The Metropolitan Center for Research on Equity and the Transformation of Schools

The NYS Statewide Language Regional Bilingual Education Resource Center at NYU

Creating *Language-Rich* Classrooms for Secondary ELLs Around the Hallmarks of Advanced Literacies Instruction (Gr. 6-12)

November 5, 2019
Richmond Hill High School
8:30AM - 2:30 PM

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Professor Emerita
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Providence, RI

Did you bring a text/unit/lesson today?

Part I: Creating Classroom Discussion/Speaking Opportunities and *Structured Academic Language Practice* to Advance Language Development and Promote Academic Success for ELLs

Agenda for the Day

- **The Mandates for a Language Rich Classroom:** *The Hallmarks of Advanced Literacies Instruction, the Next Generation Learning Standards, and the Bilingual Common Core Language Progressions*

- **Building the Hallmarks of Advanced Literacies into Units or Lessons**
  - Why Discussion/Extended Speaking Opportunities Matter
  - Achieving the Hallmarks of Advanced Literacies in Your Secondary Classroom: A Focus on Hallmarks 2 (Classroom Discussion) and 4 (Academic Vocabulary and Language Practice)
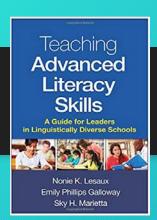
Agenda for the Day

- Talk, Read, Talk, Write: An Instructional Planning Framework that Ensures Dedicated Language Practice and Content Learning
- Strategies that Advance ELLs' Academic Language Proficiency
  - Strategies and Routines that Create Extended Speaking Opportunities and Support ELLs in Academic Discussions
  - Strategies and Routines that Build Academic Vocabulary and Advance Language Complexity
- Resources for Teachers

The Mandates for a Language Rich Classroom:

1. *The Hallmarks of Advanced Literacies Instruction,*

2. *the Next Generation Learning Standards, and*

3. *the Bilingual Common Core Language Progressions*

Advanced Literacy Skills

Nonnie Lesaux, Emily Phillips Galloway, and Sky H. Marietta

Topic Briefs on NYSED website:

http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards

Introduction:

http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-1-of-8_summer_2017_adv_lit_final_2.pdf-a.pdf

![NYSED.gov] New York State EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Advanced Literacies For Academic Success

Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Emily Phillips Galloway, EdD

Why is this important?

Reading and writing—language-based competencies—have become prerequisites for participation in nearly every aspect of day-to-day, 21st-century life. There was a time when basic literacy skills provided a clear path forward, when extended reading and writing were the business of education and only necessary for participation in white-collar professions. But today, students needs to develop an increasingly complex set of advanced literacy skills and competencies in order to access social and economic opportunities. Importantly, the press for advanced literacies for all does not reflect a decline in the population's literacy rates. Instead it is a recognition that what counts as "literate" has changed dramatically over the last few decades[1].

Today's school leaders—especially those serving large numbers of linguistically diverse learners—face a new normal that guides their instructional work. To be academically and personally successful in today's literacy- and knowledge-based society and economy, each of their students need to develop what we refer to as **advanced literacies**. Advanced literacies refers to the skills and competencies that enable communication, spoken and written, in increasingly diverse ways and with increasingly

What are Advanced Literacies?

Advanced literacies refers to the skills and competencies that enable communication in increasingly diverse ways and promote the understanding and use of text for a variety of purposes.

COMMUNICATE
Communicate (orally and in writing) in increasingly diverse ways and with increasingly diverse audiences.

UNDERSTAND
Understand and use print for a variety of purposes.

ACCESS
Access and participate in academic, civic, and professional communities, where knowledge is shared and generated.

[1] Levy, F., & Murnane, R. (2004). The New Division of Labor: How Computers Are Creating the Next Job Market. Princeton: Princeton University Press.

Advanced literacies support each student to:

Advanced literacies reflect and acknowledge the changing educational landscape. It is the case that many U.S. schools have been guided by a series of assumptions about the instruction of linguistically-diverse students that no longer hold in today's instructional settings. Shifting our understanding of the instructional landscape begins with understanding a new set of guiding assumptions.

Outdated Guiding Assumptions and Principles

- Students learning academic English at school represent a small subpopulation of learners.

- The strengths and needs of English learners and their classmates are distinct and necessarily demand different approaches.

- The instructional core is preparing the majority of students to engage in advanced literacy tasks.

- Those who struggle need supplementary intervention.

21st Century Realities and Guiding Principles

- The school-age population is linguistically diverse. There are 400+ native languages in the U.S., and by 2030, 40% of the school-age population will speak a language other than English at home.

- In many classrooms, the literacy strengths and needs of English Language Learners, Multilingual Learners, and their English-only peers are more similar than they are different. Learning academic English, oral and written, should be an instructional priority for all.

- In many settings, the instructional core needs to be updated to match today's literacy demands.

- When large numbers of students are struggling, the core should be adjusted as the primary line of defense and response.

What does advanced literacy instruction look like across the school years?

While it may at first seem like advanced literacies are most relevant for older learners, this isn't the case. Even our youngest learners need advanced literacies—these skills and competencies support learning at all grade levels, even as students are acquiring foundational literacy skills (word reading, spelling, basic communication skills).

Advanced Literacies for Academic Success

The skills and competencies that enable communication in increasingly diverse ways and promote the understanding and use of text for a variety of purposes
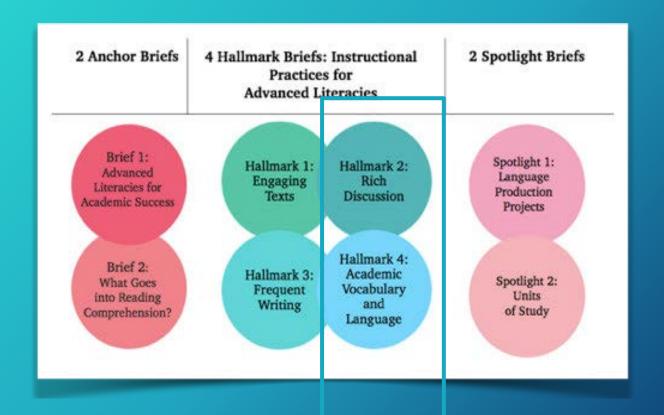
COMMUNICATE	UNDERSTAND	ACCESS
Communicate (orally and in writing) in increasingly diverse ways and with increasingly diverse audiences.	Understand and use print for a variety of purposes.	Access and participate in academic, civic, and professional communities, where knowledge is shared and generated.

To Advance Listening and Speaking Skills

How do we foster advanced literacies in today's classrooms?

Hallmark 1: Work with engaging texts that feature big ideas and rich content

Hallmark 2: Talk/discuss to build both conversational and academic language and knowledge
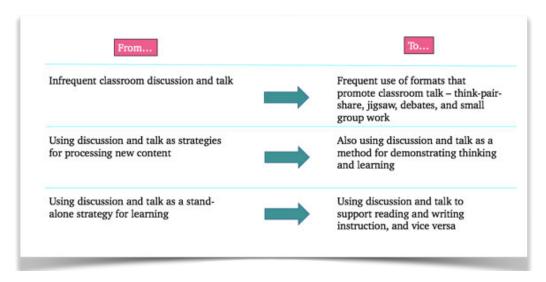
Supported by school-wide protocols

Hallmark 3: Write to build language and knowledge

Hallmark 4: Study a small set of high-utility vocabulary words and academic language structures to build breadth and depth of knowledge

Hallmark 2 of Advanced Literacies Instruction: Classroom Discussion

Shifting how we think about classroom instruction:

From...		To...
Infrequent classroom discussion and talk	→	Frequent use of formats that promote classroom talk – think-pair-share, jigsaw, debates, and small group work
Using discussion and talk as strategies for processing new content	→	Also using discussion and talk as a method for demonstrating thinking and learning
Using discussion and talk as a stand-alone strategy for learning	→	Using discussion and talk to support reading and writing instruction, and vice versa

Read page 3 of Hallmark 2 What kinds of shifts in classroom talk are needed?

1. What are "*talk routines*"?
2. Do you have *talk routines* in your classroom?
3. What kind of language practice are you trying to give when students engage in classroom talk?

Shifting How We Think About Classroom Talk

Indicators in Curriculum:

☑ Students are asked to use the target words and other academic language when speaking as part of each lesson in the unit.

☑ Speaking and listening routines (e.g., weekly debates, interviews and other role play) occur consistently and predictably throughout each unit. This provides students with the time and opportunities to develop mastery of these learning processes.

☑ Students are engaged in speaking and listening as part of *each* lesson.
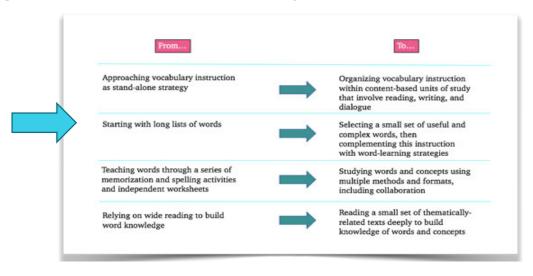
Indicators in Instruction:

☑ Instructor communicates the importance of using target words when speaking.

☑ Instructor acknowledges the challenges associated with learning language and conveys an attitude that values experimenting with language by *praising students' attempts* at using target language when speaking, i.e., an expectation that students will *not* likely use words correctly or precisely at first.

☑ Instructor builds in talk routines if these are not already an integral part of the curriculum.

☑ Students are aware of talk routines—and demonstrate a level of comfort with them.

☑ Student discussion is part of each lesson, e.g., peer-to-peer interaction (brief or extended), debates, interviews.

