what they simply observe. It provides them with the necessary structure to verbalize the connections they made from their observations.

Language of interpretation is the set of phrases used to draw conclusions and articulate understandings. This chart (figure 3) provides students with the structure and opening statements that make sense of their analyses and present their conclusions in clear statements.

In addition to these language charts, the teacher reviews examples of academic vocabulary and language objectives that students will see as they continue the activities such as develop, the result of, compare/contrast, increase/decrease, interpret, predict, and draw conclusions about. Key lesson vocabulary is also identified and reviewed with students. Examples include population, statistics, region, poor/poverty, scarce, resources, starvation, shelter, safe, and dangerous. Finally, the teacher focuses on the language used in collaborative conversation. Language used in collaborative conversations consists of different phrases and prompts (see figure 4).

The benefit of this chart is that it provides ELLs with a template of phrases and responses to actively participate in dialogue.

**Developing Literacy through Exploration and Argument of Global Issues**

The students utilize the language charts introduced in the previous activity to produce their arguments. These charts allow them to deconstruct and reconstruct their argument. To build upon students’ content knowledge and ensure that everyone has adequate knowledge to formulate their argument, they participate in three pre-argument activities.

In the first pre-activity, the teacher starts by discussing the meaning of “population” and asks the students to list the factors that make up a population,