



5 KEY STRATEGIES

FOR HIGH STUDENT ENGAGEMENT
AND ACADEMIC ACCOUNTABLE TALK

5 Key Strategies for High Student Engagement and Academic Accountable Talk addresses English Language Arts Standards >> Speaking & Listening >> Grades K-12

Strategy #1 “Accountable” Talk

Ensuring all your students have a voice during instruction is critical for processing the learning and applying learning to new applications. Simple 3x5 cards are the only “material” you need for this strategy.



Ensuring “Accountable” Talk

- Equity Cards
 - Write each students’ name on separate 3x5 cards
 - Use the cards **every** time you ask students questions
- How to use the cards
 - If the student does not know the answer say: “back to you in two”, and slip his/her card two cards behind
 - Tell the student you will be back to him/her after calling on two students - he/she can paraphrase what another student says OR come up with own idea
- Make good use of the back of the card!
 - Divide the back of the card into 4 quadrants
 - Quadrant #1: Lexile or Reading Level
 - Quadrant #2: English Language Learner Level & questioning types (if appropriate)
 - Quadrant #3: Special notes (ie: wears glasses, goes to speech)
 - Quadrant #4: Tally marks for group work/participation/etc

Strategy #2

5:2 Rule

Active listening and speaking are key components of creative active learning. Brain research supports what teachers already know...students have difficulty with paying attention for long periods of “teacher-talk” time. A good habit to instill in your teaching is to practice instructing for five minutes and then allowing your students two minutes of processing time.



How to practice the 5:2 rule

- If this is difficult for you to do, begin with small steps:
 - Choose a time of day when strategic student interaction is critical to your learning intentions ie: English Language Development, Writing, Math, Science
 - Set a timer for five minutes and be transparent with your students
 - You could say “I am re-training my brain to help meet your academic learning styles (or the brains of millennial students). I am going to give you the gift of time every five minutes, so you can process critical learnings with your peers.”
- Ideas for the two minute processing:
 - Strategically planned conversations using sentence frames
 - Pair it with the Strategy #2 to get your students moving and talking with diverse partners
 - Students use doodles or a drawing to “process” their explanations with a partner
- Practice this strategy for a week, and as a teacher, your brain patterns will begin to change. You will see it spill over into other times of your day, and your students will be learning together with you in purposeful and meaningful ways!

Strategy #3

On Your Feet! Ready to Meet! Go and Greet!

Moving students to work with diverse partners develops important listening skills and allows them to practice using purposeful academic language. (SL.1)



How to practice the protocol

- Step 1:
 - Students stand up
- Step 2:
 - Students gather their “tools” for the academic conversation ie: text/pencil or pen/clipboard or whiteboard
 - Before they move to find a new “friend” it is important to set parameters
 - For example, “ You may not partner with someone at your table or your best friends”
 - Students put one hand up in the air and find a partner (not a person at their table or their best friends). Teachers needs to monitor the student choices
- Step 3:
 - Students find their new partner quietly and quickly
 - Set a timer and if the process is not quiet, have them try it again (consistency, consistency, consistency)

Strategy #4

Ask, Answer and Justify

Asking and answering questions is an important life-skill that needs to be practiced purposefully and frequently with students from Transitional Kinder through High School. In addition, these skills are an integral part of the Speaking & Listening Standards in the Common Core. (SL.1,2,3)



How to practice the Ask, Answer, and Justify protocol

- Put students in pairs: (Use Strategy #2: On your feet!)
- Have them assign themselves a number 1 or 2
- Roles for number assignments:
 - 1's will ask the question first and 2's will respond
 - Teacher monitors and asks students to switch roles
 - The 2's ask the question and 1's will respond
 - The next time 2's ask the question first
- Change it up by thinking of different ways to determine who speaks first:
 - The student with the longer/shorter hair
 - The student who is taller
 - The student who is wearing...

Strategy #5

Back to Back and Face to Face

Deeper questioning requires students to paraphrase, analyze, synthesize, and apply the content they are learning. In order to achieve this goal, students need more time to think and reflect on the question and their response.



How to practice the Back to Back and Face to Face protocol:

- After the students have formed pairs, (Strategy #2) direct students to stand back to back
- Ask the students to consider a question (it is best to have the question posted so that students can refer back to it)
- Give students at least a minute to consider their response
- Students turn face to face
- Follow the protocol for Ask, Answer, and Justify (Strategy #4)

**Make learning fun!
Put all the pieces together!**

Once students have consistently practiced the different protocols, combining them together creates a classroom environment that supports powerful and active student engagement with when learning.



Protocol Combinations

- On your Feet! Get Ready to Meet! Go and Greet!
- Make sure they have their “tools” or “resources” with them when they move to be with their various partners
- Back to Back/Face to Face (Remember to give students “think” time)
- Ask/Answer/Justify