



Del Valle
Independent
School
District

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INCREASING STUDENT ENGAGEMENT & ACCOUNTABLE TALK


Advancing Academic Language Development for
English Learners

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What does *student engagement* look like?
Sound like?
Feel like?

YOUR THOUGHTS: SELF-VIDEO REFLECTIONS

- 
- “[My students] didn’t look engaged, but they actually were!”
 - “I thought that [my students] weren’t paying attention or were disengaged, but they were actually very ready.”
 - “When I actually watched, [the students’] answers sound like they are not related to the question, but when you actually listen, they are. Maybe they are not as off topic as I thought.”
 - “I am not always brave enough to have them [moving around the classroom]. Meanwhile, I’ve run a marathon. What does [more student movement] look like in a safe way that is still on task?”


QUICK WRITE – ADD ANY NEW IDEAS?

What does *student engagement* look like?

Sound like?

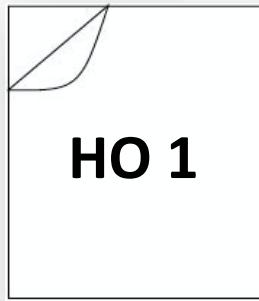
Feel like?

SESSION OBJECTIVES

- 
- **Develop an understanding** of how to advance oral language development for ELs.
 - **Practice applying** strategies for increasing student engagement and accountable student talk.
 - **Develop our teacher toolkit** to include knowledge and resources for increasing engagement and accountable talk.
 - **Collaborate with colleagues** to learn about effective instructional practices and their implementation.

YOUR MATERIALS

- Folder with slides, handouts, and resources
- White Boards / Card Stock
- Plastic folder:
 - Pinch Cards; Bounce Back Cards; Processing Tent; Appointment Card; Think-Pair-Share Organizer
- Sticky notes, dry erase markers and highlighters





Why is it important for ELs to have high-quality practice opportunities to speak and write?

- Move from **receptive to expressive** knowledge of language.
- Increase **fluency and automaticity** in the second language, specifically academic language.
- Pushes ELs **beyond “getting the idea”** from what is heard or read to using **English syntax** to communicate ideas
- **Try out hypotheses** about the language and **receive feedback**.

(Saunders, Goldenberg, & Marcelletti, 2013; Swain, 1985)

EXAMPLE: CLASSROOM DISCOURSE

I ■ Teacher: Ok, we just read about the water cycle. Who can tell me what it's called when water leaves the river or ocean and goes into the air?

R ■ Student: Evaporation.

E ■ Teacher: Yes, that's right! Evaporation. Evaporation is when the sun heats up water in rivers or lakes and turns it into vapor or steam.

Initiation → Response → Evaluation

Not enough for our ELs!




- Use your pinch cards to respond to the following question:

True – Not True – True with Conditions

The expectation that students develop oral language through listening, speaking, and discussion are included throughout the TEKS and the ELPS.

IMPORTANCE OF ORAL ACADEMIC LANGUAGE DEVELOPMENT

- 
- 4th grade TEKS: (b)(1)
 - (a) listen actively, ask relevant questions to clarify information, and make pertinent comments;
 - (b) follow, restate, and give oral instructions that involve a series of related sequences and action;
 - (c) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the convention of language to communicate ideas effectively



■ Listening (3)(G)

Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics

■ Writing (5)(G)

Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.



“As powerful a tool as the think-pair-share can be, it is only as powerful as the prompt on which students are asked to reflect.”

-Himmele & Himmele, 2017

Ask students to make connections between the concepts they are learning about and their effect on the world around them.

Use wide-open questions:


- In what ways...
- How might things be different if...
- Why is ____ important?



Type of Thinking	Description
1 - Locate and recall	Locate specific facts or details; identify important information and supporting details; find story elements such as characters and setting.
2 - Integrate and interpret	Make connections across parts of a text; compare and contrast information or story elements; use mental images; consider alternative ideas or explanations for what's in a text.
3 - Critique and evaluate	Assess a text from various perspectives; synthesize what's in one text; decide on what's significant within a text; judge whether a text and its features effectively accomplish a purpose.

