

Can We Talk?
**Using Classroom Discussion to Build Academic
Language and Oracy for ELLs**
LI-ESOL Conference - Molloy College
February 8, 2020



Presenter:

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A screenshot of the Eastern Suffolk BOCES website. The header includes the BOCES logo with the tagline "Educational Services That Transform Lives" and social media icons for Facebook, Twitter, YouTube, Instagram, and LinkedIn. Below the header is a navigation menu with options: HOME, ABOUT US, PROGRAMS & SERVICES, COURSES, and FOR PARENTS. The main content area shows a breadcrumb trail: HOME > FSSSI > ENL/Bilingual Programs. The title is "The Long Island Regional Bilingual Education Resource Network (L.I. RBERN)". Below the title is a smaller version of the RBERN logo. A section titled "REGISTER FOR UPCOMING EVENTS" contains a paragraph: "Eastern Suffolk BOCES administers the LONG ISLAND REGIONAL BILINGUAL EDUCATION RESOURCE NETWORK (L.I. RBERN). The purpose of the L.I. RBERN is to support districts and schools in promoting equity and excellence in the education of English Language Learners (ELLs) by providing high quality technical assistance, on-site consultation, and professional development." On the left side of the screenshot is a dark teal sidebar with the heading "ENL/Bilingual Programs" and a list of links: ENL/Bilingual Programs Welcome, Register for L.I. RBERN Events, Join our Mailing List!, Contact Us, About L.I. RBERN, and About ITI-BSE (with sub-links for Applications and Institute of Higher).



Follow us on Twitter:
@LIRBERN
@KelleyCordeiro



New York State Teachers of English to Speakers of Other Languages



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June 24, 2019 · 🌐

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WHAT DO YOU THINK?



Reading and writing
float on a sea of talk.

-James Britton

Created by Lindsay Barna

literacycoachmusings.wordpress.com

What are Advanced Literacies?



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.

Linguistically Diverse Learners and the NYS Next Generation P-12 Learning Standards

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

The New York State Education Department (NYSED) is pleased to present to you a series of eight topic briefs produced for NYSED by Nonie K. Lesaux, PhD from Harvard University & Emily Phillips Galloway, EdD from Vanderbilt University. These briefs are designed to aid New York State educators in implementing the NYS Next Generation Learning Standards; complement and support the Next Generation Standards and related documents; offer an expansion and deeper explanation of concepts embedded in the Standards, Introduction, and Preface; and provide additional guidance to the field particularly in settings serving linguistically diverse learners.

[Topic Brief One: Advanced Literacies for Academic Success](#)

[Topic Brief Two: What Goes Into Effective Reading Comprehension](#)

[Topic Brief Three: Hallmark One of Advanced Literacies Instruction: Engaging, Content-rich Texts](#)

[Topic Brief Four: Hallmark Two of Advanced Literacies Instruction: Classroom Discussion](#)

[Topic Brief Five: Hallmark Three of Advanced Literacies Instruction: Building Written Language](#)

[Topic Brief Six: Hallmark Four of Advanced Literacies Instruction: Academic Vocabulary and Language](#)

[Topic Brief Seven: Advanced Literacies Instruction: Spotlight on Interactive Units of Study](#)

[Topic Brief Eight: Spotlight on Language Production Projects](#)

Hallmark 2 of Advanced Literacies Instruction: Classroom Discussion

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

Hallmark 2:
Talk and discussion
to build both
conversational and
academic language
knowledge

What do Advanced Literacies Look Like? Indicators in Instruction:

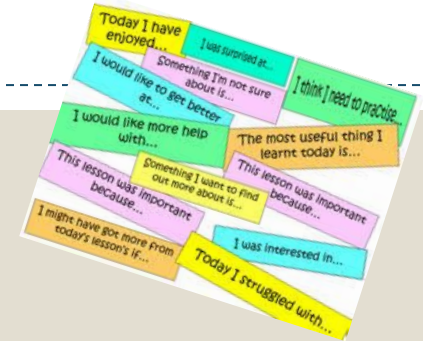
- Instructor communicates the importance of using target words when speaking.
- Instructor acknowledges the challenges associated with learning language and conveys an attitude that values experimenting with language by *praising students' attempts* at using target language when speaking, i.e., an expectation 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.

Oral Language - Sentence Stem Completion

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Directions:

- Complete the sentence stem below
- Form two lines facing each other for a *Conga-sation*
- Take turns sharing your completed sentence (order: partner 1, partner 2)
- At signal, line 1 shifts to the right, line 2 remains
- With your new partner, paraphrase the response your first partner shared (order: partner 2, partner 1)



One strategy that supports ELLs' participation in class discussions is _____ .

'Line - up'

1. Form two parallel lines facing each other.
2. You and the person opposite will both take opposing views.
3. The first person will speak for 30 seconds on the view they have to defend.
4. The second person will then give a 30 second reply.
5. When you hear the word "SWAP" you will swap positions and viewpoints.



Discuss

“Marriage is an outdated idea that has no place in modern Britain”



Find Line-Up Here: <https://www.tes.com/teaching-resource/kagan-structure-line-up-7530755>

Find Other Kagan Cooperative Learning Info Here:

<https://sirblois.files.wordpress.com/2016/09/cooperative-learning-activities.pdf>

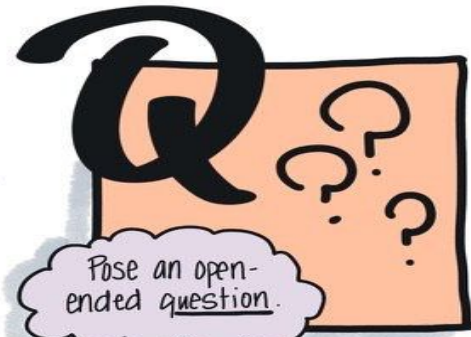
QSSSA

engaging

a structured conversation strategy

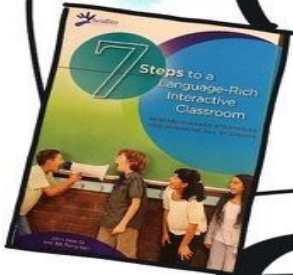
@Seidlitz_Ed

100%
TOTAL PARTICIPATION



Pose an open-ended question.

