

Tools to Structure Academic Interaction for Career and College Readiness

2012 OELAS Conference 12.13.12

Kate Kinsella, Ed.D.
Center for Teacher Efficacy
San Francisco State University
katek@sfsu.edu

Session Objectives

Participants will learn effective ways to:

- Explicitly communicate and teach language targets
- Facilitate inclusive and accountable lesson participation
- Set up and monitor productive academic interactions
- Write response frames that structure competent delivery
- Establish accountable listening tasks
- Monitor language use and provide appropriate feedback
- Integrate brief, constructed verbal and written responses

The Goal of Lessons Focused on Academic Language Development

- How can we dramatically increase the quality and quantity of verbal and written engagement students experience, through 1) explicit instruction, 2) consistent instructional routines, and 3) structured, accountable responses?

Setting Up Productive Partners

1. Make eye contact with an elbow partner.
2. Determine who will be partner #1 and #2:
#1 is seated on left; #2 is seated on right.
3. No #3s (second #2 will share after first #2).
4. Observe the "4 Ls" for working with a partner.

Productive Partners

Use the 4 Ls:

1. L = Look at your partner's eyes.
2. L = Lean toward your partner.
3. L = Lower your voice.
4. L = Listen attentively.



Use Your Private, Professional Voice During Academic Collaboration



A Private, Professional Voice:

- Move hands away from face.
- Make eye contact.
- Speak 2x slower than you do when you socialize.
- Speak loud enough to be heard over other classmates.
- Pause appropriately
- Emphasize key words.

A "Private Voice" for Academic and Professional Interaction

Is not...

- Mumbling
- Monotone
- Whispering
- Speedy
- Inaudible
- Unconfident
- Non-engaging

Is...

- Clearly stated
- Emphasizing key words
- Expressive, not shouting
- Pausing after phrases
- Audible
- Confident
- Engaging

Language for Attentive Listening

Everyday

- Huh?
- What?
- What do you mean?
- I don't get it.

Academic English

- Will you please repeat that?
- Will you please restate your idea?
- Can you explain what you mean by ___?
- I don't quite understand your ___ *response, example, reason, question, decision, perspective*

Productive Partner Responsibilities

- Contribute thoughtfully and audibly.
- Listen attentively to your partner's ideas.
- Strive to understand your partner's ideas.
- Provide constructive feedback.
- Let your partner know if you do not fully understand his/her ideas.
- Remember your partner's ideas.

"Soft Skills" and Professional Success

- According to results of the **Workforce Profile**, (**source: www.workforce.com**), the more valuable employee is one who can grow and learn as the business changes. Soft skills "are as important, if not more important, than traditional hard skills to an employer looking to hire -- regardless of industry or job type.
- This could offer a major breakthrough as educators and training providers seek to develop and cluster training courses to fit business and industry needs."

"Soft Skills" within Top 20/60 Related to Academic Collaboration

- | | |
|-----------------|----------------------|
| 1. Basic math | 11. Adaptability |
| 2. Safety | 12. Follow rules |
| 3. Courtesy | 13. Self-directed |
| 4. Honesty | 14. Good attitude |
| 5. Grammar | 15. Writing skills |
| 6. Reliability | 16. Driver's license |
| 7. Flexibility | 17. Dependability |
| 8. Team skills | 18. Advanced math |
| 9. Eye contact | 19. Self-supervising |
| 10. Cooperation | 20. Good references |

Why is eye contact a vital soft skill for US scholars and professionals?

Weak eye contact signals: Strong eye contact signals:

- | | |
|---------------------|-------------------------|
| ▪ Disinterest | ▪ Interest |
| ▪ Disrespect | ▪ Respect |
| ▪ Discomfort | ▪ Comfort |
| ▪ Insecurity | ▪ Confidence |
| ▪ Impoliteness | ▪ Politeness |
| ▪ Self-centeredness | ▪ Consideration |
| ▪ Boredom | ▪ Willingness to listen |
| ▪ Deception | ▪ Honesty |

Rationale for the 4 Ls



- Record the rationale for each of the 4 Ls.

