

Academic Discourse

What it is

and

Why it Matters

**McKinley Elementary School Site
Focus**



What is Academic Discourse

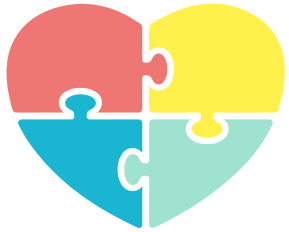
- Engagement
- Students actively involved in their learning
- Students talking to the teacher
- Students talking to each other
- Students listening and responding
- Dialogue
- Making connections

Academic Discourse is 21st Century Learning



There is a shift from the teacher directing their knowledge to rows of silent students, to students actively learning and co-creating knowledge together through connections.

21st Century Learning is Teaching the Whole Child



Social-Emotional Learning is not just on the playground. Discourse gives students the opportunity for structured social-emotional learning in the classroom, throughout the school day, across subjects.



The Benefits of Discourse: Social Emotional Learning

Builds a Classroom Community

Creates a safe space to learn

Builds relationships with teacher and peers

Develops social skills

Promotes a positive school culture and reduces negative behaviors





The Benefits of Discourse: **Life**

Prepares students to collaborate cooperatively with others in school, work, and life.

Prepares students to work with people different from them

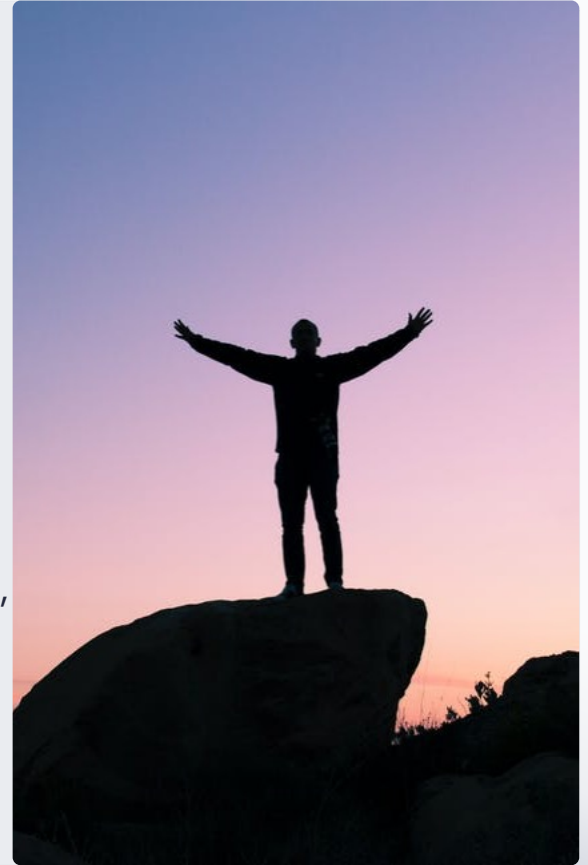
Develops interpersonal and intrapersonal skills





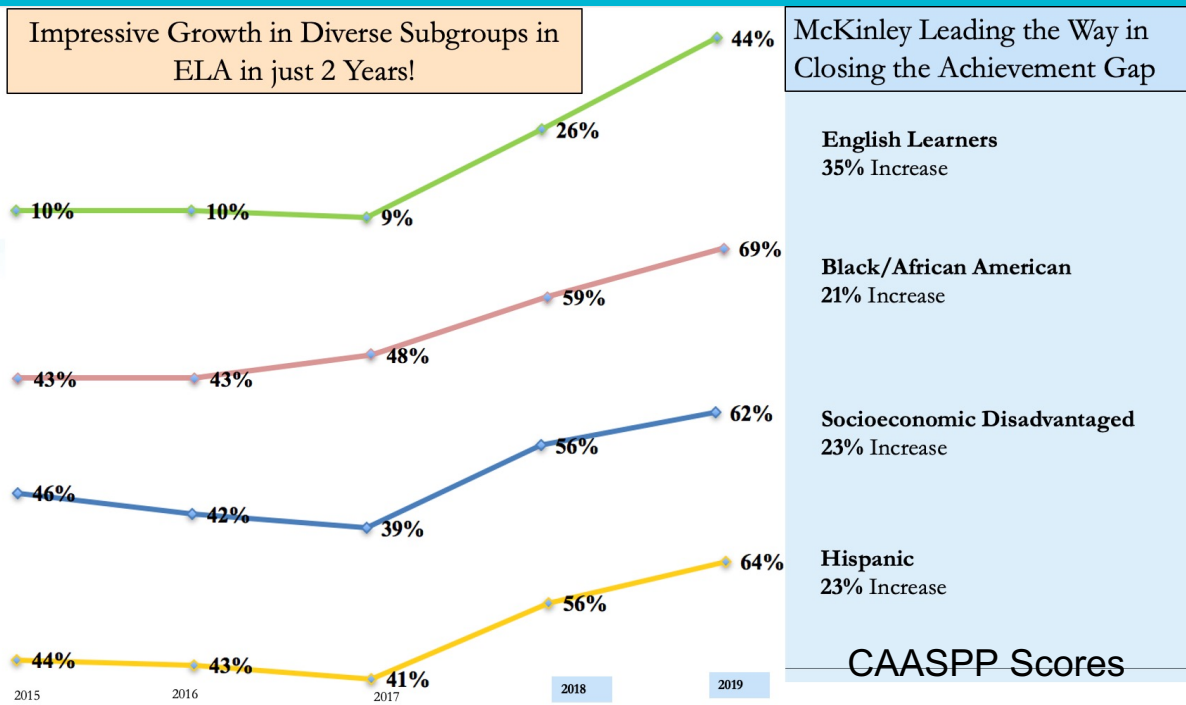
The Benefits of Discourse: Academic Achievement

