





Figure 5.12 Four Practices to Foster ML Engagement and Participation in Academic Conversations

	<p>1. MLs come to the discussion prepared.</p> <ul style="list-style-type: none"> • Draw on students' prior knowledge. • Provide explicit vocabulary instruction. • Build in thinking and writing time. • Support students with content understanding by using graphic organizers, text-dependent questions with sentence stems, sentence frames, and/or word banks.
	<p>2. MLs use appropriate body language.</p> <ul style="list-style-type: none"> • Explicitly teach expectations related to eye contact and other nonverbal communication. • Discuss possible cultural differences in expectations about body language. • Model appropriate and inappropriate behavior.
	<p>3. MLs participate by taking turns.</p> <ul style="list-style-type: none"> • Include structured pair work. • Use a talking stick, talking rock, or discussion chips. • Teach and practice language for inviting others to participate.
	<p>4. Make connections.</p> <ul style="list-style-type: none"> • Teach and practice language needed for different discourse skills (e.g., agree, disagree, add on, ask for clarification). • Model how to make connections to someone's idea. • Incorporate hand signals to show agreement with another's idea. • Include both group and individual accountability.

Source: Adapted from Staehr Fenner & Snyder, 2017