

TRANSCRIPT

Developing Questioning Strategies to Support an Academic Conversation

SPEAKER Johnpaul Lapid

EVENT TITLE Webinar #2 in the series, *Improving Learning Experiences for English Learners and Their Teachers*

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MODERATOR

[Cover Slide] So on behalf of CORE, the California Office to Reform Education, REL West is excited to bring you the second of four online professional learning opportunities focused on the development of academic language and extended academic discourse. The strategies are particularly for English and diverse learners. So these learning events are based on relevant, research-based strategies, with each subsequent event going a little deeper into the strategies and targeting areas reflected in schools. It's my pleasure to introduce Johnpaul Lapid. [Slide: *Today's Presenter*] He's a Senior Research Associate at WestEd. Johnpaul works with several high-poverty districts on their improvement plans. 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.

JOHNPAUL LAPID

Thank you so much. It is a pleasure to be with you this afternoon. [Slide: *Overview of the Webinar Sessions*] My name is Johnpaul, and I would like to be able to start off with an overview of the webinar sessions. You will notice that Webinar 1 focused on experiences for English learners and their teachers, taking a look at improving learning experiences for English learners and their teachers. The focus was focusing on rules, procedures, and routines of the conversation. Webinar 2 connects with Webinar 1. Webinar 2 will focus on developing question strategies to support an academic conversation. Webinar 3 will take Webinar 1 and 2, and apply that within actual characteristics of the complex text, with an elementary focus. Webinar 3 will consist of taking the concepts from Webinar 1 and Webinar 2, what would it look like now with a complex text—what does a complex text consist of—through an elementary lens, as well as Webinar 4 will take a look and focus on the characteristics of a complex text at a secondary focus.

[Slide: *Webinar 2 Outcomes*] When we think about the outcomes of Webinar 2, we want to focus on the key principles and review the key principles of the California ELA and ELD Framework. We would like to focus on essential elements for an academic conversation to support English and diverse learners in the classroom. We would also want to focus and think about the key ideas that we generate and what questions or what types of linguistic supports

we will provide our English and diverse learners to participate in a structured academic conversation.

[Slide: *LANGUAGE*] When we think about the need for academic conversations in the classroom, this slide indicates the notion of the Science Next Generation Standards, our math standards, our social studies standards, as well as our ELA and ELD Framework, requires all students to understand the academic language of the spoken text or the written text. When we think of instructional discourse, the science text—the language of a science text, the language of the math text—also supports the language of the social studies text; that ultimately all four of these standards consist of academic vocabulary and require students to interpret the science text, the math text, as well as the social studies text. When we think about all four of these standards, we consider language of the text, language of the discipline, as well as providing support for students to be able to interpret the text.

[Slide: *CA CCSS for ELA/Literacy Diagram*] When we think about the California ELA/ELD Framework—let me give you a second just to scan and think about, what are some of the key aspects that you might have remembered from Webinar 1 when we think about the ELA/ELD Framework? The outer ring of our ELA/ELD Framework focuses on the goals for our students—that our students are college and career ready, and civic life and civic-minded; that we're broadly literate; that we support 21st century learning. When we think about the ELA/ELD Framework, we think of pre-K, transitional kindergarten through 12th grade—that our classrooms are engaging, our classrooms are respectful, that we focus on intellectually challenging tasks. The focus today, when we think about complex text—before we talk about a complex text, we want to also focus on the types of questions and linguistic supports to ensure intellectually challenging tasks—that students are supported, that they are integrated, they are motivating. And that our ELA/ELD Framework consists of two documents—sets of standards—our California ELD Common Core, as well as our California ELD Standards. That when we think about our Common Core, our ELD Standards support, are as well as in tandem with Common Core instruction. When we think about our Common Core as well as ELD expectations, both sets of standards require students to respond to thought-provoking questions; that all students will be successful with the supports provided by the teacher.

