks about looking at your partner, leaning towards your partner, lowering your voice, and listen attentively. One of the things that we do support when we think about academic conversation, that there's going to be opportunities for whole group, small group, as well as partnerships, [Slide: *Whole Group, Small Group, Partnerships*] so that active listening is taught not only in the whole group, small group, but also fosters in a partnership, so that when you work with a partner, you can show your partners the 4Ls if you're at the secondary level. If you're at the primary intermediate level, it's taking a look at SMART—showing your partner SMART, showing your group SMART, as well as if I'm the teacher, I need you to track the speaker: "Get ready, show me SMART."

Let's move into behavioral norms. Keep in mind that the norms are also required for whole group and small group, as well as partnership. [Slide: *Sample Norms*] That when you think about sample norms—not all of these norms would be taught—but here are some sample norms that we can teach students how to participate in a whole group conversation, how to participate in a small group, and lastly in a partnership.

So when we think about our norms, one of the pieces that we have to also call out for cultural responsive pedagogy is that we don't just assume our students know how to participate in an academic conversation. We've got to talk about, what does it look like, and what academic conversations are not; and the expectation of asking questions; knowing the expectation of the rules, procedures, and routines; knowing how to respectfully disagree with one another.

[Slide: *Review Fig 2.12*] In our California ELA/ELD framework, you might want to consider taking a look at page 49 through 51, as it calls out structures for engaging all students in an academic conversation, providing opportunity or structures of a think-pair-share, a think-right-pair-share, and a variety of cooperative learning groups. [Slide: *Building on Other's Ideas...Elaborate and Clarify*] Building on others' ideas focuses on—whether it's whole group, small group, and in partnership—elaborating/clarifying; supporting ideas with examples;

teaching our students how to elaborate and/or clarify; teaching our students to support ideas with examples, knowing that the framework requires, depending on the grade level, how to extend the conversation; when to make a clarification; when to ask for a check for understanding; thinking about, in kindergarten, the two key ideas of knowing the rules and procedures, and multiple exchanges.

In first grade, they start taking a look at focusing on linking information. [Slide: *Building on Other's Ideas...Build On and/or Challenge...*] Another piece, when we think about building on others' ideas, is to be able to challenge partner's ideas. Can you add to this idea? "I want to expand on your point about _____", as well as paraphrase and/or summarize. [Slide: *Building on Other's Ideas...Elaborate and Clarify*] Teaching our English learners how to clarify, how to elaborate, how to piggyback, how to paraphrase and summarize—structures needed for students to be able to maintain the conversation. [Slide: *Essential Elements of Academic Conversations*] Think about the rules, the routines, and procedures, the expectation of behaviors; the behavior norm. Wait for students to build on others. Based on this information, think about what resonates with you, and what you need to currently...what you currently have in place. What would you need to do to rethink, retool, or fiddle with, knowing for a fact that the language and the function of the classroom needs to be taught for all students. I'll give you a second or so to be able to think about the rules, routines, and procedures.

[Slide: *Essential Elements of Extended Academic Discourse*] When we think about the second key idea of the central elements of an academic conversation or the higher-order, open-ended, thought-provoking questions required of students to respond to. [Slide: *Asking Questions*] Think about the following asking questions: think about the types of questions that we're asking; think about the questions that we ask of our texts, knowing for a fact that close reading requires students to refer back to the text and use evidence to support the text. Think about the types of questions that teachers are able to ask, when we think about having students read between the lines, or to think about the character's motives, as well as write their question. So when we think about above-the-surface and below-the-surface types of questions, we have to ask a variety of questions, based on the text. As we move forward with this conversation, I'd like to be able to call back...one of our participants talked about and shared with participants that, in order for our students to be successful in whole group, small group, and partnerships, that these practices need to be practiced. I wholeheartedly agree with that, knowing for a fact that when we think about these practices, it's practiced all year long. And we also need to ensure that it's authentic and that it's fluid for our students. So when we think about the types of whole group, small group, and partnerships, moving into the types of questions, one of the expectations of our framework is to use complex text, and also to ask students questions, but also having to generate questions based on text and being very strategic.

