

Del Valle  
Independent  
School  
District

August, 2018

## INCREASING STUDENT ENGAGEMENT & ACCOUNTABLE TALK

Advancing Academic Language Development for  
English Learners

Letti Grimaldo, Ph.D.      Shannon Giroir, Ph.D.

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QUICK WRITE

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

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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?"

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QUICK WRITE – ADD ANY NEW IDEAS?

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

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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.

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YOUR MATERIALS

- Folder with slides, handouts, and resources
- White Boards / Card Stock
- Pinch Cards
- Plastic Bag: Includes Bounce Back Cards; Processing Tent [Still Deliberating / Ready to Report]; Appointment Cards
- Strategy Ring
- Sticky notes, dry erase markers and highlighters



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THINK-TALK-WRITE-SHARE



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 )

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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!*

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PINCH CARDS



- 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.**

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#### IMPORTANCE OF ORAL ACADEMIC LANGUAGE DEVELOPMENT FOR WRITING

- 4<sup>th</sup> 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

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#### ENGLISH LANGUAGE PROFICIENCY STANDARDS: ELPS



- 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.

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#### ENCOURAGING HIGH-QUALITY INTERACTIONS



**“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?

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ENCOURAGING HIGHER ORDER THINKING



HO 1

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.

(TEA, 2017)

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SUPPORTING OUR MULTILINGUAL STUDENTS

- 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**.

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ORGANIZING CLASSROOM TALK AND COLLABORATION

Grouping students for successful classroom interaction

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### USING APPOINTMENT CARDS



**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]?"

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### THINK-TURN-TALK: USING APPOINTMENT CARDS



"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?**

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### 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...

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## THINK-PAIR-SHARE ORGANIZER

Question (Open-ended)	What I think <b>Speaking</b>	What my partner thought <b>Listening</b>	What we thought <b>Consensus/ Writing</b>
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...

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SCAFFOLDING EXPRESSIVE  
LANGUAGE FOR ELs

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## SCAFFOLDING EXPRESSIVE LANGUAGE FOR ELs

- 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)

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### GRAPHIC ORGANIZERS

Worksheet

Graphic Organizer

Graphic Organizer: Concept Map

Resources for Graphic Organizers:

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

[http://www.adlit.org/strategy\\_library/](http://www.adlit.org/strategy_library/)

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### MAKE THINKING VISIBLE: GRAPHIC ORGANIZERS (CHARACTERIZATION)

	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:

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### 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)

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ADVANCE ORGANIZERS: EXAMPLE

THINK-PAIR-SHARE ORGANIZER

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?	It seems to me <del>that</del> it would be an extreme situation for someone to leave their country if they didn't know they could return. Maybe the person feels unsure?	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 unsure.	We both thought that someone would leave their country and never return due to an extreme situation.

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ADVANCE ORGANIZERS: EXAMPLE

HO 2

Anticipation-Reaction Guide

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

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SCAFFOLDING EXPRESSIVE LANGUAGE

Sentence Frames

My favorite thing for **supper** is \_\_\_\_\_.

They **exchanged** their coins for \_\_\_\_\_.

Something that gets **delivered** is \_\_\_\_\_.

Segmentos de oración

comunicamos \_\_\_\_\_.

herida, debo \_\_\_\_\_.

paravillado cuando \_\_\_\_\_.

Sentence Frames

\_\_\_\_\_ to earn \_\_\_\_\_.

incooperative when \_\_\_\_\_.

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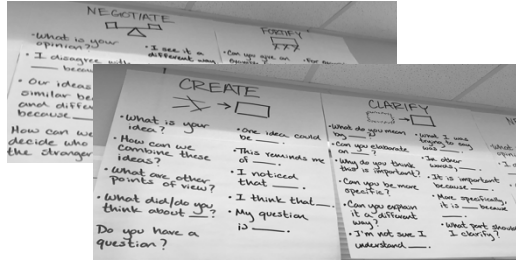
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EXAMPLES: OPEN-ENDED PROMPTS AND SENTENCE STEMS




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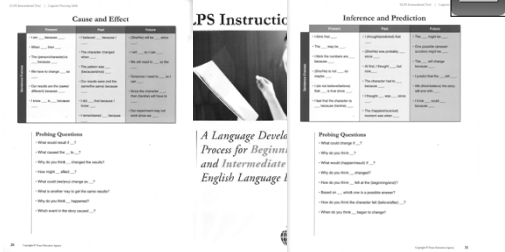
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ELPS INSTRUCTIONAL TOOL




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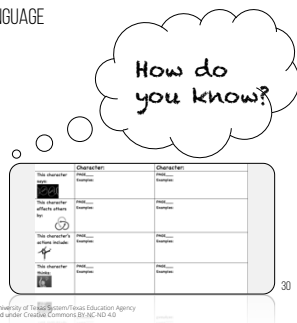
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MULTIPLE SCAFFOLDS FOR EXPRESSIVE LANGUAGE

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




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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

"Academically Productive Talk"

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CHECKLIST FOR EFFECTIVE AND PRODUCTIVE STUDENT COLLABORATION

HO 3

Setting and Modeling Student Expectations:

- ❑ Prepare as required.
- ❑ 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!

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RAISING THE BAR – CLASSROOM LANGUAGE

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

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

(Argüelles, 2017)

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#### 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

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#### 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?

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#### 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



#### 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?




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## 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

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## WHAT WE USED AND PRACTICED TODAY

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

### Strategy Ring

- We will add throughout the year!

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THANK YOU!