Structured Student Talk for Academic Rigor

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Session Outcomes

- Understand the role of Structured Student Talk for the CCSS and new ELD standards
- Assess your practice for effective grouping
- Learn about and apply the elements of Preparing for Success
Session Agenda

- The Need/ The Problem
- CCSS and CA ELD Standards
- Preparing for Success
- Planning for Effect Structured Student Talk
The Need

- English learners need to develop a multi-faceted knowledge of English.
- To develop communicative competence, English learners need daily supported opportunities to use their second language.
Take a guess

What percentage of the school day are students engaged in structured, academic conversation?

Research suggests as little as 2–4%

Arreaga-Mayer & Perdomo-Rivera
Look who’s talking

Researchers have found that teachers dominate classroom talk. For example, Lingard, Hayes, and Mills (2003) noted that in classrooms with higher numbers of students living in poverty, teachers talk more and students talk less. We also know that English language learners in many classrooms are asked easier questions or no questions at all and thus rarely have to talk in the classroom (Guan Eng Ho, 2005).

Fisher, Frey, and Rothenberg 2008
The Problem

- Research in both ELD classrooms and general education contexts has revealed that English Learners are very often passive observers.
- Small group/partnering activities routinely fail to promote language.
Some Insights

- Direct students’ attention to new words, language patterns, and language features
- Explain and demonstrate language features
- Carefully structure interactive tasks
- Require – not merely encourage – correct application of target language
- Provide ample, meaningful opportunities to use language
All language is learned in context, so competence in academic language cannot be accomplished without ongoing exposure to and practice with the vocabulary and the structures that characterize the language of school.

It is critical for teachers to plan so that students use academic language daily. It should not be assumed that being able to understand academic language as input is equal to being able to produce it, whether orally or in writing.
Structured Language Practice
Structured Language Practice

Eighth Grade Science
In linguistically diverse classrooms, unstructured small group and partnering activities continually fail to produce substantive L2 oral language growth. Merely increasing student interaction without explicit, coached language instruction and accountability for application leads to discussions with minimal cognitive or linguistic challenge and negligible academic content.

Saunders and Goldenberg, 2010
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CCSS: Listening and Speaking

Anchor Standard #1

Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others ideas and expressing their own clearly and persuasively.
Preparing ELs to meet content and language standards

- **Talk** (prior knowledge)
- **Read** (new content)
- **Talk** (integrate new content into schema)
- **Write** (informally to show what you know and ask questions you still have)
- **Talk** (to refine thinking and deepen learning)

“Reading and writing float on a sea of talk.”

James Britton
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Elements of Effective Partnership

- Grouping
- Behavior
- Procedure
- Accountability
- Monitoring

Handout page 2
Successful partnering to ensure participation

- Think of your classes. Consider content knowledge, language proficiency and social skills when pairing students.
- Do you have students partner? How can these "tips" increase the frequency and quality of partner work?
- Use the scale to rate your practice
- Now, in your table group, discuss characteristics of an effective lesson partner.
Preparation for Success

Grouping

Considerations for establishing student partnerships

- proficiency levels
- content knowledge
- Personality
- Strategic small groups
- give students a voice
- duration of partnership

- Grouping
- Behavior
- Procedure
- Accountability
- Monitoring
Preparing for Success

**Behavior**

The interpersonal communications skills of effective and cooperative peer interaction

- **Posture** (sit-up and lean-in)
- **Eye contact** (look at your partner)
- **Use of voice** (speak quietly, wait your turn, use a public voice)
- **Respond** (listen, nod, scribe, repeat)
Partner work

Guidelines for Student Behavior

Kate Kinsella’s 4Ls
1. L = look
2. L = lean
3. L = lower
4. L = listen

AVID’s S.L.A.N.T
S = sit-up
L = lean in
A = attend
N = nod
T = talk
Preparing for Success

Procedure

The steps required to perform the task and the materials to use during the process

