

Lesson Observation Focused on English Learner Engagement and Language Use

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Workshop Guiding Question

How can we improve English Learner instruction by...

- observing regularly and providing concrete feedback
- focusing observations and feedback on essential, evidence-based instructional routines
- making learner engagement and language use priorities in every observation
- using observation tools that are customized to collect relevant data and provide productive feedback

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The Goal of Lessons Focused on English Language Development

- How can we dramatically increase the **quality and quantity** of verbal and written engagement each student experiences, through explicit instruction, consistent routines, and structured, accountable responses?

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Vocabulary Routine ~ Step by Step

| | | |
|---------------------------|---|---|
| Phase 2: Verbal Practice | Transition to Verbal Practice | |
| | 1. | Introduce frame for verbal practice <i>visibly displayed, include model response</i> |
| | 2. | Students repeat model response |
| | 3. | Direct attention to grammatical target(s) (<i>underline, highlight</i>) |
| | 4. | Prompt students to consider a response |
| | 5. | Cue partner (A/B, 1/2) to share response with partner |
| | 6. | Circulate listening, providing feedback, and preselect reporting |
| | Transition to reporting | |
| | 7. | Elicit reporting with frame, <i>visibly displayed</i> |
| 8. | Cue preselected students to report | |
| 9. | Direct students to write the word and selected response in the frame (<i>own, partner's or strong response</i>) | |
| Phase 3: Writing Practice | Transition to Writing Practice | |
| | 1. | Introduce frame for Writing Practice <i>visibly displayed, include model response</i> |
| | 2. | Students repeat model response (<i>silently, phrase-cued, chorally</i>) |
| | 3. | Direct attention to grammatical target(s) (<i>underline, highlight</i>) |
| | 4. | Prompt students to consider a response, allowing adequate think time |
| | 5. | Direct students to write the word and their response in the frame |
| | 6. | Cue partner (A/B, 1/2) to read their sentence to their partner (<i>twice</i>) |
| | 7. | Circulate listening, providing feedback |
| | 8. | Cue partners to switch and read each other's sentence (<i>continue circulating</i>) |
| | Transition to reporting | |
| | 9. | Elicit reporting with frame, <i>visibly displayed</i> |
| 10. | Cue preselected students to report | |
| 11. | Elicit additional responses | |

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Explicit Vocabulary Teaching Routine

- Structure a verbal task with an engaging context to create some "vocabulary velcro".
- Model an appropriate response with a sentence frame.
- Lead students in chorally repeating your response.
- Partner students to share before calling on individuals.
- Guide making a quick, simple sketch of abstract words.
- Assign a writing task with a frame that requires the appropriate form of the word and relevant content.

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Explicit Vocabulary Teaching Routine

- Guide students in reading and pronouncing the word a few times.
- Have students clap/tap out the syllables.
- Direct students to copy the word correctly.
- Optional: Cue students to rate and discuss their vocabulary knowledge with a partner.
- Explain the meaning using familiar language.
- Provide two relevant, accessible examples.

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Examples of Instructional Routines

Accountable Student Interaction

- Academic Discussion (Think-(Write)-Pair-Share)
- Numbered Heads Review

Explicit Vocabulary Instruction

- Target Words (high-utility academic words)
- Daily Do Now (brief bell-ringer assessment)

Explicit Reading Comprehension Instruction

- Oral Cloze Reading (fluency development)
- Section Shrink (nonfiction text summarization)

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Attributes of a Viable Instructional Routine

- Evidence based and classroom tested
- Teacher mediated, explicit instruction
- A consistent and recognizable process
- Clearly-delineated student/teacher roles
- Regular use vs. sporadic use

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Outcomes of a Viable Instructional Routine

- Efficient lesson delivery and use of time
- Both students and teachers devote “cognitive capital” to the content rather than the process
- Maximized student engagement and thereby learning

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Lesson Observation Task 1



- As you observe this pre-reading unified-class discussion in an inclusive 6th grade English Language Arts class, take note of indications that this is not a consistent, familiar, and accountable instructional routine.

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Lesson Observation Reflection

This did not appear to be a consistent, accountable instructional routine because

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Non-Accountable Responses Questions/Tasks that Fail to Engage



- *Who knows what _ means?*
- *Can anyone tell me _?*
- *Who has an example of _?*
- *Would anyone like to share?*
- *Are there any questions?*
- *Is that clear?*
- *Share your answer with your neighbor.*
- *Discuss these questions in your group.*

The pre-reading discussion would have been strengthened by ...

- a more accessible discussion prompt to tap into _____.
- a sentence frame with clear language targets _____.
- a modeled response (verbal and _____).
- a structured partner interaction to rehearse ideas prior to _____.
- more varied strategies for _____.

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Academic Discussion: Think

- We will be reading an essay by a Native American scholar who contends that many stories, films and texts contain information about various tribes that is not **accurate**.



- Think of a time when someone said something **inaccurate** about you.

How did you feel?

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Academic Discussion: Write

- Write a response using the sentence frame. Include precise word choices.
- Prepare to elaborate verbally to your partner.

One time ____ (**noun**) said something **inaccurate** about me and I was ____ (**adjective**).
I felt this way because _____.

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Model Sentences

One time *a counselor* said something inaccurate about me and I was *outraged*.

One time *a close friend* said something inaccurate about me and I was *disappointed*.

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Precise Word Choices

Replace **everyday** vocabulary with **precise** words.

Everyday Adjectives

- bad
- mad
- sad

Precise Adjectives

- *humiliated* _____
- *upset* _____
- *disappointed* _____

Everyday Nouns

- a kid
- a guy
- somebody

Precise Nouns

- *a classmate* _____
- *a school bully* _____
- *a coach* _____

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Sentence Frames for Precise Word Choices

We brainstormed the precise (verb, adverb, noun, adjective) ____.

A precise (verb, adverb, noun, adjective) I plan to use is ____.

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Academic Discussion: Report

Speaking Tasks:

- Use your public voice: 2x slower, 3x louder than your partnering private voice.
- Use the sentence frame to report.

Listening Tasks:

- Look at and listen attentively to the reporter.
- Listen for and record one precise adjective that also conveys how you felt.