☑ Students are encouraged to use peers as language resources when speaking.

☑ Students are asked to use previously taught words, language structures, and strategies for academic language learning when speaking, i.e., an expectation that students will *not* likely use words correctly or precisely at first.

☑ Instructor builds in talk routines if these are not already an integral part of the curriculum. Students are aware of talk routines—and demonstrate a level of comfort with them.

☑ Student discussion is part of each lesson, e.g., peer-to-peer interaction (brief or extended), debates, interviews.

☑ Students are encouraged to use peers as language resources when speaking.

☑ Students are asked to use previously taught words, language structures, and strategies for academic language learning when speaking.

A Map of this Brief Series

Hallmark 4 of Advanced Literacies Instruction: Academic Vocabulary and Language

Shifting How We Think About Vocabulary Instruction:

From…		To…
Approaching vocabulary instruction as stand-alone strategy	→	Organizing vocabulary instruction within content-based units of study that involve reading, writing, and dialogue
Starting with long lists of words	→	Selecting a small set of useful and complex words, then complementing this instruction with word-learning strategies
Teaching words through a series of memorization and spelling activities and independent worksheets	→	Studying words and concepts using multiple methods and formats, including collaboration
Relying on wide reading to build word knowledge	→	Reading a small set of thematically-related texts deeply to build knowledge of words and concepts

Jigsaw Read Hallmark 4

Partner Read:

Partner A: Read *Why is this Important? & What Does this Look Like in Linguistically Diverse Classrooms* (p. 1-2)

Partner B: Read *Shifting How We Think About Vocabulary Instruction (Skip the charts; just read the text on p.2-4)*

Both Partners Have Specified Roles
[*see next slide*]

Exchange of Ideas:

Partner A

- Explain the difference between general academic vocabulary and academic terms that are specific to a particular content area or topic.

- Explain the ways that ELLs' vocabulary can be limited.

Partner B

- Explain why it's necessary to choose a small set of academic vocabulary words to teach.

- Explain why explicit instruction and practice opportunities are both needed for students to learn target academic vocabulary?

1. Did you use the article to support your output?

2. Did you use any academic language?

3. Did you use any complex sentences?

4. How did the prompts control your output? (content and level of language)

5. Was one task (A, B) more difficult than the other?

How Did this Task Support Each Person's Speaking?

What happens in schools that effectively implement the hallmarks?

- growth in the language and literacy skills of all students, including English Language Learners (ELLs)

- common set of instructional practices

- shared language for discussing instruction amongst educators and school leaders.

- similar instructional approaches and strategies to achieve goals

- lessons routinely feature rich texts, discussions, writing and instruction in high-utility vocabulary
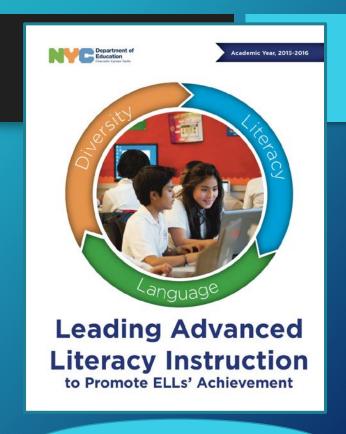
Hallmark 2

- Extended Talk/Discussion to build both conversational and academic language and knowledge

- Students learn how to organize academic speech to engage in text-based discussion centering on negotiating the text's meaning
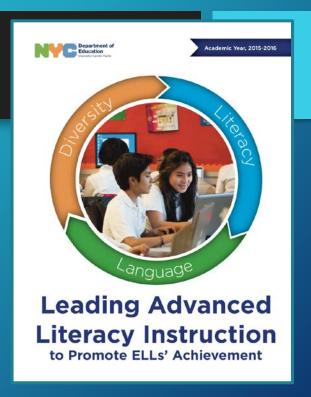
Example: Participate in a discussion or debate

Hallmark 2
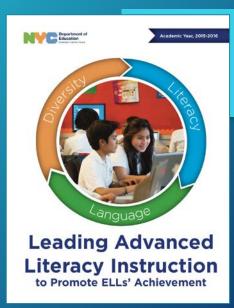
- This leads to growth in language skills of ELLs and their peers (when given plentiful practice)

- Talk routines (weekly debates, interviews, etc.) occur consistently and predictably throughout each unit

- Students are engaged in speaking and listening as part of each lesson; use taught words and language structures when speaking

Example: Participate in a discussion or debate

Hallmark 2: Talk/ discuss to build language and knowledge

Indicators in Curriculum	☑
Students are asked to use the target words and other academic language when speaking as part of each lesson in the unit	
Speaking and listening routines (e.g., weekly debates, interviews and other role play) occur consistently and predictably throughout each unit. This provides students with the time and opportunity to develop mastery of these learning processes while building knowledge	
Students are engaged in speaking and listening as part of *each* lesson	

NYC Department of Education
Academic Year, 2015-2016

Diversity · Literacy · Language

Leading Advanced Literacy Instruction
to Promote ELLs' Achievement
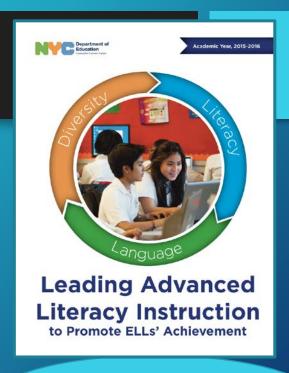
Hallmark 4

Students study a small set of high-utility vocabulary words to build breadth and depth of knowledge (e.g. Academic Vocabulary List)

Students are asked to use the target words when speaking as part of each lesson in the unit; multiple activities and text exposures that feature these words are intentionally built into the curriculum

Leading Advanced Literacy Instruction to Promote ELLs' Achievement

Academic Year, 2015-2016

NYC Department of Education

Diversity · Literacy · Language
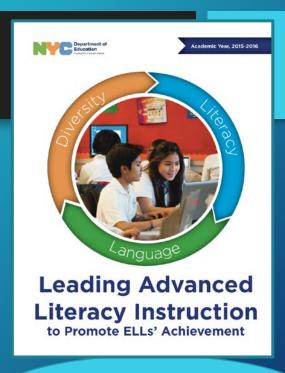
Students demonstrate knowledge of words found in academic texts and talk
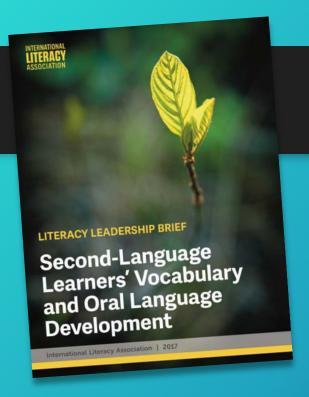
Hallmark 4

Instructor communicates the importance of using target words (and phrases) when speaking and uses the target words when speaking and writing

Skills that support independent word-learning are in focus and taught explicitly

Students demonstrate knowledge of words found in academic texts and talk

INTERNATIONAL LITERACY ASSOCIATION

LITERACY LEADERSHIP BRIEF

Second-Language Learners' Vocabulary and Oral Language Development

International Literacy Association | 2017

Jigsaw Read

Everyone Reads Page 2
Then
Partner A: Read Pages 3-4
(Vocabulary)
Partner B: Read Pages 5-6
(Oral Language Development)

The importance of building academic language orally

Academic Vocabulary is Made Up Of:

Bricks

- Imagery
- **Symbolism**
- Narrative
- Nonfiction
- Climax
- **Rising action**
- Character

Mortar

- Describe
- Represent
- Approximate
- Compare
- **Explain**
- **Identify**
- Distinguish

ELA Academic Word List

AVL List

https://research.steinhardt.nyu.edu/scmsAdmin/media/users/atn293/academic_vocabulary_list.pdf

The ELA Academic Vocabulary Word Lists

Literary Terms

allusion
analogy
antagonist
author
autobiography
biography
character
comedy
comic relief
conflict
context
dialect
dialogue
drama
element
exposition
falling action
figurative language
flashback
foreshadow
imagery
irony
meaning
melody
metaphor
mood
narrative
narrator
paradox
personification
plot
poetry
point of view
protagonist
relevance
resolution
rising action
rhythm
setting
short story
simile
structure
suspense
symbol
theme
time frame
tone
tragedy

Revising and Editing Terms

add
any
change
combine
correction

could
delete
document
draft
editing
effective
fill in
follow
idea
improve
improvement
insert
logically
made
move
organization
paper
paragraph
passage
review
revise
revising
revision
rewrite
rough draft
sentence
should
support
switch
transition

Reading Terms

advertisement
analogy
antonym
background
bias
cause and effect
characteristic
chart
chronological order
cite
classic
colonial
compare and contrast
comprehend
conclusion
connotation
contemporary
context
craft
credibility
critique
culture
database
deceptive

deconstruct
deduction
denotation
derivation
dialogue
diary
dictionary
discussion
documentary
drama
edit
editorial
faulty
figurative language
film
generalization
genre
glittering generalities
glossary
graph
graphic organizer
heading
historical context
homonym
idealism
idiom
index
induction

inference
influence
interpret
journal
literary
literature
logical
logical fallacies
main idea
map
meaning
media
memoranda
mode
motivation
multiple-meaning word
narrator
naturalism
newspaper
novel
organization
outline (verb)
overview
period
periodical
persuasion
poetry
precolonial

prediction
prefix
realism
relevant
reread
resource
response
review
revolutionary
romanticism
root
scan
skim
speech
story
strategy
study guide
suffix
summarize
supporting details
synonym
syntax
text
thesaurus
vocabulary
word origin