4 Ls Rationale

Look

Lean

Lower

Listen

Applying the 4 Ls



One point I plan to communicate to my colleagues is _____

One point I plan to communicate to my students is _____

14

Numbered Heads Review

- Form groups of three/four.
- Number off clockwise, with #1 closest to the exit.
- Every group member answers each question.
- The first contributor is specified by the teacher.
- Decide together what will be the group's final response.
- The group reporter is specified by the teacher.



4 Ls Review

- What does eye contact communicate to your lesson partner or group members?
- Eye contact communicates that I am ___.*
- How do you speak to your partner when you use a private voice?
- When I use a private voice, I ___.*

4 Ls Review continued

- Why is it important to use your private voice when you collaborate with your partner?
- Using my private voice will help my partner ___.*
- As a lesson partner, what are your three primary attentive listening responsibilities?
- As a lesson partner, I am responsible for listening to my partner's ideas, ___ and ___.*

4 Ls Review continued

- If your partner speaks rapidly or softly and you miss information, what question(s) could you ask in polite academic register?
- If my partner speaks rapidly or softly, I could say ___.*
- If you do not understand your partner's idea, what could you say in academic register?
- If I don't understand my partner's idea, I could say ___.*

Academic Discussion: Think

Discussion Prompt:

- Briefly record your personal responses to this question.
- How can teachers encourage more students to contribute during class discussions?**

19

Brainstorming List: Ways Teachers Can Encourage Students to Contribute During Discussions:

Briefly record 3-4 ideas using **everyday English**.

Academic Discussion: Write

- Rewrite two ideas using the academic sentence frames. Include precise verbs.
- Frame 1:** From my perspective, teachers can encourage more students to contribute by ____ (**verb + ing**: *providing relevant examples; allowing them to first brainstorm with a partner*)
- Frame 2:** Based on experience, more students contribute when the teacher ____ (**verb + s**: *allows time to think; discourages blurting*)

21

Precise Academic Word Choices

Replace everyday verbs with precise word choices.

Everyday Verbs	Precise, Academic Verbs
▪ says, tells	▪ _____, <i>encourages, praises</i>
▪ shows	▪ <i>demonstrates</i> , _____
▪ lets	▪ _____, _____

We thought of the precise verb ____.
We came up with the precise verb ____.

Frames for Discussing Precise Word Choices

▪ What ____ did you think of ?	▪ We thought of ____.
▪ What ____ did you come up with ?	▪ We came up with ____.
▪ What ____ did you decide upon ?	▪ We decided upon ____.
▪ What ____ did you agree upon ?	▪ We agreed upon ____.
▪ What ____ did you select ?	▪ We selected ____.

23

Academic Discussion: Interact

- Discuss your idea with your partner.
 - 1) Read it fluently using the frame.
 - 2) Make eye contact and say it with expression.
- Offer your partner constructive feedback.
- Record your partner's name and idea.
- Keep discussing until I say: **"1-2-3, eyes on me."**
- If you don't have a second idea, use the teacher's idea or repeat your idea.

Offer Constructive Feedback

- **Say something positive and affirming:**
 - That's an interesting (example/perspective).
 - A point well taken.
 - I see what you mean.
 - That's really interesting.
 - That's a perceptive observation.
 - I hadn't thought of that.
 - Thanks for pointing that out.
 - That (example/idea/content) works perfectly.

Offer Constructive Feedback continued

- **Let your partner know if you missed information or if you are confused:**
 - Can you please repeat your idea?
 - Can you please restate your idea?
 - I don't quite understand your idea/example?
 - What exactly do you mean by ___?
 - I am not sure I fully understand your opinion.
 - I missed the (first/last) part of your idea. Can you please repeat your entire sentence?