Sentence Frames

An adjective that accurately conveyed my feelings was __

A relevant adjective that caught my attention was _____

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Academic Discussion - Routine

Dr. Kinsella's Academic Discussion Routine & Sample Language

Phase 1: Think

Establish purpose

1. Visibly display the discussion topic/prompt
2. Students repeat question/prompt
3. Model brainstorming process and response(s)
4. Prompt students to reflect and record brief responses

Phase 2: Write

Transition to sentence writing

1. Introduce frame(s) (visibly displayed, include model response)
2. Students repeat first model response (silently, phrase-used, chorally)
3. Direct attention to grammatical target (underline, highlight)
4. Prompt students to select an idea from the brainstorming list
5. Prompt students to include words from the academic word bank
6. Direct students to write an academic response using the first frame
7. Circulate reading sentences, providing feedback
8. OPTIONAL: Introduce second frame and repeat process
9. Circulate reading sentences, providing feedback, and to identify strong/weak responses
10. Cue students to select their strongest response
11. Preselect one or two students to report

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Structured, Accountable Instruction Engages ALL Students Not Just the "Professional Participants"



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Structuring Inclusive Participation

- Preselect 1-2 students to initiate class discussion.
- Discourage individual hand-raising until voluntary responses are invited.
- Encourage partner nominations.
- Invite all partner As/Bs 1s/2s to stand and report.
- Randomly select 1-2 students using name cards.
- Allow a reporter to "popcorn" to the next reporter.
- Ask for volunteers from sections of the classroom.

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Neutral Language to Preselect

- *I'd like to call on you to start our discussion with this response.*
- *I am planning to call on you first to explain the steps you followed to solve this word problem. Reread it carefully to prepare.*
- *You will be our "jump starter" with this example sentence.*

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Planning & Observation Tool

Structured Physical Responses:

- direct attention as cued (*looking, turning, etc.*)
- mark text (*underline, circle, highlight*)
- point/track with finger/object (*text, directions*)
- hand signal (*thumbs up, finger rubric*)
- clap/tap (*syllables, intonation, etc.*)
- stand/sit (*partner 2s stand*)

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Planning & Observation Tool

Structured Verbal Responses:

- **Whole Class** (*chorally, phrase-cued, oral cloze*)
- **Partner/group** to brainstorm and/or collaborate
- **Partner/group** to discuss responses using frame
- **Partner/group** to read text passages
- **Individually** respond as **preselected** reporter
- **Individually** respond as **random** reporter (*equity sticks, name cards, popcorn, white board selector*)
- **Individually** respond as **volunteer** reporter (*pre-encouraged, raised hand, partner nomination*)

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Planning & Observation Tool

Structured Written Responses:

- complete Daily Do Now/ bell-ringer initial task
- record information (*white board, notebook, text*)
- complete provided sentence frame
- incorporate precise words
- add details to a visual organizer
- record details/quotes gathered from text
- respond to a framed prompt (*summary, etc.*)
- complete unstructured writing assignment (*journal*)

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Lesson Observation Task 2



- As you observe this sixth grade Read 180 LBook Whole-Group lesson focusing upon instruction of multiple-meaning words in an rBook reading, tally the number of structured student responses using the **English Learner Engagement – Planning and Observation Tool**.

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Lesson Observation Reflection

She structured a **(physical, verbal, written)** response when she directed the class to

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Structured Physical Responses

- Directing students' attention to the text: *Let's first look at the word hard.*
- Cueing students: *Point to the word hard.*
- Directing students to examine partner's focus on text: *Check to see that your partner found the right word.*
- Directing students' attention to the chart with the sentence frame: *I know that one meaning of ___ is ___.*

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Structured Physical Responses

- Cueing students to wrap up their interaction and focus on the teacher: *3, 2, 1 eyes on me.*
- Directing students' attention to the first definition for *hard* in the text: *Point to the first meaning of hard.*
- Cueing students to raise their hand if they discussed the first meaning of *hard*: *Raise your hand if you and your partner discussed this meaning of hard.*

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Structured Verbal Responses

- Structuring a choral response: *Everyone say hard.*
- Structuring a partner interaction with a frame: *I know that one meaning of ___ is ___. Twos, you can begin...*

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Lesson Observation Task 3

- As you observe this sixth grade Read 180 rBook Whole-Group lesson clip of explicit vocabulary instruction, tally the number of structured student responses using the ***English Learner Engagement – Planning and Observation Tool.***

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Target Word Instruction: READ 180

| Word | Meaning | Examples |
|---|-------------------------------|--|
| international in•ter•na•tion•al (<i>adjective</i>) | relating to two or more _____ | • Child labor is an international _____ It happens all over the world: e.g. _____ |
| Rate it: ① ② ③ | | |

Target Word Practice: READ 180

international (*adjective*)

- **Verbal Practice:** *If I could go on an international vacation, I would go to _____ and _____*

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The Goal of English Development: **Accurate Oral Fluency**

- **Oral Fluency:** ease of target language production and listening comprehension
- **Accurate Oral Fluency:** ease of producing accurate target language forms (vocabulary, syntax, grammar) and ability to follow along and comprehend while listening to more sophisticated language

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Instructional Goals Verbal and Written Responses

- Have students rate and discuss vocabulary knowledge using sentence frames.
- Vary your strategies for eliciting reporters: pre-selected(1-2); random(1-2); volunteers(1-2).
- Assign a listening-notetaking task during reporting: *Listen for and record one strong additional example.*
- Have students write their sentences after practicing verbally and hearing classmates' examples.

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Missed Opportunities for Developing Accurate Oral Fluency

- Not initially posing the discussion question and providing adequate quiet reflection time
- Rushing the setup of the verbal practice task
- Not specifying grammatical targets in the frame
- Chorally reading the frame only once versus 3x: silently tracking, phrase cued, the entire sentence
- Not listening carefully to partner interactions
- Preselecting but not inviting other responses
- Not assigning an active listening task

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Model Verbal Response with Clarified Language Targets

- Where would you go on an international vacation?
- *If I could go on an international vacation, I would go to Japan and Brazil.*

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Language Target Lesson



- I go **on vacation** every spring break.
- I go **on vacation** with my parents.
- My teacher went **on vacation** to Hawaii.
- I go **to San Diego** on spring break because my grandparents live there.
- My family goes **to Mexico** every summer
- I went **to San Jose** last weekend to play soccer with my cousins.

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Lesson Observation Task 4



- As you review this sixth grade Read 180 rBook Whole-Group lesson clip of explicit vocabulary instruction, focus upon the teacher's setup and monitoring of the verbal practice partnering task using the *Essential Routines for English Learners – Planning and Observation Tool.*

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Essential Routines: The Backbone of ELD Instruction



1. Partner & Group Interactions
2. Using Response Frames
3. Setting Up & Monitoring Tasks

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Planning & Observation Tool

Partner/Group Interactions *The teacher...*

- arranges seating conducive to partnering
- has previously taught expectations for partnering
- pre-assigns partner roles (*1/2, A/B*)
- has analyzed lesson for optimal partner/group tasks
- refers to visible display of expectations
- refers to visible display of options for fast-finishers
- cues partner 1/A or group member 1/A to start task

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Planning & Observation Tool

Setting Up *The teacher...*

- directs students' attention (*board, text, etc.*)
- establishes lesson and language objectives
- displays, explains and models steps for each task
- checks for understanding of various lesson tasks
- assigns active-listening tasks
- assigns fast-finisher tasks

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Instructional Goals: Setting Up

- Check for understanding of task directions
- Assign a task for idle fast finishers
- Assign a listening task during reporting

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Follow-up Tasks for Fast Finishers

- Share a second idea using the sentence frame.
- Share another idea using a challenge frame.
- Consider how you will justify your answer.
- Write your idea in your notebook.
- Write your partner's idea in your notebook.
- Paraphrase your partner's idea.
- Prepare to formally report your partner's idea.
- Decide together which answer is the strongest.