Purpose for Reading

to appreciate a writer's craft
to be entertained
to be informed
to discover
to discover models to use
to enjoy
to find out
to interpret
to solve problems
to take action
to understand reference

Writing Terms

abstract (noun)
audience

Author's Purpose

to compare
to describe
to entertain
to explain
to express
to influence
to inform
to persuade
body
capitalization

clarity
coherent
compose
composition
conclusion
content
conventions
create
depth
draft
edit
ellipses
essay
expression
evidence
general
grammar
introduction
italics
literary
logical argument
logical progression
manual of style
mechanics
memo
narrative
occasion
opinion

organization
parallelism
persuasive
play
poem
prewriting
procedure
process
proofread
publish
punctuation
purpose
reflective
report
response
résumé
revise
sentence
source
specific
spelling
story
structure
style
summary
supporting idea
thesis
topic

voice
word choice

Viewing and Representing Terms

ad campaign
advertisement
analysis
attitude
audience
camera angles
communicate
compare
construct
content
contrast
convey
coverage
critique
culture
deconstruct
design
distinguish
documentary
editing
editorial
effect

element	print ad	**Test Question Vocabulary**
engage	product	
entertaining text	production	actions
examine	property	affect
evaluate	purpose	agree
event	questionnaire	answer
feedback form	reaction shots	appear
flyer	reality	attitude
generalization	reflect	avoid
genre	relationship	besides
group discussion	represent	best
idea	response	choose
informative text	sequencing	compare
Internet	shape	concept
interpret	significance	conclude
investigate	source	convey
line	special effects	convince
main idea	specific	definition
media	technique	describe
message	technology	description
music	television	develop
news magazine	texture	disclose
newspaper	unique	drawing
nightly news	video	effective
perception	video adaptation	entry
photograph	view	experience (noun)
political campaign	visual representation	experience (verb)
presentation	web page	explain

express	notes	summary
evidence	over the course	support
figure out	paragraph	tell
follow	persuade	throughout
following	primary	understand
generalization	prove	use
highlight	purpose	view
illustrate	reader	
illustration	respond	
impact	response	
imply	reveal	
indicate	selection	
mainly	sentiment	
major	show	
match	significance	
mean	similar	
meaning	structure	
mostly	suggest	
narrator	summarize	

Academic Vocabulary Lists
Corpus of Contemporary American English

14	level	79201	level (n) 78162 level (j) Edu 3119 level (v) 1145 high-level (j) 917 leveling (n) 76 leveling (j) 46 leveler (n) 21 leveled (j) 12 levelly (r) Soc 1
15	process	78679	process (n) 66382 process (v) 6739 processing (n) 5558 processor (n) Sci 3072 processed (j) Med 535 unprocessed (j) Med 85 reprocess (v) Law 41
16	culture	77470	culture (n) 42561 cultural (j) 34239 culturally (r) Edu 3586 cross-cultural (j) Edu 1176 subculture (n) 670 intercultural (j) Edu 398 cultured (j) 284 subcultural (j) 81 uncultured (j) 38
17	history	77164	history (n) 53474 historical (j) 19615 historian (n) His 7700 historically (r) 4075 historic (j) 3441 prehistory (n) 259 historicity (n) Hum+Rel 184 historicism (n) Hum 165
18	active	76010	activity (n) 55151 active (j) 14938 activist (n) 4067 actively (r) 4000 activism (n) 1419 inactive (j) 502 inactivity (n) Med 286 active (n) Med 39

IDENTIFY WORDS TO TEACH TO BUILD WORD POWER

Teach High Frequency Academic Words in Families

http://www.academicvocabulary.info

AVL

**Leading Advanced
Literacy Instruction**
to Promote ELLs' Achievement

ACADEMIC VOCABULARY

AVL List

https://research.steinhardt.nyu.edu/scmsAdmin/media/users/atn293/academic_vocabulary_list.pdf

- **Frequency**—is the word found in unit texts and activities

- **Importance**—does this word hold importance in the concepts/topics under study (mood, tone; argument, evidence) and/or does this word appear frequently in academic texts generally *(research, provide, significant, structure, consequence)*

- **Utility**—will students need to know the word to speak and write about the topic of study and will the word be useful for academic speaking and writing generally?

Partner Share:
Tell Your Partner About the Lesson
You Will Work With Today

What 4 Academic Vocabulary Words You Will
Choose for Intensive Work Across the Lesson?

"My Name" by Sandra Cisneros

Excerpted from *The House on Mango Street*

In English my name means hope. In Spanish it means too many letters. It means sadness, it means waiting. It is like the number nine. A muddy color. It is the Mexican records my father plays on Sunday mornings when he is shaving, songs like sobbing.

It was my great-grandmother's name and now it is mine. She was a horse woman too, born like me in the Chinese year of the horse—which is supposed to be bad luck if you're born female—but I think this is a Chinese lie because the Chinese, like the Mexicans, don't like their women strong.

My great-grandmother. I would've liked to have known her, a wild horse of a woman, so wild she wouldn't marry. Until my great-grandfather threw a sack over her head and carried her off. Just like that, as if she were a fancy chandelier. That's the way he did it.

And the story goes she never forgave him. She looked out the window her whole life, the way so many women sit their sadness on an elbow. I wonder if she made the best with what she got or was she sorry because she couldn't be all the things she wanted to be. Esperanza. I have inherited her name, but I don't want to inherit her place by the window.

At school they say my name funny as if the syllables were made out of tin and hurt the roof of your mouth. But in Spanish my name is made out of a softer something, like silver, not quite as thick as sister's name—Magdalena—which is uglier than mine. Magdalena who at least can come home and become Nenny. But I am always Esperanza.

I would like to baptize myself under a new name, a name more like the real me, the one nobody sees. Esperanza as Lisandra or Maritza or Zeze the X. Yes. Something like Zeze the X will do.

1. What is the point of view in this story? Why is it an effective type of narration given the story's content and tone?
2. How does the narrator establish a conflict between her Mexican identity and the English-speaking country she lives? (Consider when she mentions Mexicans or Spanish versus when she mentions English, school, and her classmates.) How is her name tied to her cultural and racial identity?
3. According to Chinese Zodiac, these are common traits of people born during the Year of the Horse: stubborn, independent—don't take advice, social, and clever. Where in the story does the narrator show these traits?
4. Esperanza is named after her great-grandmother. In what ways does she admire her great-grandmother? What parts of her great-grandmother's life and personality does Esperanza want to avoid? What does having "a place by the window" mean?
5. Esperanza never directly describes herself in this chapter, yet the reader is still left with a sense of who she is as a character. How would you describe this character as a person? Use examples from the chapter to explain and support your answer.

Unit 1: Identity

Objective: To have students critically think about the ways in which their identities are formed through analyzing characters and making connections to themselves.	Essential Questions: 1. Who am I? What defines me as an individual?

Common Core Standards:
- Cite strong and thorough textual evidence to support analysis (RL & RI.9-10.1)
- Determine and analyze a theme or central idea of a text (RL & RI.9-10.2)
- Analyze how complex characters develop (RL.9-10.3)
- Write informative/explanatory texts to examine and convey complex ideas, concepts (W.9-10.2)
- Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach (W.9-10.5)
- Initiate and participate effectively in a range of collaborative discussions (SL.9-10.1)
- Evaluate a speaker's point of view (SL.9-10.3)

Suggested Texts	Reading/Hallmark 1	Writing/ Hallmark 3	Discussion/Hallmark 2
"St. Lucy's Home for Girls Raised by Wolves" by Karen Russel *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie (full length novel or excerpts) *The Perks of Being a Wallflower* by Stephen Chbosky *The Joy Luck Club* by Amy Tan (full length novel or excerpts) *The House on Mango Street* by Sandra Cisneros	- Close Reading/Annotation - Three-Reads Protocol - Note-taking - Proof-Reading/Editing **Skill Sets:** ➔ Central Idea ➔ Characterization/ character traits ➔ Elements of a story **Literary Devices:** ➔ Conflict: internal and external ➔ Characterization	**WITsi Sentence Skills (MP1)** - Fragments - Sentence Types - Because-but-so (independent and dependent clauses) - Since-however-therefore	- Turn and Talk - Think-Pair-Share - Accountable Talk

(full length novel or excerpts) ● *The Namesake* by Jhumpa Lahiri ● "Lather and Nothing Else" by Hernando Tellez ● "Everyday Use" by Alice Walker ● "Girl" by Jamaica Kincaid ● "Biracial Hair" by Zara Howard **You may use your own text, as long as it relates to the unit goals.	➔ Similes ➔ Metaphors **Vocabulary/Hallmark 4:** - protagonist - antagonist - Plot, exposition, climax, resolution - turning point in character - turning point in plot - character traits		
Assessments			
Pre-Assessment		**Summative Assessment**	
9th Grade Baseline Writing Prompt for WITsi ● **Writing Prompt:** A role model is someone you admire for having qualities you would like to have. He or she is a person whose behavior or achievements you respect. Think about someone you consider a role model, and write about why that person is special to you. You may choose someone you know or someone you have read about. You may choose someone who is alive today or someone who is no longer here, but has made a lasting impression on you.		Compose a self-portrait narrative or "Where I'm From" poem that details aspects of your identity using figurative language and correct sentence structure.	
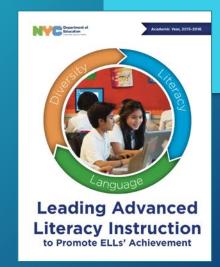
Inherit
Tone
Conflict
Trait(s)
Identity

For Your 4 Words, Write Down All the Forms of the Word
Inherit, inheritance, inherited, inherits, inheriting, inheritor

