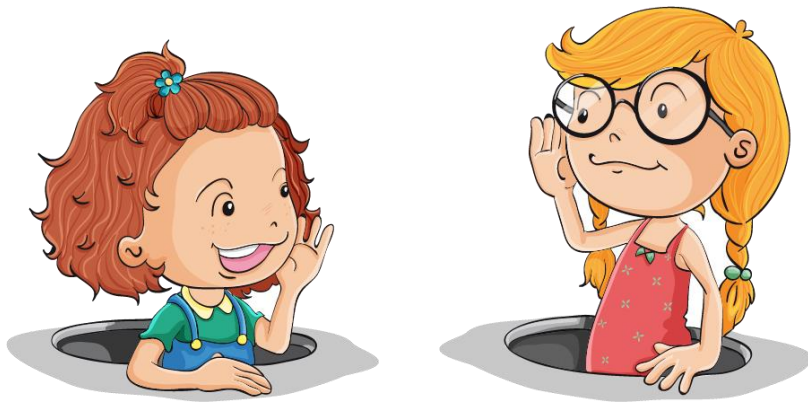


PASSPORT TO ENL: A MONTHLY NEWSLETTER

SCAMPER: Accountable talk stems



The NYS Office of Bilingual Education and Foreign Language Studies lists a collection of principles to ensure all students, including ELLs, attain the highest level of language proficiency and language success. This document is entitled “The Blueprint for English Language Learners (ELLs) success.” The first principle states that **all teachers are teachers of ELLs and need to plan accordingly.**

In this month’s newsletter, we provide accountable talk stems that could be used to scaffold the SCAMPER discussion protocol.

Issue 21, December 2018

Newsstand

Imagine Learning Usage
Last 4 Weeks

Weekly Goal: 60 minutes

K	31 m
Grade 1	35 m
Grade 2	24 m
Grade 3	39 m
Grade 4	24 m
Grade 5	17 m
Grade 6	7 m
Grade 7	5 m
Grade 8	5 m

Proficiency Levels of English Language Learners

1. Entering

2. Emerging

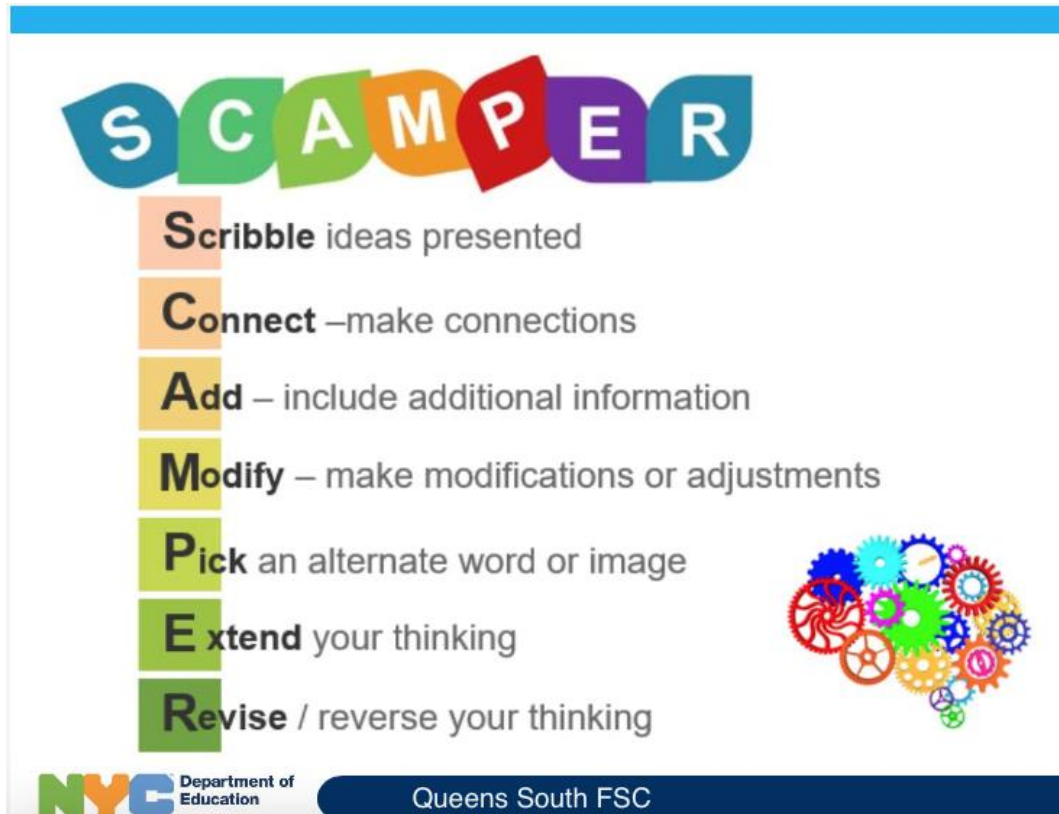
3. Transitioning

4. Expanding

5. Commanding

A review of SCAMPER

In last month's issue, we presented SCAMPER. SCAMPER is a protocol to engage students in quality talk in the classroom. The acronym stands for:



The graphic displays the acronym SCAMPER in large, colorful letters. Below each letter is a definition:

- S** Scribble ideas presented
- C** Connect –make connections
- A** Add – include additional information
- M** Modify – make modifications or adjustments
- P** Pick an alternate word or image
- E** Extend your thinking
- R** Revise / reverse your thinking

 To the right of the definitions is a cluster of colorful gears. At the bottom left is the NYC Department of Education logo, and at the bottom right is the text 'Queens South FSC'.