- use rich vocabulary
- keep it posted



2. **S** Signal

- x hands on head
- x thumbs
- x thinker's chir
- x stand up

3. **S** Provide STEMS

Support English Language Structures

According to the text...

In my opinion...

4. **S** share

- discuss in pairs or groups

Lower the affective filter

- verbalize
- hear from peers

5. **A** assess

- > randomly call on a few students
- > check for understanding
- > clear up misconceptions

#7Steps @valentinaESL



Let's try this...QSSSA: Question, Signal, Stem, Share, Assess

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Scaffolded student conversation

Q: Teacher asks a **question**

S: students use pre-established **signal** when they have a response (raised hand, pen down, thumbs up, etc.)







S: sentence **stems** are provided (“I agree/disagree because ___.”)

S: students **share** responses with partner/class

A: teacher **assesses** students (rotating through groups, calling on students)

(Seidlitz & Perryman, 2011)



 QUESTION	 SIGNAL	 STEM	 SHARE	 ASSESS
<p>What were the ideas that Locke held?</p>	<p>SIT DOWN WHEN YOU CAN COMPLETE THE SENTENCE</p>	<p>John Locke believed that people...</p>	<p>PERSON THAT... HAS THE SMALLEST FEET SHARES FIRST. THEN GO AROUND THE GROUP.</p>	<p>WE WILL SPIN THE WHEEL TO SEE WHO WILL SHARE WITH THE CLASS</p> 

QSSSA Script

WHY?

Class, without calling out answers, think about this question...
(QUESTION)

Linked to objectives and lesson goals, focuses and activates prior knowledge for ELLs.

When you think you have an answer in mind, let me know by ____.
(SIGNAL)

Build in wait time for ELLs to process.

When you discuss your answers I want you to respond in this format ...
(STEM)

Provides opportunity for students to practice targeted academic language.

Turn to your partner and discuss...
(SHARE)

Increases student talk, chance to compare their response with others, and 100% of class practices targeted language.

Select students to share or ask everyone to write their response.
(ASSESS)

Scaffolds for ELLs, ensures students are prepared to respond.

Research Suggests

➤ Education researcher, John Hattie conducted the largest evidence-based meta-analysis to study the most effective practices that improve learning.



➤ His research found that classroom discussion was ranked the seventh most effective strategy out of 150 possible strategies used to improve learning (2012).

➤ Wilen (2004) said, "As an instructional method, discussion is a natural, powerful, and effective approach to engage students in critical thinking, decision making, and problem solving, all of which are deemed essential prerequisites to responsible and competent citizenship."

➤ Despite proven benefits of academic conversations, many ELLs are still provided insufficient opportunities to engage in these types of oral language activities...

Q: What percent of the school day do you think ELLs engage in speaking?

S: (Signal) “Thumbs Up” when you have your answer

S: (Stem) I think that ELLs engage in speaking _____% of the school day.
(It sounds like this....)

S: (Share) Tell the person to your right your response

A: (Assess) Can someone wearing blue share with the class?



Your Tip:

The person doing the talking is the one doing the learning.

David Sousa

Advantages of Academic Conversations



from Academic Conversations by Jeff Zwiers & Marie Crawford

5 Areas of Benefits



Language & Literacy

- * Academic Language
- * Vocabulary
- * Literacy Skills
- * Oral Language & Communication Skills



Cognitive

- * *Critical Thinking Skills*
- * *Different Perspectives & Empathy*
- * *Creativity*
- * *Negotiating Meaning & Focusing on a Topic*



Content Learning

- * Content Understandings
- * Connections
- * Co-construct Understandings
- * Assess Learning



Social & Cultural

Psychological

- * *Equity*
- * *Empathy*
- * *Relationships*
- * *Academic Ambience*
- * *Lessons More Culturally Relevant*

- * *Inner Dialogue & Self-Talk*
- * *Self-Discovery*
- * *Engagement & Motivation*
- * *Student Voice & Empowerment*
- * *Confidence & Academic Identity*
- * *Choice, Ownership, & Control over Thinking*

Created by @HSesTeacher for #ECGClassTalk #ECG2015

“Conversations show us students’ communication behaviors, higher-order thinking skills, academic language proficiency, and content understandings...

They often provide a better window into students’ thinking than written work or tests.”

(Zwiers & Crawford, 2011, p. 185)



<https://create.piktochart.com/output/7173769-academic-conversations>

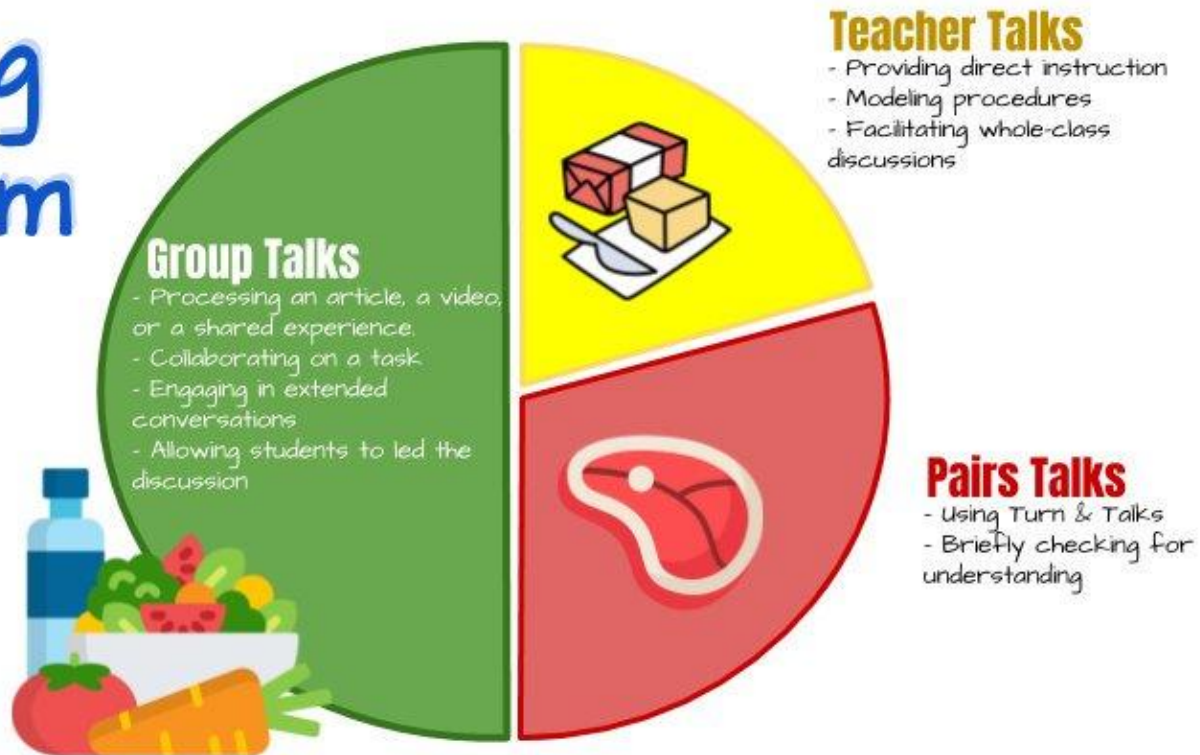
Potential Roles for Teaching Academic Conversations in a Collaborative Setting