[Slide: *Chapter 2, page 67*] This is a piece that I'd like to be able to share with you, and it's very important that you write this down. In Chapter 2, page 67, it provides teachers, administrators, and coaches information about framing questions for instructional planning. I'd like to be able to call out specifically the English language proficiency levels of emerging, expanding, and bridging; knowing for a fact that when we think about ELD instruction—whether it's integrated and/or designated—that the type of questions we ask is based on the proficiency

levels that are also pushing our students to that next proficiency band. Knowing for a fact that if I continue to plan for my emergent proficiency group, and they continue to plan emerging questions, that I want to be able to start planning for expanding so I can push them into that next proficiency level.

When we think about the types of questions, in webinar 2 I will be able to take a look at a complex text, and we'll take a look at what makes this text complex, and then we'll start talking about what would a question look like for emerging, for expanding, and bridging, knowing for a fact that these types of questions can also be applicable for all students. When we think about what's added for English learners, based on the text, based on the question, what language might be new for students? What language might be new or presents a challenge? That we give students an opportunity to put more miles on their tongue so that they feel comfortable with it; so that, ultimately, I interact with my peers, and then, I get to use the language and write about it.

So in webinar 2, we'll take a look at taking a look at a complex text; now that you have the structures in place, we'll focus on a complex text, on the types of questions from the actual text. So as we think about the types of questions, [Slide: *Essential Elements of Extended Academic Discourse*] what I want you to consider here is, consider thinking about thought-provoking, open-ended, higher-order questions that allow students to be able to interact with each other, but also have multiple perspectives. Because of time I'd like you to consider this, but also consider the fact that when we think about a complex text, in webinar 2 we'll focus on the types of questions that you would ask and the types of scaffolds. So when we think about essential elements of academic conversation, let's move into appropriate linguistic support. I'd like to be able to share with you what our framework calls out, *planned* and *just-in-time*; and then, lastly, the model for you using an actual complex text.

[Slide: *Language and thinking develop simultaneously*] We're all familiar with—excuse me, I can't assume that we're all familiar with this—language and thinking is developed simultaneously in social interaction. That means I learn language, and I foster a language, and it could be developed strategically with participants or peers that are in the learner's zone of proximal next development. That means having students not only listen to you as a teacher use language, but also work with partners to talk about a complex text, but also practice using language.

[Slide: *Scaffolding*] When we think about scaffolding, our framework calls out *planned* and *just-in-time*, taking into account what students already know, selecting and sequencing tasks, checking for understanding throughout the actual instruction. So when we think about formative instruction or formative assessment, that it's just not at the end of the learning; that we also assess minute by minute, task by task, question by question. And we provide opportunities for students to act with collaborative conversations, as well as take a look at the types of questions we're asking students to respond to. And then based on those questions, of providing students with language models and sentence frames, knowing that we provide a scaffold and knowing when to pull that scaffold away.

When we think about planned scaffolding, this is done before the lesson; that just-in-time requires a teacher to put on the roller skates and to monitor and adjust, or to look about and to remind students; but also know when to push for clarification, adjust instruction based on students' understanding, and linking students to information of prior knowledge. When we think about this next couple of slides, we're going to focus on taking a complex text, and thinking about a sentence frame that we could use to support comprehension of the text.

[Slide: *Resources for Constructing Sentence Frames*] This is a slide I'd like you to consider—Resources for Constructing Sentence Frames—that when we think about sentence frames, the type of text, whether it's literature and/or information, and taking a look at text organization. This is a teaser for you that, should you decide to come back to webinar 2—which I'm hoping you will, and I will ensure that the technological challenges have been rectified—but we want to be able to focus on the type of text and the questions that we can ask of the text, and then lead them to instructional purpose from the text. I'd like to be able to share with you a complex text, but also focus through the lens of, you can ask a question of our English learners to use vocabulary to support key details, as well as grammatical structures of the given text.

[Slide: *Excerpt from Amazing Toys*] So the text I'd like to be able to use is an excerpt from *Amazing Toys*, and it's the Slinky. I know that most of us are familiar with the Slinky; if you are not familiar with the Slinky, I'd like you to type in the chat box. But I'm assuming all of us participants have been...are familiar with the Slinky.

So when we think about the Slinky text, [Slide: *Text Type: Literature or Informational*] take a look at the following—it's an excerpt from *Amazing Toys*—and skim and scan the passage; what kind of text will you be reading? What kind of text has this author created? So what type of text? And for the sake of the conversation, I would have my English learners preview and scan the actual text—not a first read for flow, but to be able to use the text feature and the structures of the text to determine what type of text. “I think we will be reading” (actually, I apologize; that should be “we will be reading” not “ready”; a ___ because ___). So before instruction, I would have...I would preview this text; I want to ensure students understand that this is an informational text, that it's a literary nonfiction, and that the author is going to inform me about the Slinky. I know this because of the title, as well as, at first glance, you might think the animations are quite primary. So when you think about the animations, the reason why the author uses these animations as text features is to entice and to motivate the reader to understand the concept of the Slinky.

