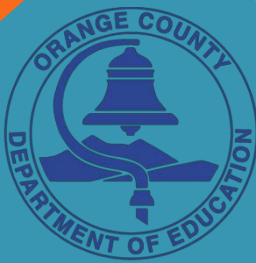


# SOCRATIC SEMINAR

FOR ENGLISH LEARNERS


**Presented by:**

**Mary Funaoka & Tracey Gaglio**



OCTOBER 2012 - INSTRUCTIONAL SERVICES

# SAY SOMETHING

- Find a  partner
- Silently read the first section of the text, “Before the Seminar.”
- When finished, look up, and each person “say something.”
  - Question, connection, observation
- Continue the process with the remaining sections of the text.

## ***For English learners:***

- Teachers select partners.
- Group students heterogeneously by CELDT level.
- For CELDT 1 & 2 students, teacher chunks text within each section.
- Provide a sentence frame for the “say something.”
- Allow wait time for processing.

# PURPOSE

- Deeper understanding of ideas and values in a text
- Question and examine issues and principles related to content
- Construct meaning through analysis, interpretation, listening, and participation

## CCSS Literacy Capacities

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- (They use technology and digital media strategically and capably.)
- They come to understand other perspectives and cultures.

# BACKGROUND



Deliverer of Knowledge



Coach/Facilitator  
of Socially  
Constructed  
Knowledge

## 5 Things Every Teacher Should Be Doing to Meet CCSS

- Create Assignments for Real Audiences and with Real Purpose
- Lead High-Level, Text-Based Discussions
- Focus on Process, Not Just Content
- Teach Argument, Not Persuasion
- Increase Text Complexity

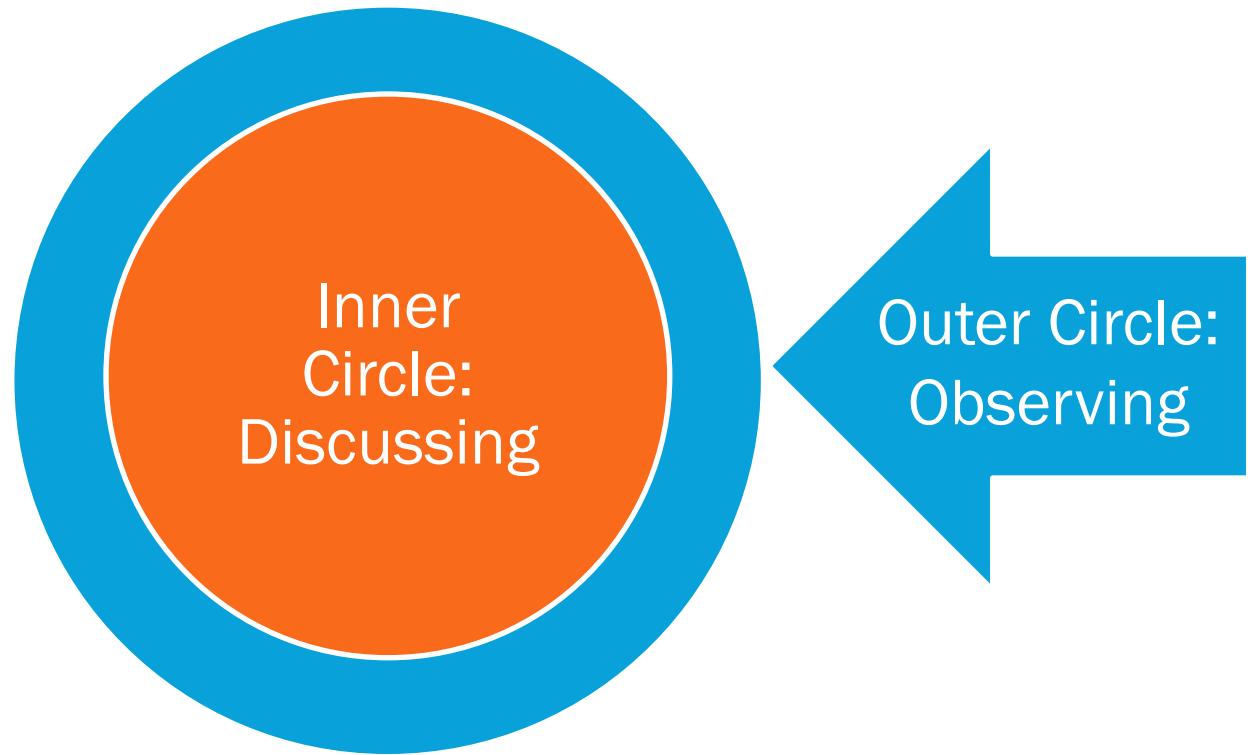
# KEY ELEMENTS

<i><b>BASICS</b></i>	<b>Text</b>	<b>Classroom Environment</b>	<b>Questions</b>
<i><b>Components</b></i>	<ul style="list-style-type: none"> <li>• Ambiguous text</li> <li>• Read in advance</li> <li>• Number the paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Arrangement: circle/square</li> <li>• Post norms</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretive, open-ended</li> <li>• Questions guide discussion</li> <li>• Close with debriefing questions</li> </ul>
<i><b>For English learners</b></i>	<ul style="list-style-type: none"> <li>• Proficiency-level appropriate</li> <li>• Scaffold content and vocabulary (Tier 2 &amp; 3 words).</li> </ul>		<ul style="list-style-type: none"> <li>• Allow wait time for processing.</li> <li>• Provide both question stems and response frames.</li> </ul>

