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<th>ALD Dimension</th>
<th>Book Series Summary</th>
<th>Intersections Across Book Series</th>
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| **Conversational Discourse** | Zwiers (2016) defines *conversational discourse* 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:  
  - Conversing with a purpose  
  - Clarifying ideas  
  - Supporting ideas and finding evidence  
  - Evaluating evidence and reasoning  
  - Negotiating ideas  

Successful conversational discourse for ELLs and SELs requires a safe classroom culture and appropriate scaffolds for conversation. | ● Conversational discourse necessarily connects to the development of *academic vocabulary* and to its written counterpart, academic writing across genres.  
● It connects to *grammar and syntax in context* through the need to make and express meaning at the text, paragraph, and sentence levels.  
● It connects to *culturally and linguistically responsive practices* by engaging students in cooperative practices and respectful listening to other points of view and backgrounds. |
| **Academic Vocabulary** | Calderón (2016) defines *academic vocabulary* 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. | ● Academic vocabulary, according to Calderón, is the centerpiece of *conversational discourse*.  
● It connects to *grammar and syntax in context* naturally in that vocabulary is also taught within context. The two dimensions mutually provide meaning for one another. |
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:

- to know to comprehend the text,
- to discuss those concepts, and
- to use in their writing later on.

It connects to culturally and linguistically responsive practices in making understandable the distinctions between some common misuses of words (“berry” instead of “very”) and the standard English word association.

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.

- ELLs and SELs need carefully scaffolded instruction to write the academic genres, make the writing cohesive, and use appropriate grammatical structures.

- 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.

- 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.

- Teachers should use culturally and linguistically responsive practices that enable students to draw on their full linguistic repertoires.
LeMoine cites Gay (2000) in defining **culturally and linguistically responsive practices** as “ways of knowing, understanding, and representing various ethnic groups in teaching academic subjects, processes, and skills.”

Its primary features benefitting ELLs and SELs include the following:

- Promoting cooperation, collaboration, reciprocity, and mutual responsibility for learning
- Incorporating high-status, accurate cultural knowledge about different groups of students
- Cultivating the cultural integrity, individual abilities, and academic success of diverse student groups.

Simply stated, it is meaningful learning embedded in language and culture.

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<td>Culturally and Linguistically Responsive Practices</td>
<td>LeMoine cites Gay (2000) in defining <em>culturally and linguistically responsive practices</em> as “ways of knowing, understanding, and representing various ethnic groups in teaching academic subjects, processes, and skills.”</td>
<td>- Culturally and linguistically responsive practices connect to the development of <em>academic vocabulary</em> by providing recognition for prior knowledge and acknowledging culture as part of linguistic development.</td>
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<td>Its primary features benefitting ELLs and SELs include the following:</td>
<td>- It connects to <em>conversational discourse</em> by prioritizing cooperative conversation procedures and minimizing confrontational discourse.</td>
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<td>• Promoting cooperation, collaboration, reciprocity, and mutual responsibility for learning</td>
<td>- It connects to <em>grammar and syntax in context</em> by building on second language acquisition strategies and methods (such as SDAIE [Specially Designed Academic Instruction in English]).</td>
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