(CTEA, 2017)

SUPPORTING OUR MULTILINGUAL STUDENTS

- 
- A vertical stack of five colored squares: red, green, blue, orange, and dark teal.
- Recognize and validate students **linguistic assets** (home language and English).
 - Encourage participation in **language they feel comfortable**.
 - Foster a learning environment in which all **languages are respected**, and students feel comfortable to **take risks**.
 - Make **cross-linguistic connections** whenever instances arise.
 - Model and scaffold appropriate grammar use **in both English and the native language**.



ORGANIZING CLASSROOM TALK AND COLLABORATION

Grouping students for successful classroom interaction



Appointment Card

Time

Meet With:

10:00 AM

12:00 PM

2:00 PM

Sentence / Discussion stems:

- "Are you available at [time]?"
- "Yes, I am **free**. See you then!"
- "Sorry **I'm booked** then. What about [time]?"



“The mind can only absorb what the seat can endure.”

Meet up with your 10:00 am appointment and discuss:
What does this quote mean to you?

GROUPING STUDENTS FOR COLLABORATION – CONSIDERING OUR ENGLISH LEARNERS



THINK-TURN-TALK-WRITE

What factors do you take into consideration when pairing or grouping students, particularly ELs?

Question (Open-ended)	What I think	What my partner thought	What we thought
What factors do you take into consideration when pairing or grouping students, particularly ELs?	It seems to me that...	I hear you saying that...	We both thought that...

THINK-PAIR-SHARE ORGANIZER




Question (Open-ended)	What I think Speaking	What my partner thought Listening	What we thought Consensus/ Writing
What factors do you take into consideration when pairing or grouping students, particularly ELs?	It seems to me that...	I hear you saying that...	We both thought that...

(Adapted from Soto, 2012) 19



SCAFFOLDING EXPRESSIVE LANGUAGE FOR ELS

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- 
- A vertical stack of five colored squares: red, green, blue, orange, and dark teal.
- Front-load key vocabulary needed to understand the topic of discussion or text being discussed.
 - Use visuals and manipulatives, **Advance Organizers** and other **Graphic Organizers**
 - Provide **sentence stems** and sentence **frames**
 - Facilitate **collaborative problem-solving** (peer-scaffolding)



Resources for Graphic Organizers:

<https://www.teachervision.com/lesson-planning/graphic-organizer>

http://www.adlit.org/strategy_library/

anizer

Graphic Organizer:





Concept Map
Knowledge Map
Cognitive Organizer

Meet with your 2:00pm appointment and discuss:


What is the difference between a worksheet and a graphic organizer?
Are there any similarities?

MAKE THINKING VISIBLE: GRAPHIC ORGANIZERS (CHARACTERIZATION)

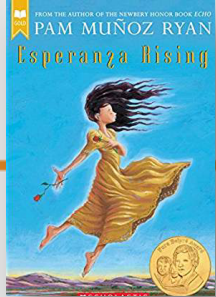


	Character:	Character:
<div>This character says:</div> <div></div>	<div>PAGE____</div> <div>Examples:</div>	<div>PAGE____</div> <div>Examples:</div>
<div>This character effects others by:</div> <div></div>	<div>PAGE____</div> <div>Examples:</div>	<div>PAGE____</div> <div>Examples:</div>
<div>This character's actions include:</div> <div></div>	<div>PAGE____</div> <div>Examples:</div>	<div>PAGE____</div> <div>Examples:</div>
<div>This character thinks:</div> <div></div>	<div>PAGE____</div> <div>Examples:</div>	<div>PAGE____</div> <div>Examples:</div>

ADVANCE ORGANIZERS

- 
- are statements, activities, or graphic organizers that help the learner anticipate and organize new information.
 - are used at the beginning of lessons in which new information is to be learned.
 - often call on prior knowledge, so as to connect new learning to an existing cognitive structure.
 - indicate to the learner what information from a lesson will be important.
 - can be simple or complex to be effective.