In order for students to use SCAMPER effectively, the protocol must be modeled and scaffolded and students must get ample opportunities to put it into practice. One way to scaffold SCAMPER is to provide accountable talk stems that are relevant to each letter in the acronym. For example, students can make connections (C – connect) by using the frame: This text is similar to / different from _____ because This frame encourages students to make connections because it is asking them to compare the text they are reading to ones they have already read or are currently reading. This frame also encourages cross-curricular connections because it may prompt students to think about material they are learning in other subject areas. This frame is part of a collection of conversation prompts taken from the text *Reading with Power and Passion: Resources to Support Independent Reading*. An excerpt of these conversation prompts can be found below. To access the entire text, follow the link https://www.weteachnyc.org/media2016/filer_public/a4/3e/a43e27f4-ab35-4eac-abb8-eaec1d3ea953/cipl_independent_reading_guide_3-17.pdf

Conversation Prompts to Sustain Partner Discussions:

Elementary Grades (K-2)

Ways to Talk about Literature

- What happened in my story is... (first, next, then, finally...)
- I think... I think this because...
- I love this part because...
- _____ (character) felt _____ in this part. I know this because...
- The lesson this story is teaching is...
- I wonder why...
- I think (character) is the kind of person who is _____, because...
- I think _____ will happen next, because...
- I didn't understand...
- I'm worried about...

Ways to Talk about Informational Texts

- So far this book is teaching...
- This book is mostly about...
- Some new things I am learning about _____ are...
- I already knew...
- I'm picturing...
- The thought I have is...
- This text is similar to/different from _____ because...
- This book is similar to/different from _____ because...
- This _____ (text feature) shows...

Elementary Grades (3-5)

Ways to Talk about Literature

- I think...
- I wonder why...
- I think (character) is the kind of person who is _____, because...
- What would have happened if...
- I think _____ will happen next, because...
- I was surprised to see...
- I didn't understand...
- It wasn't fair when...
- My idea changed when...
- I'm worried about...
- I used to think _____, but now I think...
- This idea fits/doesn't fit with what I've read before because...
- I'm thinking this line (literary language) means...
- This part is/isn't realistic because...
- This author seems to be suggesting...
- _____ seems to be a dominant issue in this text. The author may be suggesting that...

Ways to Talk about Informational Texts

- So far this text is teaching...
- So far what I'm learning is...
- This fits with what I've read before because...
- I'm picturing...
- As I read, the picture in my mind changed from _____ to...
- This section is mostly about...
- This whole text is mostly about...
- The thought I have is...
- This lets me know that...
- This matters because...
- I used to think _____, but now I think...
- The new idea I have is...
- My thinking is different now because...
- What I think about _____ is...
- This text is similar to/different from _____ because...
- The perspectives represented in this text are...
- The group(s) benefiting from this perspective is/are...
- A voice (perspective) missing from this text is...
- On the surface this text seems to suggest _____, but below the surface, it seems to also suggest...

Conversation Prompts to Sustain Partner Discussions:

Middle School and High School

Initiating thinking about literary texts:

- So far, the most significant events seem to be...
- I think ____ (char.) can best be described as ____ (trait), because...
- Based on how ____ (char.) has acted so far, I think s/he will... (prediction)
- ____ (char.) is complex. At times s/he is ____, but at other times, s/he is ____. This seems to reveal...
- At first I thought this was a story about ____, but now I think the dominant theme is...
- As I read ____, I pictured... Is this similar to how you pictured it?
- The author seems to be suggesting...
- The setting is significant in this scene because...
- This scene seems to be revealing...
- I think the relationship between ____ and ____ (chars.) is revealed when...
- This portion of the story aligns/doesn't align with the earlier scenes, because...

Initiating thinking about informational texts:

- So far what I'm learning is...
- This aligns/contrasts with what I've read before because...
- As I read ____, I pictured... Is this similar to how you pictured it?
- As I read, the picture in my mind changed from ____ to...
- This section is mostly about...
- This whole text is mostly about...
- Based on what I'm learning, I think ____. This is significant because...
- I used to think ____, but now I think...
- The perspectives represented in this text are... The group(s) benefiting from this perspective is/are...
- A voice (perspective) missing from this text is...
- On the surface this text seems to suggest ____, but below the surface, it seems to also suggest...

Asking for clarification about a previous comment:

- Can you repeat what you just said?
- ____, can you clarify what you just said? I'm not sure I completely understand.
- ____, can you give me an example of what you mean when you say that...?
- Let me make sure I understand. Your idea about ____, is that...?

Building on a previous comment:

- To build on what ____ said...
- I think more evidence to support this point comes from...
- A similar theme emerges on page...
- ____, what you said reminds me...
- ____, when you said ____, I thought...
- I see a connection between what ____ said and what ____ said because...

Posing questions and wonderings to discuss:

- What would have happened if...
- I was surprised by ____. What does this mean?
- I'm a bit confused about ____.
- I'm thinking this line (literary language) means... How did you interpret this?
- I wonder if anyone has considered...
- I'm wondering how realistic ____ is. What do you think?

Provoking further thought about a comment:

- I appreciate your thought about ____; however, I see it a bit differently. I think...
- I also think ____; however, I have a different view about _____. I think...
- I'd like to explore what ____ said about ____...
- ____, I hear what you are saying about ____, but I wonder if we could also consider...

Concluding a conversation:

- To summarize, we have discussed...
- Based on this conversation, I now understand...
- At first I thought ____, but now I have evidence that ____, so I'm wondering...