When we think about...let me just give you a second to take a look at these animations. Let me do that one more time, as it is a very refined understanding—that when we think about each grade level, pre-K through 12th grade, that our instruction focuses on meaning-making of text. That we are focusing on effective expression—today's conversation—What enhances effective expressions? When we think about the rules, procedures, routines, as well as the types of questions, we want our students to process and interact so that they can be able to talk about it before they write about it. And that our classrooms, when we think about these patterns and themes, they're cross-cutting. The movement signifies that throughout the day we're focusing on meaning, we're ensuring students are processing content, that we address foundational skills, that content knowledge is also taken into consideration as well as language development. As we continue to think about the ideas of the ELA/ELD Framework, we think about the patterns and themes that cut across, that support our ELD standards, and reinforces with our Common Core Standards.

[Slide: *Promoting Rich Classroom Conversations Requires Planning and Preparation*] When we think about our ELA/ELD Framework focusing on effective expression, we want to consider the physical environment of the classroom; that all students—not only just diverse learners and English learners—all of our students need a reminder of what the physical environment of the classroom is, what will a whole group conversation look like, what would the seating arrangements consist of—whole group or small group or at table conversations. When we think about the routine for interactions, the behavioral norms to participate in a conversation, as well as how do we build on one another’s ideas. When we think about our ELA/ELD Framework, the Framework helps teachers think about what else might it consist of that I have control over to ensure all students are successful in the conversation. One consideration is taking a look at sentence starters or frames. Today’s conversation will focus on supporting linguistic supports through sentence frames. We also want to spend some time taking a look at effective questioning, and the capacity to formulate and respond to good questions based on a given text.

When we think about Webinar 1—if you’re interested, you could retrieve the archived recording that supports Webinar 1—today’s conversation is setting the stage for you and contextualizing the conversations. We’d like to be able to think about the types of questions we ask. What are some of the questions we can ask our English learners and diverse learners? What are some ways to scaffold to provide linguistic support so that students ultimately can formulate and respond to good questions asked by the teacher?

[Slide: *Essential Elements of an Academic Conversation*] This slide—let me give you a second to think about one, two, three. When we think about essential elements for an academic conversation or of an academic conversation, we think about the notion that we teach our students the rules, the procedures, the routines for a whole-group conversation, a small-group conversation, as well as what would it look like as partners. That’s what we focused in Webinar 1. In Webinar 2, we’re going to take a look at thought-provoking questions; what are some questions that we can ask that are supported within Common Core as well as in tandem with our ELD Standards? And then, lastly, today’s conversation...now that I have some questions that I’d like to have kids process, what are some linguistic supports that I would be able to provide? Based on the poll and the role that you have in your classroom or at your site, I’d like to be able to differentiate the concepts so that teachers, administrators, as well as coordinators are able to take the concept and apply it to your context at your site.

[Slide: *All Students are AELL*] When we think about all students are academic English language learners, I’d like to be able to call on our colleague and researcher Kate Kinsella. She talks about that all students are academic English language learners; that academic English includes vocabulary, the syntax of complex text, the syntax of a science text, the syntax or sentence of a mathematics text—the grammar or language that must be explicitly and systematically taught, so that students just merely don’t catch it, but ultimately when we want kids to think and talk and write like a scientist, we provided opportunities for students to access not only content, but also the language of the text. I believe that our standard English learners, our English language learners, our English-only students—all students will benefit from having a teacher process a text, ask such relevant, thought-provoking questions, provide linguistic

supports so that all students will be able to think and talk and write like a scientist or a mathematician, or critique like an artist.

[Slide: *Why are Academic Conversations So Important*] When we think about specifically English learners and diverse learners, I'd like to be able to share with you, coming from the ELD Standards Appendix B, that English learners and diverse learners need multiple opportunities to interact meaningfully with text. What I think this looks like in a classroom—as I'm in classrooms throughout California, what this looks like in classrooms—the teacher focuses on a text, requires students to question the text, requires students to analyze the text, whether it's in whole group, small group, or with partners. That I'm interacting meaningfully with this text; that I know for a fact that I'd like to be able to think about this text, if the text is an informational text; how is it structured, so that when I speak with my partner or with my group, I know that this is an informational text and it's structured as a description. Interacting meaningfully with text requires students to deconstruct, or make meaning of the text, so that I can reconstruct; reconstruct through the lens of talk-talk-talk so that I can write and write.

