



# Increase Student Engagement, Academic Language and Rigor

USD 259 ESOL Instructional Services

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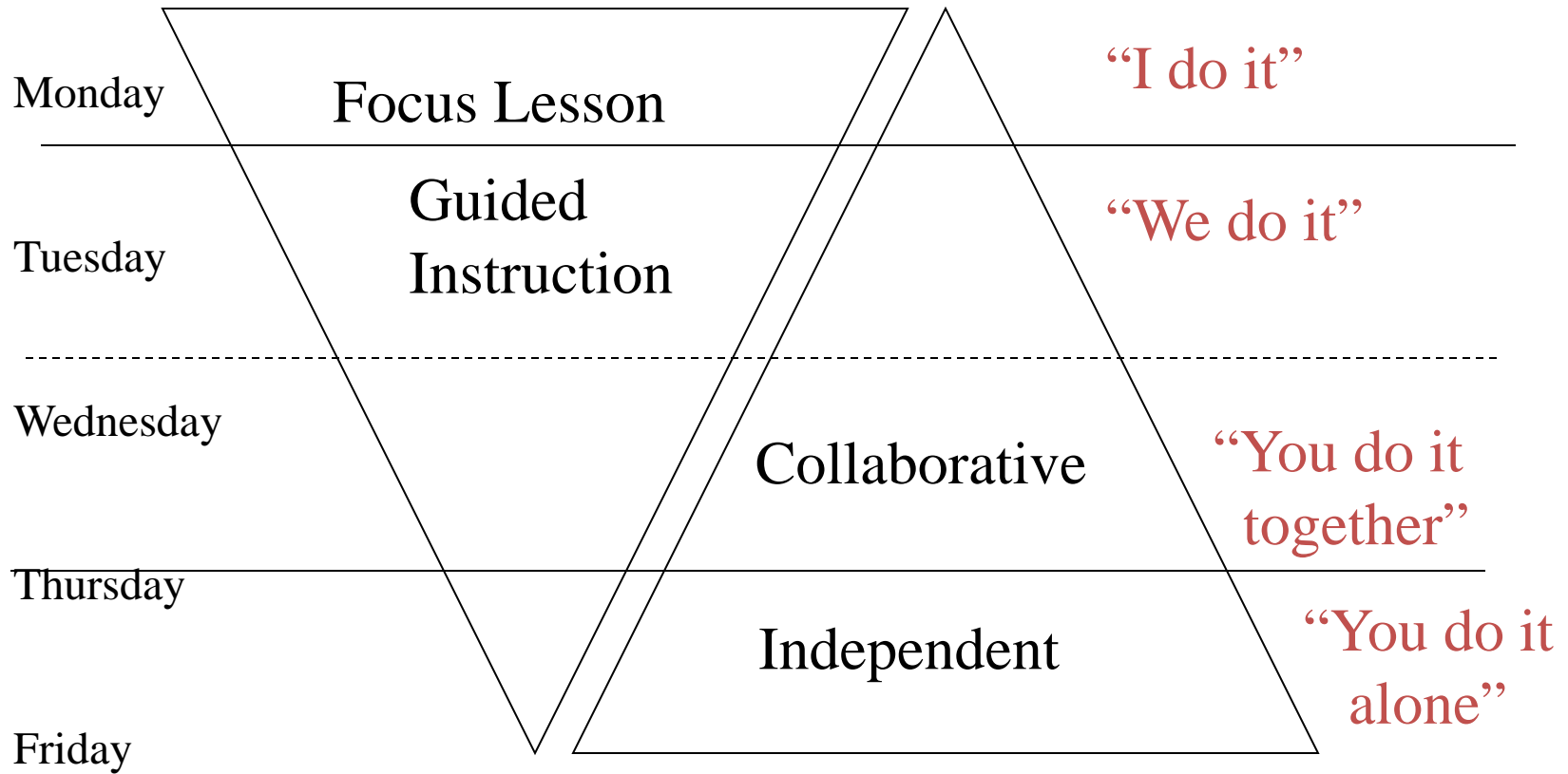
# Our Mission...

Help ensure that limited English proficient (LEP) children attain English language proficiency and acquire the knowledge and skills needed to meet the State's academic achievement standards.

[Fast Facts](#), Title III Part A



# TEACHER RESPONSIBILITY



# STUDENT RESPONSIBILITY

A Structure for Instruction that Works



# Objectives

Content: learn 9 TPTs and their purpose

Literacy: use the focus vocabulary during speaking and writing activities

**rigor**

**accountability**

**assessment**

**academic Language**



# What does MTSS stand for?





# Total Participation Techniques

“ Instead of accepting the first eager student’s answer, which only makes the teacher and that one student feel great about themselves, we need to judge learning by the actions of the class as a whole.”