- Discourse is a research-based proven effective strategy for closing the achievement gap.
- Discourse strengthens listening and speaking skills and deepens students' understanding of concepts.
- Discourse develops students' higher-order thinking, critical thinking, and problem solving skills, all of which will transfer across subject areas.
- Discourse benefits English Learners by rapidly developing academic language.



Evidence of Discourse Closing the Achievement Gap at McKinley Elementary

Impressive Growth in Diverse Subgroups in ELA in just 2 Years!



McKinley Leading the Way in Closing the Achievement Gap

English Learners
35% Increase

Black/African American
21% Increase

Socioeconomic Disadvantaged
23% Increase

Hispanic
23% Increase

CAASPP Scores





Multi-Objective Value-Added Measures (MOVAM)

- Achievement
- Interpersonal skills
- Self-control
- Belief I am in a safe environment
- Belief I am in an orderly environment
- Belief I have social support (Friends and Classmates)
- Belief I have collective support
- Belief I am cared for
- Time devoted to my SEL needs
- Knowledge of how to address SEL needs with K-5 students





Steps to Successfully Implementing Discourse in the Classroom

Providing Access and Opportunity



Roadmap to Discourse

Set the routines and expectations

1

Pre-teach and provide Academic Vocabulary

3

Apply discourse across subjects and for different purposes

5

Provide differentiated sentence frames

2

Use a variety of protocols

4

Assess listening/speaking and use rubrics

6



Step 1-3: Access

Set the Expectations and Routines

- Identify that it's time for talk
- Teach the behavior for talking and listening
- Teach the routine- who talks and listens first

01

03

02

**Pre-teach and
Provide Academic
Vocabulary**

**Provide
Differentiated
Sentence Frames**

Teach Behavior Expectations for Speaking and Listening

4 L's of Partnering

Look at your partner's eyes.



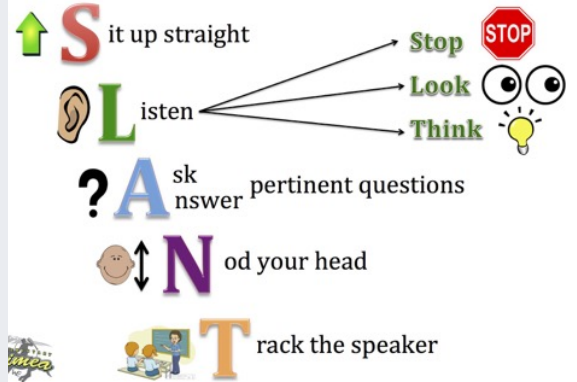
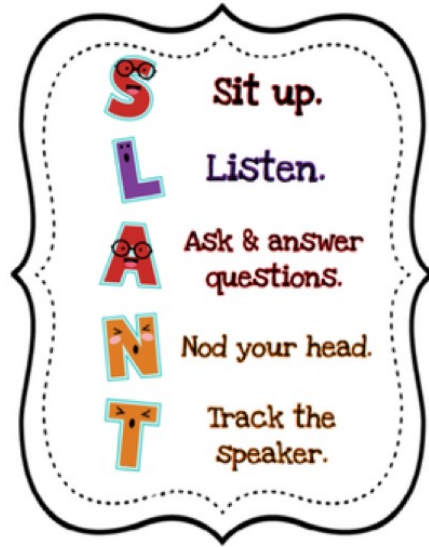
Lean toward your partner.