[Slide: *Instructional Purpose: Vocabulary*] So when we think about instructional purpose, we can ask questions that require students to use vocabulary. So when we think about the following, would you please go ahead and quickly read through the Slinky; and for those of you that are on the phone—it was a mistake, a goof-up, an invention that didn't work, a flop. That's what the Slinky was, at least in the beginning. First off, I know for a fact that this text is written in the formal and informal; for example, formal—it was a mistake, and then it loosens up to a goof-up. And then it continues on, and it talks about “Richard James was hard at work in a Philadelphia shipyard,” and continues with the following: “So Richard James was trying to create a stabilizing device because ___.” So the frame supports the question, describes the problem: Why was Richard James trying to create a stabilizing device? I wanted them to focus

on the use of *stabilizing device* as a vocabulary phrase, as well as *stabilize* in the instruction of this text. I would call out the use of context, as well as words within, or individual words within *stabilizing*.

[Slide: *Instructional Purpose: Key Details*] So when I think about using complex text, I can ask a question to elicit vocabulary; I can also ask a question to elicit key details. What was James’s potential solution? Was it successful in its intended use? Based on the Common Core, as well as the ELD standards, we want all students to be able to use evidence from the text to support: “James’s solution to level the navigation instrument was _____. This idea was _____.” And then when we think about building and supporting our students’ conversations, I want them to be able to tell each other, “Please tell me more.”

[Slide: *Instructional Purpose: Grammatical Structure*] Because of time, and I know that we are running out of time, I’d like you to be able to think about this last piece here: instructional purpose of grammatical structure. Think about the grammatical structure of knowing that I can use the prediction strategy, up here; they’ve read the following paragraph. I can ask the following: “I predict _____ because _____.” “I predict that _____.” “I predict that _____. However, _____ could also happen.” Think about these three types of sentence frames, and think about to whom it would be beneficial. And in the essence of time, what I want you to be able to call out here for our English learners: Some students need “I predict _____.” Most students might need “I predict _____.” A few students might use “Because _____, I predict that _____.” And our language-dominant children that are able to toggle between concepts might need: “I predict that _____. However, _____ could also happen.”

[Slide: *Instructional Purpose: Vocabulary, Key Details, Grammatical Structure*] So as you consider the following...I had set up a task for you to think of a question but also because we’re running out of time—I truly apologize; I would ensure that I modify that in webinar 2—provide you an opportunity to listen and learn about something, and then think about applying it instantaneously during the webinar. [Slide: *Language for Classroom Learning*] And keeping in mind that when we have students talk with one another, the language for classroom learning, of casual conversation in formal, spoken, and written English are different. When we think about webinar 2, we’ll take a look at the complex text, ask a question, interact with the class and text, and then also talk about what would be the casual conversation way of _____, as well as what would a formal response be based on the given question.

[Slide: *Sentence Frames to Support Academic Conversations*] Conversely, it also talks about expressing opinion, as well as responding and disagreeing. [Slide: *Photo montage*] Think about the following when we consider our work. Our jobs are very important; that the conversations are very...are well needed not only in the primary, intermediate, and the secondary. But also know for a fact that our students want to talk; let’s give them the information and concepts to talk about. [Slide: *Revisit, Reflect, Refine, and Record*] Think about the following: Revisit, Reflect, Refine, and Record. So when we think about the following... [Slide: *Wrap Up*] I know that the webinar was focused, and consider the following: that the expectation was to take a look at the principles of the framework; the rules, routines, procedures; the effective questions; and linguistic support. That’s what I’d like you to consider here is: rethink, refine,

and reflect; what are your rules, routines, and procedures. What are some of the effective questions, as well as linguistic support that you provided?

[Slide: *The work we do is important*] And I have a slide here; the following: The work we do is extremely important. If I could encourage you and implore you to practice the rules, procedures, and routines for whole, small, and partnerships. I know that we typically have the expectations for partners, but what we also need to revisit are the whole and small groups, the type of questions we're asking, and linguistic support.