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
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

Topic Briefs on NYSED website:

Introduction:
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Outdated Guiding Assumptions and Principles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**
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.
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

**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

Supported by school-wide protocols
### Shifting how we think about classroom instruction:

<table>
<thead>
<tr>
<th>From...</th>
<th>To...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infrequent classroom discussion and talk</td>
<td>Frequent use of formats that promote classroom talk – think-pair-share, jigsaw, debates, and small group work</td>
</tr>
<tr>
<td>Using discussion and talk as strategies for processing new content</td>
<td>Also using discussion and talk as a method for demonstrating thinking and learning</td>
</tr>
<tr>
<td>Using discussion and talk as a stand-alone strategy for learning</td>
<td>Using discussion and talk to support reading and writing instruction, and vice versa</td>
</tr>
</tbody>
</table>
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?
Hallmark 4 of Advanced Literacies Instruction: Academic Vocabulary and Language

**Shifting How We Think About Vocabulary Instruction:**

<table>
<thead>
<tr>
<th>From...</th>
<th>To...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching vocabulary instruction as stand-alone strategy</td>
<td>Organizing vocabulary instruction within content-based units of study that involve reading, writing, and dialogue</td>
</tr>
<tr>
<td>Starting with long lists of words</td>
<td>Selecting a small set of useful and complex words, then complementing this instruction with word-learning strategies</td>
</tr>
<tr>
<td>Teaching words through a series of memorization and spelling activities and independent worksheets</td>
<td>Studying words and concepts using multiple methods and formats, including collaboration</td>
</tr>
<tr>
<td>Relying on wide reading to build word knowledge</td>
<td>Reading a small set of thematically-related texts deeply to build knowledge of words and concepts</td>
</tr>
</tbody>
</table>
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)
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
Leading Advanced Literacy Instruction to Promote ELLs’ Achievement
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**

<table>
<thead>
<tr>
<th>Indicators in Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are asked to use the target words and other academic language when speaking as part of each lesson in the unit</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>Students are engaged in speaking and listening as part of each lesson</td>
</tr>
</tbody>
</table>
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.

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.
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

[https://research.steinhardt.nyu.edu/scmsAdm in/media/users/tn293/academic_vocabulary_list.pdf](https://research.steinhardt.nyu.edu/scmsAdmin/media/users/tn293/academic_vocabulary_list.pdf)
Appendix

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

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
eclipses
essay
expression
evidence
general
grammar
introduction
italics
literary
logical argument
logical progression
manual of style
mechanics
memo
narrative
occasion
opinion
organization
parallel
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

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

| express | evidence | notes |
| follow | generalization | over the course |
| following | highlight | paragraph |
| illustration | illustrate | persuade |
| impact | imply | primary |
| indicate | major | prove |
| mainly | match | purpose |
| mostly | mean | purpose |
| narrator | meaning | use |
| | see | view |

...
<table>
<thead>
<tr>
<th>#</th>
<th>Word</th>
<th>Frequency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>level</td>
<td>79201</td>
<td>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</td>
</tr>
<tr>
<td>15</td>
<td>process</td>
<td>78679</td>
<td>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</td>
</tr>
<tr>
<td>16</td>
<td>culture</td>
<td>77470</td>
<td>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</td>
</tr>
<tr>
<td>17</td>
<td>history</td>
<td>77164</td>
<td>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</td>
</tr>
<tr>
<td>18</td>
<td>active</td>
<td>76010</td>
<td>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</td>
</tr>
</tbody>
</table>

Teach High Frequency Academic Words in Families

http://www.academicvocabulary.info
**Activity:** Select 4 Words You Will Actively Teach

- **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?