Lower your voice.








Listen attentively.



Using Differentiated Sentence Frames

Differentiated Sentence Frames

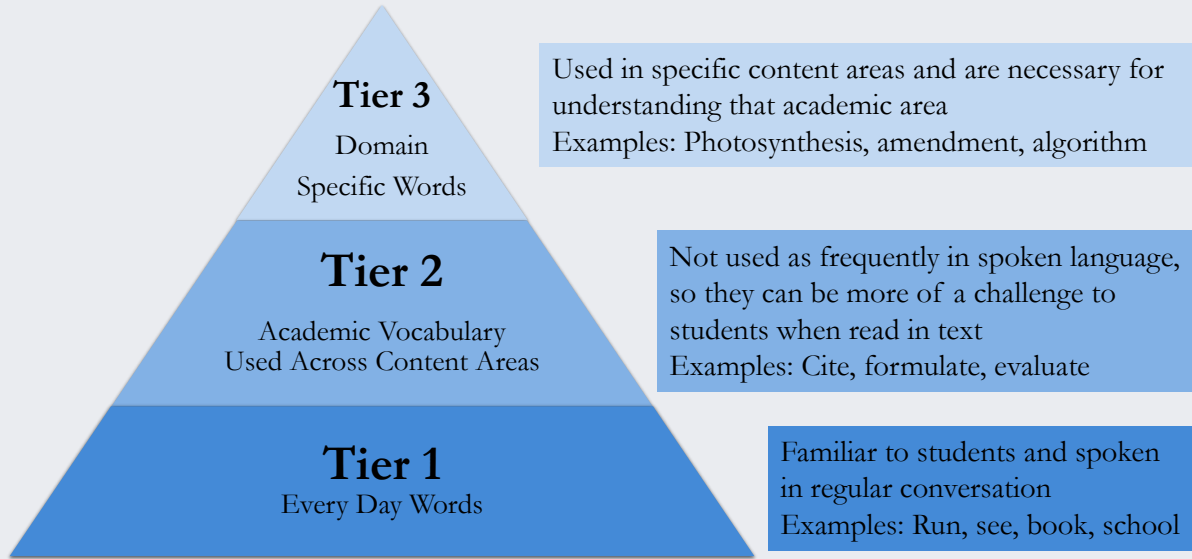
PRIMARY

Agreement 	Disagreement 	Understanding 	Clarification 	Reporting 
I agree. I feel the same way.	I disagree. I don't feel the same way.	I understand. I learned that ____.	I don't understand. Can you repeat what you said?	____ said that ____ ____ shared that ____ ____ thinks that ____
I agree with ____ that ____. I feel the same way as ____ because ____.	I disagree with ____ because ____. I do not feel the same way as ____ because ____	I know because ____ I noticed that ____	I'm confused by ____. Can you give me an example? Can you tell me more about that?	____ reported that ____. ____ believes that ____. ____ stated that ____.
My idea is similar to ____'s because ____. My thinking is similar to ____'s because ____. My idea builds on ____'s in that ____.	My idea differs from ____ because ____. I see it another way. For example, ____.	It is interesting that ____ because ____ An example is ____	What did you mean when you said ____? I see your point, but what about?	____'s idea was that ____ ____ concluded that ____ because ____.
Agreeing and Disagreeing I'm undecided. I'm uncertain because _____.				





Pre-Teach Academic Vocabulary



After implementing steps 1-3, giving students access to discourse, students will have successful high-level discourse and engagement




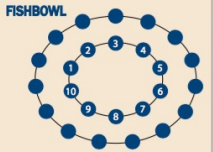
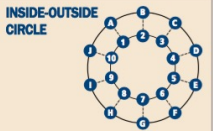



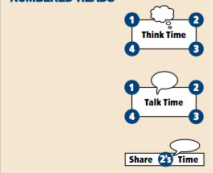
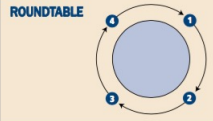
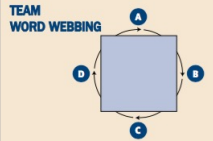
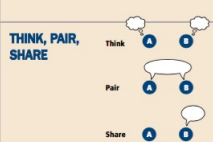
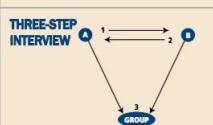
Multiple and Various Opportunities for Discourse with a Variety of Protocols

Opportunity and Access

The Cooperative Classroom

Cooperative learning strategies transform today's classroom diversity into a vital resource for promoting students' acquisition of both challenging academic content and language. These strategies promote active engagement and social motivation for all students, but for English language learners, they create opportunities for purposeful communication. Regular use of such strategies has been shown to be effective (Johnson & Johnson, 1986; Kagan, 1986; Slavin, 1988). The following cooperative learning strategies are built into the lessons in the Teacher's Editions.