When I think about English and diverse learners, we want to provide opportunities for students to practice using language purposefully. For example, if I was taking a look at a narrative or a literature text, and I'd like to be able to process or deconstruct—or what you might find in our framework as make meaning of the text—I'd like to be able to know for a fact that this is a literature text. And most times, the author would be using the past tense, so that when I talk to my partner, I align my understanding—my deconstruction, or what I see and receptively understand so I can produce—and that I practice language simultaneously. Conversely, if it was an informational text and the author uses present tense—and it's in the present tense because it's an informational text and it's a description about anteaters: *Anteaters have ___; anteaters are ___*—I'd like to provide opportunities for students to put more miles on their time by using present tense when interacting with this text and using language purposefully with my partner. I'd also like to take in consideration the register, the context, the environment in which the text is situated. And then, lastly, English and diverse learners—we'd like to provide opportunities for students to hear and use language based on context, as well as be very purposeful in regards to choosing language. Our ELA/ELD Framework supports the notion that language is meaning-making; that we don't think of it as a linear approach; that we choose language very specifically and for a very specific purpose.

[Slide: *Essential Elements of an Academic Conversation*] When we think about the essential elements of an academic conversation, we want to be able to think about—and these next upcoming slides will focus on—types of questions that we require students to synthesize, use evidence, take a stance, and/or grapple with a topic.

[Slide: *Asking Questions*] When we think about asking questions for all students, what we want to ponder and reflect upon are providing higher-order questions for students to be able to make meaning of a text, rather than simply just recalling details. When we think about *who*, *what*, *where*, or *when*, we definitely need to teach those types of questions, but we need to be able to take it further and talk about the *could* happen, *should* happen. When we think about what *might* happen, we think about asking questions for students to draw from the text; however, thinking about including implicit on-the-surface questions or below-the-surface

questions. When I think about explicit information, the answer is right there, including implicit information based on our IES Practice Guide. We have to read between the lines.

[Slide: *Questions should help students...*] Thinking about asking questions, I rely on Shanahan's understanding of three big ideas when generating questions. Questions should help students accomplish three interpretive goals. From a given text, we want to work on what the text *says*; use evidence from the text to support questions. We also want to focus on how the text *works*. How does the author structure the text? How does the author use language to entertain the reader? How does the author use language to inform the reader? When we think about how the text works, we can also consider how does the author use language and content to motivate the reader to be more involved with the text? And when we think about the third interpretive goal, we can think about what does this mean to me as a reader? What I'd like to be able to share with you with the upcoming slide is taking what the text says, how the text works, and what does it mean to the reader, and align it nicely to our Common Core State Standards.

[Slide: *Developing Question Strategies to Support an Academic Conversation*] When we think about Common Core at the 5th grade, we have reading and literature standards; we have reading informational text standards. When we think about generating questions, these are grade-level 5th grade Common Core expectations that, whether it's literature or informational text, as a teacher I can start here: What does the text say? When I think about Common Core State Standards, one English standard is key ideas and details—getting our students to be able to draw on key evidence or key details from a text to determine the theme and story, or drama, or moral; to think about comparing and contrasting two or more characters. When I think about generating questions for diverse learners, I want to start first—What does the text say? What questions can I ask for them to process the text? Keeping in line with our Common Core State Standards, I can also take a look at the craft and structure: How does the text work? What language and vocabulary does the author use to inform or entertain, or what type of figurative language? If I'm working on literature, or if I'm working with informational text, how does the author structure the text? How does the author compare and contrast two items, or what are the actual points of view or perspectives of the author?

I can start here in regards to how does the text work. Now that I have taken a look at what the text says, how is it structured? How is vocabulary used to entertain or to make an emphasis? I can now take a look at what does the text mean to me as a reader. I can integrate the knowledge and ideas of a given text in regards to what does this mean to me. When we think about types of questions we ask of our diverse learners, I would highly encourage teachers to be able to take a look at a complex text and start here [*What does the text say?*], but know for a fact that I need to get you here [*How does the text work?*], so that now that you know that how the text works—excuse me, what the text says and how it works—*what does this actually mean to me?* With that being said, [Slide: *Excerpt from Amazing Toys*] I'd like to be able to share with you a snapshot to contextualize the concept of generating questions through this specific complex text.