(Hill & Björk, 2008)



PRE-READING ACTIVITY FOR TEXT: *Esperanza Rising*, by Pam Muñoz Ryan

Question (Open-ended)	What I think (Speaking)	What my Partner Thought (Listening)	What we thought (Consensus / Writing)
What would make a person leave their country without knowing if they could ever return?	<i>It seems to me that it would be an extreme situation for someone to leave their country if they didn't know they could return. Maybe the person feels unsafe?</i>	<i>I hear you saying that it's not a little reason that someone would leave and not return, and that maybe it's because they are unsafe.</i>	<i>We both thought that someone would leave their country and never return due to an extreme situation.</i>

(Adapted from Soto, 2012)



Anticipation-Reaction Guide

Before	Statement	After
Agree or Disagree?	<p>Schools are responsible for protecting students from cyberbullying.</p> <p>Evidence or New Information Learned:</p>	Agree or Disagree?

SCAFFOLDING EXPRESSIVE LANGUAGE

Segmentos de oración

Sentence Frames

My favorite thing for **supper** is

_____.

They **exchanged** their coins for

_____.

Something that gets **delivered** is

_____.

os **comunicamos**

_____.

a **herida**, debo _____.

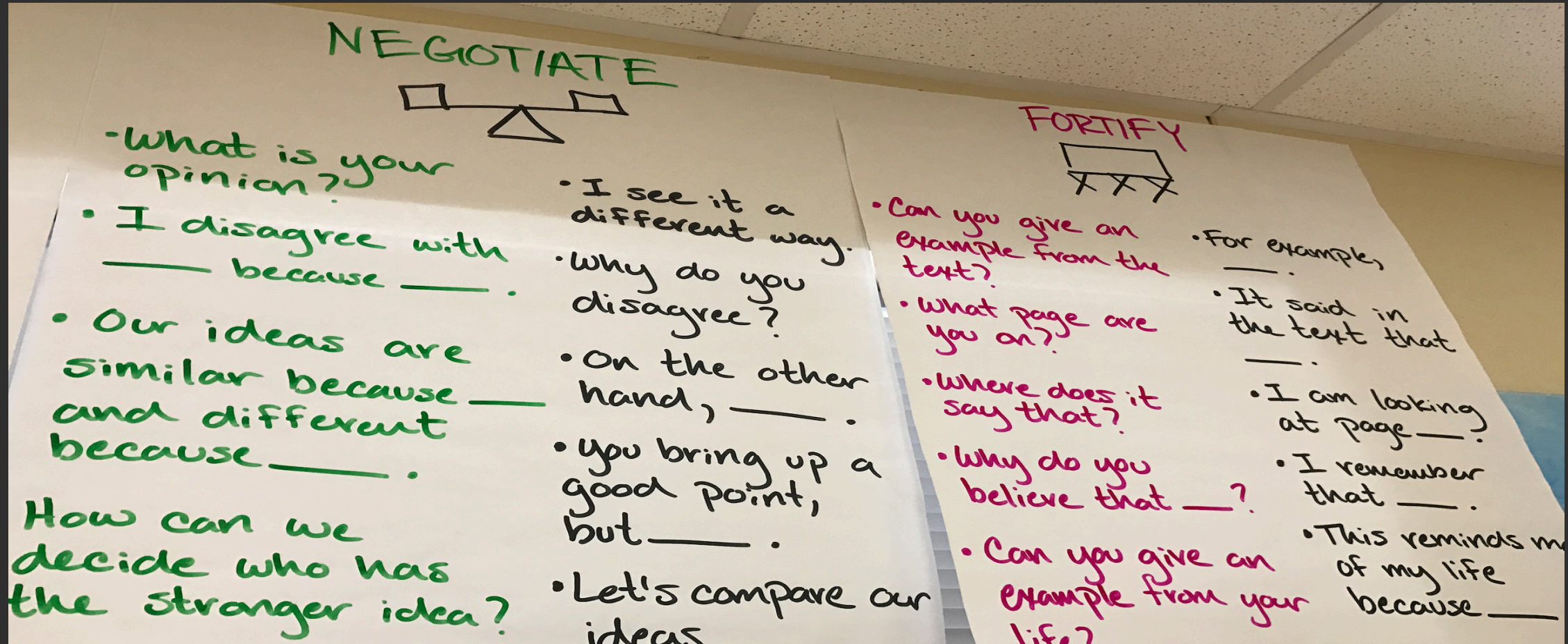
maravillado cuando

Sentence Frames

ke to **earn** _____.


uncooperative when

EXAMPLES: OPEN-ENDED PROMPTS AND SENTENCE STEMS



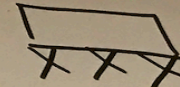
The image shows two pieces of paper with handwritten notes. The left paper is titled 'NEGOTIATE' in green and features a balance scale diagram. The right paper is titled 'FORTIFY' in pink and features a fort diagram. Both papers list open-ended prompts and sentence stems for discussion.

NEGOTIATE



- What is your opinion?
- I disagree with _____ because _____.
- Our ideas are similar because _____ and different because _____.
- How can we decide who has the stronger idea?
- I see it a different way.
- Why do you disagree?
- On the other hand, _____.
- You bring up a good point, but _____.
- Let's compare our ideas.

FORTIFY



- Can you give an example from the text?
- What page are you on?
- Where does it say that?
- Why do you believe that _____?