Academic Discussion: Report

- Use your **public voice** if you are called: 3x louder and 2x slower than your partnering **private voice**.
- Listen attentively and record notes on your classmates' ideas.
- Listen for and point out similarities.

*My example is similar to ___'s.
My idea builds upon ___'s.*

27

Academic Language to Compare

Everyday English

- Mine's the same.

Academic English

- ✓ ▪ My idea is similar to ___'s (Monica's).
- I agree with ___ (John Carlos).
- ✓ ▪ My idea builds upon ___'s (Eric's).

28

Questions and Sentence Frames for Attentive Listening

- | | |
|---|--|
| ▪ What example did you select ? | ▪ The example I selected was ___ |
| ▪ What example did you record ? | ▪ I example I recorded was ___ |
| ▪ What response did you appreciate ? | ▪ I appreciated ___'s response : ___ |
| ▪ What content did you find most relevant ? | ▪ I found ___'s content most relevant : ___ |

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)
Phase 2: Write	4. Prompt students to reflect and record brief responses
	Transition to sentence writing
	1. Introduce frame(s) (visibly displayed, include model response)
	2. Students repeat first model response (silently, phrase-cued, 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	

30

Academic Discussion Template

Academic Discussion Topic:
Ways Teachers Can Encourage Contributions During Class Discussions

THINK: Briefly record your personal responses to this question:
How can teachers encourage more students to contribute during class discussions?

1. _____
2. _____
3. _____

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

Frame 1: From my perspective, teachers can more encourage students to contribute by _____ (verb + ing: providing relevant examples, allowing them to first brainstorm with a partner)

Frame 2: Based on experience, more students contribute ideas during class discussions when the teacher _____ (verb + s: allows adequate time to think, discourages blurring)

Verb Bank:	Everyday	Precise, Academic
	says, tells	explains, encourages, praises
	shows	demonstrates,
	tells	allows, _____

Response 1: _____

31

Demonstration Lesson Reflection

The Academic Discussion Routine supports English learners in developing academic language proficiency by (verb + ing: *providing*)

Goals: Academic Discussion



Skills I will need to understand and practice to orchestrate an academic discussion:

1) _____
2) _____
3) _____

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



34

Elicit a More Democratic Array of Student Responses by...

- Eliciting an array of contributions in a discussion: 1) preselected reporters, 2) randomly selected, and 3) voluntary contributions.
- Carefully monitoring student interactions and written work prior to a discussion to identify potential challenges and strong responses.
- Randomly selecting only after providing adequate reflection time, modeling, and partner interaction.

35

Structuring Inclusive Participation: Preselect Initial Contributions

- Preselect 1-2 students to initiate class discussion, maximize time, and ensure a productive start.
- Invite a reticent participant with a strong response to contribute when you ask for volunteers as you conclude the discussion.

36

Neutral Language to Preselect

- *I'd like to call on you to share your perspective at the beginning of our discussion.*
- *You will jump-start our class discussion with this interpretation of the data.*
- *Reread your example sentence several times because I plan to call on you first.*
- *I would greatly appreciate it if you contributed this observation when I open up the discussion to volunteers.*

37

Structuring Inclusive Participation: Randomly Select Contributions

After beginning with 1 or 2 preselected responses:

- Encourage partner nominations. (*Nominate your partner to contribute if he/she had a different perspective/example/observation/interpretation.*)
- Invite all partner 1s/2s to stand and report.
- Randomly select 1-2 students using name cards.
- Allow a reporter to "popcorn" to (select) the next reporter. (*Select a classmate from a different table/row/section of room; Males select females.*)

38

Suggestions for Standing Reporters

- Structure listening for standing reporters: *Listen carefully as I call on a classmate; if you had the exact same response sit down. Remain standing if you have a different or more detailed response.*
- Make selection of standing reporters more engaging by varying categories of students: *Determine with your partner who ...*
 - *Ate the healthiest breakfast*
 - *Got the most sleep last night*
 - *Is ...the youngest, an Angels/One Direction fan*

39

Structuring Inclusive Participation: Invite Voluntary Contributions

- Invite a pre-invited participant with an exemplary response to contribute when you invite volunteers.
- Ask for volunteers from sections of the classroom and specify the number of responses you desire.
- Allow volunteers to contribute their partner's response or an insight/novel ideal they had after listening to classmates' diverse contributions.