# SOCRATIC SEMINAR...IN ACTION



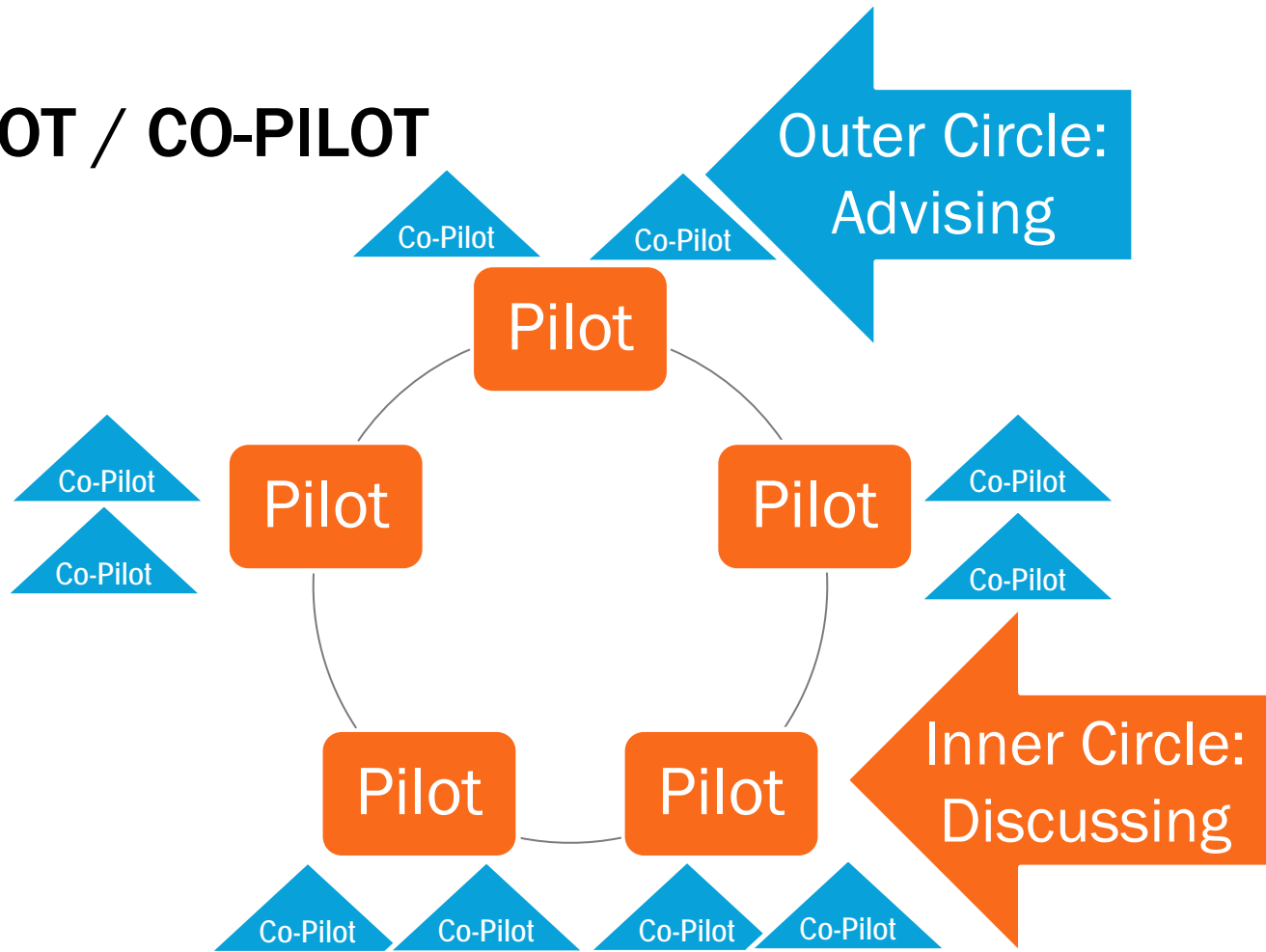
# TRADITIONAL: INNER/OUTER CIRCLE







# PILOT / CO-PILOT



# LET'S ENGAGE...

1. Establish norms.
2. Read pages 11-12 of “Investing in the American Dream.”
  - “Number the text” – already done, but guide students through this process
  - “Mark the text” – questions, connections, observations
  - Differentiation strategy: if finished early, continue reading to pages 3-4
3. Write two questions on a separate index card from “Socratic Seminar Question Stems” or create your own using “Open-Ended Questions for Socratic Seminar.”
  - Be sure to include page and paragraph numbers for text-based questions.
4. Arrange seats.
5. Discuss!

# REFLECTION

For English learners:

- **Think-Write**
  - Today I learned...
  - Tomorrow I will...
- **Pair**
  - Clarify purpose of reflection
  - Oral rehearsal
- **Share**
  - Model appropriate responses (complete sentences, academic language, etc.)
  - Model tone