Content Teacher	ESOL Teacher	Both
<p>*Develop academic conversation activity and prompt to support student understanding of content</p> <p>*Be explicit with students about why they are practicing oral language skills and what academic conversations include</p> <p>*Develop checklists and other assessments to monitor student progress (including self-assessments for students)</p>	<p>*Determine supports needed for ELLs to effectively participate in an oral language task</p> <p>*Share cultural differences that may impact ELLs' participation</p> <p>*Develop scaffolds to support ELLs' understanding of content and participation in activity (e.g., background knowledge instruction and sentence stems)</p> <p>*Work with small groups of ELLs to provide targeted language instruction</p>	<p>*Model appropriate and inappropriate behaviors for discussions</p> <p>*Teach minilessons on skills used during discussions (e.g., agreeing, disagreeing, and adding on)</p> <p>*Model language for encouraging deeper thinking on a topic (e.g., Can you say more about that?)</p> <p>*Monitor student participation and language development</p>

Adapted from: Staehr Fenner, D., & Snyder, S. (2017). *Unlocking English learners' potential: Strategies for making content accessible*. Thousand Oaks, CA: Corwin. p. 108.

#GOALS

Balancing Classroom Talks



@TanELLclassroom



1
COME TO THE
DISCUSSION PREPARED



2
USE
APPROPRIATE
BODY LANGUAGE

4 PRACTICES FOR FOSTERING ELS' ORAL LANGUAGE DEVELOPMENT



3
PARTICIPATE
BY TAKING TURNS

4
MAKE
CONNECTIONS



READ THE FULL BLOG POST AT BIT.LY/4OLPRACTICES

@SUPPORTEDUC

STAEHR FENNER & SNYDER, 2017

Four Practices for Fostering ELLs' Oral Language Development

Step 1: Come to the discussion prepared

- ❖ Student-friendly lesson objectives
- ❖ Prior knowledge
- ❖ Pre-teach and provide guided practice with needed vocabulary
- ❖ Provide sufficient thinking and writing time
- ❖ Use scaffolded graphic organizers to support ELLs' sharing of ideas



Cordeiro & McAuliffe- LI RBERN for LIASCD 10.4.19 19

Step 2: Use appropriate body language

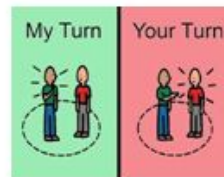
- ❖ Be aware of cultural norms related to
 - ❖ eye contact
 - ❖ leaning in toward partner
 - ❖ personal space
 - ❖ nodding to show understanding
- ❖ Use role plays to demonstrate appropriate and inappropriate gestures



Cordeiro & McAuliffe- LI RBERN for LIASCD 10.4.19

Step 3: Participate by taking turns

- ❖ Structured pair work
- ❖ Talking stick, rock, chips
- ❖ Create a communication culture that values the sharing of diverse ideas
- ❖ Teach and model language for inviting classmates to participate
- ❖ Use gap or **barrier** activities where students must collaborate to share information that they need to complete the task



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Step 4: Make connections

- ❖ Explicitly model how to make connections to what their peers are saying, to prior learning, and to their life experiences
- ❖ Teach language that students can use to connect ideas (e.g., I want to add on to what Joaquin said...)
- ❖ Practice discrete conversation skills (e.g., agreeing, disagreeing) through mini-lessons on familiar topics



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Practice Step 3:

Barrier Activity: Speaking and Listening



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Directions:

- **First, find your partner** by matching Puzzling Words & definitions
- Find a place to sit with your partner back-to-back (you will need a pen/pencil)

*Puzzle pieces are self corrective (interlocking, color-coded, numbered)



Once you find your partner:

- Choose who will be the director & who will be the illustrator
- Only the director may see the provided picture
- Sitting back-to-back, the director gives verbal directions (no hand gestures) to guide illustrator in recreating this picture
- The illustrator may ask questions for clarification

Examples from Integrated ENL Class:

Literary Elements Match-Up

1. Find your partner by matching your puzzle pieces



1. With your partner, discuss how your literary element applies to the picture



35



Kelley Cordeiro @KelleyCordeiro · 17h

Thank you!! ❤️💛

Mrs.Holtkamp @MrsEholtkamp · 17h

@KelleyCordeiro What a fantastic day with you and our students! Thank you for helping engage them all and have fun as we did it! Welcome to the @WhufsdRams family!
#RamFam @WHGWashington twitter.com/kelleycordeiro...