40

Promote Use of a Public Voice

- Explain the reasons for reporting audibly.
- Conduct a "Public Voice Warm-up"
- Provide phrased-cued and choral rehearsal of model responses.
- Coach less than audible students.
- Don't repeat responses for students. Instead, request audible restatements.
- Award participation points/incentives.

Use Your Public Professional Voice When Reporting During Class Discussion



A Public, Professional Voice:

- Sit up straight.
- Move hands away from face.
- Project your voice: 3x louder than your private voice.
- Speak to the classmate furthest away from you.
- Pause appropriately.
- Emphasize key words.

Elicit Audible Contributions

<p>Everyday English</p> <ul style="list-style-type: none"> ▪ What? ▪ Huh? ▪ Come again? ▪ What did you say? ▪ I didn't get that. ▪ Speak up. We can't hear you. 	<p>Academic English</p> <ul style="list-style-type: none"> ▪ Please repeat that using your public voice. ▪ Please say that again audibly so ___ can hear. ▪ Thank you. This time, sit up and project your voice. ▪ Three times louder, using professional voice.
--	---

43

Goal: Increasing Participation

Three strategies I will definitely use to maximize verbal participation are

1) _____

2) _____

3) _____

44

Strategically Partner Students in Mixed-Ability Classrooms

- Create a supportive range in ability (e.g., high with fairly high or average) rather than pairing extremes.
- Include a newcomer or exceptionally low reader in a trio with capable students.
- Include a chronically absent student in a trio.
- Assign two “floaters” to work with classmates whose partner is absent.

45

Tasks to Structure Accountable Partner Listening

- **Non-verbal:** *look, lean, nod*
- **Written:** *take notes on partner's idea*
- **Verbal:**
 - ask clarifying question*
 - restate partner's idea*
 - compare ideas*
 - say something affirming*
 - report partner's idea to class*

46

Academic Language to Verify Understanding

<p>Everyday English</p> <ul style="list-style-type: none"> ▪ So you think ___. ▪ So you're telling me that ___. 	<p>Academic English</p> <ul style="list-style-type: none"> ▪ So your example, perspective, approach is ___. ▪ So what you are saying/suggesting is ___. ▪ In other words, you believe that ___. ▪ If I understand you correctly, you think that ___.
--	---

47

Academic Language to Report/Cite Someone Else's Idea

<p>Casual English</p> <ul style="list-style-type: none"> ▪ ___ said that ... ▪ ___ told me that ... 	<p>Academic English</p> <ul style="list-style-type: none"> ▪ ___ pointed out that ... According to __, ▪ ___ indicated that ... ▪ ___ observed that ... ▪ ___ emphasized that ...
--	--

48

Academic Alternatives to Saying...

I liked...

- enjoyed
- preferred
- appreciated
- valued
- related to

I picked...

- chose
- decided upon
- selected
- opted for
- voted for

Academic Alternatives to Saying...

good

- appropriate
- relevant
- thoughtful
- intriguing
- memorable
- impressive

idea

- answer
- response
- contribution
- example
- solution
- suggestion

Goal: Structuring Listening

Three strategies I plan to use to structure accountable listening are _____

- 1) _____
- 2) _____
- 3) _____

Terminology Used to Refer to Response Scaffolds

- Sentence stems
- Cloze sentences
- **Sentence starters** (*READ 180*)
- **Sentence frames** (*Academic Vocabulary Toolkit*) (*English 3D*)

A Cloze Sentence Functions as an Assessment Item not a Scaffold to Successfully Practice Specific Language Targets

- What are the three primary colors?
The three primary colors are red, __ and __.
- What kind of number is a factor?
A factor is a smaller number that can be divided into a __ number __.

