Beyond Group Work:
Classroom Community Building and Academic Language Learning

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Social Emotional Learning -> Classroom Community -> Academic Conversations

Academic Language Learning
Session Wonderings

How can teachers create a classroom environment where students feel safe, respected, and connected?

Within this environment, how can teachers facilitate language learning between students?
Classroom Community Skills = Academic Conversation Skills

How to:

- Resolve conflict
- Negotiate
- Show empathy for others
- Interpret feelings and fact
- Give and accept criticism
Turn and Talk

What do you know about social emotional learning?

What do you know about academic conversations?
A Day in The Life

Videos, photos, and examples from a Two-Way classroom, an ESL group, and a Chilean classroom
Morning Meeting

Social Emotional Learning

Classroom Community
Morning Meeting: How does this help build classroom community?

Sets tone for respectful learning and establishes climate of trust

Tone and climate extends beyond MM

Motivates by addressing 2 human needs: sense of significance and belonging; need to have fun

Repetition of ordinary moments of respectful interaction enables extraordinary moments

Merges social, emotional and intellectual learning

From *The Morning Meeting Book*
Reflection: Library Research Productivity

Classroom Community

Academic Conversations
Reflection: What skills are developed?

Growth mindset

Teamwork

Problem solving

Goal setting

Differentiating between multiple points of view in class discussion

Analyzing how variables contribute to an event or outcome
Additional Ideas for Social Emotional Development

- Personalized good morning/greeting
- Class meeting
- Calming corner
- Flexible seating
- Think time
- Class agreements
- Goal setting
Math Talk: What skills are used and practiced?

Elaborating on one another’s ideas

Usage and practice of language of mathematics, tier 3

Promotion of Self-Worth

Problem Solving

SMP 3- Construct viable arguments and critique the reasoning of others
Dialogic Reasoning:
Should workers go on strike to protest working conditions?
Dialogic Reason: What skills are practiced?

Argue and persuasion skills

Reaching deeper understanding of text and content

Using unit, tier 3 vocabulary
By the end of each of the given levels of English language proficiency, English language learners can...  

<table>
<thead>
<tr>
<th>ELP Level 1 Entering</th>
<th>ELP Level 2 Emerging</th>
<th>ELP Level 3 Developing</th>
<th>ELP Level 4 Expanding</th>
<th>ELP Level 5 Bridging</th>
<th>ELP Level 6 Reaching</th>
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<tbody>
<tr>
<td><strong>Discuss by</strong></td>
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<td>- Expressing own ideas in a variety of ways (e.g., drawing, using gestures, graphing)</td>
<td>- Taking turns and applying conventions specific to particular conversations</td>
<td>- Asking clarifying questions to demonstrate engagement</td>
<td>- Elaborating on statements of others to extend ideas</td>
<td>- Recognizing how language can be used to express bias and influence others</td>
<td>- Examining the value of examples to determine when to add them to bring clarity to own statements</td>
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<td>- Tracking the person speaking</td>
<td>- Addressing others according to relationship (e.g., student-peers, student-teacher)</td>
<td>- Using examples to clarify own statements</td>
<td>- Presenting creative solutions to resolve communication issues</td>
<td>- Challenging ideas respectfully</td>
<td>- Extend conversations by developing topics with clear examples and information</td>
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<td>- Sharing own work (e.g., graphic organizers, drawings) to contribute to the conversation</td>
<td>- Answering questions to contribute on a topic</td>
<td>- Contributing ideas to co-create group responses</td>
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*Except for level 6, for which there is no ceiling.*
Additional Academic Conversation Opportunities

Students give each other content based, targeted feedback on work

Sharing your partner’s strategy/idea

Democratic decision making as a group

Seat students in a circle during lesson instruction

Collaboration vs. Cooperation
Cooperation vs. Collaboration

- Learners divide the work
- Each student is responsible for his/her part only
- Work distributed according to ability
- Individual knowledge is not necessarily shared

- Small group
- Shared objectives
- Learning is centered on the success of the group

- Students work together and share all tasks
- Each student brings their skills and knowledge to the group
- Discussion and debate takes place
Thank you!

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Resources

- Responsive Classroom, Classroom community building resource [www.responsiveclassroom.org](http://www.responsiveclassroom.org)
- The Buck Institute, resource for project based learning [www.bie.org](http://www.bie.org)
- Comprehension, Linguistic Awareness and Vocabulary in English and Spanish (CLAVES) [https://clavescurriculum.org/](https://clavescurriculum.org/)
- *Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings*, Jeff Zwiers & Marie Crawford