Kelley Cordeiro @KelleyCordeiro · 22h

Such a great day working with teachers & students today in West Hempstead: Building academic language for ELLs & ALL students through classroom discussions led by students @WH_ENL @She_is_a_Tripp @MrsEholtkamp @LIRBERN



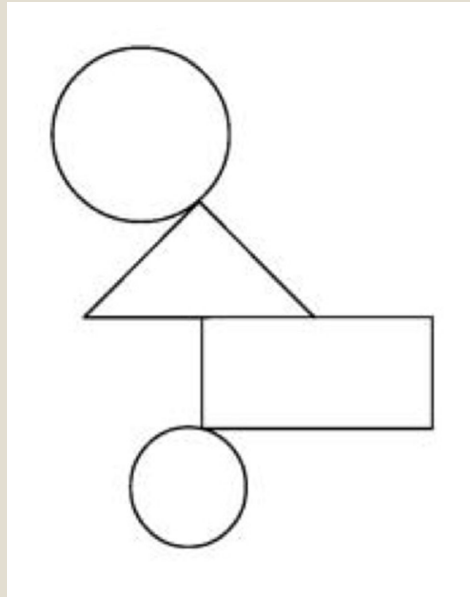
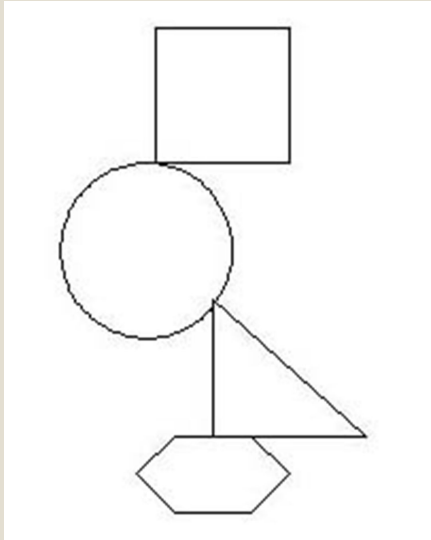
Kelley Cordeiro @KelleyCordeiro · 22h

Students up out of their seats & engaged in discussion as they demonstrate their knowledge of Continents & Oceans @WH_ENL
#ClassroomDiscussion #OrallanguageDevelopment #AdvancedLiteracies
@WH_ENL @She_is_a_Tripp @MrsEholtkamp @LIRBERN



How did you do?

23



- What challenges did you encounter as speaker?
- As listener?
- What prior knowledge did you need?
- What language did you need to successfully complete this activity?
- How can a barrier activity be adapted in your context?

Step 4 : Making Connections

Example: Sentence Stems

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Talk Move	Sentence Stem
Restating	So you are saying... Put another way, you are saying...
Agreeing	I agree with (Yuri) because... (Emma's) point about.....was important because.....
Disagreeing	I disagree because... I see it differently because....
Asking a clarifying question	Could you give an example of....? I'm confused when you say... Could you explain more?
Adding to an idea/making a connection	I'd like to add to (Rosa's) point. I think that... When (Albert) said..., it reminded me of... I see a connection between what (Laura) said and what (Karolina) said. The connection is....

Adapted from: Staeh Fenner, D., & Snyder, S. (2017). *Unlocking English learners' potential: Strategies for making content accessible*. Thousand Oaks, CA: Corwin. p. 100.

Keep Language Visible and Accessible

Katie Toppel, Ed.D.
@Toppel,Ed.D. Following

5th graders rocked their academic conversation about animal intelligence. They challenged each other to give examples and had fun respectfully disagreeing with each other's opinions using accountable talk. 🙌

Cordeiro & McAniff- LI RBERN for LIASCD 10.4.19 20

PEER FEEDBACK

How To Talk About Text

Begin with a positive.

- I noticed that...
- I like this part because...
- You did a good job...
- Your idea is...

Link your idea.

- I agree, but I also think...
- The ending is interesting, but maybe you could add...
- I think that's a good idea, and also...
- Yes, but...

Ask questions

- How come...?
- I was wondering why...?
- Can you explain...?
- What did you mean when you said/wrote...?
- Why do you think...?
- Ask for clarification.
- What about if you/we...?

Make suggestions

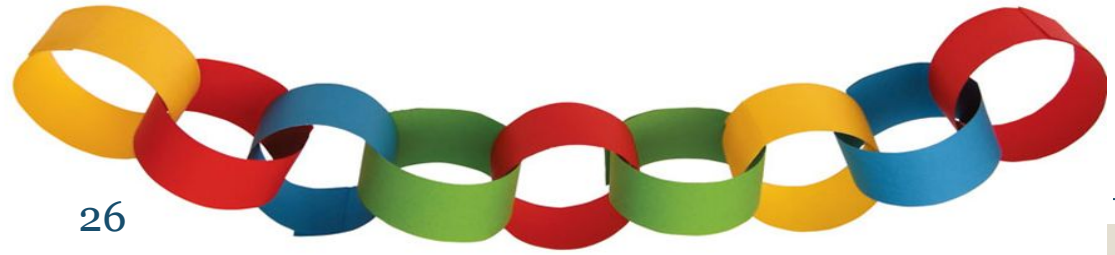
- Maybe you should/could...
- I think...

Disagree constructively

- I disagree with your opinion because...
- I don't think so, because...
- I don't think so, because...
- I disagree with your opinion because...
- I don't think that will work because...

Explain your thinking

- Well, that's not what I meant, I meant...
- That's just like when...
- This reminds me of...
- Well, that's not what I meant, I meant...
- I don't think that will work because...



Scaffolded Interaction:

Retelling Chains with Transition Words: First, Next, Then, Finally

Socratic Seminar

- highly social nature of learning (John Dewey, Lev Vygotsky, Jean Piaget, and Paulo Friere)
- formal discussion based on a text, in which the leader asks open-ended questions
- students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others
- students learn to work cooperatively and to question intelligently and civilly



<https://www.youtube.com/watch?v=JvYnXSRguzw>

Israel, Elfie. "Examining Multiple Perspectives in Literature." In *Inquiry and the Literary Text: Constructing Discussions in the English Classroom*. James Holden and John S. Schmit, eds. Urbana, IL: NCTE, 2002.