[https://research.steinhardt.nyu.edu/scmsAdmin/media/users/atn293/academic_vocabulary_list.pdf](https://research.steinhardt.nyu.edu/scmsAdmin/media/users/atn293/academic_vocabulary_list.pdf)
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 the whole time, 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 and 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 Lissandra or Maritza or Zere the X. Yes. Something like Zere 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)

<table>
<thead>
<tr>
<th>Suggested Texts</th>
<th>Reading/Hallmark 1</th>
<th>Writing/ Hallmark 3</th>
<th>Discussion/Hallmark 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell</td>
<td>Close Reading/Annotation</td>
<td>WITs! Sentence Skills (MP1)</td>
<td>• Turn and Talk</td>
</tr>
<tr>
<td><em>The Absolutely True Diary of a Part-Time Indian</em> by Sherman Alexie (full length novel or excerpts)</td>
<td>Three-Reads Protocol</td>
<td>• Fragments</td>
<td>• Think-Pair-Share</td>
</tr>
<tr>
<td><em>The Perks of Being a Wallflower</em> by Stephen Chbosky</td>
<td>Note-taking</td>
<td>Sentence Types</td>
<td>• Accountable Talk</td>
</tr>
<tr>
<td><em>The Joy Luck Club</em> by Amy Tan (full length novel or excerpts)</td>
<td>Proof-Reading/Editing</td>
<td>Because-but-so (independent and dependent clauses)</td>
<td></td>
</tr>
<tr>
<td><em>The House on Mango Street</em> by Sandra Cisneros</td>
<td>Skill Sets:</td>
<td>Since-however-therefore</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➔ Central Idea</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>➔ Characterization/character traits</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>➔ Elements of a story</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literary Devices:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>➔ Conflict: internal and external</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>➔ Characterization</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inherit</strong></td>
<td><strong>Tone</strong></td>
<td><strong>Conflict</strong></td>
<td><strong>Trait(s)</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>(full length novel or excerpts)</td>
<td>➔ Similes</td>
<td>➔ Metaphors</td>
<td>Vocabulary/Hallmark 4:</td>
</tr>
<tr>
<td>• <em>The Namesake</em> by Jhumpa Lahiri</td>
<td></td>
<td></td>
<td>- protagonist</td>
</tr>
<tr>
<td>• “Lather and Nothing Else” by Hernando Tellez</td>
<td></td>
<td></td>
<td>- antagonist</td>
</tr>
<tr>
<td>• “Everyday Use” by Alice Walker</td>
<td></td>
<td></td>
<td>- Plot, exposition, climax, resolution</td>
</tr>
<tr>
<td>• “Girl” by Jamaica Kincaid</td>
<td></td>
<td></td>
<td>- turning point in character</td>
</tr>
<tr>
<td>• “Biracial Hair” by Zara Howard</td>
<td></td>
<td></td>
<td>- turning point in plot</td>
</tr>
<tr>
<td>• character traits</td>
<td></td>
<td></td>
<td>character traits</td>
</tr>
</tbody>
</table>

**Assessments**

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>Summative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade Baseline Writing Prompt for WITsi</td>
<td>Compose a self-portrait narrative or “Where I’m From” poem that details aspects of your identity using figurative language and correct sentence structure.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicators in Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Linguistic skills that support independent word-learning are in focus and taught explicitly</td>
</tr>
<tr>
<td>e.g., morphological analysis (prefix, suffix, etc.), working with context clues, parsing complex sentences</td>
</tr>
</tbody>
</table>

**Argument**—argue, arguably, argumentative, unarguable

**Significant**—significance, significantly, insignificant, insignificantly
Unpack standards for terms

- 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.

Identify ‘Brick’ Words
Identify ‘Mortar’ Words
Unpack standards for terms

- 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.
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)
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.
7SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

7SL1c: Pose questions that elicit elaboration and respond to other’s questions with relevant observations and ideas that bring the discussion back on topic as needed.

7SL1d: Acknowledge new information expressed by others and, when warranted, modify personal views.
Language

• 7L3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

• 7L4: Determine or clarify the meaning 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
9-10L4: Determine or clarify the meaning 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 correctly use 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 determine or clarify its precise meaning, its part of speech, or its etymology.
Language: Vocabulary Acquisition and Use

• 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.

• 9-10L5b: Analyze nuances in the meaning of words with similar denotations

• 9-10L6: Acquire and accurately use 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

https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative
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, relationships, 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 requires time and lots of practice.

The Problem
Despite the well-documented importance of practice in developing language proficiency, research in both SLD classrooms and general education settings has revealed that English learners are often passive observers during classroom discussions and activities (1, 2). When English learners do participate verbally, their comments are typically limited to brief affirmations 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 rarely fail to promote substantive use of language (3). Simply increasing student interaction without explicit, targeted language instruction and accountability for language production tend to lead to discussions without inclusion of language or content (4, 5, 6). Often the only person using multiple language for the teacher. This limits the opportunity for English learners to interact with the new language and meaning, deepen understandings, express thinking, and grow ideas.