Hallmark 4: Study a small set of high-utility vocabulary words to build breadth and depth of knowledge

Indicators in Curriculum	☑
Students are exposed to target words and their features intentionally throughout the instructional cycle or unit. Multiple activities and text exposures that feature these words are intentionally built into the curriculum	
The words and their features (e.g., morphological characteristics) selected for teaching are essential for discussing/writing about the unit topic, and for reading the unit's multiple texts. They are also related to other content areas and topics under study.	
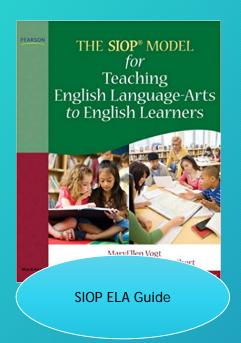
Linguistic skills that support independent word-learning are in focus and taught explicitly

e.g., morphological analysis (prefix, suffix, etc.), working with context clues, parsing complex sentences

NYC Department of Education — Academic Year, 2015-2016

Diversity · Literacy · Language

Leading Advanced Literacy Instruction to Promote ELLs' Achievement

Argument--argue, arguably, argumentative, unarguable
Significant—significance, significantly, insignificant, insignificantly
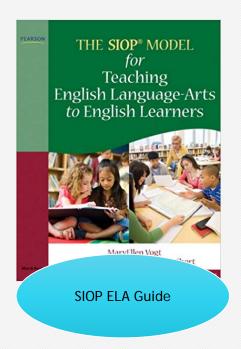
Unpack standards for terms

Identify 'Brick' Words
Identify 'Mortar' Words

SIOP ELA Guide

- 9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- 9-10L5a: Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text.

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PEARSON

THE SIOP® MODEL
for
Teaching
English Language-Arts
to English Learners

MaryEllen Vogt

SIOP ELA Guide

School-Wide Protocols To Support the Hallmarks of Advanced Literacy Instruction
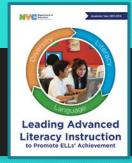
- One set of school-wide protocols to support different aspects of advanced literacy are needed so that students use them throughout the day and across the year

- These could support reading words, learning unfamiliar vocabulary, comprehending text, discussing topics/texts, writing tasks required in content area classrooms

For discussion: *Jigsaw Tasks, Gallery Walk, Concentric Circles, Talk Moves, Advanced Sentence Frames, Interviews*

For learning unfamiliar vocabulary: *Vocabulary Notebook, Word Map, Word Sorts, Partner Practice Routines, (TPR vocabulary practice)*

Leading Advanced Literacy Instruction to Promote ELLs' Achievement

Spotlight on Instructional Units

Educators need clear steps and quality materials to create a literacy-enriched learning environment that is:

- *Structured*

- *Interactive and*

- *Engaging for students*

- *That provides the type of repetition/recycling needed in order to support ELL students*

Next Generation Learning Standards

Listening/Speaking: Comprehension and Collaboration

- 9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others

- 9-10SL1c: Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- 9-10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning

Listening/Speaking: Comprehension and Collaboration

NYS Next Generation LEARNING STANDARDS

- 7SL1:
- Engage effectively in a range of collaborative discussions with diverse partners; <u>express ideas clearly and persuasively, and build on those of others.</u>
- 7SL1c: <u>Pose questions that elicit elaboration and respond to other's questions with relevant observations and ideas</u> that bring the discussion back on topic as needed.
- 7SL1d: <u>Acknowledge</u> new information expressed by others and, when warranted, <u>modify</u> personal views.

Language

NYS Next Generation LEARNING STANDARDS

- 7L3a: Choose language that <u>expresses ideas precisely and concisely,</u> recognizing and eliminating wordiness and redundancy
- 7L4: Determine or <u>clarify the meaning</u> of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies
  - A) context as a clue to the meaning of a word or phrase
  - B) use affixes and roots
  - C) Consult reference materials

Language: Vocabulary Acquisition and Use

- 9-10L4: Determine or <u>clarify the meaning</u> of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

- 9-10L4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- 9-10L4b: Identify and <u>correctly use</u> patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

- 9-10L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or <u>determine or clarify</u> its precise meaning, its part of speech, or its etymology.

Language: Vocabulary Acquisition and Use

- 9-10L5: <u>Demonstrate understanding</u> of figurative language, word relationships, and nuances in word meanings.

- 9-10L5a: <u>Interpret</u> figures of speech, including euphemism and oxymoron, in context and analyze their role in the text.

- 9-10L5b: <u>Analyze</u> nuances in the meaning of words with similar denotations

- 9-10L6: Acquire and <u>accurately use</u> general academic and content-specific words and phrases, sufficient for reading, writing, speaking and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Bilingual Common Core Language Progressions

Expectations and Scaffolding

Listening

Entering (9-12)

Identify a few words, short phrases, predictable sentences

(that... signal/refer to/convey information, a claim, evidence, a message, theme, key detail, sequence, connections, relationships, conclusions. opinion and reasons)*

Organize pre-taught words in a main idea web; graphic organizer

In new or home language

Entering (5-6)

Identify a few words, short phrases or predictable sentences

(that signal important individuals, main ideas, key details, concepts, events, points of view, message; story or topic, description, sequence, relation- ships, connections, conclusions, and/or evidence)

Listening

Emerging

Identify some words, phrases

Few simple sentences (that…)

Organize pre-identified words in main idea web; graphic organizer

In new or home language

Transitioning

Identify most phrases, simple sentences and a few expanded or complex sentences (that…)

Organize phrases and sentences on partially completed main idea web; graphic organizer

In new or home language

Expanding

Identify most simple or some expanded or complex sentences (that…)

Organize main idea and supportive details after teacher modeling; with a glossary

In new language

Speaking

Entering

Uses a few words

Short phrases

Predictable sentences

Use sentence starters with or without graphics; New and home language

Emerging

Uses phrases

and simple sentences

Use sentence starters with or without graphics; New and home language

Speaking

Transitioning

Uses simple sentences and expanded sentences

Use word bank; graphics

New and home language

Expanding

Uses simple, expanded or complex sentences

Use previously completed graphic organizer, T chart

New language

Building the Hallmarks of Advanced Literacies into Units or Lessons

- **Why Discussion/Extended Speaking Opportunities Matter**

- **Achieving the Hallmarks of Advanced Literacies in Your Secondary Classroom: A Focus on Hallmarks 2 (Classroom Discussion) and 4 (Academic Vocabulary and Language Practice)**

Structured Student Talk

Research-based Rationale

The Need

English learners need to develop a multi-faceted knowledge of English to be able to communicate effectively in social and academic settings. To develop communicative competence, English learners need daily supported opportunities to use their second language for diverse purposes. Learning English well requires lots and lots of practice.

The Problem

Despite the well understood importance of practice in developing language proficiency, research in both ELD classrooms and general education contexts has revealed that English Learners are very often passive observers during classroom discussions and activities (1, 2). When English Learners do contribute verbally, their comments are typically limited to brief utterances in response to teacher questions. The teacher asks a question, the student responds with a single word or short phrase, and the teacher moves on to the next student.

Small-group and partnering activities also routinely fail to promote substantive oral language growth (3). Merely increasing student interaction without explicit, coached language instruction and accountability for application tends to lead to discussions without richness of language or content (4, 5, 6). Often the only person using complex language is the teacher. That leaves little opportunity for English learners to internalize newly taught language and concepts, deepen understanding, express thinking, and grow ideas.

> *Practice is the best of all instructors.*
> – Publilius Syrus

Some Insights

In an analysis of 77 viable studies focused on the effectiveness of second-language instructional practices, Norris and Ortega (7) identified defining elements of explicit second-language teaching that include 1) directing students' attention to new words, language patterns, or forms, 2) clearly explaining and demonstrating that language feature, and 3) **providing ample meaningful opportunities for use of newly-taught language features with high accountability for application**. Interactive tasks must be carefully structured and clearly require, rather than merely encourage, correct application of the target language (8). When students are given appropriate direction and support, they actively listen and speak to one another, preventing the one-way communication that occurs when the whole class listens to individual volunteers offer their ideas or respond to teacher questions (7, 9).

Citations:
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5. Lee, Okee, and Sandra Fradd. 1996. Interactional patterns of linguistically diverse students and teachers: Insights for promoting science learning. Linguistics and Education: An International Research Journal 8: 269–97.
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7. Norris, John M., and Lourdes Ortega, eds. 2006. Synthesizing research on language learning and teaching. Philadelphia: John Benjamins Pubs.
8. Keck, Casey M., Gina Iberri-Shea, Nicole Tracy-Ventura, and Safary Wa-Mbaleka. 2006. Investigating the empirical link between task-based interaction and acquisition: A meta-analysis. In 6 above 91–131.
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EL Achieve

Prepare for Success

The following pages describe a number of strategies teachers can manageably integrate into their daily lessons to **bolster English learner oral language production**.

Structured student interaction *routines* should be incorporated throughout every lesson and include teacher modeling, peer rehearsal, and accountability. We call these task-based student interactive strategies *routines* because when used on a daily basis, they become routine. Students know what to do and can essentially move into "automatic pilot". This makes it possible to foster student-to-student interaction to accomplish academic tasks using target content and language goals. To ensure productive language use, practice must be well maobragupcwopc.aosbsruordycbmedumuorupnc

> To learn new language, students need to *use it*.
>
> Routines for Student Interaction help ensure **each** student practices utilizing new language **multiple** times during **every** lesson.