--quote taken from *The Language Rich Classroom*

# Why TPTs help all students



- community
- confidence
- focus and **engagement**
  - 10 & 2 “Chunk and Chew” – 2 minutes processing for 10 minutes input
  - “Age plus Two Rule” – student’s optimal attention span is equal to his or her age plus 2 minutes
- **assessment**
  - “TPTs are like safety nets in that they each protect students from falling through the cracks.”
- **accountability**



# Literacy Domain Check

What are the **students** really doing?

SPEAKING

LISTENING

READING

WRITING





# TPTS and Rigor

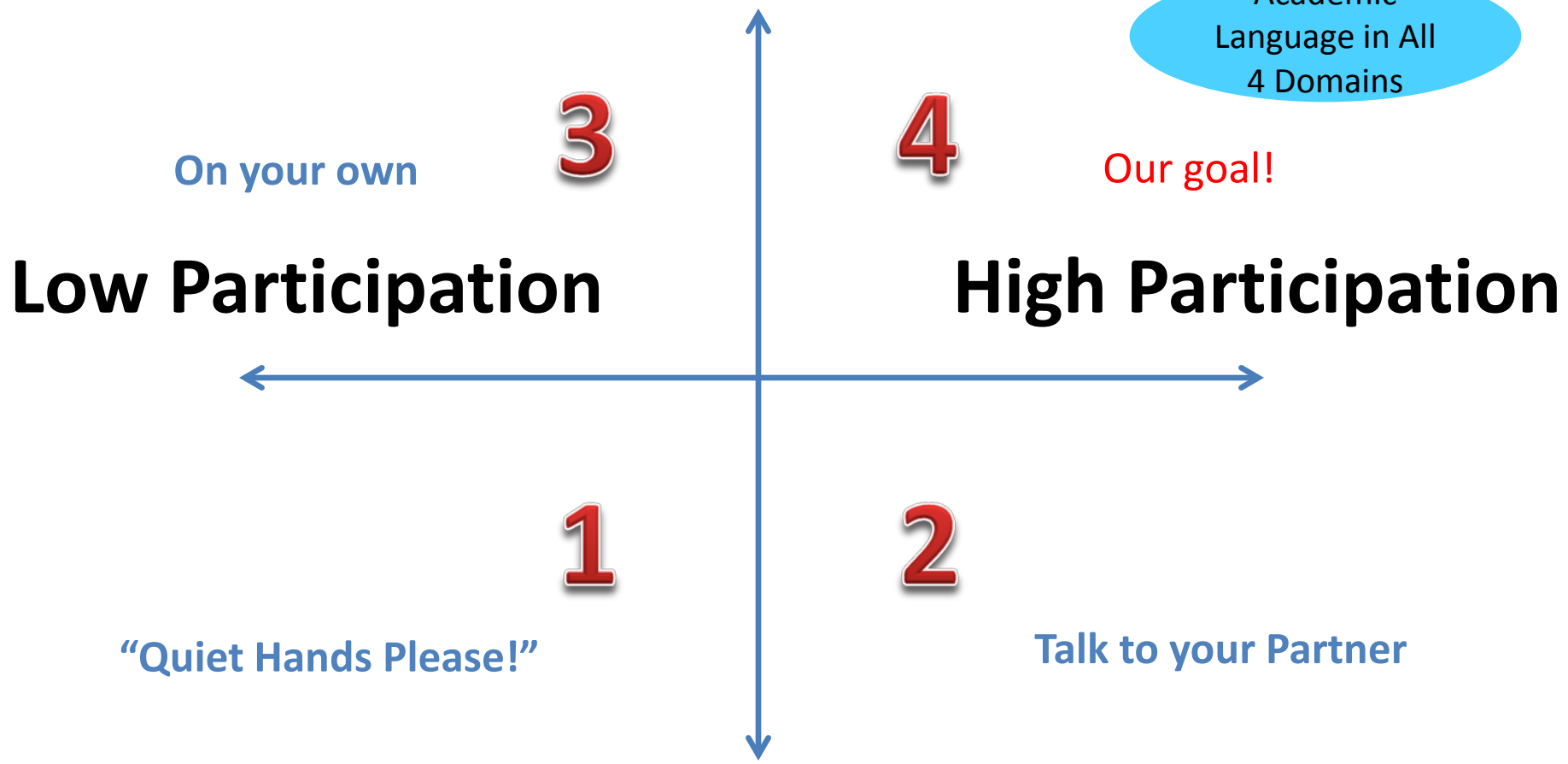
“The use of higher-order thinking is what takes students beyond simple engagement. Instead it ensures that students are *cognitively* engaged. Students aren't just engaged and having fun; they are also thinking deeply.”