STRUCTURE & GRAPHIC	DESCRIPTION	BENEFITS & PURPOSE
CORNERS 	<ul style="list-style-type: none"> • Corners of the classroom are designated for focused discussion of four aspects of a topic. • Students individually think and write about the topic for a short time. • Students group into the corner of their choice and discuss the topic. • At least one student from each corner shares about the corner discussion. 	<ul style="list-style-type: none"> • By "voting" with their feet, students literally take a position about a topic. • Focused discussion develops deeper thought about a topic. • Students experience many valid points of view about a topic.
FISHBOWL 	<ul style="list-style-type: none"> • Part of the class sits in a close circle, facing inward; the other part of the class sits in a larger circle around them. • Students on the inside discuss a topic while those outside listen for new information and/or evaluate the discussion according to pre-established criteria. • Groups reverse positions. 	<ul style="list-style-type: none"> • Focused listening enhances knowledge acquisition and listening skills. • Peer evaluation supports development of specific discussion skills. • Identification of criteria for evaluation promotes self-monitoring.
INSIDE-OUTSIDE CIRCLE 	<ul style="list-style-type: none"> • Students stand in concentric circles facing each other. • Students in the outside circle ask questions; those inside answer. • On a signal, students rotate to create new partnerships. • On another signal, students trade inside/outside roles. 	<ul style="list-style-type: none"> • Talking one-on-one with a variety of partners gives risk-free practice in speaking skills. • Interactions can be structured to focus on specific speaking skills. • Students practice both speaking and active listening.
JIGSAW 	<ul style="list-style-type: none"> • Group students evenly into "expert" groups. • Expert groups study one topic or aspect of a topic in depth. • Regroup students so that each new group has at least one member from each expert group. • Experts report on their study. Other students learn from the experts. 	<ul style="list-style-type: none"> • Becoming an expert provides in-depth understanding in one aspect of study. • Learning from peers provides breadth of understanding of over-arching concepts.

STRUCTURE & GRAPHIC	DESCRIPTION	BENEFITS & PURPOSE
NUMBERED HEADS 	<ul style="list-style-type: none"> • Students number off within each group. • Teacher prompts or gives a directive. • Students think individually about the topic. • Groups discuss the topic so that any member of the group can report for the group. • Teacher calls a number and the student from each group with that number reports for the group. 	<ul style="list-style-type: none"> • Group discussion of topics provides each student with language and concept understanding. • Random recitation provides an opportunity for evaluation of both individual and group progress.
ROUNDTABLE 	<ul style="list-style-type: none"> • Seat students around a table in groups of four. • Teacher asks a question with many possible answers. • Each student around the table answers the question a different way. 	<ul style="list-style-type: none"> • Encouraging elaboration creates appreciation for diversity of opinion and thought. • Eliciting multiple answers enhances language fluency.
TEAM WORD WEBBING 	<ul style="list-style-type: none"> • Provide each team with a single large piece of paper. Give each student a different colored marker. • Teacher assigns a topic for a word web. • Each student adds to the part of the web nearest to him/her. • On a signal, students rotate the paper and each student adds to the nearest part again. 	<ul style="list-style-type: none"> • Individual input to a group product ensures participation by all students. • Shifting point of view support both broad and in-depth understanding of concepts.
THINK, PAIR, SHARE 	<ul style="list-style-type: none"> • Students think about a topic suggested by the teacher. • Pairs discuss the topic. • Students individually share information with the class. 	<ul style="list-style-type: none"> • The opportunity for self-talk during the individual think time allows the student to formulate thoughts before speaking. • Discussion with a partner reduces performance anxiety and enhances understanding.
THREE-STEP INTERVIEW 	<ul style="list-style-type: none"> • Students form pairs. • Student A interviews student B about a topic. • Partners reverse roles. • Student A shares with the class information from student B; then B shares information from student A. 	<ul style="list-style-type: none"> • Interviewing supports language acquisition by providing scripts for expression. • Responding provides opportunities for structured self-expression.

Teaching Routines & Strategies PDS3

Academic Discourse to Foster Social Emotional Learning and Close the Achievement Gap



Relationships

Classroom Community

Love of Learning

Engagement

Social Emotional Learning

Applying Academic Learning