If you choose to decide to come back and attend Webinars 3 and 4, Webinar 3 will focus on identifying complex text of an elementary focus and then putting this together in regards to what the types of questions and linguistic supports you would ask of that specific text. But for

this conversation, I'd like to be able to offer you an excerpt from the *Amazing Toys* text, "The Slinky," and for some of you online you might be very familiar with the Slinky, or a few of you might think about, hmm, what is the Slinky? However, in a nutshell, a Slinky is an actual toy. And this text is a literary nonfiction of how the Slinky was created and developed.

How I would like to use this text—I'd like to be able to share with you [Slide: *Developing Questioning Strategies to Support an Academic Conversation*] how might I take this text and generate questions of what the text says. How can I use the text to generate questions of how the text works? And then, lastly, what does this actually mean? [Slide: *Excerpt from Amazing Toys*] Please feel free to type in any questions or concerns that you might have in the chat as I continue on; there will be a stopping point in regards to questions or concerns that you might have.

Give me a second. Thank you so much. Slinky. [Slide: *Key Ideas, Vocabulary and Structure, Integration of Knowledge*] When you think about toys as an actual text, or Slinky as a literary nonfiction, this text will require me to be able to determine some key ideas. This text will allow me to question the use of vocabulary, question the use of structure—how does the author structure this text to motivate the reader? How does the author use devices to be able to inform the reader? As well as, how does the author continue to use content and language to not only inform, but entertain the reader simultaneously? And, lastly, what might I be able to do with this information? Based on this text, what does this inspire me to do? This slide focuses on questioning the text at the key ideas lens, the vocabulary and structure, and integration of knowledge.

[Slide: *Key Ideas and Details*] This is a heavy slide. I'd like to be able to offer you, when you think about the Toys text of *Slinky*—key ideas. An example of a key idea and detail question I would ask students would be: *What was James's potential solution? Was it successful in its intended use?* But what was that solution, if I can't determine the actual problem? So describe the problem—*Why was Richard James trying to create a stabilizing device?* In the classroom I would ask these questions, and I would also ask students to be able to use evidence from the text. Another question I can ask for key ideas and details would be to compare the description of the Slinky in paragraph 1 versus paragraph 13; and I'd like for students to be able to call out some key ideas and details.

[Slide: *Vocabulary and Text Structure*] From taking the Toys text and Slinky, and talking about how the text works, I love this particular question, by asking students: *Judging by the illustration alone, what type of text would you assume this is?* This would be very helpful for not only diverse learners and English learners, but for all students. But, ultimately, just previewing the text allows the reader to set the stage for what to expect. Or, if you have read this text or are familiar, and you understand the given text, I like this particular question: *Examine the author's use of punctuation in paragraph 4.* For this conversation...I know we won't have time to be able to process, to deconstruct, and reconstruct this text. If you have some time and you can access this text—I believe it will be uploaded—I'd like you to be able to read paragraph 4 and answer this question at your own time, knowing for a fact the author uses punctuation specifically to hold this text together.

[Slide: *Integration of Knowledge*] When we think about types of questions, we can ask key ideas and details; we can ask questions about vocabulary and text structure; we can also integrate the knowledge of what does this text mean to me. I love this question here, and it's worth reading: *Paragraph 10 tells us that Betty and Richard James borrowed \$500 in order to have 400 Slinkys made. What would be the cost of production for one Slinky? How do you know?* The reason why I love this question, not only because of the use of the actual text, but it embeds and integrates mathematics, and the notion that math and our English language arts can be simultaneously addressed, knowing for a fact the common variable here is the use of academic language. When we think about the integration of knowledge, I like this question here: *Describe the James's path to becoming millionaires. Yes, they are millionaires. Consider whether it was a straightforward direct path or a less direct, somewhat coincidental path.* The answer to this question is not entirely in the text, but I have to use evidence to support my specific answer.

[Slide: *Reflect, Refine, and Extend*] When we think about questions, here is a thought and reflect, refine and extend, and calls out some key ideas when we think about framing questions for instructional planning. Let me call this out, as you can access this information from our ELA/ELD Framework, Chapter 2, page 67. Here are some key ideas when thinking about framing questions for instructional planning. What are the big ideas and culminating performance tasks of the unit of study that you're focusing on? How do lessons, or the lesson targets for lessons, build on one another? Thinking about your unit of instruction, thinking about the lessons or a lesson, think about the type of background knowledge, skills, and experiences students have related and aligned to this specific learning target or lesson. What types of scaffolding or accommodations or modifications you might need to provide individual students or group of students. What do you think the English language proficiency levels are?