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Planning & Observation Tool

Response Frames *The teacher...*

- explains purpose of response frame
- visibly displays the frame
- models an adept response verbally and visually
- prompts rehearsal of frame using model response
- identifies and explains unfamiliar vocabulary
- guides incorporation of precise academic words
- identifies and explains grammatical targets

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Instructional Goals: Frames

- Explain language targets in sentence frame to guide accurate oral fluency
- Rehearse sentence frame with the model response 3x: *1st silent reading while tracking, 2nd phrase-cued reading, 3rd choral reading*
- Prepare language frames to enable students to discuss their vocabulary knowledge

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Vocabulary Knowledge Rating Group (or Partner) Process

- Number off at your table, 1-4.
- Number 1 asks the question about the first word.
- Everyone responds, going clockwise.
- Number 1 shares last.
- Decide together on what the word could mean and all write the agreed upon word meaning.
- Number 2 asks the question about the next word, etc.
- The lead student for each word prepares to report the group's word knowledge.

Vocabulary Knowledge Rating Frames for Group Questions

To elicit contributions from each group member:

- Do you know what ___ means?
- Are you familiar with the word ___?

After everyone has contributed, lead student asks:

- What should be our definition?
- What shall we write for our definition?

Vocabulary Knowledge Rating Frames to Discuss Word Knowledge

- 3 I am **familiar** with the word ____.
It means _____. I can use it in a sentence:
- 2 I **recognize** the word ____.
It has something to do with _____.
- 1 I am **unfamiliar** with the word ____.
Do you know what it means?

Vocabulary Knowledge Rating Frames for Group Reporting

Everyday English

- It means _____. We don't know what ____ means.

Academic English

- We determined that ____ means _____.
- We agreed that ____ has something to do with _____.
- We decided that ____ could mean _____.
- We aren't certain what ____ means.
- We aren't familiar with the word _____.

Vocabulary Knowledge Rating Language Objectives

- Students will **ask** present tense questions using **do** or **are**.
- Students will **discuss** their word knowledge using precise vocabulary: **recognize, familiar, somewhat familiar, unfamiliar**.
- Students will **report** their group's word knowledge using past tense citation verbs + that: **agreed that, decided that, determined that**.

Planning & Observation Tool

- **Monitoring** *The teacher...*
- attends to targeted students
- circulates to listen to and read responses
- redirects off-task or idle students
- provides feedback that elicits accurate use
- preselects student(s) for initial reporting
- coaches students to speak audibly (*public voice*)
- uses varied strategies to elicit additional reporting
- records contributions (*chart, white board, etc.*)

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Instructional Goals: Monitoring

- Attend to targeted students: *1st average, 2nd exceptional (low, high)*
- Circulate to listen to and read responses
- Provide corrective feedback and elicit accurate use
- Use varied strategies to elicit contributions: *preselected, random, volunteers, etc.*

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Consistent Observation Issues

- limited or no structured peer interactions
- insufficient modeling of task expectations
- insufficient guidance with response frame
- an unproductive check for comprehension of the assigned task and performance outcomes
- insufficient monitoring of student responses during independent and collaborative work
- limited strategies to elicit varied responses

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Observation Priorities

- communication of learning objectives
- structured, accountable responses
- guidance with tasks: I do, We do, You do
- maximized verbal engagement
- use of structured, productive partnering
- strategies to elicit democratic responses
- productive comprehension checks
- conscientious monitoring of responses

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Establishing Observation Goals

As I observe teachers serving English Learners, I will focus initially on

_____ and be
prepared to provide feedback on _____

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The End

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ENGLISH LEARNER ENGAGEMENT ~ PLANNING & OBSERVATION TOOL

Teacher: _____ Observer: _____
 Date: _____ Period: _____ Subject: _____ Observation Duration: minutes

Directions: Record a √ after planning a lesson or observing instruction utilizing structured student engagement strategies. Record notes during the observation to expand upon on using the Observation Feedback Frames provided on page 2.

| Students . . . | | √ | Notes |
|-----------------------|--|---|--------------|
| Physical | direct attention as cued (<i>looking, turning, focusing, etc.</i>) | | |
| | mark text (<i>underline, circle, highlight</i>) | | |
| | point/track with finger/object (<i>text, directions, image</i>) | | |
| | hand signal (<i>thumbs up, raised hand, finger rubric, etc.</i>) | | |
| | clap/tap (<i>syllables, intonation, etc.</i>) | | |
| | stand/sit (<i>partner 2s stand; sit down if your idea is similar</i>) | | |
| Verbal | Whole class (<i>chorally, phrase-cued, oral cloze</i>) | | |
| | Partner/group to brainstorm and/or collaborate | | |
| | Partner/group to discuss responses using frame | | |
| | Partner/group to read text passages | | |
| | Individually respond as preselected reporter | | |
| | Individually respond as random reporter <i>(equity sticks, name cards, popcorn, white board selector)</i> | | |
| | Individually respond as volunteer reporter <i>(preselected/encouraged, partner nomination, raised-hand)</i> | | |
| Written | complete Daily Do Now/ bell-ringer initial task | | |
| | record information (<i>mini white board, notebook, text</i>) | | |
| | complete provided response frame | | |
| | incorporate precise words (<i>word bank, frame, paragraph</i>) | | |
| | add details to a visual organizer | | |
| | record notes as cued or after listening to discussion | | |
| | record details/quotes gathered from text | | |
| | respond to a framed prompt (<i>justification, summary, etc.</i>) | | |
| | complete unstructured writing assignment (<i>journal</i>) | | |

Observation Feedback Frames

The teacher facilitated physical responses by . . .

- _____
- _____
- _____
- _____

Instructional goal(s) for **physical responses** include:

- _____
- _____

The teacher structured competent verbal responses by . . .

- _____
- _____
- _____
- _____

Instructional goal(s) for **verbal responses** include:

- _____
- _____
- _____

The teacher facilitated written responses by . . .