Student Interaction Routines serve several purposes:

1. Allow teachers to **organize for maximum engagement and accountability**, since students are practicing newly learned language in groups or partners as opposed to responding one by one.
2. **Maximize student engagement** while allowing the teacher *time to monitor* accuracy and provide corrective feedback as needed.
3. Help students **internalize newly learned language** patterns, grammatical forms, and topic vocabulary through multiple opportunities to practice in engaging and supportive settings.
4. Support student use of **increasingly precise and varied language** for interesting purposes.

We all know from experience that simply telling a class of English Learners to "share an idea with a partner" can result in disappointing scenarios ranging from no interaction whatsoever to students investing minimal thought and using limited language (Jimenez & Gersten, 1999; Lee & Fradd, 1996). To plan for success, suggestions follow for how to 1) group wisely, 2) teach the routine, 3) include accountability, and 4) mix it up to keep in fresh

Group Wisely

When the goal is getting students to practice speaking and listening, pairing activities are generally more efficient and effective than larger groupings. Partner activities maximize the amount of classroom language use because, theoretically, half the students are able to talk simultaneously and all students leave class with more "miles on the tongue." But good partners are conscientious. Discussing it with students helps make it happen.

Ask the Experts - prompts differentiated to four proficiency levels:
What are the characteristics you would like in a lesson partner? What makes a good partner?

Emerging	A good partner is _____ (adjective: helpful, polite, friendly, serious)
Expanding	An effective partner tries to _____ (verb: help __, finish __, listen __)
Expanding	I work more effectively with a partner who _____ (verb +s: listens, participates, assists)
Bridging	I tend to work more productively with a _____ (adjective) partner who __(verb +s)
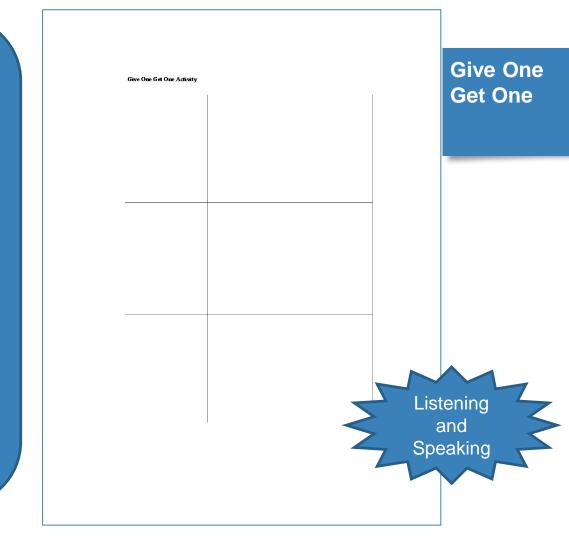
EL Achieve

GIVE ONE, GET ONE

1. **Read the Article**
2. **Jot Down 3 Ideas; Make sure your ideas are clearly expressed**
3. **Get Up and Find Someone Else**
4. **Give One Idea from Your list. Get One Idea from your Partner and Write It in An Empty Square**
5. **Move to a New Partner and Repeat**
6. **Use the phrase "Research shows that …"**
7. **Use the term "interaction"**

Give One Get One Activity

Give One Get One

Listening and Speaking

How did having a listening and speaking task after the reading enhance your comprehension of what you read?

How would the "give one-get one" activity lead to you being better able to write about the essential understandings/main ideas of the assigned reading?

Reading, writing, speaking and listening play crucial roles in school, and **all four are interrelated and affect one another**. There is a fundamental and **reciprocal relationship among oral language (listening and speaking), written language, and reading**.

Initially, reading and writing are dependent on oral language skills. Eventually, reading and writing extend oral language.

enter for Development and Learning, Metairie, LA
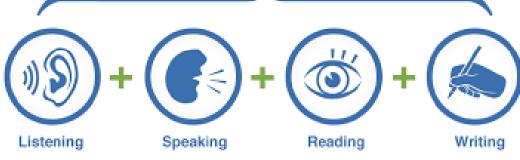
○ *English Learners Need Ample Opportunities for Use of Newly Taught Language Features with High Accountability for Application.*

○ *Interactive Tasks Must Be Carefully Structured and Require Application of the Target Language*

Fluency

Listening + Speaking + Reading + Writing

On average, what percent of time do you give to speaking in your classroom? (making sure that __all__ kids are speaking, not just a few taking turns)
Tell your partner.

Relationship Between Written & Oral Language
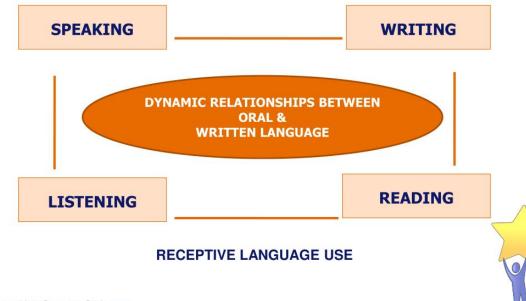
Explain This Graphic to Your Partner—What Is It Trying to Show About Acquiring Skills in a New Language?

What Other Lines Would You Draw Between the Skills to Show All the Interrelationships?

PRODUCTIVE LANGUAGE USE

| SPEAKING | | WRITING |

DYNAMIC RELATIONSHIPS BETWEEN ORAL & WRITTEN LANGUAGE

| LISTENING | | READING |

RECEPTIVE LANGUAGE USE

Adapted from Peregoy & Boyle, 2008

Why are Academic Discussions So Important for our ELLs?

Nicole Knight   October 24, 2014

One of the many things I love about working for Oakland, California schools is serving a community rich in diversity of culture and language. At the same time, it is no easy task ensuring that our English Language Learners (ELLs) are meeting grade-level content standards while mastering a second language.

Much of ELL instruction has been focused on 30-60 minutes of English Language Development (ELD) each day. Taken alone, this daily block of language instruction, isolated from any grade-level content, is not going to get us the results our students need and deserve. Rather, we need to see language-rich instruction *throughout* the day, embedded in and woven through the content areas.

What would it look like if language instruction occurred throughout the day? What would it take for every teacher to be a teacher of language in their discipline? These questions led us to identify Quality Academic Discussion as one district-wide strategy to foster collective responsibility for accelerating the language and content outcomes for our ELLs.

What *Is* an Academic Discussion?

In Oakland, we are greatly influenced by Jeff Zwiers and Marie Crawford's book *Academic Conversations* (2011), and we believe academic discussion demonstrates the following characteristics:

- Purposeful and sustained conversations about content
- Anchored in grade-level texts and tasks
- Students work together to co-construct knowledge and negotiate meaning
- Students use "talk moves," such as asking for clarification, paraphrasing, and building on or disagreeing with a previous idea

Why are Academic Discussions So Important for Our ELLs?

Academic discussions help *all* students develop reasoning skills and deepens understanding of content and multiple perspectives. For ELLs, academic discussions are critical to language and content development because:

- **ELLs need the opportunity to hear language in authentic and varied contexts.** Teachers, as well as students with higher language proficiency, serve as language models. Particularly important is exposure to discipline-specific language so ELLs hear what it sounds like to communicate in an array of academic contexts.

- **ELLs need opportunities to produce language in contextualized and purposeful ways.** They need to practice applying form (e.g., grammar, vocabulary) and function (e.g., language used to clarify, explain, argue) to communicate and build ideas.

- **ELLs benefit from redundancy of ideas and their related vocabulary.** Discussion allows for multiple opportunities to hear new concepts and content explained, analyzed, and interpreted.

How Do We Make Sure Our ELLs are Fully Engaged in and Benefiting from Academic Discussions?

Just because we give students the *opportunity* to discuss, doesn't mean they will. We need to provide additional supports and structures so that the students who can benefit the most from academic discussion actually do! Here are five important teaching strategies you can use to support your ELLs to fully participate:

1. Mix up your grouping structures, but give more time to pairs. Whole group discussions provide a great opportunity to model discussion skills, to hear a broad perspective of ideas, and to synthesize learning from small group or pair conversations. The biggest payoff, however, is paired conversations, because they maximize speaking time and increase overall engagement. Even when the structure is a whole-group discussion, consider inserting paired conversations (Turn and Talk or Think-Pair-Share) throughout to allow for ELLs to rehearse their ideas and related academic language.

2. Use discussion strategies that require every student to talk. You can simply open a discussion with a Round Robin, or use Talking Chips or Discussion Cards that allow for equitable participation.

3. Provide language support. Providing students access to language resources, such as sentence stems and word banks, gives students both the academic language and confidence to participate. A note of caution: overuse of prescribed sentence starters or stems can actually stifle talk, as students just fill in the blanks. Better yet, have students rehearse a few choice sentence stems and relevant vocabulary before they engage in academic discussion. The goal is for students to know how to access and use language supports *when needed* and *independently*

4. Accept imperfect language. When ELLs are engaged in academic discussion, privilege communication over precision of language. Overcorrection or too much attention to grammatically correct language can hinder ELLs language production and interrupt the flow of ideas. During a discussion, we want our ELLs to approximate correct and sophisticated language, not perfect it.

5. Expect and require extended responses. One of the biggest disservices to our ELLs is to accept one-word or abbreviated responses — even worse is when we complete their sentences. Instead, provide wait time, encourage students to continue, and press students for evidence by asking, "Why?" or, "Can you give me an example?"