--quote taken from *Total Participation Techniques: Making Every Student an Active Learner*



# Higher-Order Thinking

Academic Language in All 4 Domains

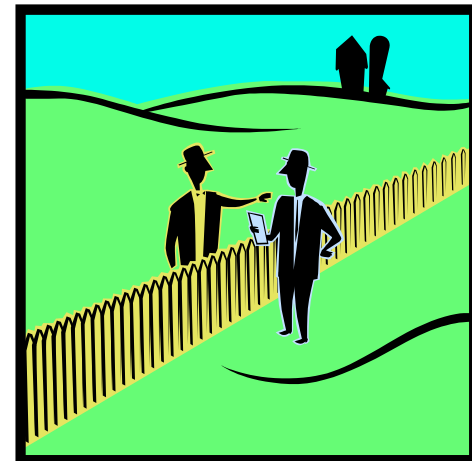


# Lower-Order Thinking

**WITH A PARTNER OR SMALL  
GROUP**

# Explain it to Your Neighbor

- Provides
  - Clarification of confusing concepts
  - Active conversation of knowledge
- Process
  - Pair up to
    - Explain concept to each other
    - Generate questions
  - Provide **word bank**  
**or sentence frame?**
  - Pairs join another pair
  - Whole class





# Why are TPTs beneficial for all students?

- rigor
- assessment
- accountability
- academic language
- safety net
- engagement

End



# Hold-Ups and White Boards

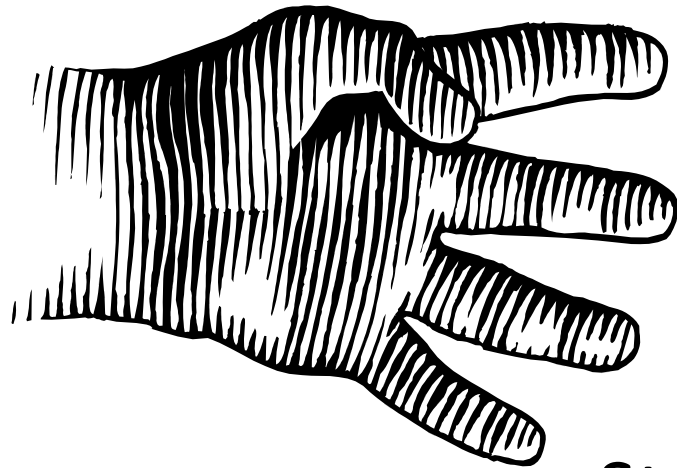
## Process

- Each has a printout or white board
- Think time, then Hold Up
- **Defend choice with partner**

<b>TRUE</b>	<b>NOT TRUE</b>
<b>TRUE</b> with modification	<b>Unable to determine</b> based on information learned



# Likert as Hold Up



Strongly Disagree

Somewhat Disagree

Somewhat Agree

Strongly Agree

TPTs:Engagement::Homework:Learning



# Pause, Star, Rank

- Students review notes and place stars by most important concepts.
- Select three most important concepts and create a summary sentence for each concept.
- Rank the three summary sentences in order of importance from 1 to 3.
- **Share what they starred and ranked in partner or small group then as a whole, or as a Chalkboard Splash.**





**SMALL OR WHOLE GROUP**



# Choral Response

- Why?
  - Practice academic vocabulary
  - Engagement and refocus
- How?
  - Vary questions response styles: independent, partners, choral, team, girls respond, boys respond, etc. (think about your purpose)
  - Short answers or repetition



Questions you could ask presenters.

How did .....happen?

How would you rephrase the meaning ....?

What is the function of.....?

Why did .....?

What facts or ideas show.....?

Would it be better if...?

When did .....?

What is the main idea....?

Why was it better that..?

Who were the main.....?

What would result if ....?

How would you improve...?

How would you describe .....?

What elements would you choose to change...?

Can you predict the outcome if...?

Can you recall.....?

What inference can you make.....?

Suppose you could..... What would you

Who was.....?

What is the relationship between....?

do.....?



# Bounce Cards

## **Bounce** your ideas off another's

That reminds me of...

I agree, because...

True. Another example is...

That's a great point...

## **Sum it up**; rephrase in a shorter version

I hear you saying that...

So, if I understand you  
correctly...

I like how you said...

## **Inquire:**

Can you tell me more  
about...

I'm not sure I understand...

I see your point, but what  
about...

Have you thought about...