- _____
- _____
- _____

Instructional goal(s) for **written responses** include:

- _____
- _____

ENGLISH LEARNER ENGAGEMENT ~ PLANNING & OBSERVATION TOOL

Teacher: Ms. M

Observer: Dr. Kinsella

Date: 3.15.10 Period: 1st Subject: READ 180/Gr.6

Observation Duration: 30 minutes

Directions: Record a ✓ after planning a lesson or observing instruction utilizing Dr. Kinsella's Engagement Strategies. Record notes during the observation to expand upon on using the Observation Feedback Frames provided on page 2.

| Students . . . | | ✓ | Notes |
|-----------------------|--|-----------|---|
| Physical | direct attention as cued (<i>looking, turning, focusing, etc.</i>) | ✓✓ | <ul style="list-style-type: none"> establishes lesson objective and students' active role directs attention to screen and text cues ss to write in notetaking guide ss clap syllables in target word ss rate word knowledge using finger rubric ss don't verbally justify word knowledge pre-selected Spanish cognate helper pronounces cognate ss repeat target word multiple times ss fill in missing content in notetaking guide visibly displays a prepared sentence frame doesn't clarify grammar targets in frame models a response with frame quickly leads rushed choral reading of frame with many students stumbling sets up partner task with clear expectations, but doesn't check for understanding ss not directed to write example sentence after sharing with partner doesn't assign a fast-finisher task circulates and attends to neediest first but doesn't hear a range of responses doesn't carefully listen to interactions and catch repeated errors with prepositions doesn't assign an active listening task preselects one response only calls on two students: one preselected, one random with no option for volunteers provides affirming feedback, but doesn't comment on verbal errors |
| | mark text (<i>underline, circle, highlight</i>) | ✓ | |
| | point / track with finger/object (<i>text, directions, image</i>) | ✓ | |
| | hand signal (<i>thumbs up, raised hand, finger rubric</i>) | ✓ | |
| | clap/tap (<i>syllables, intonation, etc.</i>) | ✓ | |
| | stand/sit (<i>partner 2s stand; sit down if your idea is similar</i>) | | |
| Verbal | Whole class (<i>chorally, phrase-cued, oral cloze</i>) | ✓✓✓ ✓✓ | |
| | Partner/group to brainstorm and/or collaborate | | |
| | Partner/group to discuss responses using frame | ✓ | |
| | Partner/group to read text passages | | |
| | Individually respond as preselected reporter | ✓✓ | |
| | Individually respond as random reporter (<i>equity sticks, name cards, popcorn, white board selector</i>) | ✓ | |
| | Individually respond as volunteer reporter (<i>preselected/encouraged, partner nomination, raised-hand</i>) | | |
| Written | complete Daily Do Now / bell-ringer initial task | | |
| | record information (<i>mini white board, notebook, text</i>) | ✓ | |
| | complete provided response frame | | |
| | incorporate precise words (<i>word bank, frame, paragraph</i>) | | |
| | add details to a visual organizer | | |
| | record notes as cued or after listening to discussion | ✓ | |
| | record details/quotes gathered from text | | |
| | respond to a framed prompt (<i>justification, summary, etc.</i>) | | |
| | complete unstructured writing assignment (<i>journal</i>) | | |

Observation Feedback Frames

The teacher facilitated physical responses by . . .

- directing students' attention to the screen and text
- cueing students to clap out the syllables in the target word
- having students point to the target word
- asking students to indicate their vocabulary knowledge with a finger rubric

*Instructional goal(s) for **physical responses** include:*

- _____
- _____

The teacher structured competent verbal responses by . . .

- cueing students to repeat the target word chorally several times
- providing and visibly displaying a prepared verbal response frame
- guiding choral reading of the verbal response frame
- modeling an appropriate verbal response using the prepared frame

*Instructional goal(s) for **verbal responses** include:*

- guiding students in developing accurate oral fluency with the response frame: 1st oral cloze; 2nd phrase cued; 3rd chorally
- clarify the grammatical and/or vocabulary target(s) in a frame before assigning and modeling
- varying strategies for eliciting responses during reporting: pre-selected; random; voluntary

The teacher facilitated written responses by . . .

- prompting students to fill in missing words in their Vocabulary Builder notetaking guide
- visibly displaying the Vocabulary Builder notetaking guide with the overhead projector
- _____
- _____

*Instructional goal(s) for **written responses** include:*

- having students record sentences with target words in their notebook after sharing verbally
- assign a listening-notetaking task for the reporting session: Write one relevant example, etc.

ENGLISH LEARNER ENGAGEMENT ~ MONITORING TOOL

Teachers/Room Numbers: _____ Observer: _____

Date: _____ Periods: _____ Subjects: _____ Observation Duration: _____ minutes

Directions: Record a tally as you observe instruction that includes strategies to support lesson engagement and language development. Look for trends that indicate 1) effective implementation and 2) needs for additional training and/or coaching.

| Students... | | Rm # Tally | Rm # Tally | Rm # Tally | Rm # Tally |
|--------------------|---|---------------|---------------|---------------|---------------|
| Physical | direct attention as cued (<i>looking, turning, focusing, etc.</i>) | | | | |
| | mark text (<i>underline, circle, highlight</i>) | | | | |
| | point / track with finger/object (<i>text, directions, image</i>) | | | | |
| | hand signal (<i>thumbs up, raised hand, finger rubric</i>) | | | | |
| | clap/tap (<i>syllables, intonation, etc.</i>) | | | | |
| | stand/sit (<i>partner 2s stand; sit down if your idea is similar</i>) | | | | |

| | | | | | |
|---------------|--|--|--|--|--|
| Verbal | Whole class (<i>chorally, phrase-cued, oral cloze</i>) | | | | |
| | Partner/group to brainstorm and/or collaborate | | | | |
| | Partner/group to discuss responses using frame | | | | |
| | Partner/group to read text passages | | | | |
| | Individually respond as preselected reporter | | | | |
| | Individually respond as random reporter (<i>equity sticks, name cards, popcorn, white board selector</i>) | | | | |
| | Individually respond as volunteer reporter (<i>preselected/encouraged, partner nomination, raised-hand</i>) | | | | |

| | | | | | |
|----------------|--|--|--|--|--|
| Written | complete Daily Do Now/ bell-ringer initial task | | | | |
| | record information (<i>mini white board, notebook, text</i>) | | | | |
| | complete provided response frame | | | | |
| | incorporate precise words (<i>word bank, frame, paragraph</i>) | | | | |
| | add details to a visual organizer | | | | |
| | record notes as cued or after listening to discussion | | | | |
| | record details/quotes gathered from text | | | | |
| | respond to a framed prompt (<i>justification, summary, etc.</i>) | | | | |
| | complete unstructured writing assignment (<i>journal</i>) | | | | |