Directions:

- ✓ 8 people sit around table facing each other in “inner circle”
- ✓ 8 people form “outer circle”
- ✓ Inner circle will discuss questions
- ✓ Outer circle will watch, take notes, and later pose questions and give comments about what they observed
- ✓ The teacher can be part of either the inner "fishbowl" circle or the outer circle.

<https://sites.google.com/a/dcsdk12.org/etil-academycadre/fishbowl-socratic-seminar>

Socratic Seminar Peer Scoring Sheet

1 On notebook paper, write your name on the BOTTOM LEFT side. Write your peer's name on the UPPER RIGHT side. This is very important!

As you listen to your Socratic Seminar partner on the inside circle, evaluate him or her on the following scale:

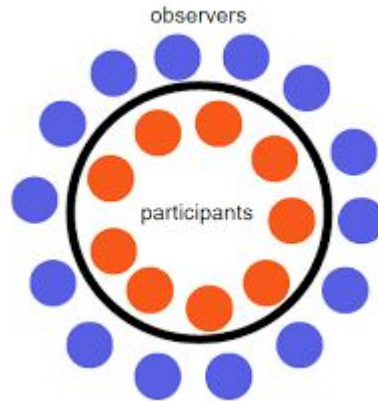
	4 Points	3 Points	2 Points	1 Point
1. Participation	My partner often moved the conversation forward without prompting.	My partner sometimes moved the conversation forward without prompting.	My partner sometimes participated in the conversation, but prompting was needed.	My partner did not participate an adequate amount for the time given.
2. Comprehension of the Text/Topic	My partner demonstrated a deep knowledge of the text and the question.	My partner demonstrated a general or shallow knowledge of the text and the question.	My partner did not seem to comprehend the text or the question posed.	My partner did not participate enough for me to gauge his or her understanding of the text/question.
3. Listening	My partner obviously listened to others with an open mind AND he or she asked for clarification or responded to other people's statements.	My partner listened to others with an open mind.	My partner somewhat listened to others; however, it seemed that he or she was mostly waiting to speak rather than listening with an open mind OR he or she did not respond to other people's statements/ideas.	My partner did not appear to listen to the Socratic Seminar. He or she seemed inattentive.
4. *Textual Support <small>**Optional category for discussions that are based on a text.</small>	My partner regularly used explicit or implicit evidence from the text (quotes or summaries) to support his or her response.	My partner referred to the text sometimes, but not always.	My partner referred to the text but only rarely or in a shallow way.	My partner did not refer to the text at all.
5. **Preparation <small>**Optional category for discussions that require preparation.</small>	My partner came to the seminar prepared, either with FINISHED notes, COMPLETE WORKSHEET(S), and/or a FULLY ANNOTATED text.	My peer was only somewhat prepared. Preparation was minimal.	My peer put minimal effort into preparation. Notes, worksheet(s), and/or annotations were not complete.	No preparation has been visibly completed.

Once finished, add up the number of points earned on your notebook paper. Make sure that you peer's name is on the paper – your peer WILL NOT see your score. At the end of the grading period, all Socratic Seminar scores per person will be added and input into the grade book. Your peer will not know your individual scores, but instead will see his or her added score from ALL Socratic Seminars.

- The points possible are:
- 12 for a Socratic Seminar that includes questions 1-3
 - 16 for a Socratic Seminar that includes questions 1-4
 - 20 for a Socratic Seminar that includes questions 1-5. I will tell you the total possible for each individual seminar.

Socratic Seminar Participation Rubric

4	3	2	1
<ul style="list-style-type: none"> - Participate more than once, using <u>specific evidence</u>. - Encourage others to participate by asking questions 	<ul style="list-style-type: none"> - Participate at least once using <u>specific evidence</u>. 	<ul style="list-style-type: none"> - Participate in the discussion, but does not reference specific evidence. 	<ul style="list-style-type: none"> - No participation. - Or, participation is off topic or does not add to the discussion (ex. "I agree." or "Yeah.")



Socratic Seminars - Ground Rules

1. Speak so that all can hear you.
2. Listen closely.
3. Speak without raising hands.
4. Refer to the text.
5. Talk to each other, not just to the leader.
6. Ask for clarification. Don't stay confused.
7. Invite and allow others to speak.
8. Consider all viewpoints and ideas.
9. Know that you are responsible for the quality of the seminar.

HOW TO ADD ON, ASK FOR MORE INFORMATION, OR POLITELY DISAGREE:

- Building off what ____ said...
- I agree with ____ because...
- I disagree with ____ because...
- What made you think that?
- Where in the story does the author show us that?
- I'm thinking from another point-of-view that...

Role of Outer Circle:

Take notes on what is being discussed, help group member in inner circle by whispering to them, prepare to enter seminar



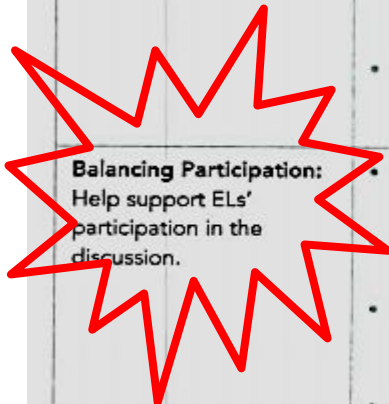
FIGURE 4.11 Helping ELs Prepare for a Socratic Circle

Strategy	Recommendations for ELs
<p>Preparing for Socratic circles: ELs need deep understanding of the text.</p>	<ul style="list-style-type: none"> • Be sure that students are adequately prepared for the activity by giving them sufficient scaffolding to understand the text (e.g., concise background knowledge, glossaries, and scaffolded text-dependent questions). • Provide students with graphic organizers to help them frame their thinking about the text in writing. • Give students practice and support in developing open-ended questions about a particular text. • Give students practice in anticipating the types of open-ended questions that other students might ask about a text.
<p>Modeling: ELs need to know what high-quality responses and questions sound like.</p>	<ul style="list-style-type: none"> • Model a successful Socratic circle by first practicing the following steps with a familiar text at a lower level of complexity. • Provide ELs with opportunities to practice questioning and responding in small groups before expecting them to participate in a whole-class discussion. • Provide sentence stems that students can use in asking and responding to questions, clarifying others' ideas, and commenting on the ideas of others. Give students practice in using these stems. • Highlight questions or responses that are particularly effective. Explain why those particular questions or responses are of high quality.
<p>Balancing Participation: Help support ELs' participation in the discussion.</p>	<ul style="list-style-type: none"> • If some students are dominating the discussion, limit all participants to a certain number of questions and responses. Guide students to invite those who are less active to participate (e.g., "Marisol, what do you think about what Sam said?"). • As the facilitator, use the last few minutes of the discussion to invite those students who haven't asked a question to take part in the discussion. • Be comfortable with silence. The time will allow those who need more time to think more opportunities to participate.