A Sentence Starter Does Not Reliably Scaffold Language Use

A lesson partner demonstrates active listening when _____

Potential Grammatical Challenges:

- *they listen to me.*
- *she listening me.*
- *look, lean, listen.*
- *it's my friend Oscar.*

A Sentence Frame Models Language Targets

A lesson partner demonstrates active listening when he/she_ (verb + s: *restates*)

- A lesson partner demonstrates active listening when she *restates* my idea.
- A lesson partner demonstrates active listening when he *nods and smiles*.

55

A Sentence Frame Clarifies Language Targets

A lesson partner demonstrates active listening when he/she_ (verb + s: *restates*)

Embedded Grammatical Targets:

- 3rd person singular, simple present tense
- correct subject pronoun reference

56

A Sentence Frame with a Precise Word Bank

- To encourage students to live a healthier lifestyle, our school could _____ (base verb) *provide a workout room to lift weights.*
- Verb Bank:

Everyday	Precise
<i>give</i>	<i>provide, offer</i>
<i>make</i>	_____, <i>construct</i>
<i>let</i>	_____, <i>permit</i>

57

Thoughtful Phrases to Comment on Completed Sentence Frames

- a particularly relevant example
- a highly entertaining example
- a perceptive/insightful observation
- appropriate content
- compelling/engaging content
- a thoughtful/thought-provoking response
- a unique/creative approach
- accurate grammar/word form

How to Assign a Sentence Frame

- Display the frame using one color.
- Add your response using another color.
- Model your entire response with expression.
- Coach rehearsal using your model response (*silently tracking, phrase-cued, chorally*).
- Explain content and language targets.
- Provide a relevant word bank to stimulate more precise language use.

59

Adding Complexity to a Frame

- Require an “unframed” elaboration statement.
- Rewrite the first frame using more complex vocabulary, syntax, and grammar.
- Embed a more advanced grammar target.
- Include a more sophisticated word bank.
- Do all of the above: a more sophisticated frame, complemented by an independently generated 1-2 sentence elaboration.

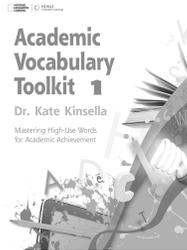
60

Interaction Priorities for Fall 2012

- Consistently model an academic register.
- Partner students appropriately.
- Use consistent terms in lesson discussions: *discuss, report, contribute, perspective, etc.*
- Structure at least two academic interactions in every lesson with clear language targets.
- Vary your strategies to elicit democratic participation during lesson discussions.
- Assign accountable listening tasks.

61

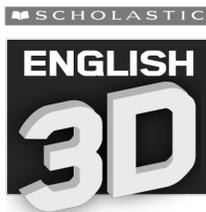
Academic Vocabulary Toolkit 1 & 2: 100 High-Use Words for Academic Achievement



Words that secondary students must master in order to:

- Comprehend test instructions
- Analyze informational text
- Engage in academic discussion
- Collaborate productively
- Make formal presentations
- Follow lectures
- Justify, argue, synthesize, cite data in formal writing

2012 National Geographic Learning



PREPARING ACADEMIC ENGLISH LEARNERS
WITH LANGUAGE AND WRITING SKILLS
FOR CAREER AND COLLEGE READINESS

Kate Kinsella, Ed.D.