- Can you give an example from your life?
- For example, _____.
- It said in the text that _____.
- I am looking at page _____.
- I remember that _____.
- This reminds me of my life because _____.

EXAMPLES: OPEN-ENDED PROMPTS AND SENTENCE STEMS

The image shows two pieces of paper with handwritten prompts and sentence stems. The left paper is titled 'CREATE' in red, with a diagram showing a crossed-out line and an arrow pointing to a box. Below the title are four red prompts: 'What is your idea?', 'How can we combine these ideas?', 'What are other points of view?', and 'What did/do you think about ___?'. At the bottom is the red prompt 'Do you have a question?'. To the right of these prompts are five black sentence stems: 'One idea could be ___.', 'This reminds me of ___.', 'I noticed that ___.', 'I think that ___.', and 'My question is ___.'. The right paper is titled 'CLARIFY' in blue, with a diagram showing a dashed box and an arrow pointing to a box. Below the title are two columns of blue prompts and sentence stems. The left column includes: 'What do you mean by ___?', 'Can you elaborate on ___?', 'Why do you think this is important?', 'Can you be more specific?', 'Can you explain it a different way?', and 'I'm not sure I understand ___.'. The right column includes: 'What I was trying to say was ___.', 'In other words, ___.', 'It is important because ___.', 'More specifically, it is ___ because ___.', and 'What part should I clarify?'. A third paper is partially visible on the right with the title 'NE' and some green text.

CREATE

~~—~~ →

- What is your idea?
- How can we combine these ideas?
- What are other points of view?
- What did/do you think about ___?

Do you have a question?

- One idea could be ___.
- This reminds me of ___.
- I noticed that ___.
- I think that ___.
- My question is ___.

CLARIFY

→

- What do you mean by ___?
- Can you elaborate on ___?
- Why do you think this is important?
- Can you be more specific?
- Can you explain it a different way?
- I'm not sure I understand ___.

- What I was trying to say was ___.
- In other words, ___.
- It is important because ___.
- More specifically, it is ___ because ___.
- What part should I clarify?