- Review and post the task (question, prompt, problem)
- Review and post sequence of steps (first partner A… then partner B)
- Teach procedure (model, rehearse, check for understanding)
- Assign roles (partner A/B, partner 1/2)
- Language support (frames, word banks, sentence starters)
- Timing (“you’ll have two minutes to complete process”)
Video clip - My Turn, Your Turn

- Provides multiple opportunities to listen to and practice the language being taught
- Continue with *My Turn, Your Turn: Echo/Repeat Variations* during *Teach the Language* until students are using the language with ease

https://vimeo.com/75939169
Preparing for Success

Accountability

What students will be required to produce

- Oral reporting (random, one partner, volunteers)
- Group written response (poster, summary, sentence frame)
- Individual written response (ticket-out-the-door, journal entry)
Structured Student Talk

A Classroom Example

Give One - Get One

1. **Brainstorm:** List three rites of passage that you have experienced in your life.
   - 
   - 
   - 

2. **Write:** Choose one idea from your list and generate a complete sentence.
   Sentence Starter: I experienced a rite of passage when . . .

3. **Give:** Share your experience with three classmates.

4. **Get:** Record your partners’ names and their experiences in the table below.

<table>
<thead>
<tr>
<th>NAME</th>
<th>EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Partner 1</td>
<td></td>
</tr>
<tr>
<td>Partner 2</td>
<td></td>
</tr>
<tr>
<td>Partner 3</td>
<td></td>
</tr>
</tbody>
</table>

5. **Reflect:** Choose one idea you got from a partner and generate a complete sentence. Prepare to report a partner’s rite of passage experience.
   * (Partner’s name) shared that _________. This is an example of a rite of passage because . . .
   * (Partner’s name)’s rite of passage was when _________. This supports the definition of rites of passage in that . . .

How does this activity address the following elements of effective group work?

- Grouping
- Behavior
- Procedure
- Accountability
- Monitoring
Preparing for Success

Monitoring

How to provide guidance and feedback

- **Circulate** (coach, guide, redirect)
- **Correct** (accurate, supportive, as needed)
- **Commend** (reward, nominate to share, post)
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A Look at Several Interactive Routines
1. Review the routines.

2. In small groups, select a language routine, develop guidelines for effective partner work.

| Strategy: |
| Purpose: |
| Behavioral Guidelines: |
| Procedure |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

Student Product (accountability)

Means of Monitoring
Language Objective
Systematic ELD Units (VF 1-2 INT W1 L4)

- Students will ask and answer questions to compare the city to where they live using topic-specific vocabulary and comparative adjectives.

Which routines could you use to ensure students practice and then apply the target language?
Goal – Grade-level standards

Sample performance task:

Students retell a series of historical events in The Story of Ruby Bridges. Using their knowledge of how cause and effect gives order to events, they use specific language to describe the sequence of events that leads to Ruby desegregating her school. [RI.3.3]

Lesson One

Content objective: Students will discuss the events in the beginning of the story
Language objective:

- Students use time phrases and negative verb phrases to discuss the context of Ruby Bridges

Which routines could you use to ensure students practice and then apply the target language?
Video Clip - Success Story

- Lower Yukon School District
- Implementing Secondary & Elementary CM

https://vimeo.com/75936293
Prepare for success

Productive classroom interaction involves more than opportunities to converse.

It helps to:

- Group wisely
- Teach the routine
- Include accountability
- Mix it up to keep it fresh
Know your Purpose

Consider the purpose for interactive activities. It may be for:

- **Fluency**: Getting “miles on the tongue”
- **Flexibility**: Putting sentences together in different ways to express different ideas
- **Depth**: Supporting conversations to elaborate and grow ideas
- **Shine**: Collecting assessment data
Discussion Cards

The Full Deck

- Pose a Question
- Challenge an Idea
- Support your Thinking
- Build on an Idea
- Present an Idea
A Scaffolded Discussion

In small groups, practice using two of the discussion cards to process today’s session.

- After taking a few minutes to think, use a post-it and write an idea using the stems from the “Present an Idea” card.
- Use your “Build on an Idea” card after one of your group members shares an idea.
Contact us

- **Website**
  www.elachieve.org

- **Feedback**
  Please share with us your thoughts about the session.

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