# Quick-Writes/Quick-Draws



- Provide time to
  - Pause
  - Process thinking
  - Complete the task at individual levels/pace
- Prepare learners to participate in
  - **Pair-share (ORAL!)**
  - Share-out
  - Others
- Process
  - Write about an open-ended prompt or new information
  - Give students a certain amount of time



# Debate Team Carousel



**1. Give your opinion and rationale.**

**2. Add a supporting argument.**

**3. Add an opposing argument.**

**4. Add your "two cents."**



# **DIFFERENTIATING**



# Quick Write-no scaffolds

Please describe the process in which a student is placed in the ESOL program and how they exit.





# Quick Write-word bank

Please describe the process in which a student is placed in the ESOL program and how they exit.

KELPA  
Proficient

Home Language Survey  
All Fours



# Quick Write-cloze

Please describe the process in which a student is placed in the ESOL program and how they exit.

Students are given the \_\_\_\_\_ to see if another language is spoken in the home. If another language is spoken at home they are given the Pre-Las or \_\_\_\_\_ to check their English \_\_\_\_\_ level. If they are non-proficient they are placed in an ESOL program. Once a student passes the \_\_\_\_\_ with all \_\_\_\_\_ for \_\_\_\_\_ years in a row, they will be exited from ESOL.



# Quick Write-cloze and word bank

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Home Language Survey

All Fours



# TPT Purpose Review

## ✓ **Academic Language**

Read-Write-Listen (to peers)-Speak (chorally and to peers)

Vocabulary focus, word banks, sentence stems or frames

## ✓ **Accountability**

Ongoing for all, written and spoken

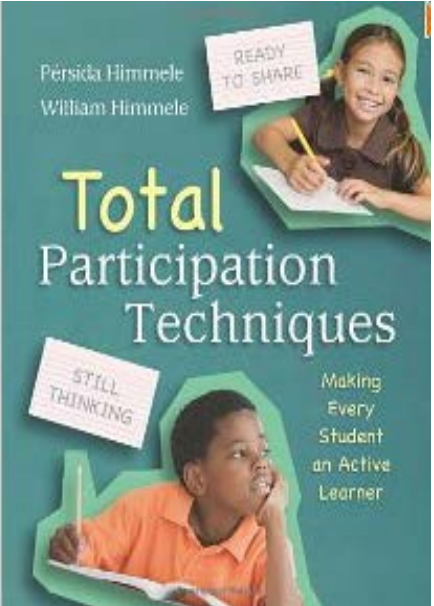
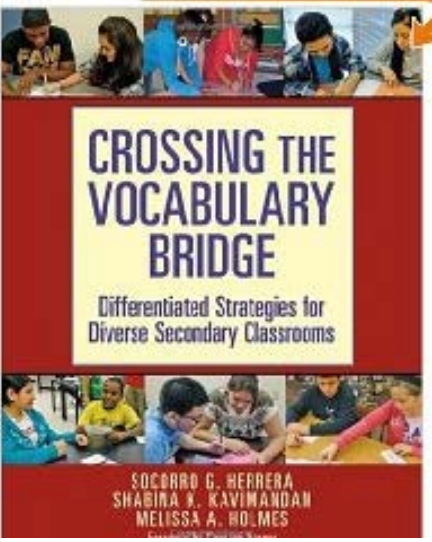
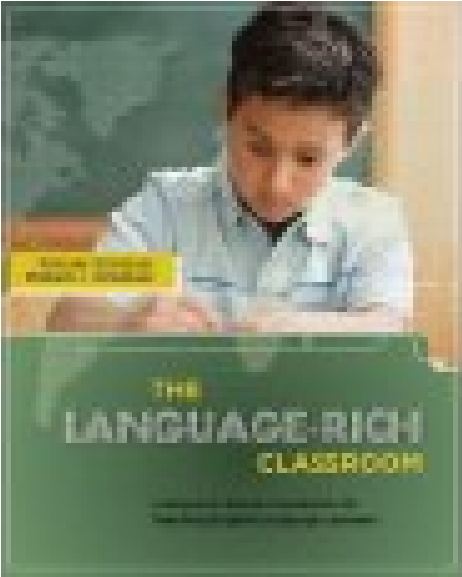
## ✓ **Assessment**

Students explaining and justifying answers

## ✓ **Rigor**

Ensure HOTS and Cognitive Engagement

# Resources





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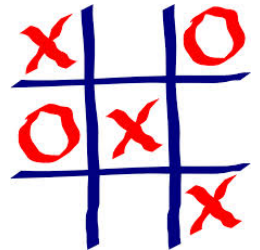
**assessment**

**academic Language**



# Tic-Tac-Talk

1. Select nine words tied to concept (differentiation: you and/or students.)
2. Write 2 sentences using 3 consecutive words in each sentence (tic-tac-toe style.)
3. Read to a partner.





**Rigor**

**Intentional**

**Engagement**

**Purposeful**

**Oral Language  
Development**

**Accountability**

**Academic  
Language**

**Assessment**

**Planned**