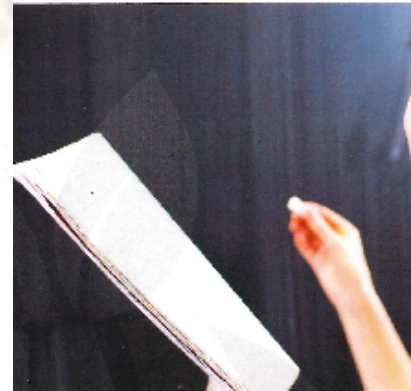
Cause and Effect

	Present	Past	Future
Sentence Frames	• I am ___ because ___.	• I believed ___ because I ___.	• (She/He) will be ___ since ___.
	• When ___, then ___.	• The character changed when ___.	• I will ___ so I can ___.
	• The (person/character) is ___ because ___.	• The pattern was ___ (because/since) ___.	• We will need to ___ so the ___.
	• We have to change ___ so ___.	• Our results were (not the same/the same) because ___.	• Tomorrow I need to ___ so I can ___.
	• Our results are the (same/different) because ___.	• I did ___ first because I knew ___.	• Since the character ___, then (he/she) will have to ___.
	• I know ___ is ___ because ___.	• I remembered ___ because ___.	• Our experiment may not work since we ___.

Probing Questions

- What would result if ___?
- What caused the ___ to ___?
- Why do you think ___ changed the results?
- How might ___ affect ___?
- What could (we/you) change so ___?
- What is another way to get the same results?
- Why do you think ___ happened?
- Which event in the story caused ___?

ELPS Instructional Tool



A Language Development Process for Beginning and Intermediate English Language Learners

Inference and Prediction

	Present	Past	Future
Sentence Frames	• I think that ___.	• I (thought/predicted) that ___.	• The ___ might be ___.
	• The ___ may be ___.	• (She/He) was probably ___ since ___.	• One possible (answer/solution) might be ___.
	• I think the numbers are ___ because ___.	• At first, I thought ___, but now ___.	• The ___ will change because ___.
	• (She/He) is not ___ so maybe ___.	• The character had to ___ because ___.	• I predict that the ___ will ___.
	• I (do not believe/believe) that ___ is true since ___.	• I thought ___ was ___ since ___.	• We (think/believe) the story will end with ___.
	• I feel that the character is ___ because (he/she) ___.	• The (happiest/scariest) moment was when ___.	• I think ___ could ___ because ___.

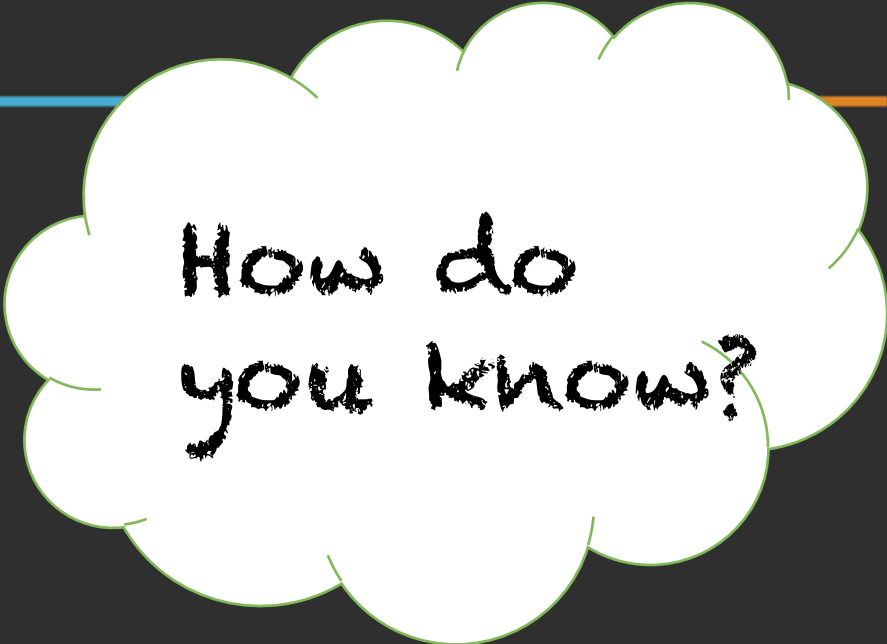
Probing Questions





- What could change if ___?
- Why do you think ___?
- What would (happen/result) if ___?
- Why do you think ___ changed?
- How do you think ___ felt at the (beginning/end)?
- Based on ___, which one is a possible answer?
- How do you think the character felt (before/after) ___?
- When do you think ___ began to change?