Some Insights
In an analysis of 15 visible student interactions focused on the effectiveness of second language communicative practices, Norris and Strong (7) identified several 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 form, and (3) providing ample meaningful opportunities for use of newly-learned language features with high accessibility for all learners. Instructive tasks must be carefully structured and clearly require, other than merely extending current applications of the target language (8). When students are given appropriate direction and support, they actively listen and speak to one another, practicing the new ways of communication that occur when whole class courses offer individual learners offer ideas or respond to teacher questions (7, 9).

References
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”
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.

Center 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.
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.
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?

Relationship Between Written & Oral Language

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 seeing 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 minute blocks of language development (ELD) each day. Taken alone, this daily block of language instruction, isolated from grade level content, is not going to get us to 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 distinct vehicle 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 deepen 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 and want 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 creating 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 wide of caution: overuse of prescribed sentence stems 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 ELs 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 challenges to our ELLs is to accept one-word or abbreviated responses – even worse is when we complete their sentences instead. We want 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.teachingrural.org/blog/2014/10/24/academic-discussions-and-english-language-learners.html
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

General Description: 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.

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

Preparation: No specific preparation needed.

Steps:
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 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.
Extending English-language learners’ classroom interactions using the Response Protocol

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
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 color of my father's car. He is driving, singing 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 was 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 of 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 and 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 Zere the X. Yes. Something like Zere 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 in? (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 admirer 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.
Resources for This Session

- *Talk Read Talk Write* by Nancy Motley (2nd Edition)
- *Total Participation Techniques: Making Every Student an Active Learner* by Pérscida Himmele and William Himmele (2nd Edition)
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
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 within 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 student 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.

Can Also Use in Talk #2
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

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

**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.

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)

**Turn and Talk or Think-Pair-Share**

*By Itself Does Not Ensure Quality Talk (Academic Language)*

*Why?*
What Can We Add to “Think Pair Share” to Ensure Quality Academic Interactions?
# Overview of the TRTW Approach

<table>
<thead>
<tr>
<th>Steps</th>
<th>Goal</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| 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  
• Annotation  
• Highlighting PLUS  
| Talk #2 | Process the text and prepare for writing. | • Envelope, Please!  
• Check-in Conversation |
| Write | Communicate content understanding. | • Clear Explanation  
• Make a Claim with Evidence |
# Overview of the TRTW Approach

<table>
<thead>
<tr>
<th>Steps</th>
<th>Goal</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk #1</td>
<td>Engage with content concept and set a purpose for reading.</td>
<td>• Ask a Provocative Question</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Make a Choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Respond to a Visual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• React to Quotation</td>
</tr>
</tbody>
</table>
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
Make a Choice:
Post a situation or question that requires students to make a choice; ask students to be able to defend their choice.

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

House on Mango Street: My Name
<table>
<thead>
<tr>
<th>✅ Talk #1 is</th>
<th>✗ Talk #1 is NOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>brief (1-5 minutes).</td>
<td>long (anything more than 5 minutes).</td>
</tr>
<tr>
<td>structured so that all students get</td>
<td>the teacher talking with 4-5 students who shout</td>
</tr>
<tr>
<td>the opportunity to talk (ex: partners</td>
<td>out and/or raise their hands to answer.</td>
</tr>
<tr>
<td>table talk, etc.).</td>
<td></td>
</tr>
<tr>
<td>open-ended.</td>
<td>a search for one correct answer.</td>
</tr>
<tr>
<td>relevant, novel, and authentic.</td>
<td>an oral recap of yesterday’s lesson.</td>
</tr>
<tr>
<td>non-threatening exposure to new</td>
<td>asking students to find definitions for new</td>
</tr>
<tr>
<td>terms/ideas.</td>
<td>terms/ideas.</td>
</tr>
</tbody>
</table>
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
### OVERVIEW OF THE TRTW APPROACH