One thing to consider, when we think about the types of questions, which I will address and highlight, are the English language proficiency levels. What language might be new for students that might be a challenge? And what would you like students to be able to do with the text, or what language from the text would you like students to use? When we think about the type of...when we think about framing questions for instructional planning, these are some key considerations that are looked at in our Framework that you might want to consider. I will spend some time on the ELD proficiency levels, calling out the questions and linguistic supports in our upcoming slides.

[Slide: *Essential Elements of an Academic Conversation*] When we think about the rules, procedures, and routines; when we think about the questions; once we've determined some questions, what we want to also provide are some appropriate linguistic supports. Before I get into linguistic supports, [Slide: *Questions?*] this is a good time to stop and think about some questions that you might have of me that I could address now, or questions that you might want to reflect and research upon in a future time.

MODERATOR

So I do have two questions. Are you ready for questions, Johnpaul?

JOHNPAUL LAPID

Yes, I am.

MODERATOR

Okay. So both of the questions are about different language levels. So the first is: Can you give examples of questions for English learners at different language levels, especially for what does the text mean?

JOHNPAUL LAPID

Okay. I have the questions in front of me. So could you...once again, I don't know if these are the right questions. Can you please restate that question?

MODERATOR

Sure. *Can you give examples of questions for English learners at different language levels, so especially for the question, what does the text mean?*

JOHNPAUL LAPID

Yes. When we think about...I have an upcoming slide that has varying questions and linguistic supports at proficiency levels. However, when we think about what the text means to me, when we think about what might I be able to do with the actual text, it could be taking portions from the text and identifying a process in regards to developing my own type of toy that I would provide using the Slinky text. If you give me a second, I'd like to be able to provide you some information about linguistic supports, and then it calls out by proficiency levels. And then if you still have that question, please go ahead and type that into the chat box. So give me a second to unpack some of this information.

[Slide: *Linguistic Supports: Sentence Frames*] When we think about linguistic supports, let me remind you that when we think about sentence frames, we can use sentence frames to support the production of academic language at appropriate level of challenge. When we think about sentence frames, we can also have students use complex language through vocabulary or the syntax—and I have an example of this for you—that they wouldn't do on their own. And they would also be able to use sentence frames to extend the academic discourse for students to discuss, to explain, to elaborate, and sometimes to also disagree with one another in a respectful way.

When we think about sentence frames, we can also use linguistic supports through sentence frames to support writing. You're gonna notice that I have used linguistic supports, and I have called that as a concept, that one example of a linguistic support would be a sentence frame. However, there are other different types of linguistic supports that a teacher might be able to provide, e.g., gestures to support an academic focus. [Slide: *Key Ideas, Vocabulary and Structure, Integration of Knowledge*] When we think about sentence frames to support the conversation, I'd like to be able to take a look at toys—the Slinky—through the key ideas,

vocabulary and structure, and integration of knowledge, and provide you a question as well as some frames that go along with that specific aspect.

[Slide: *Sentence Frame to Support Key Ideas*] So here’s an example of sentence frames to support key ideas. If this was the question, I would say, “*How and by whom was the Slinky invented?*” And when we think about having students participate in a conversation, I would do a think-pair-share, and I would have students answer this question. Before they pair, I would have them think. I would have them think about it, as well as practice to themselves, and I will talk more about that in Webinar 3. But because I’ve built the structure, they know who their partners are, and they will be able to agree or disagree, and then ultimately share out, “*We determined that the Slinky was invented by _____ when _____,*” using evidence from the text.