Nicole Knight is the Executive Director of the English Language Learner and Multilingual Achievement Office at Oakland Unified School District. She has served Oakland students as a teacher, teacher leader, and instructional leader at the site and district level. A National Board Certified Teacher in English as a New Language, Nicole has expertise in language and literacy development of English Language Learners, curriculum development, and professional development for teachers and principals. She is also the mother of two bicultural and bilingual children, both students at a dual language Oakland public school.

https://www.teachingchannel.org/blog/2014/10/24/academic-discussions-and-english-language-learners-ousd

Group Debrief

Stand Up and Share:

- **What was one take away for you?**

- **Why did you feel that point was important?**

Stand Up and Share

<u>General Description:</u> In a quick, efficient way, all students in a class share their thoughts on a selected topic. Though it may be used at any time during instruction, it's particularly good as a closing activity.

<u>Purpose:</u> To gauge the general thinking of a class; to engage all students with the topic at hand; and to promote listening and speaking skills.

<u>Preparation:</u> No specific preparation needed.

<u>Steps:</u>
1. Give the class the prompt or question, and ask them to stand when they have the answer in their mind. Example of a question- "What critical fact about the education of English Learners have you learned so far in STEP?"
2. When all students have stood (and are consequently ready to respond), explain that you will select one person to share her/his response aloud, and then sit. If that thought is the same one that others were going to share, or very similar, then those students should also sit. All students who sit snap their fingers as they lower themselves into their chairs. If those remaining standing feel that, despite having a different response in their mind, they'd like to snap their fingers in recognition of the merit of the idea that was just shared, they may do so while remaining standing.
3. The teacher selects another person to state their response to the prompt. Again, that person sits, as do others who had very similar thoughts. Finger snapping also continues.
4. The process repeats until all students are once again sitting.
5. Optional- You can record the thoughts of the group on a chart paper.

Connection to EL Students: This structure takes into account the uncertainty sometimes felt by EL students about speaking in front of a the whole class. If EL students opt to share their responses aloud, this structure allows them time to think and mentally rehearse their statement before producing it aloud. On the other hand, if EL students are as yet very reluctant to speak in front of a large group, they can still participate by actively listening, but opt out of oral sharing by sitting when another student responds.

What do you like about this activity?

Extending Student Output; Giving Feedback

1. **When Students Are Correct**
2. **When Students Are Partially Correct**
3. **When Students Respond in their Home Language**
4. **When Students Ask a Question as a Response**
5. **When Students' Answers are Incorrect or Confused**
6. **When Students Say "I Don't Know" or Stay Silent**

KATHLEEN A.J. MOHR
ERIC S. MOHR

Extending English-language learners' classroom interactions using the Response Protocol

The Response Protocol is one way to support teachers' efforts to increase engagement among ELLs in classroom discourse.

In order to be proficient and productive students, English-language learners (ELLs) need many opportunities to interact in social and academic situations. Effective teachers encourage their students' participation in classroom discussions, welcome their contributions, and motivate them by such practices (Cazden, 2001; Stipek, 2002). However, many educators often allow their less proficient students to remain silent or to participate less than their English-fluent peers (Laosa, 1977; Penfield, 1987; Schinke-Llano, 1983; Wilhelm, Contreras, & Mohr, 2004). I (Mohr, first author) recently participated in a study focusing on how mainstream classroom teachers helped Spanish-speaking immigrant students become success[...] school. During the observations, I noticed that teachers missed many opportunities to help ELL communicate in class, allowing them to be less involved in oral interactions.

A byproduct of that study was th[...] presented in this article. We considered wha[...] room teachers could do to more f[...] ELLs in teacher–student interactio[...] ing teacher-led question-and-answer se[...] Essentially, teachers can elicit more from proficient or reticent students if they co[...] ous response options and then enlarge

repertoires in order to encourage students' participation and help develop their language proficiencies.

There are several reasons why ELLs may struggle to respond appropriately to teachers' prompts and questions. Certainly, not all teacher questions are clearly understood by students, and, if such is the case, teachers should rephrase or clarify queries in order to facilitate student comprehension. Teachers may also not wait long enough for students to consider a question and formulate a response (Nystrand, Gamoran, Kachure, & Prendergast, 1997; Rowe, 1974). In addition, while first-language learning is largely motivated by a child's intrinsic desire to socialize, second-language learning often needs more extrinsic influence (Elley & Mangubhai, 1983). Wong Fillmore's (1991) model of second-language learning identified three motivational components that contribute to student progress: interest from the learners, proficient [s]peakers who support and interact [wi]th the learn[er] [a]nd an envir[on]ment that sup[...] por[...] [relation]ship [betw]een le[...] and proficient spe[...] [pa]rticipate if the [...] [l]evel [...] [thin]k-

Choose 1 to Look Over

440

© 2007 International Reading Association (pp. [...])

Talk, Read, Talk, Write: An Instructional Planning Framework that Ensures Dedicated Language Practice and Content Learning

"My Name" by Sandra Cisneros

Excerpted from *The House on Mango Street*

In English my name means hope. In Spanish it means too many letters. It means sadness, it means waiting. It is like the number nine. A muddy color. It is the Mexican records my father plays on Sunday mornings when he is shaving, songs like sobbing.

It was my great-grandmother's name and now it is mine. She was a horse woman too, born like me in the Chinese year of the horse—which is supposed to be bad luck if you're born female—but I think this is a Chinese lie because the Chinese, like the Mexicans, don't like their women strong.

My great-grandmother. I would've liked to have known her, a wild horse of a woman, so wild she wouldn't marry. Until my great-grandfather threw a sack over her head and carried her off. Just like that, as if she were a fancy chandelier. That's the way he did it.

And the story goes she never forgave him. She looked out the window her whole life, the way so many women sit their sadness on an elbow. I wonder if she made the best with what she got or was she sorry because she couldn't be all the things she wanted to be. Esperanza. I have inherited her name, but I don't want to inherit her place by the window.

At school they say my name funny as if the syllables were made out of tin and hurt the roof of your mouth. But in Spanish my name is made out of a softer something, like silver, not quite as thick as sister's name—Magdalena—which is uglier than mine. Magdalena who at least can come home and become Nenny. But I am always Esperanza.

I would like to baptize myself under a new name, a name more like the real me, the one nobody sees. Esperanza as Lisandra or Maritza or Zeze the X. Yes. Something like Zeze the X will do.

1. What is the point of view in this story? Why is it an effective type of narration given the story's content and tone?
2. How does the narrator establish a conflict between her Mexican identity and the English-speaking country she lives? (Consider when she mentions Mexicans or Spanish versus when she mentions English, school, and her classmates.) How is her name tied to her cultural and racial identity?
3. According to Chinese Zodiac, these are common traits of people born during the Year of the Horse: stubborn, independent—don't take advice, social, and clever. Where in the story does the narrator show these traits?
4. Esperanza is named after her great-grandmother. In what ways does she admire her great-grandmother? What parts of her great-grandmother's life and personality does Esperanza want to avoid? What does having "a place by the window" mean?
5. Esperanza never directly describes herself in this chapter, yet the reader is still left with a sense of who she is as a character. How would you describe this character as a person? Use examples from the chapter to explain and support your answer.

Sandra Cisneros

The House on Mango Street

"Sandra Cisneros is one of the most brilliant of today's young writers. Her work is sensitive, alert, nuanceful... rich with music and picture."—Gwendolyn Brooks

If You Didn't Bring a Lesson: Use This One

Total Participation Techniques (TPTs)

- ❑ **Simultaneous Participation**
- ❑ **Decentering of the Classroom**
- ❑ **Shifting Responsibility to the Students**
- ❑ **Encouraging All Students to Use Their New Language**
- ❑ **Allowing for *Translanguaging* as Needed**
- ❑ **Noticing What Language Needs to Be Built in the Target Language and Teaching It Before Reading**

Pérsida Himmele
William Himmele

TOTAL Participation Techniques

Making Every Student an Active Learner

2nd Edition

TPT Hold-Ups

- Selected Response (executive, judicial, legislative)

- True/Not True (Yes, No; Agree, Disagree)

- Processing Cards (Still Thinking, Ready to Share)

When combined with writing:

- Multiple-Choice Hold-Ups (full response; or A, B, C, D)

- Whiteboard Hold-Ups (student writes answer)

Listening Accountability Tactics:

- **Quick jot; Use jot to support speaking**

- **Retell then add**

- **Identify the most valuable contribution**

- **Ask a follow up question to the speaker**

Quick Draws (after listening)

- Can be used with any age group
- Opportunity to demonstrate current understanding of an abstract term (i.e. renewable resource)or abstract concept (i.e. sustainability).
- Taps existing background knowledge

How it works:
- Select a big idea or major concept with in your lesson
- Ask students to reflect on the meaning of the concept and create a visual image that represents that concept.
- Have students share and explain their image with a partner, in a small group, or in a Chalkboard Splash.

Can Also Be Used in Talk2; After Reading

Thumbs Up, Thumbs Down Vote

Steps:
- Ask a question for which a yes/no or agree/disagree response is appropriate
- Ask students to put thumbs up if they agree or down if they disagree.
- FOLLOW THROUGH!!!! All student must vote don't move on until they do.
- Finish with a Pair-Share in which students justify their rationale for voting the way that they did.

