

North Adams Public Schools
Compendium of Academic Language Techniques

This is a Work in Progress and will be updated through the 2015-16 PD series.

Strategy	Brief Description
Turn and Talk	Talk to your partner for 2-3 minutes before answering a question on paper or as a discussion.
Think, Pair, Share	Like Turn and Talk with an extra minute or two first for independent work.
Carousel	Students travel around the room in small groups responding to questions on chart paper around the room. Only new responses may be added.
Answer Cards	Students hold up cards with A,B,C,D; yes/no; 1,2,3,4; etc. so teacher can quickly gauge understanding or get a snapshot of multiple-choice answers.
Yes and/yes but	Students elaborate on each other's answers by saying "yes and..." and saying a supporting detail or saying "yes but..." and giving a contrasting detail. Partners or around a circle for small groups or whole class.
Matrix Mingle	Each student has one answer (from a larger list of answers or examples) and the students mingle with each other to ask for and get the missing information. (To ensure conversation, you could require telling instead of showing their answers).
Whole Group Debrief	Teacher asks a student to restate or synthesize an idea for the whole group.
Data Driven Dialogue	Used to talk through data or information. Step one: students predict what the data will show. Step two: students "Go Visual" by making a graph or drawing that makes the data meaningful for them. Step three: students analyze the data and the visuals created to look for patterns that emerge. Step four: students draw tentative conclusions from the data and determine what other questions need to be asked.

Four Corners	Four (or six, or whatever seems appropriate) positions or statements are posted in various corners of the room on poster paper. Students are directed to stand by a position they support (or a statement they find interesting) and discuss why. Variants of this strategy would involve the groups contributing to the posted positions or statements by adding details to the poster.								
Shoulder Partners	Teacher asks students to turn and talk to a partner close by.								
Triad Talk	Teacher asks students to form groups of three to talk.								
30/60 Second Blast	Teacher asks students to generate as many meanings they can think of for Tier 2 word and/or phrase								
Marzano's 6 Step Vocabulary Technique	Teacher describes/explains; students restate; non-linguistic representation; activities for students to add knowledge to vocabulary terms; discuss vocab with peers; games using vocabulary								
Vocabulary Charades	Students act out vocabulary words designated by the teacher (vocabulary cards created by teacher or students with term on card). May also add the option draw clues for the term similar to pictionary (on chalkboard or small white erase board)								
Talk a Mile a Minute	Students are given a list of term organized into categories. Words on the list are related to meanings. The "talker" or clue giver keeps talking until team members identify the first term, then second, etc. Points are awarded to the talker for each term identified sequentially. TOPIC = Units of Measure TERM LIST = Inches, Meters, Gallons, Hours, Quarts, Square Yards, Liters								
Vocabulary/Concept Sort	Using manipulatives with words on it (blocks, index cards) where teacher asks students to sort vocabulary and/or concepts and terms, activate prior knowledge. (Geometric Shapes - students sort the shapes based on number of sides, angle measurements, and other features.) <table border="1" data-bbox="745 1274 1444 1416"> <tr> <td>quadrilateral</td> <td>dodecagon</td> <td>square</td> <td>oval</td> </tr> <tr> <td>rectangle</td> <td>rhombus</td> <td>decagon</td> <td>pentagon</td> </tr> </table>	quadrilateral	dodecagon	square	oval	rectangle	rhombus	decagon	pentagon
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