← PREPARE

← PRACTICE

← PARTICIPATE



Source: Staehr Fenner, D., & Snyder, S. (2015). Socratic circles and the Common Core: An introduction [blog post]. Retrieved from <http://www.colorincolorado.org/blog/socratic-circles-and-common-core-introduction-part-i>

Students talking.
All day.
Mostly to each other.



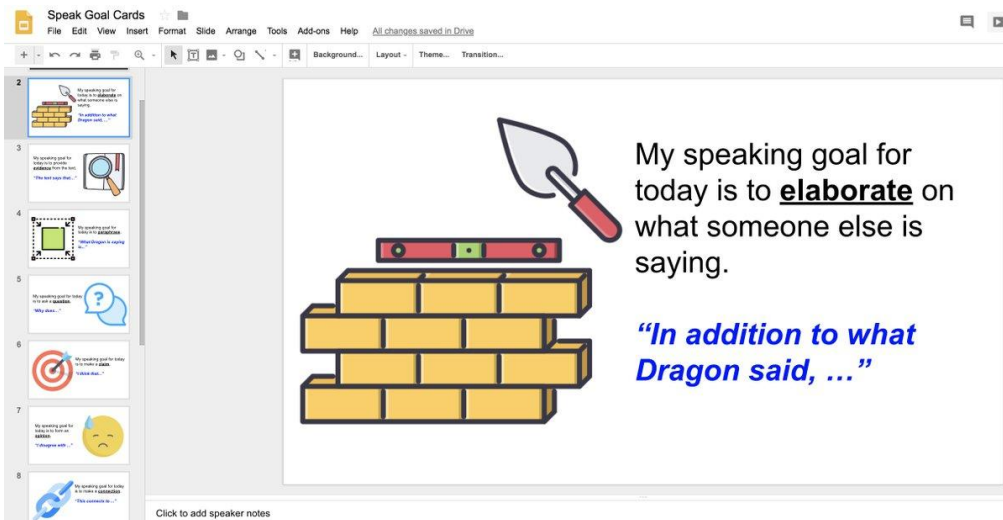
@TanELLclassroom



Tan Huynh @TanELLclassroom · 25 Sep 2018

Ss pick a goal for the discussion by placing a clip on the appropriate poster:

docs.google.com/presentation/d/1ST9v6p43M8gZqtZPg-A3FInvSZ7PUGd7NbelmZQ4Mn4/edit#slide=id.g4294babcfa_0_51 #ellchat #ell #eld #esol #tesol #bctf #education



https://docs.google.com/presentation/d/1ST9v6p43M8gZqtZPg-A3FInvSZ7PUGd7NbelmZQ4Mn4/edit#slide=id.g4294babcfa_0_51

Talking Chips



What is it??

* It is a Kagan structure where students get in groups and each student is given 2-3 "chips". A teacher provides a discussion topic and students take turns saying their thoughts and using a chip with each thought until everyone's chips are gone



CREATED USING POWTOON

Talking Chips Rules

1. Use all of your chips
2. Take turns
3. Listen as your classmates share
4. Be respectful while playing

How to Use the Chips

Answer a question

Give an idea

Respond to an idea

Ask for clarification

First person – please throw your chip down and start the conversation with a hearty, "I'm in!"



Predicting



Piggybacking



Feeling



Visualizing from Movie/TV



Clarifying



Summarizing



Connecting



Questioning



Tying to Something You've Read



Using Visuals as Conversations Starters

Who?

Where?

What?



How?

Why?

When?

I notice...

I wonder...

I think...

Characters/Protagonist/Antagonist:

The characters in this story are _____, _____ and _____.

Setting:

This story takes place in _____.

Problem/Conflict:

The characters are faced with the problem that _____.

Solution/Resolution:

The problem is resolved when _____.

Main Idea/Gist:

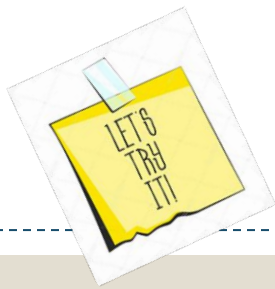
The main idea of this story is _____.

Author's Purpose:

I think the author wrote this story to _____.



Write the story



Heads Up Game

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1. Get into pairs or groups of three.
2. You will be given a set of index cards with vocabulary related to a particular content topic. Don't peek!
3. Select one person to be the “**Guesser**” and one or two people to be the “**Clue Giver(s)**”
4. The **Guesser** places a card on his/her forehead (without looking) and the **Clue Giver(s)** give clues about the meaning of the word.
5. How long does it take for the **Guesser** to figure out all the words?



Sentence Stems...

- This word means...
- An example of this word is...
- A synonym for this word is...
- An antonym of this word is...
- We use this word to talk about...