Numbered Heads Together
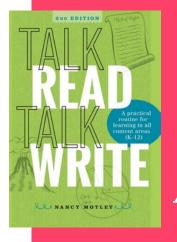
Steps:
- Assign each students a number, ask them to count off.
- Confirm student numbers by asking all Ones to stand, Twos, etc…
- Inform students that all group members will need to be able to present their group's ideas or understandings.
- During questioning, call out the number for the team member who will answer.
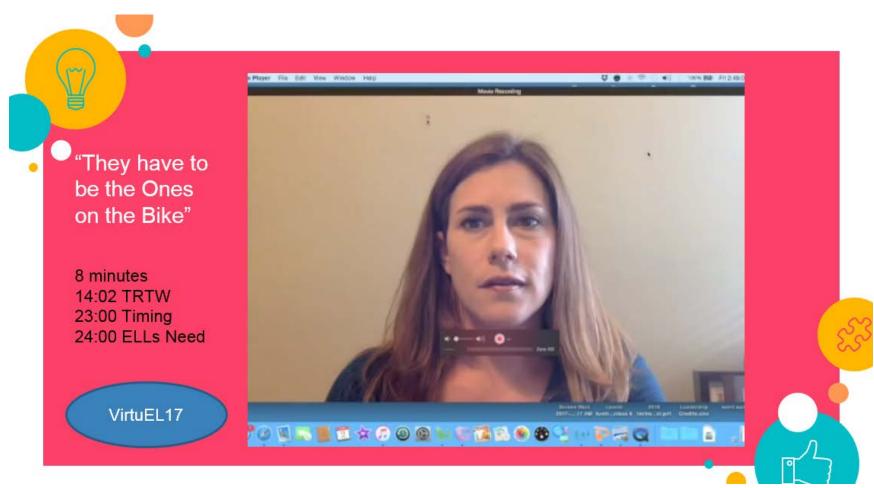
Talk – Read – Talk - Write

A Protocol for Content Area Learning (including ELA)

"They have to be the Ones on the Bike"

8 minutes
14:02 TRTW
23:00 Timing
24:00 ELLs Need

VirtuEL17

https://www.youtube.com/watch?v=44dC4DYPtM4

10:2

- Backed by brain research
- Presented by Art Costa
- Reinforced by Long, Swain, and Cummins, who state that it is important to allow at least 2 minutes of student processing for every 10 minutes of teacher input
- Negotiating for meaning
- Low-risk environment to try new vocabulary and concepts

4. Use 10:2s whenever you are providing input (big books, pictorials, narratives) or for soliciting information from children (sentence patterning, process grid, editing co-op)

Step-by-Step

1. Teach students turn and face a partner whenever you indicate it is time for a 10:2.
2. Teach students to take turns answering the question you provide.
3. Teach students the quiet signal, such as hand in the air, you will use to indicate when it is time to face you again.

Turn and Talk or Think-Pair-Share By Itself Does Not Ensure Quality Talk (Academic Language) Why?

Project **GLAD®**
Guided Language Acquisition Design

What Can We Add to "Think Pair Share" to Ensure Quality Academic Interactions?

OVERVIEW OF THE TRTW APPROACH

Steps	Goal	Strategies
Talk #1	Engage with content concept and set a purpose for reading.	• Ask a Provocative Question • Make a Choice • Respond to a Visual • React to Quotation
Read	Read an academic text to develop content understanding.	• PAT List Pay Attention To • Annotation • Highlighting PLUS
Talk #2	Process the text and prepare for writing.	• Envelope, Please! • Check-in Conversation
Write	Communicate content under-standing.	• Clear Explanation • Make a Claim with Evidence

OVERVIEW OF THE TRTW APPROACH

Steps	Goal	Strategies
Talk #1	Engage with content concept and set a purpose for reading.	• Ask a Provocative Question • Make a Choice • Respond to a Visual • React to Quotation

Ask a Provocative Question:

Post a thought-provoking question related to the content concept

Make a Choice:

Post a situation or question that requires students to make a choice; ask students to be able to defend their choice

Respond to a Visual:

What visual could you use?

Post an interesting or dramatic visual related to the content concepts; ask students to react to the visual

React to a Quotation:

Post a quotation that is connected to the content concept; ask to react to the quotation

○ *If you could change your name would you? Why/Why Not?*

House on Mango Street: My Name

Make a Choice:
Post a situation or question that requires students to make a choice; ask students to be able to defend their choice

✔ Talk #1 is	✘ Talk #1 is NOT
brief (1-5 minutes).	long (anything more than 5 minutes).
structured so that all students get the opportunity to talk (ex: partners, table talk, etc.).	the teacher talking with 4-5 students who shout out and/or raise their hands to answer.
open-ended.	a search for one correct answer.
relevant, novel, and authentic.	an oral recap of yesterday's lesson.
non-threatening exposure to new terms/ideas.	asking students to find definitions for new terms/ideas.

Ask a Provocative Question:
Post a thought-provoking question related to the content concept

Make a Choice:
Post a situation or question that requires students to make a choice; ask students to be able to defend their choice

Respond to a Visual:
Post an interesting or dramatic visual related to the content concepts; ask students to react to the visual

React to a Quotation:
Post a quotation that is connected to the content concept; ask to react to the quotation

Which Will You Use in Your Lesson?

OVERVIEW OF THE TRTW APPROACH

Steps	Goal	Strategies
Read	Read an academic text to develop content understanding.	• PAT List **"Pay Attention To"** • Annotation • Highlighting PLUS

Talk-Read-Talk-Write for ELs

Article # 29

1 Talk
Invite ELs to talk about what they think they know about a topic, share a relevant connection, or list what they want to learn.

2 Read
Read aloud a section of text that provides ELs with information about the topic.

Differentiate the reading based on language development like blow.

Beginning	Developing	Expanding
Talk 1	Talk 1	Talk 1
Read 1	Read 1	Read 1
Talk 2	Talk 2	
Read 2	Read 2	
Talk 3	Talk 3	Talk 2
Read 3		
Talk 4		
Write	Write	Write
Sentences	Paragraphs	Pages

3 Talk (2)
Talk collaboratively to develop an understanding of the text and share findings.

Differentiate like the image above.

4 Write
ELs Quick Write to identify facts, sequence events, form opinions, or explore implications.

EmpoweringELLs.com

Nancy Motley. (n.d.). Retrieved from http://www.seidlitzeducation.com/nancy-motley.html

How Talk Read, Talk Write Differs by Proficiency Levels:

Smaller Reading Chunks; More Talking to Ensure Comprehension for Lower Proficiency Level ELLs

**PAT
Pay
Attention To**

Pay Attention To:
- Enrique's actions (Chanda's actions)
- Feeling words

Pay Attention To:
- The difference between mean, median and mode
- How to compute the mean, median and mode for a given data

Now You Make a PAT for Your Lesson

Pay Attention To:
- How we acquired the land
- Where the land was located
- Which acquisition you think was most important and why

Pay Attention To:
- Two reasons why carbon is important
- Ways carbon enters the atmosphere

NATIONAL BESTSELLER

"MAGNIFICENT . . . *Enrique's Journey* is about love. It's about family. It's about home." —*The Washington Post Book World*

ENRIQUE'S
JOURNEY

Son

WINNER OF THE CANADIAN LIBRARY ASSOCIATION

A NOVEL

Chanda's
WARS
Allan Stratton
Michael L. Printz Honor author

"A story of heartbreak, courage, and hope. . . . Chanda's wars are everybody's wars."
from the afterword by the Honourable
ROMÉO DALLAIRE,
Lieutenant-General (Ret.)

Annotation (5 Types)

Note Taking During Reading:

1. **Paraphrase (express a key idea in your own words)**

2. **Question (ask a question about a confusing part)**

3. **Inference (make a claim based on information from the text)**

4. **Connect (form a link to something you already know)**

5. **Comment (question the author; give feedback to the author about content or style)**

Highlighting Plus

Students highlight a part of text they believe is important; PLUS they must explain anything they highlight in written or oral form

Guide students by telling them to highlight between 3-5 ideas while reading, or
to highlight words, phrases or sentences that best capture the key ideas

What Teachers Should Be Doing While Students Read: *(above all-–stop talking)*

- Monitor the students' comprehension (spot checks)
- Pull a small group (to work on a specific skill, read text together to ensure comprehension; reteach previous foundational content)
- Provide positive reinforcement and encouragement
- Offer assistance with difficult vocabulary
- Reread the text while students read to become better prepared to facilitate student conversations during Talk #2
- Prepare the next part of the lesson

OVERVIEW OF THE TRTW APPROACH

Steps	Goal	Strategies
Talk #2	Process the text and prepare for writing.	• Envelope, Please! • Check-in Conversation

Participation Protocol: Preparing Students for Talking

https://www.teachingchannel.org/video/participation-protocol-ousd 3 mins

Participation Protocol*

Name of Student	Look at your partner	Lean towards your partner	Lower your voice	Listen attentively	Use evidence and examples

- Look at your partner
- Lean towards your partner
- Lower your voice
- Listen attentively
- Use evidence and examples

WATCH LATER: Participation Protocol in Action:
https://www.teachingchannel.org/video/text-analysis-lesson-ousd

8 mins

To ensure that all students participate:

- Assign roles

- Give individual feedback (comments, rubric, etc.)

- Give each member of the group a set number of objects (paper clips, poker chips, counters); or do the reverse—have them take an object from the center for each contribution they make

- Offer helpful stems to get kids started

Envelope Please

If you were the protagonist, what would you have done differently?

- The teacher writes a question on a piece of paper and places it in an envelope. Each group gets an envelope.

- The envelopes can contain one discussion question or each group can be given a different discussion question. Make certain the questions will lead to high quality discussions (multiple perspectives, negotiation of meaning)

- The students discuss the questions and report in.

- Offer supports as needed

Check In Conversation (student directed conversations)

○ Students clarify confusing parts, paraphrase essential ideas, evaluate/comment on content, and ask questions, as they get ready for the writing task.

○ Students use their annotations from reading to drive the discussion.

○ After they debrief the reading, they can brainstorm ideas for the upcoming writing task.

