Section IV: Apply Strategies to Differentiate Academic Literacy

**CONVERSATION PROMPTS**

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>CONVERSATION PROMPTS</th>
<th>POSSIBLE LINGUISTIC FRAMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support With Text Evidence</td>
<td>How do you know? What evidence supports your idea? What clues gave you that idea?</td>
<td>One clue that shows me this is _______. I know this because I read _______. One detail that shows this is ________. The author demonstrates this point when (paraphrase text evidence).</td>
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<tr>
<td>Explain Your Thinking</td>
<td>What do you mean by that? Please explain how that evidence supports your idea.</td>
<td>This quote shows that <em><strong><strong><strong>. This means that ________. The quote “</strong></strong></strong></em>” illustrates that ________. It is evident that (repeat claim) when (describe a specific event or detail in text).</td>
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**WORD BANKS**

**Nouns to Reference a Text**

- text
- poem
- passage
- stanza
- story
- line
- paragraph

**SCAFFOLD EXTENDED CONVERSATIONS**

To foster extended conversations and make supporting ideas central to your task, post questions partners can ask one another to elicit more information, such as “How do you know?” and “Tell me more.” Flip to “Linguistic Frames for Conversations” (3.8, p. 70) for many examples of prompts and questions students can ask. Read these chorally with students and encourage them to use these in their conversations to ask one another for evidence and explanation to support their ideas.