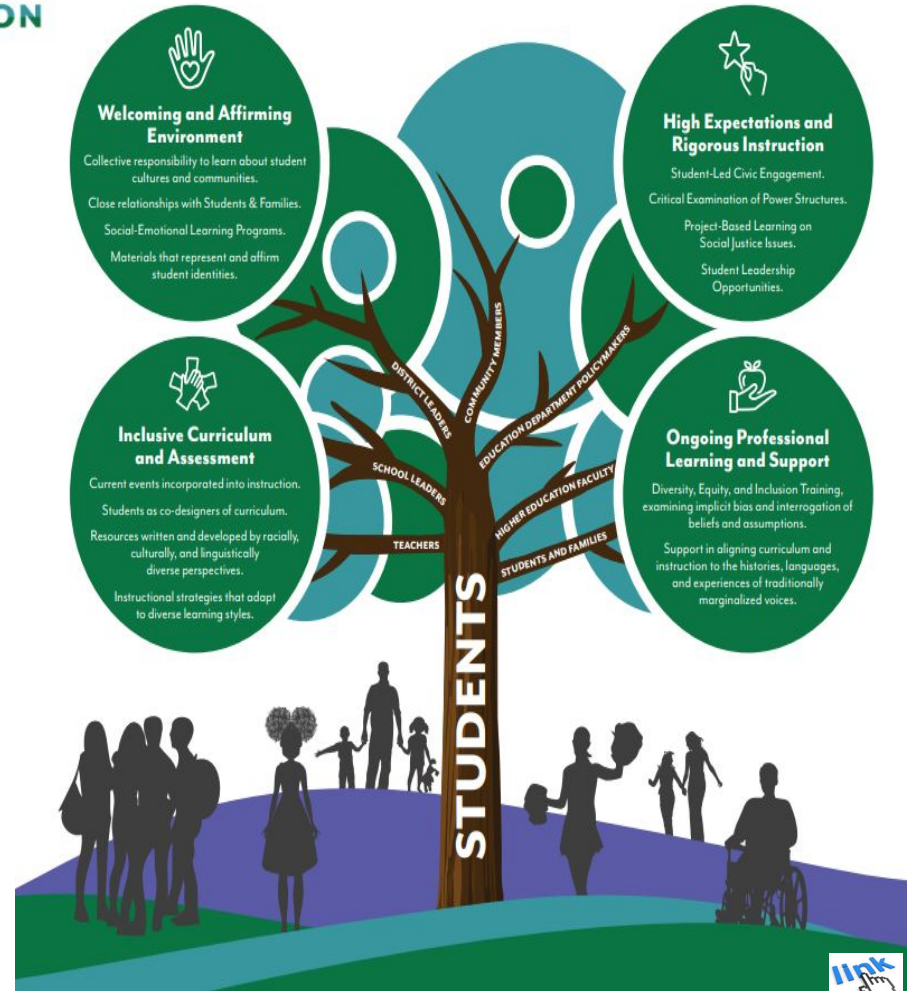
- **Possible scaffolds: partner to help, word bank, sentence stems**

**CULTURALLY
RESPONSIVE-
SUSTAINING
EDUCATION**



EXECUTIVE SUMMARY

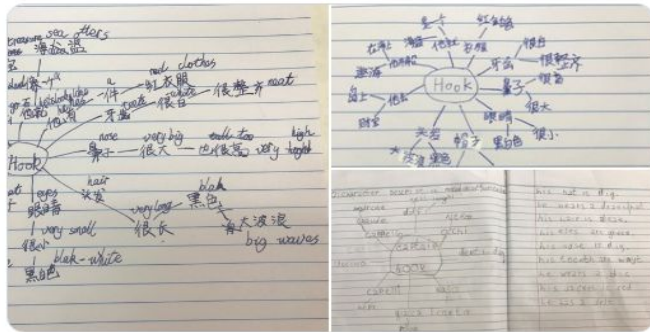
The CR-S framework helps educators create student-centered learning environments that: affirm racial, linguistic and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.





Emeny @Emeny · Sep 24

#Translanguaging in my classroom; I was blown away with the results. All of this was done with little guidance from me (10 mins Home lang. 15 mins Eng.) My Italian student is new to English, and look what he could do!
@JamesDykman #ellchat #ellsapd #eal #EnglishTeacher

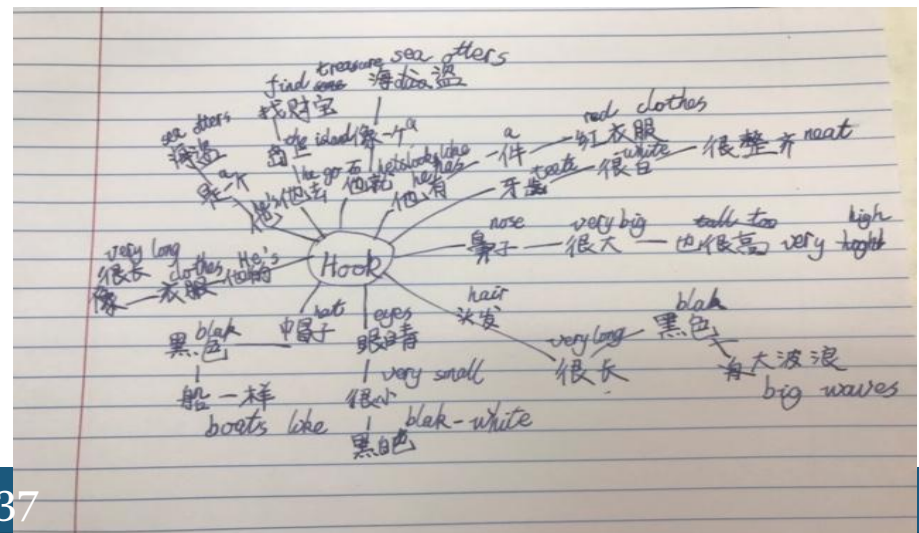
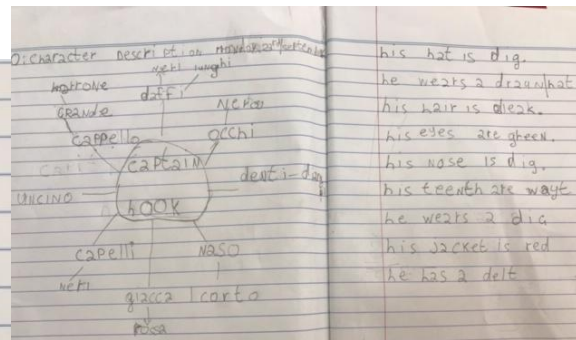
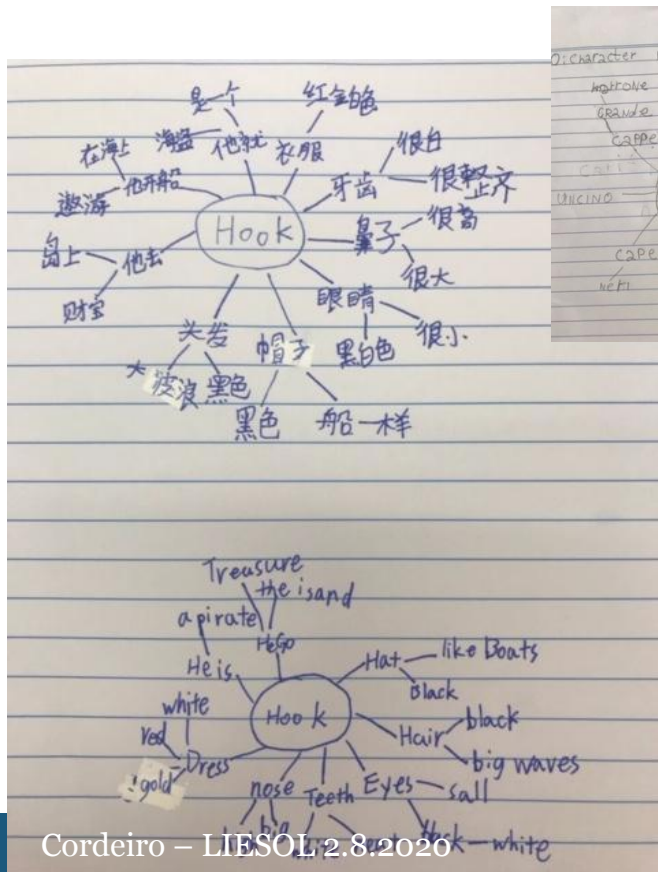