○ The teacher observes to give students feedback on how to improve their conversations. [*e.g. When you are with your group, I should see….; I just heard you ….. That is exactly what I should see in your follow up discussions.]*

Strategies and Routines that Create Extended Speaking Opportunities; Support ELLs in Academic Discussions; Build Academic Vocabulary; and Advance Language Complexity

Bounce Cards

1. Cut apart an entire row so that every person in the group can Bounce, Sum it Up, or Inquire.
2. Select two students to model a conversation with you for the class, but practice with them ahead of time.
3. Model the conversation.
4. Allow students to practice.

https://www.elsuccessforum.org/resources/ela-bounce-cards-for-intermediate-grades-english

Bounce	Sum it Up	Inquire
Take what your friend said and bounce an idea off of it.	Rephrase what was said in a shorter version.	Ask a question to better understand what was said.
• That reminds me of...	• You are saying that...	• Will you tell me more about...
• I agree, because...	• So, you think...	• I'm not sure I understand...
• True. Another example is...	• Something that is important to you is...	• What might be some of the most important points to...
• That's a great point...		• How do you feel about...

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• True. Another example is...	• Something that is important to you is...	• What might be some of the most important points to...
• That's a great point...		• How do you feel about...

Line Ups and Inside-Outside Circles

How it Works:
- Prepare questions or prompts that allow for discussion. Allow time for students to see the questions, jot down notes, and bring materials to the "line-up"
- Line students up facing each other in two parallel lines or two concentric circles.
- Ask students to refer to the first prompt and take turns discussing.
- At a signal, ask only one line or circle to move so students will be facing a new person.
- Listen as student interact to provide you with excerpts to focus a closing discussion with the larger group.
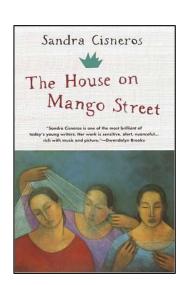
Three 3's in a Row

Activity similar to Bingo, in which students interact with peers and get the peers feedback on what they should write in the boxes of their template.

How it Works:

- Prepare nine interesting questions based on the content and type them in the Three 3's template
- Students walk around the room asking peers to explain one answer, they discuss it further and then summarize their joint response in that box
- Then students find another peer to answer another question, they discuss it, write their collective response.
- Rotate through to a total of nine different peers, then go over answers as a class.

House On Mango Street: My Name

Three 3's in a Row

Share a simile you found in the vignette. Initials____	Find an example of personification in the vignette Initials____	Find an example of a metaphor in the vignette Initials____
Find a line in the vignette where the author is using hyperbole to create a strong impression on the reader Initials____	Find a powerful visual image that expresses a core message conveyed in the vignette Initials____	Using evidence from the text, show impressions she wants to give about her name in English and Spanish Initials____
Share a sensory image she associates with her name in the vignette Initials____	What is an assertion she makes, as if it were fact, that could be disputed by others Initials____	Does she accept or reject her name? Give evidence for your response. Initials____

Sandra Cisneros

The House on Mango Street

"Sandra Cisneros is one of the most brilliant of today's young writers. Her work is sensitive, alert, nuanceful... rich with music and picture."—Gwendolyn Brooks
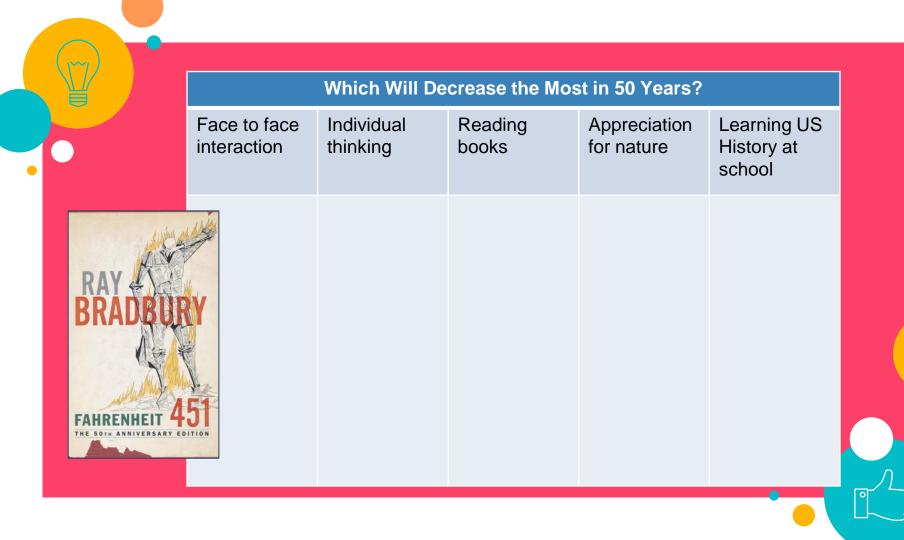
Consensogram

How to Use
1. Prepare Chart Determine the questions/statements you will list. Draw a chart with large, empty columns, or use a template. Place the statement and the possible responses at the top of each column. Display the chart for students to see.
2. Gather the Data Make a statement or ask a question. Have each student go to the chart and place a sticker or mark above the response that he/she agrees with.
3. Analyze the Data Allow time for students to review the data on the chart, and ask them for ideas about the meaning of the data.

Class Period _____   Date_____

Consensogram

Read the following, and place your sticker or your mark in the column that you most agree with:

[INSERT QUESTION, STATEMENT, OR PROBLEM]
_____

Always	Sometimes	Never
Always	Sometimes	Never

A liquid can always turn into a solid or a gas

Which Will Decrease the Most in 50 Years?				
Face to face interaction	Individual thinking	Reading books	Appreciation for nature	Learning US History at school

Poster Rotation; Gallery Walk

http://www.theteachertoolkit.com/index.php/tool/gallery-walk

- Teacher posts prompts on posters
- Students rotate to charts and provide a written response to the prompt
- After rotating to all posters, the teacher may instruct them to rotate again to star or highlight the most important piece of information or their favorite from all that the class provided
- Teacher debriefs the class with another strategy

Four Stations or Four Corners

- Teacher posts questions, photos, quotes, etc. at four (or more) stations around the room
- Teacher assigns groups of students to each station--students discuss and take notes
- After the teacher calls time, the students rotate to another station
- When students have visited all stations, students return to their desks to begin the writing task

Go To Strategies

Levine, L. N., Lukens, L., & Smallwood, B. A. (2013).

The GO TO strategies: Scaffolding options for teachers of English language learners, K-12.

For Project EXCELL, a partnership between the University of Missouri-Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.

Available online at http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies
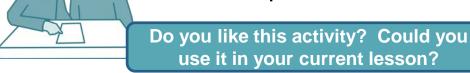

The GO TO Strategies:
Scaffolding Options for Teachers of English Language Learners, K-12

by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood

Idea Wave

- Each student lists 3 to 5 ideas about the assigned topic

- The teacher calls on a student to begin the "idea wave" by sharing one idea

- The student to the right of the first student shares one idea; then the student to the right of that student shares one idea

- The teacher directs the flow of the "idea wave" until all different ideas have been shared

- At the end of the formal "idea wave," students will rank their top 3 ideas

Do you like this activity? Could you use it in your current lesson?

Choose 3 to Apply to Your Lesson/Unit

Share with your partner

- Line Ups/Inside-Outside Circle
- Three 3's in a Row
- Check-In Conversation
- Poster Rotation/Gallery Walk
- 4 Stations/4 Corners
- Give 1, Get 1
- Idea Wave
- Think Pair Share Squared

Debriefing with Students: Using Video to Reflect on Teaching and Learning

https://www.teachingchannel.org/video/use-video-to-improve-teaching-ousd

Using videotaping and scripting to reflect on oral presentation skills

Th

Find 2-3 More Ideas for Talk #2
Share them With Your Group
What Makes them Good
Strategies for Your Classes?

OVERVIEW OF THE TRTW APPROACH

Steps	Goal	Strategies

We Will Focus On To
Reading and Writing Strategies at Our Next Sessions!
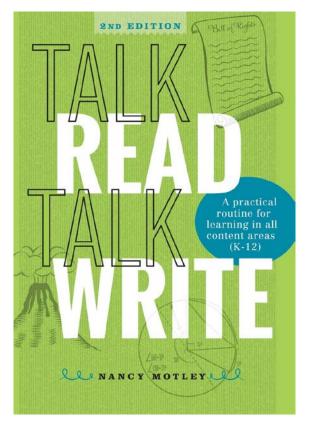
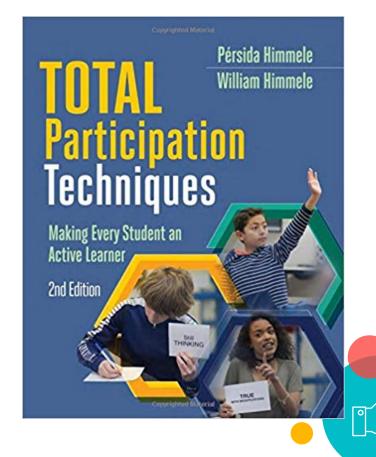| Write	Communicate content under-standing.	• Clear Explanation • Make a Claim with Evidence

Resources for Teachers

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Available online at http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies

T, R, T, W Resources for You

Podcast of Author (34:20 minutes)
https://www.iheart.com/podcast/966-boosting-achievemen-29999232/episode/nancy-motley-author-of-talk-read-30000609/

Video Presentation by Author (30 minutes)
https://www.youtube.com/watch?v=44dC4DYPtM4   or
https://www.youtube.com/playlist?list=PLkqsB-PA8xSHMwGq82ynf9OuzvOgZhoDd

Demonstration Lesson (Elementary aged students)-9:25 minutes
https://www.youtube.com/watch?v=JO37WSdoKus

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