ENGLISH LEARNER ENGAGEMENT ~ MONITORING TOOL

Teachers/Room Numbers: _____ Observer: _____

Date: _____ Periods: _____ Subjects: _____ Observation Duration: _____ minutes

Directions: Record a tally as you observe instruction that includes strategies to support lesson engagement and language development. Look for trends that indicate 1) effective implementation and 2) needs for additional training and/or coaching.

| The teacher . . . | | Rm # 14 Tally | Rm # 8 Tally | Rm # 12 Tally | Rm # 16 Tally |
|-------------------|--|------------------|-----------------|------------------|------------------|
| Physical | direct attention as cued (<i>looking, turning, focusing, etc.</i>) | √ | √√ | √ | √√ |
| | mark text (<i>underline, circle, highlight</i>) | | | √ | √ |
| | point / track with finger/object (<i>text, directions, image</i>) | | √ | | |
| | hand signal (<i>thumbs up, raised hand, finger rubric</i>) | | | | |
| | clap/tap (<i>syllables, intonation, etc.</i>) | | √ | | |

| | | | | | |
|---------------|--|----|-----|-----|----|
| Verbal | Whole class (<i>chorally, phrase-cued, oral cloze</i>) | | √√√ | | √ |
| | Partner/group to brainstorm and/or collaborate | | | √ | |
| | Partner/group to discuss responses using frame | | √ | | |
| | Partner/group to read text passages | | | √ | |
| | Individually respond as preselected reporter | | √ | | |
| | Individually respond as random reporter (<i>equity sticks, name cards, popcorn, white board selector</i>) | | √ | √√√ | √√ |
| | Individually respond as volunteer reporter (<i>preselected/encouraged, partner nomination, raised-hand</i>) | √√ | | | |

| | | | | | |
|----------------|--|--|---|---|----|
| Written | complete Daily Do Now / bell-ringer initial task | | | | |
| | record information (<i>mini white board, notebook, text</i>) | | √ | √ | √ |
| | complete provided response frame | | √ | | |
| | incorporate precise words (<i>word bank, frame, paragraph</i>) | | | | |
| | add details to a visual organizer | | | | |
| | record notes as cued or after listening to discussion | | | | √√ |
| | record details/quotes gathered from text | | | √ | |
| | respond to a framed prompt (<i>justification, summary, etc.</i>) | | | | |
| | complete unstructured writing assignment (<i>journal</i>) | | | | |

ESSENTIAL ROUTINES FOR ENGLISH LEARNERS ~ PLANNING & OBSERVATION TOOL

Teacher: _____ Observer: _____

Date: _____ Period: _____ Subject: _____ Observation Duration: _____ minutes

Directions: Record a ✓ after planning a lesson or observing instruction utilizing Dr. Kinsella's Essential Routines.

Record notes during the observation to expand upon on using the Observation Feedback Frames provided on page 2.

| | The teacher . . . | ✓ | Notes |
|---|---|---|-------|
| Partner & Group Interactions | arranges seating conducive to partnering | | |
| | pairs students appropriately | | |
| | has previously taught expectations for partnering (4Ls) | | |
| | pre-assigns partner roles (1/2, A/B) | | |
| | has analyzed lesson for optimal partner/group tasks | | |
| | refers to visible display of expectations and procedures for partnering and/or group tasks | | |
| | refers to visible display of options for fast-finishers | | |
| | cues partner 1/A, or group member #1 to initiate task | | |
| Setting Up | directs students' attention (<i>board, text, etc.</i>) | | |
| | establishes lesson and language objectives | | |
| | visibly displays, explains, and models steps for each task | | |
| | checks for understanding of task(s) (<i>partner cloze, group collaboration, reporting, listening tasks, etc.</i>) | | |
| | assigns active listening tasks (<i>acknowledge similarities, paraphrase partner's response</i>) | | |
| | assigns fast-finisher tasks (<i>record 2nd sentence: elaboration, or explanation; read section</i>) | | |
| Response Frames | explains purpose of response frame | | |
| | visibly displays the frame | | |
| | models an appropriate response verbally and visibly | | |
| | prompts rehearsal of the frame using the model response (<i>silently tracking, oral cloze, phrase-cued, chorally</i>) | | |
| | identifies and explains unfamiliar vocabulary | | |
| | guides incorporation of precise academic words | | |
| | identifies and explains grammatical targets (<i>plural nouns, past-tense verbs, etc.</i>) | | |
| Monitoring | attends to targeted students | | |
| | circulates to listen to and read responses | | |
| | redirects off-task or idle students | | |
| | provides corrective feedback that elicits accurate use | | |
| | preselects student(s) for initial reporting | | |
| | coaches students to speak audibly (<i>public voice</i>) | | |
| | uses varied strategies to elicit additional reporting (<i>partner nomination, random, all partner As, voluntary, etc.</i>) | | |
| | records contributions (<i>chart, white board, visual organizer</i>) | | |

Observation Feedback Frames

The teacher facilitated productive partner or group interactions by . . .

- _____
- _____
- _____

Instructional goal(s) for **partner/group interactions** include:

- _____
- _____

The teacher successfully set up the lesson and tasks by . . .

- _____
- _____
- _____

Instructional goal(s) for **setting up** include:

- _____
- _____

The teacher structured competent verbal and written responses by . . .

- _____
- _____
- _____

Instructional goal(s) for **using response frames** include:

- _____
- _____

The teacher effectively **monitored tasks, interactions and language use** by . . .

- _____
- _____
- _____

Instructional goal(s) for **monitoring** include:

- _____
- _____

ESSENTIAL ROUTINES FOR ENGLISH LEARNERS ~ PLANNING & OBSERVATION TOOL

Teacher: Ms. M

Observer: Dr. Kinsella

Date: 3.15.10 Period: 1st

Subject: READ 180/Gr.6

Observation Duration: 30 minutes

Directions: Record a ✓ after planning a lesson or observing instruction utilizing Dr. Kinsella's Essential Routines.