Translanguaging: “the process whereby multilingual speakers utilize their languages as an integrated communication system. It is the only way to create meaning while learning.”



Ofelia García Ph.D.
CUNY Graduate Center

<https://www.little-sponges.com/index.php/2018/05/10/5-way-s-teachers-can-create-translanguaging-classroom/>

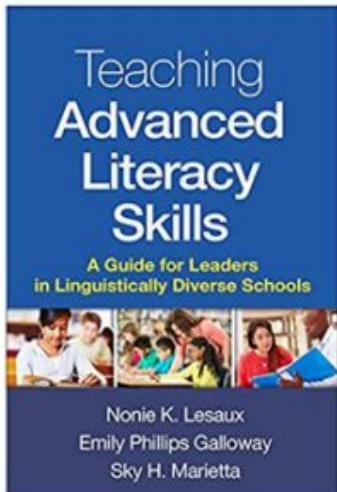


Q&As, Takeaways & Wrap Up

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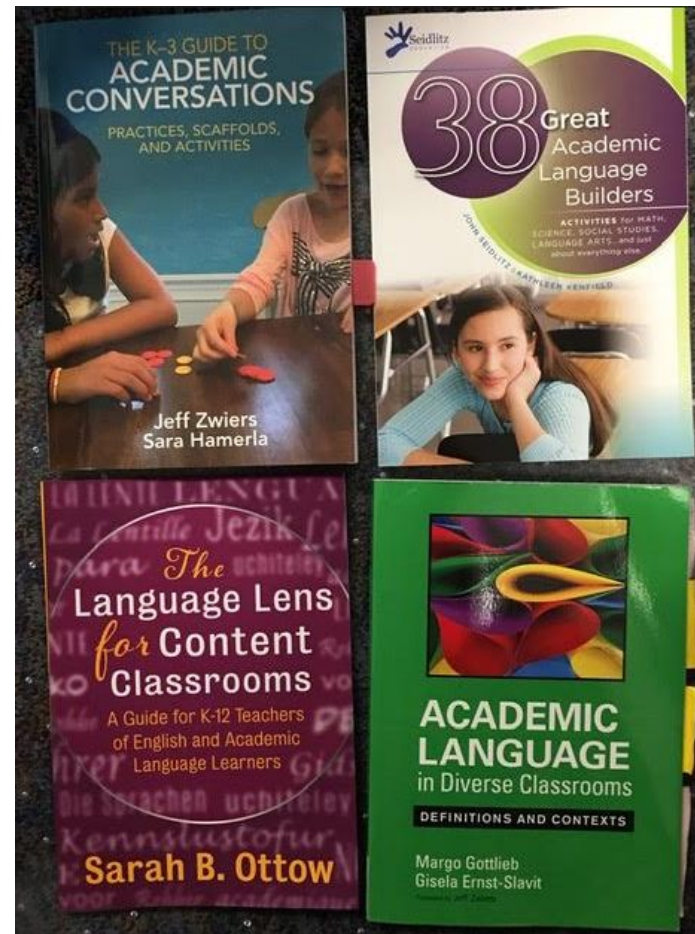
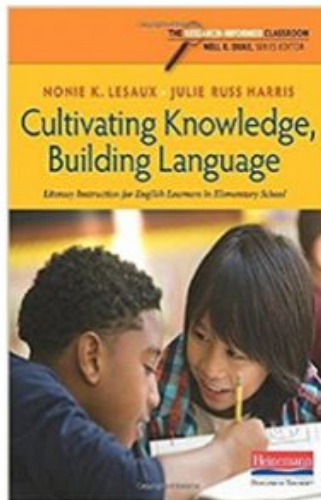


For more on this, see...



The Lead for Literacy initiative is a series of one-page memos that revisits assumptions that guide current policies and practices, outlines common pitfalls, and presents feasible solutions to pressing issues.

Access these briefs at <https://langlit.gse.harvard.edu/lead-for-literacy>



Office of Bilingual Education and World Languages:

Visit: <http://www.nysed.gov/program-offices/office-bilingual-education-and-world-languages-obewl>

Contact: <http://www.nysed.gov/bilingual-ed/schools/contact-us>

NYS Next Generation P-12 Learning Standards:

Visit: <http://www.nysed.gov/aimhighny>

thank
YOU
so
much