<table>
<thead>
<tr>
<th>Steps</th>
<th>Goal</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| Read  | Read an academic text to develop content understanding. | - PAT List *“Pay Attention To”*
|       |      | - Annotation
|       |      | - Highlighting PLUS |
How Talk Read, Talk Write Differs by Proficiency Levels:

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

<table>
<thead>
<tr>
<th>Steps</th>
<th>Goal</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk #2</td>
<td>Process the text and prepare for writing.</td>
<td>• Envelope, Please!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Check-in Conversation</td>
</tr>
</tbody>
</table>
Participation Protocol: Preparing Students for Talking

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

- 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
○ 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
○ 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

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

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

<table>
<thead>
<tr>
<th>Bounce</th>
<th>Sum it Up</th>
<th>Inquire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take what your friend said and bounce an idea off of it.</td>
<td>Rephrase what was said in a shorter version.</td>
<td>Ask a question to better understand what was said.</td>
</tr>
<tr>
<td>• That reminds me of...</td>
<td>• You are saying that...</td>
<td>• Will you tell me more about...</td>
</tr>
<tr>
<td>• I agree, because...</td>
<td>• So, you think...</td>
<td>• I'm not sure I understand...</td>
</tr>
<tr>
<td>• True. Another example is...</td>
<td>• Something that is important to you is...</td>
<td>• What might be some of the most important points to...</td>
</tr>
<tr>
<td>• That's a great point...</td>
<td></td>
<td>• How do you feel about...</td>
</tr>
</tbody>
</table>
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.
<table>
<thead>
<tr>
<th><strong>House On Mango Street: My Name</strong></th>
<th>Three 3’s in a Row</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share a simile you found in the vignette.</td>
<td>Find an example of personification in the vignette</td>
</tr>
<tr>
<td><strong>Initials___</strong></td>
<td><strong>Initials___</strong></td>
</tr>
<tr>
<td>Find a line in the vignette where the author is using hyperbole to create a strong impression on the reader</td>
<td>Find a powerful visual image that expresses a core message conveyed in the vignette</td>
</tr>
<tr>
<td><strong>Initials___</strong></td>
<td><strong>Initials___</strong></td>
</tr>
<tr>
<td>Using evidence from the text, show impressions she wants to give about her name in English and Spanish</td>
<td></td>
</tr>
<tr>
<td><strong>Initials___</strong></td>
<td><strong>Initials___</strong></td>
</tr>
<tr>
<td>Share a sensory image she associates with her name in the vignette</td>
<td>What is an assertion she makes, as if it were fact, that could be disputed by others</td>
</tr>
<tr>
<td><strong>Initials___</strong></td>
<td><strong>Initials___</strong></td>
</tr>
<tr>
<td>Does she accept or reject her name? Give evidence for your response.</td>
<td></td>
</tr>
<tr>
<td><strong>Initials___</strong></td>
<td><strong>Initials___</strong></td>
</tr>
</tbody>
</table>
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.

A liquid can always turn into a solid or a gas
<table>
<thead>
<tr>
<th>Which Will Decrease the Most in 50 Years?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to face interaction</td>
</tr>
<tr>
<td>Individual thinking</td>
</tr>
<tr>
<td>Reading books</td>
</tr>
<tr>
<td>Appreciation for nature</td>
</tr>
<tr>
<td>Learning US History at school</td>
</tr>
</tbody>
</table>
**Poster Rotation; 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

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
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

- 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

Share with your partner
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
Find 2-3 More Ideas for Talk #2
Share them With Your Group
What Makes them Good
Strategies for Your Classes?
We Will Focus On To Reading and Writing Strategies at Our Next Sessions!

<table>
<thead>
<tr>
<th>Steps</th>
<th>Goal</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| Write |     | Communicate content understand. | • Clear Explanation  
|       |     |                             | • Make a Claim with Evidence |
Resources for Teachers
Resources for This Session

2nd Edition
TALK
READ
TALK
WRITE
Nancy Motley

A practical routine for learning in all content areas (K-12)

TOTAL Participation Techniques
Making Every Student an Active Learner
2nd Edition
Persida Himmele
William Himmele

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
T, R, T, W Resources for You

Podcast of Author (34:20 minutes)

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
Nancy Cloud, Ed.D.
ncloud@ric.edu