[Slide: *Emerging, Expanding, Bridging*] When I think about our proficiency levels, I’d like to be able just to remind our group—and I know for a fact that these proficiency levels are not brand new, but they are fairly new to most folks. When we think about our emerging...that our emerging students have limited receptive and productive English skills, and they are working on using those skills. They learn English for immediate needs. That we think about academic vocabulary at the emerging level and we’re starting to use academic language, and we’re thinking about moving into the expanding. When we think about our proficiency levels, there are entry, there are progress-through indicators, as well as exit stages. If you are interested in that, please access this information off our ELD Standards, but let me just call out some key ideas for expanding. When we think about our expanding proficiency levels, we want to encourage our students to use English in more of a complex, sophisticated, and across context. They’ve got a greater grasp on vocabulary and some linguistic structures; that they speak in very fleeting clauses; that most times they write the way they speak. So those are just some key characteristics. It’s not an entire comprehensive understanding of an expanding group, but for the expanding group, what they’re working on is moving into everyday language to academic language, and the use of content and language of a given text.

That when we think about our bridging group, these students are communicating in ways that are appropriate to different types of tasks and activities; that they are able to refine and enhance the use of English depending on the specific task. So just a friendly reminder; when we think about our proficiency levels, I can take that same question that I proposed to you with the key ideas [Slide: *Sentence Frames*], and I can take a look at, “*How and by whom was the Slinky invented?*” I would take the same question and because of our proficiency levels, I would provide our emerging students the following linguistic support or frame: _____ *invented the Slinky. One reason why the Slinky was invented was because _____.* For our expanding group, I would provide this linguistic support to ensure all students are successful: _____ *invented the Slinky after/because _____.* And then our bridging group; these are students that are grasping linguistic support or linguistic syntax; however, they need some help in regards to writing. So I would provide: *The Slinky was invented by _____ when _____.* As a causal explanation, this *when* is much more complex than *after/because*. And then, lastly, for emerging.

Because our focus today was to take a look at a specific concept of questions, as well as what types of linguistic supports, Webinar 3 and 4 I will go more in detail in regards to an elementary focus of a given text, the types of questions, as well as what types of proficiency

levels and questions and linguistic supports I would provide based on that given text. But for this conversation, I wanted just to call out the use of linguistic supports that I can also provide our diverse learners—our English learners, at each of these proficiency levels—opportunities to be successful. One last thought for this particular slide. I would want the emerging proficiency levels here, but I'll definitely, depending on the time of year, move these students and start providing them with expanding linguistic supports so that I can push these students into expanding, and conversely, move these students into bridging, and then ultimately, with our ELD proficiency levels, lifelong learners as language users.

[Slide: *It Takes Time*] So if we think about it, this is a slide to remind our participants that there is no one right way to create linguistic support; it's going to take time. Webinars 3 and 4 will focus on a complex text and creating linguistic supports for our proficiency levels; that the emphasis here is, we want kids to read or listen to the text, we want kids to talk, and we want kids to write throughout the day.

[Slide: *Resources to Construct Sentence Frames*] When we think about resources to construct sentence frames, this slide is broken down by instructional purpose—the text or content itself. If I have time, I'll get to the Common Core Standards, as well as our ELD Standards; however, keep in mind that Webinars 3 and 4 will emphasize our ELD Standards through our proficiency levels of a complex text.

[Slide: *Resource to Construct Sentence Frames: Instructional Purpose*] So give me some time to unpack some of this information when we think about resources to construct sentence frames. I can first start off with: What's my instructional purpose of a given text? Based on the text, what do I want students to work on? Let's say I would like them to work on prediction. I would ask, "*What do you predict might happen?*" And depending on our students, I would provide the following linguistic support: *I predict _____ because _____. I predict _____. I predict that _____; however, _____ could also happen.*

Depending on our students, I would like to be able to think about what frame might I provide to ensure all students are successful, and who needs more scaffold, or less, or who might not need these frames in the conversation. When we think about resources to construct sentence frames, I can also take a look at the academic vocabulary as an instructional purpose. For example, *why was Richard James trying to create a stabilizing device?* I would want students to focus on *stabilizing*, and I'd like to be able to, instead of asking students what's the definition of *stabilizing*, I would want them to be able to use *stabilizing* and explain the information that they were able to get from the actual text.