MULTIPLE SCAFFOLDS FOR EXPRESSIVE LANGUAGE



- On page _____, it said...
- The author wrote...
- The graphic showed...
- An example is...
- In the text it said...
- I know because...



	Character:	Character:
This character says: 	PAGE____ Examples:	PAGE____ Examples:
This character effects others by: 	PAGE____ Examples:	PAGE____ Examples:
This character's actions include: 	PAGE____ Examples:	PAGE____ Examples:
This character thinks: 	PAGE____ Examples:	PAGE____ Examples:



ACCOUNTABLE TALK

"Accountable talk is classroom talk that is accountable to a community, to rigorous reasoning, and to accurate knowledge."

--O'Connor, Michaels, & Chapin, 2015

~or~
"Academically
Productive Talk"



Setting and Modeling Student Expectations:

- ☐ Prepare as required and contribute to the discussion.
- ☐ Reply to your classmates' ideas, using responsive and respectful language.
- ☐ Be clear in your ideas, and use evidence to support them.
- ☐ Stay focused on the task and on your own group.
- ☐ Remember your own goals and challenge yourself!

RAISING THE BAR – CLASSROOM LANGUAGE

- Which one of these is right?
- Which of the following is *correct*?

Draw	Illustrate
Pass out (papers)	
Show (me)	
Answer	
Figure out	
Think about	

(Argüelles, 2017)

ACCOUNTABILITY: CONSIDERING OUR ELS



- Share out to the entire group/class
- Amplify student voices [reduce risk]:
 - Pinch Cards / Thumbs-up-down
 - Overhead accountability
 - “To quote from” and include students names
 - Gallery Walk
 - White Board Responses
 - Consensus Reporting
 - Exit Tickets

FOR YOU TO THINK ABOUT PONDER

- 
- “Engagement” may look different for different students
 - Teachers gauge student engagement in deeper ways: holding students accountable for both **procedural engagement** and **substantive engagement**.

(Nystrand & Gamoran, 1991)

What are the necessary teacher behaviors that ensure high-quality student interactions?

WHAT IS THE TEACHER'S ROLE?

- Teachers walk the room, invite, engage, monitor, listen, and plan for ways to increase academically productive talk.
- This practice demonstrates to students that there are “layers of accountability for academic talk.” – Soto, 2014

**The
“Power Walk”**

Gallery Walk:

What does *your* power walk look like, sound like, and feel like to students?




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WHAT'S IN YOUR TOOL BOX?



WHAT WE USED AND PRACTICED TODAY

- 
- Whole Class, Low-Risk Response and Feedback Techniques
 - Pinch cards
 - Thumbs-up / thumbs down
 - Processing tent [*Still Deliberating; Ready to Report*]
 - White Boards / Card Stock
 - Overhead Accountability / To Quote From
 - Exit Ticket / Gallery Walk
 - Partner and Group tools for Classroom Interaction
 - Appointment Cards
 - Think-Turn-Talk-Share Organizer

WHAT WE USED AND PRACTICED TODAY

- 
- Scaffolding Academic Language Use
 - Sentence stems
 - Bounce Back Cards
 - ELPS Toolkit
 - Advance organizers
 - Graphic organizers
 - Assessment tools
 - Checklist of student behaviors / Student self-assessment

Strategy Ring

- We will add throughout the year!



THANK YOU!