

ALD Dimension	Book Series Summary	Intersections Across Book Series
<p><b>Conversational Discourse</b></p>	<p>Zwiers (2016) defines <i>conversational discourse</i> as the use of language for extended, back-and-forth, and purposeful communication among people. A key feature of conversational discourse is that it is used to create and clarify knowledge, not just transmit it. The essential skills of conversational discourse include the following:</p> <ul style="list-style-type: none"> <li>● Conversing with a purpose</li> <li>● Clarifying ideas</li> <li>● Supporting ideas and finding evidence</li> <li>● Evaluating evidence and reasoning</li> <li>● Negotiating ideas</li> </ul> <p>Successful conversational discourse for ELLs and SELs requires a safe classroom culture and appropriate scaffolds for conversation.</p>	<ul style="list-style-type: none"> <li>● Conversational discourse necessarily connects to the development of <i>academic vocabulary</i> and to its written counterpart, academic writing across genres.</li> <li>● It connects to <i>grammar and syntax in context</i> through the need to make and express meaning at the text, paragraph, and sentence levels.</li> <li>● It connects to <i>culturally and linguistically responsive practices</i> by engaging students in cooperative practices and respectful listening to other points of view and backgrounds.</li> </ul>
<p><b>Academic Vocabulary</b></p>	<p>Calderón (2016) defines <i>academic vocabulary</i> as a combination of words, phrases, sentences, and strategies to participate in class discussions, to show evidence of understanding and express complex concepts in texts, and to express oneself in academic writing.</p>	<ul style="list-style-type: none"> <li>● Academic vocabulary, according to Calderón, is the centerpiece of <i>conversational discourse</i>.</li> <li>● It connects to <i>grammar and syntax in context</i> naturally in that vocabulary is also taught within context. The two dimensions mutually provide meaning for one another.</li> </ul>

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<b>(Academic Vocabulary)</b>	<p>To enhance academic vocabulary for ELLs and SELs, teachers select words to specifically teach before, during, and after instruction. They select words and phrases that they believe ELLs and SELs need</p> <ul style="list-style-type: none"><li>● to know to comprehend the text,</li><li>● to discuss those concepts, and</li><li>● to use in their writing later on.</li></ul>	<ul style="list-style-type: none"><li>● It connects to <i>culturally and linguistically responsive practices</i> in making understandable the distinctions between some common misuses of words (“berry” instead of “very”) and the standard English word association.</li></ul>
<b>Grammar and Syntax in Context</b>	<p>As stated in this volume, academic texts pose a particular challenge to ELLs and SELs because they contain technical vocabulary and grammatical structures that are lexically dense and abstract. These include long nominal groups, passives, and complex sentences.</p> <ul style="list-style-type: none"><li>● ELLs and SELs need carefully scaffolded instruction to write the academic genres, make the writing cohesive, and use appropriate grammatical structures.</li></ul>	<ul style="list-style-type: none"><li>● ELLs and SELs need to be engaged in academic discourse to develop their oral academic language. This provides the base for reading and writing academic texts.</li><li>● ELLs and SELs also need to develop academic vocabulary, both content specific vocabulary and general academic vocabulary that they can use as they read and write the academic genres.</li><li>● Teachers should use culturally and linguistically responsive practices that enable students to draw on their full linguistic repertoires.</li></ul>

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<p><b>Culturally and Linguistically Responsive Practices</b></p>	<p>LeMoine cites Gay (2000) in <i>defining culturally and linguistically responsive practices</i> as “ways of knowing, understanding, and representing various ethnic groups in teaching academic subjects, processes, and skills.”</p> <p>Its primary features benefiting ELLs and SELs include the following:</p> <ul style="list-style-type: none"> <li>● Promoting cooperation, collaboration, reciprocity, and mutual responsibility for learning</li> <li>● Incorporating high-status, accurate cultural knowledge about different groups of students</li> <li>● Cultivating the cultural integrity, individual abilities, and academic success of diverse student groups.</li> </ul> <p>Simply stated, it is meaningful learning embedded in language and culture.</p>	<ul style="list-style-type: none"> <li>● Culturally and linguistically responsive practices connect to the development of <i>academic vocabulary</i> by providing recognition for prior knowledge and acknowledging culture as part of linguistic development.</li> <li>● It connects to <i>conversational discourse</i> by prioritizing cooperative conversational procedures and minimizing confrontational discourse.</li> <li>● It connects to <i>grammar and syntax in context</i> by building on second language acquisition strategies and methods (such as SDAIE [Specially Designed Academic Instruction in English]).</li> </ul>