[Slide: *Constructing Sentence Frames: Type of Text and Structure*] When I think about constructing sentence frames and resources, I can also start off with the type of text. In Webinar 3 and 4, I'd like to be able to call out a specific type of text; however, for this conversation: *What type of text is this, and how do you know?* I shared with you earlier this afternoon that the Slinky text is a literary nonfiction, and I'd like to be able to use evidence to support this. *I know this because the author provides _____.* Based on constructing sentence frames, I can also take a look at the text structure. *Judging by the illustration alone, what*

type of text would you assume this is and why? As well as: When we think about the type of text that we have, what type of structure does the author use to either inform or entertain?

Let me also share with you [Slide: *Constructing Sentence Frames: ELA CCSS*]...as it is 4:16, I'd like to be able to provide you some time to ask questions, and if I did not answer that earlier question, some time to go back to that and to be able to provide you some support. But before we do that, constructing sentence frames and using our Common Core Standards. Here is a question that requires students to take an informational text, and it allows them to be able to focus on evidence from the text— explicit information from the text. When we think about this type of question, we're also asking students to be able to think about, what is this text trying to get me to do? So, *who was more instrumental in the success of the Slinky, and why do you think so?* This question will address Standards 1, 3, and 8 of our Common Core, and it also requires students to share with one another. And it also addresses Standards 1, 2, and 3 of our Speaking and Listening Common Core Standards. When I think about what types of linguistic supports I can provide my students, I can come back to what's my text; what's the Common Core expectation, so that I can provide a linguistic support for students to be successful.

[Slide: *Constructing Sentence Frames: ELD Standards*] And then when we think about our ELD Standards...I love this question, because it allows students to be able to take a look at Part 1 of our ELD Standards—having students work with one another, having students take a look at a text to deconstruct the text. As well as in Part 2...if you're familiar with the ELD Standards, Part 2, knowing how English works. Standard 2 requires understanding cohesion, and if I'm at the emerging group, I would ask this specific question: *Using paragraphs 1 through 3, how does the author move the text along? How does this help you understand the text?*

Because I would have read this text multiple times, and students have an understanding of this text, I would now focus on the *language* of the text. The author uses pronouns to move the text along. That I'd call out within the text what pronoun, so that ultimately our emerging students can keep up and process the text as the author shifts within the text. And then I can also get them to agree upon within a group: *"Our group agreed that the use of _____ helped us understand the text because _____."*

[Slide: *Because Speaking and Listening are the Foundation*] When we think about talking in the classroom—because speaking and listening are the foundation for reading and writing—we truly believe that if kids can't say it, they can't write it. We truly believe that if kids don't understand when they hear it, they won't understand when they read it. And one thing to consider here is that we want to be able to put more miles on our students' tongues throughout the day.

So this is a good time to stop [Slide: *Essential Elements of an Academic Conversation*] and to think about what we have been talking about, knowing that this webinar was not created and developed for you to be feeling proficient, but to be able to ignite or to somehow generate some thought-provoking questions or next steps for yourself. In summary, if I can go ahead and share with you that, when we think about essential elements of an academic conversation, before I can work on the questions, I need to ensure that rules, routines, and procedures are in place; that students know what does it look like for a whole group, small group, or partnerships; that I can also take a look at the types of questions I would ask of myself or ask

of students to process; and then, lastly, what type of linguistic supports will I provide my students to be successful.

[Slide: *ELA/ELD Framework Diagram*] On a last note here; if you are interested, if you want to, you can access the ELA/ELD Framework, and in the Framework, preK through 12th grade, every grade level will have snapshots and vignettes of classroom instruction that the teacher uses. Or when you think about each snapshot and vignette, these examples will have questions the teacher would ask those students, as well as what type of linguistic supports the teacher has provided, as well as how does the teacher ensure effective expression is implemented—that the focus is on meaning-making of a given text; that foundation, and content language, and content knowledge is aligned; but ultimately, in each of these vignettes and snapshots, that language is also called out. Keep in mind that a snapshot is a clear snapshot of a given lesson; however, if you would want to read an actual example of bell-to-bell of a lesson—that’s beginning, middle, and end—the vignettes give a better understanding, a much more clearer picture in regards to what’s happening in the classroom.

[Slide: *Revisit, Reflect, Refine, and Record*] With that being said, what questions might you have that you would like me to address? What concerns might you have, as well as what would you need to continue to do to support all students to participate in an academic conversation? What will you need to consider, rethink, or fiddle with to ensure all students are successful in an academic conversation?