Record notes during the observation to expand upon on using the Observation Feedback Frames provided on page 2.

| | The teacher . . . | ✓ | Notes |
|---|---|----|--|
| Partner & Group Interactions | arranges seating conducive to partnering | ✓ | <ul style="list-style-type: none"> • establishes lesson objective and students' active role • directs attention to screen and text • cues ss to write in notetaking guide • ss clap syllables in target word • ss rate word knowledge using finger rubric • ss don't verbally justify word knowledge • pre-selected Spanish cognate helper pronounces cognate • ss repeat target word multiple times • ss fill in missing content in notetaking guide • visibly displays a prepared sentence frame • doesn't clarify grammar targets in frame • models a response with frame quickly • leads rushed choral reading of frame with many students stumbling • sets up partner task with clear expectations, but doesn't check for understanding • ss not directed to write example sentence after sharing with partner • doesn't assign a fast-finisher task • circulates and attends to neediest first but doesn't hear a range of responses • doesn't carefully listen to interactions and catch repeated errors with prepositions • doesn't assign an active listening task • preselects one response • only calls on two students: one preselected, one random with no option for volunteering • provides affirming feedback, but doesn't comment on verbal production errors |
| | pairs students appropriately | ✓ | |
| | has previously taught expectations for partnering (4Ls) | ✓ | |
| | pre-assigns partner roles (1/2, A/B) | ✓ | |
| | has analyzed lesson for optimal partner/group tasks | ✓ | |
| | refers to visible display of expectations and procedures for partnering and/or group tasks | | |
| | refers to visible display of options for fast-finisners | | |
| | cues partner 1/A, or group member #1 to initiate task | ✓ | |
| Setting Up | directs students' attention (<i>board, text, etc.</i>) | ✓✓ | |
| | establishes lesson and language objectives | ✓ | |
| | visibly displays, explains, and models steps for each task | ✓ | |
| | checks for understanding of task(s) <i>(partner cloze, group collaboration, reporting, listening tasks, etc.)</i> | | |
| | assigns active listening tasks <i>(acknowledge similarities, paraphrase partner's response)</i> | | |
| | assigns fast-finisher tasks <i>(record 2nd sentence: elaboration, or explanation; read section)</i> | | |
| Response Frames | explains purpose of response frame | | |
| | visibly displays the frame | ✓ | |
| | models an appropriate response verbally and visibly | ✓ | |
| | prompts rehearsal of the frame using the model response <i>(silently tracking, oral cloze, phrase-cued, chorally)</i> | ✓ | |
| | identifies and explains unfamiliar vocabulary | | |
| | guides incorporation of precise academic words | | |
| | identifies and explains grammatical targets <i>(plural nouns, past-tense verbs, etc.)</i> | | |
| Monitoring | attends to targeted students | | |
| | circulates to listen to and read responses | ✓ | |
| | redirects off-task or idle students | | |
| | provides corrective feedback that elicits accurate use | | |
| | preselects student(s) for initial reporting | ✓✓ | |
| | coaches students to speak audibly (<i>public voice</i>) | | |
| | uses varied strategies to elicit additional reporting <i>(partner nomination, random, all partner As, voluntary, etc.)</i> | | |
| | records contributions (<i>chart, white board, visual organizer</i>) | | |

Observation Feedback Frames

The teacher facilitated productive partner or group interactions by . . .

- pre-teaching partnering expectations
- assigning partner numbers (1/2)
- prompting partner 2 to share his/her example sentence first

*Instructional goal(s) for **partner/group interactions** include:*

- _____
- _____

The teacher successfully set up the lesson and tasks by . . .

- consistently directing students' attention to the screen, text or board
- clarifying the lesson purpose: to learn an additional word in the Vocabulary Builder
- providing a visibly displayed modeled response

*Instructional goal(s) for **setting up** include:*

- checking for understanding of partner and independent task expectations
- assigning an active listening task for the whole group reporting: record one relevant example
- assigning a task for fast finishers so students don't sit idle while others are completing task

The teacher structured competent verbal and written responses by . . .

- preparing and visibly displaying a sentence frame instead of simply posing the question
- guiding choral repetition of the model response using the frame
- _____

*Instructional goal(s) for **using response frames** include:*

- guiding students in developing accurate oral fluency with the response frame: 1st oral cloze; 2nd phrase cued; 3rd chorally
- clarifying the grammatical and/or vocabulary target(s) in a frame before assigning and modeling

The teacher effectively monitored tasks, interactions and language use by . . .

- circulating while partners were discussing examples
- pre-selecting an appropriate response to launch the whole group reporting
- offering affirmative comments when students reported

*Instructional goal(s) for **monitoring** include:*

- listening to/reading responses to identify strong responses, misunderstandings or error patterns
- providing feedback on oral production errors rather than simply affirm content
- varying your strategies for calling on reporters: pre-selected (1); random (1-2); volunteers (1-2)

Observation Feedback: Evidence of Structured Engagement and Language Use**The teacher facilitated physical responses by directing students to . . .**

- focus their attention on the (screen, text, board, student reporter)
- mark a text or handout (underline, highlight, circle, fill in bubble)
- point at something (a target word, important detail, etc.)
- track with finger or object (reading guide card, pencil) while reading
- stand to report or sit if their response was already reported
- use a hand signal to demonstrate understanding (finger rubric, thumbs up/down)
- close their eyes and reflect upon an appropriate response

The teacher structured competent verbal responses by directing . . .

- the whole class to repeat (a word, response) or read aloud (chorally, phrase-cued, oral cloze)
- partners or groups to brainstorm or collaborate using everyday English
- partners or groups to discuss ideas using assigned academic response frames
- partners or groups to read text passages using the oral cloze fluency routine
- an individual pre-selected student to report initially during the whole group discussion
- individuals to report using random selection (name cards/sticks, popcorn, student selector)
- volunteers to contribute (preselected/encouraged, partner nomination, raised-hand)

The teacher facilitated written responses by directing students to . . .

- complete a brief, relevant “do now” bell-ringer writing task
- record information (mini white board, notebook, text)
- complete a provided academic response frame
- incorporate precise words in a response (word bank, sentence frame, paragraph)
- add specific details to a visual organizer
- record specific notes as cued during or after listening to a discussion
- record details/quotes gathered from a text
- respond to a framed paragraph or essay prompt (e.g., justification, summary)
- complete an unstructured writing assignment (e.g., freewriting, journal response)

Physical Responses:

- Structure more physical responses as you assign and model tasks to focus students' attention and ensure they are actually reading and listening: e.g., *I would like everyone to put down your pencils and direct your attention to the screen. Waiting...; Place your reading guide card underneath the directions; Circle the direct word evaluate; Point to the first transition word in the model paragraph.*
- Don't let students sit for too long listening to you explain, model, "think aloud" or read without structuring a physical response so you have a concrete evidence check that they are actually engaged: e.g., *Point to...; Highlight...; Place your reading guide card under the second response frame...*

Verbal Responses:

- Pre-assign lesson partners so students have someone to brainstorm with and rehearse answers to key lesson questions.
- Develop a sentence frame (and model response, when appropriate) to guide students in responding adeptly to key lesson questions.
- Clearly display lesson sentence frames and model responses.
- Guide students in developing accurate oral fluency and reading proficiency with assigned response frames by 1) providing a model response; 2) guiding them in reading the model response chorally in phrases, mimicking your expression; 3) guiding them in chorally reading the entire response; 4) pointing out any vocabulary or grammatical target.
- Students struggled with reading the sentence frame initially. Guide students in reading your model response with two choral readings: first, in phrases; second, as a complete sentence.
- Students would have benefitted from a verbal response frame to share their selected details with their partner after completing the note-taking task: *One important detail I included was...; One essential detail I added to my outline was...*
- Pause after each phase of the instructional routine and provide a clear transitional verbal cue to help students prepare for the next instructional phase and task.
- Partner students to share responses to your question before calling on a few students to report: one preselected, one random, one or two volunteers. Only one student had the opportunity to use the word.
- Use consistent strategies to encourage more democratic participation during whole group reporting: e.g., 1) preselect one strong response; 2) randomly call on one or two students using name cards; 3) allow students to nominate their partner; 4) open up the discussion to two voluntary responses.
- Many students' contributions were inaudible. Begin whole-group reporting with a public voice warm-up by having students "Sit up, look smart and chorally repeat the frame in your public voice."

Written Responses:

- Cue students to copy your model response, fill in the missing words in their note-taking guide, etc. Don't assume they will take the initiative.
- Assign a listening and note-taking goal for partner interactions and whole-group academic discussions: e.g., *Restate your partner's idea, then record it; During the discussion, listen carefully for and briefly record two strong arguments you could potentially use in your justification paragraph; As classmates share responses using our target word, listen carefully for the strongest example that will help you develop some "Vocabulary Velcro" and record that example on your note-taking guide.*

Lesson Task Setup and Modeling:

- Direct students' attention to the written task (on the board, in the text, on the handout). Don't begin explaining until they are all focused visually and appropriately.
- Clarify the purpose of the task, how it is related to your lesson objectives and future tasks.
- Guide students in reading any written directions and dissecting the task: highlighting key words, writing meanings for new words, chorally reading, etc.
- Break more challenging lesson tasks into manageable steps and carefully model each phase of the process. Guide them in completing each step with a whole-group task before assigning a relatively complicated independent or partner task.
- Clarify potentially unfamiliar vocabulary in your directions. Direct students to record the meaning.
- Several students' verbal responses contained errors with prepositions: "If I could go to/at a vacation..." Try to anticipate grammatical challenges students may experience using a particular frame and explicitly point out the grammatical target after they have practiced your model response. This will put you in a more productive role when monitoring their written responses and partner sharing.
- Assign a concrete follow-up task for fast finishers. Don't let students sit idle as others complete work. (e.g., *After completing your notes, prepare to tell your partner which student had the most challenging situation and two reasons to support your position...or Turn to page _ and ...*)
- Check for task comprehension more productively to ensure students really know what to do. Don't ask the following: *Is that clear? Do you have any questions?* Have them communicate that they understand what to do with a finger rubric or by explaining the steps to a partner. Monitor explanations carefully.

Monitoring/Guidance

- Monitor students' verbal responses more carefully as they share with partners. Get up and circulate behind them and preselect a strong response to be the discussion starter. Use name cards/sticks to randomly call one or two additional responses and close with one or two volunteers.
- Monitor students' written responses more carefully as they are completing a frame. If you observe that your average students are experiencing difficulties, you can assume your weakest students are struggling. Intervene and provide the necessary instruction or clarification.
- Attend to targeted students first while students are completing independent or collaborative tasks. Observe the work and interactions of students with average academic skills first before attending to weaker and stronger students. If average students are experiencing difficulties, you can assume that weaker students will.
- Try to monitor the work of a variety of targeted students as it will be challenging to observe everyone.
- Don't devote your time and attention to one or two students while the rest of the class sits idle, off task.
- Don't hesitate to get students to use their public voice and/or use the response frame properly during whole-group discussions and reporting. Ask them to repeat inaudible responses in a public voice.
- When appropriate, point out any grammatical or pronunciation problem a student has with a response frame and have the student repeat the response correctly.
- Take note of common errors students make while writing responses, sharing with a partner, or reporting during the whole-group discussion. Bring it to everyone's attention in a respectful and productive manner.

Dr. Kinsella's Strategic Vocabulary Routine ~ Step by Step

| | |
|---|--|
| Phase 1: Introducing Word | Establish purpose |
| | 1. Pronounce the word |
| | 2. Students repeat |
| | 3. Provide part of speech |
| | 4. Syllabify |
| | 5. Students repeat |
| | 6. Provide a student-friendly definition |
| | 7. Model example #1 <i>visibly displayed</i> |
| | 8. Students point to, repeat and fill in blank(s) |
| | 9. Model example #2 <i>visibly displayed</i> |
| 10. Students point to, repeat and fill in blank(s) | |

| | |
|--|--|
| Phase 2: Verbal Practice | Transition to Verbal Practice |
| | 1. Introduce frame for verbal practice <i>visibly displayed, include model response</i> |
| | 2. Students repeat model response |
| | 3. Direct attention to grammatical target(s) (<i>underline, highlight</i>) |
| | 4. Prompt students to consider a response |
| | 5. Cue partner (A/B, 1/2) to share response with partner |
| | 6. Circulate listening, providing feedback, and preselect reporting |
| | Transition to reporting |
| | 7. Elicit reporting with frame, <i>visibly displayed</i> |
| 8. Cue preselected students to report | |
| 9. Direct students to write the word and selected response in the frame (<i>own, partner's or strong response</i>) | |

| | |
|---|---|
| Phase 3: Writing Practice | Transition to Writing Practice |
| | 1. Introduce frame for Writing Practice <i>visibly displayed, include model response</i> |
| | 2. Students repeat model response (<i>silently, phrase-cued, chorally</i>) |
| | 3. Direct attention to grammatical target(s) (<i>underline, highlight</i>) |
| | 4. Prompt students to consider a response, allowing adequate think time |
| | 5. Direct students to write the word and their response in the frame |
| | 6. Cue partner (A/B, 1/2) to read their sentence to their partner (twice) |
| | 7. Circulate listening, providing feedback |
| | 8. Cue partners to switch and read each other's sentence (continue circulating) |
| | Transition to reporting |
| | 9. Elicit reporting with frame, <i>visibly displayed</i> |
| 10. Cue preselected students to report | |
| 11. Elicit additional responses | |