It is 4:22, and I truly appreciate the opportunity to facilitate and to share with you my understanding, as well as what we’ve seen in classrooms and know that teachers require to ponder, to reflect, and to fiddle with, and implement in the classroom this afternoon regarding English learners and diverse learners in an academic conversation. At this point, should there be any questions, please go ahead and do so and type them into the chat box.

MODERATOR

Johnpaul...

JOHNPALU LAPID

Here is a question. The question...I’m sorry.

MODERATOR

Go right ahead.

JOHNPALU LAPID

There was a question that was typed in the chat box, and I think it’s a fantastic question, and let me read the question. *Does the framework have examples across the curriculum?* Yes, the Framework has examples of cross-content areas, and in—I can’t tell you what chapters, but there are also snapshots and vignettes of special day classes, focusing on what we have been working on, as well as other aspects of the Framework. So to answer the question: yes, there are vignettes and snapshots that are cross-content areas, e.g., science, e.g., social studies, as

well as our special day settings classrooms in regarding classroom instruction. Let me see if there is another question that I can ask here. Okay. There are no other questions, unless there are any other questions, Grace, that you see that I did not catch.

MODERATOR

I do not, but I'll invite people once again; please ask any questions you may have. Okay let's move on.

JOHNPAL LAPID

Thank you. To wrap up, if I can share with you the visual representation. [Slide: *Wrap Up*] When we think about our California ELD Framework, our Framework helps us—and I need to be able to be very clear and explicit here—our Common Core and our ELD Standards provide us the *what*. Our Framework—if you have yet to unpack the Framework or access the Framework—focuses on *how*. It focuses on the pedagogy in the classroom; it focuses on what teachers reflect upon before teaching a lesson; it provides us support and content not only on *how*, but it also provides us what might it look like in the classroom within a given concept. So I would highly encourage you, please access the Framework. Within the Framework, it addresses the rules, routines, and procedures required for all students to participate in an academic conversation. It addresses the effective questions. It gives examples of effective questions. It also provides tidbits and reflection items for teachers, coaches, coordinators, and administrators to think about, what are my effective questions, or how are questions being generated. And then, lastly, it also provides linguistic support.

We are a true believer that all students will access content. We believe that all students will also use content and language simultaneously to access academic content and language. And also, when we think about linguistic support, one thing to consider once we provide a linguistic support, we also need to be able to take that linguistic support away so that students can do this on their own. We believe that linguistic supports provide the conduit, the vehicle for students. Once we know that students are able to access content and language, I challenge you to think about when might you pull that linguistic support away.

I'd like to be able to conclude our conversation and share with you one conversation I had with an actual teacher this week in the field. She provided an opportunity for students to deconstruct and reconstruct three types of text of Christopher Columbus. And throughout her unit of instruction, she provided scaffolds from the first text and provided heavy scaffolds that include linguistic supports and academic vocabulary, etc. And then as she continued to unpack the first text, and then introduced the second text, she started to pull her scaffolds away. And one key aspect that she shared with me; she shared with me that “Johnpaul, I focus on students to be able to be successful, so that by the third text, not only did I provide the scaffold, I started to pull the scaffolds away.” And what that might look like will vary; however, one key idea to consider: think about the scaffolds we provide, but also think about when might I pull that scaffold away, so that students are not enabled, in that they always look at the teacher for a scaffold.

With that being said, thank you so much for what you do. Our work is very important. I welcome you to participate in Webinar 3 and/or 4, depending on your role at your site. And I'd like to be able to share with you that Webinar 3 will focus on putting all this together through a complex text, not that I have a complex text. First off, what makes this text complex? Once we determine the complexity of this text, we will generate questions, we will generate linguistic supports, and we will also think about, of those questions and linguistic supports, what will our emergent students need that we can push into expanding, or we can push them into bridging, and eventually they are lifelong learners of language. Thank you so much for your time today. I look forward to our next conversation. Do something kind for yourself this evening. Thank you so much. Grace, may I go ahead and pass the ball over to you?

MODERATOR

Yes please, John. Thank you. And so, Johnpaul provided us with some additional resources, and we will make sure to make this available in hard copy for you.