Dr. Kinsella's Strategic Vocabulary Routine ~ Step by Step

| | |
|--|--|
| Phase 4: Partner Sentence | Transition to Partner Sentence |
| | 1. Introduce context for Partner Sentence <i>visibly displayed (no model)</i> |
| | 2. Guide students in reading the prompt <i>(silently, phrase-cued, chorally)</i> |
| | 3. Direct attention to grammatical target(s) <i>(underline, highlight)</i> |
| | 4. Point out word and phrases from the prompt that students should use in responses <i>(underline, highlight)</i> |
| | 5. Prompt students to think about then discuss potential responses |
| | 6. Direct students to <u>both</u> record the agreed-upon response |
| | 7. Cue partners (A/B, 1/2) to each read their sentence to their partner (twice) |
| | 8. Circulate listening, providing feedback, and to preselect reporting |
| | Transition to reporting |
| | 9. Elicit reporting with entire frame, <i>displayed</i> |
| 10. Cue preselected students to report (consider media to display student work) | |
| 11. Elicit additional responses | |

At an appropriate review opportunity, or on Day 5:

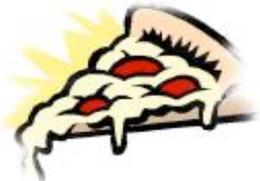
| | |
|--|--|
| Phase 5: Review Sentence | Establish a purpose of the Review Sentence |
| | 1. Introduce context for Partner Sentence <i>visibly displayed (no model)</i> |
| | 2. Guide students in reading the prompt <i>(silently, phrase-cued, chorally)</i> |
| | 3. Direct attention to grammatical target(s) <i>(underline, highlight)</i> |
| | 4. Point out word and phrases from the prompt that students should use in responses <i>(underline, highlight)</i> |
| | 5. Prompt students to think about then discuss potential responses |
| | 6. Direct students to <u>both</u> record the agreed-upon response |
| | 7. Cue partners (A/B, 1/2) to each read their sentence to their partner (twice) |
| | 8. Circulate listening, providing feedback, and to preselect reporting |
| | Transition to reporting |
| | 9. Elicit reporting with entire frame, <i>visibly displayed</i> |
| 10. Cue preselected students to report (consider media to display student work) | |
| 11. Elicit additional responses | |

Academic Vocabulary Notebook ~ Sample Page

Reading Selection: *Soft Drinks Dry Up at Schools*

Date: *March 20, 2010*

1.

| Word | Meaning | Examples | Picture |
|---|---|--|---|
| <p>portion</p> <p>por·tion <i>noun</i></p> <p>SP: <i>porción</i></p> | <p>1. a small _____ or section of a larger thing</p> <p>2. a serving of _____</p> | <p>I put a small portion of my _____</p> <p>into my savings account.</p> <p>On Wednesdays the cafeteria serves only one portion of _____</p> |  |

Verbal Practice:

For dinner we usually eat one _____ of _____

Writing Practice:

A large _____ of my binder is filled with _____

Academic Author:

2.

| Word | Meaning | Examples | Picture |
|---|--|---|---|
| <p>accurate</p> <p>ac·cu·rate <i>adjective</i></p> <p>ANT: <i>inaccurate</i></p> | <p>right or 100%</p> <p>_____</p> <p>in every detail</p> | <p>Students can quickly _____ if their calculations are accurate with a _____</p> <p>The weather forecast from our local _____ is usually (accurate/inaccurate) _____</p> |  |

Verbal Practice:

Students can check to see if their spelling is _____ with _____

Writing Practice:

_____ would be a source for _____
information for a report on the effects of soft drinks on children's health.

Academic Author:

Dr. Kinsella's Strategic Academic Discussion Routine ~ Step by Step

| | |
|-------------------------|--|
| Phase 1: Think |  Establish purpose |
| | 1. Visibly display the discussion question |
| | 2. Students repeat question |
| | 3. Model brainstorming response(s) |
| | 4. Prompt students to reflect and briefly record responses |
| Phase 2: Write |  Transition to sentence writing |
| | 1. Introduce frame(s) (<i>visibly displayed, include model response</i>) |
| | 2. Students repeat first model response (<i>silently, phrase-cued, chorally</i>) |
| | 3. Direct attention to grammatical target (<i>underline, highlight</i>) |
| | 4. Prompt students to select an idea from the brainstorming list |
| | 5. Direct students to write an academic response using the first frame |
| | 6. Circulate reading sentences, providing feedback |
| | 7. Introduce second frame (<i>visibly displayed, include model response</i>) |
| | 8. Students repeat second model response (<i>silently, phrase-cued, chorally</i>) |
| | 9. Direct attention to grammatical target(s) (<i>underline, highlight</i>) |
| | 10. Prompt students to select another idea from the brainstorming list |
| | 11. Direct students to write a second academic response using the frame |
| | 12. Circulate reading sentences, providing feedback, and to preselect reporting |
| | 13. Cue students to select their strongest response |
| | 14. Preselect one or two students to report |
| Phase 3: Discuss |  Transition to partner interaction |
| | 1. Direct students to silently reread their sentences in preparation to share |
| | 2. Cue partner (A/B, 1/2) to read their sentence to their partner (<i>twice</i>) |
| | 3. Circulate listening, providing feedback, and to identify strong responses for reporting phase |
| | 4. Cue partners to restate and briefly record each other's idea in the guide |
| Phase 4: Report |  Transition to whole group reporting |
| | 1. Elicit reporting with entire frame, (<i>visibly displayed</i>) |
| | 2. Assign active listening task(s) : take notes, point out similarities/differences |
| | 3. Record student contributions : list on white board, Thinking Map |
| | 4. Cue identified students to report |
| | 5. Elicit additional responses using inclusive strategies (<i>name cards, popcorn, volunteers</i>) |
| | 6. Briefly synthesize contributions and make connections to article focus |

Academic Discussion Topic: *Adolescent Sleep Habits*



THINK: Brainstorm three reasons adolescents do not get sufficient sleep during the school week. Draw from your background knowledge and experiences.

1. _____
2. _____
3. _____



WRITE: Rewrite two ideas using the sentence frames. Include precise word choices. Prepare to elaborate upon your idea verbally if you are asked to report.

Frame 1: Based on my experience, many/some adolescents don't get sufficient sleep during the school week because they ___ (present tense: *spend, work*)

Response: _____

Frame 2: From my perspective, many/some adolescents fail to get sufficient sleep on school nights due to _____ (noun phrase: *their household responsibilities*)

Response: _____

Word Bank:

Everyday

Precise

long (ADJ)

extensive, _____

non-stop (ADJ)

incessant, _____

work (NOUN)

responsibilities, _____

worries (NOUN)

issues, _____



DISCUSS: Listen attentively to, restate, and record notes on your classmates' ideas. Start by listening attentively, restating, and recording your partner's idea.

| Classmates' names | Ideas |
|-------------------|-------|
| 1. | |
| 2. | |
| 3. | |



REPORT: Prepare to report your idea during the whole group discussion. Listen attentively, and utilize frames to highlight similarities.

•My idea is similar to _____'s.

•My idea builds upon _____'s.