Permission for Materials Use

- Dr. Kate Kinsella grants permission for the materials included in this presentation to be used without modification and including proper credit to the author for district and individual school use.
- These materials may not be published, presented at conferences, distributed on the internet, or used by any publisher or professional development provider without securing prior written permission via: katek@sfsu.edu

64

Learn More about Dr. Kinsella's Work

- Santa Clara County Office of Education
www.sccoe.org/depts/ell/kinsella.asp
www.sccoe.org/depts/ell/teacherresources.asp
- CA Dept. of Ed. Office of Middle and High School Support
archived webinars: <http://pubs.cde.ca.gov/TCSII>
- CA Dept. of Ed. 2012 English Learner Leadership Institute
http://sccoe.org/depts/ell/accountability/ali_12thannual.asp
- In the STARlight: Research and Resources for English Learner Achievement: <http://www.elresearch.org>

The End

Kate Kinsella, Ed.D.
San Francisco State University
Center for Teacher Efficacy
katek@sfsu.edu (707) 473-9030

66

Creating a Classroom Culture for Structured Interactions

1. Arrange Classroom Seating to be Conducive to Structured Interactions

Develop a seating arrangement that is conducive to alternate student pairs and groups, while maintaining visibility to you and necessary reference points (the board, displayed response frames, etc.). Arrange desks or tables so students will be able to easily partner with two different classmates. For example, students seated in desks arranged in a set of four can work in partners with the students sitting across from each other for one week, then partner students sitting next to each other the subsequent week.

The following are possible seating arrangements conducive to regular structured interactions:

- paired rows – one partner to the side and one partner behind
- tables or desks groups - one partner across and one beside
- chevron – one partner to the side and one behind

2. Assign and Alternate Appropriate Partners

- Allow random partnering.** During the first few days of school, structure a few random interactive tasks and observe student behavior and social skills, and to analyze academic needs.
- Provide a response frame.** Create a response frame that allows students to privately write and submit a statement about four students within the class with whom they would feel comfortable and productive working with during partner or group interactions. For example: *Four students I could work productively with are __, __, __ and __.* Next, provide a frame that allows students to privately inform you about any concerns they might have about partnering. For example: *I would find it challenging to work with __ because ____.* Tell students that you will do your best to accommodate their requests and that you will try to partner them with at least one or more of their choices over the course of the school year.
- Assign partners but change pairings at regular intervals** so students have the opportunity to experience working with different individuals. Assigning and alternating partners will foster expectations that collaborative interactions are an integral part of your learning environment.
- Create pairings by considering variables.** Carefully consider the following variables when determining appropriate partners:
 - English language proficiency
 - Communicative competence, including speaking and listening
 - Reading and writing proficiency (review data from multiple assessment e.g. SRI, state, and grade-level reading and writing assessments, etc.)
 - Attendance record
 - Performance on assignments and during activities in the class
 - Gender and/or maturity
 - Personality traits (i.e. reserved, insecure, extroverted, class clown, domineering, etc.)
 - Background (culture, community involvements, prior experiences)

After considering the above variables, it is also crucial to avoid pairing high-performing students with low-performing students in terms of academic competence. High students can be placed with other high or mid-level performing students. It is also wise to avoid partnering your weakest and neediest students together.

The following process can be used occasionally to assign partners according to literacy and language skills. Rank your students numerically from highest (1, 2, 3) to lowest (28, 29, 30), then pair them at the mid point:

#1 is paired with #16;

#2 is paired with #17;

#3 is paired with #18; and so on until #15 is paired with #30.

Creating a Classroom Culture for Structured Interactions

- e. **Make adjustments and avoid excessive use of ranking.** Carefully observe how these partners work together and adjust as necessary. Avoid using literacy and language ranking as your only means to pair students as it will limit student experiences with classmates.
- f. **Identify and inform “substitute” partners.** Pair two students who are flexible, reliable, and socially competent who are willing to take on the added responsibility of substituting when a classmate is absent. When a student is absent, have one of the substitutes work with the student missing a partner. Have the remaining substitute work with a pair of students who might benefit from an extra contributor. Remember to have the additional student in all trios work as a second number 2 or second “B” in structured partnering tasks in order to keep interactions automatic and consistently paced, and avoid having to cue interactions for a random trio.
- g. **Teach expectations for absences in advance.** Instruct and provide the means for students early to easily notify you immediately if their partner is absent, or to alert you about any issues. This will enable you to efficiently assign a substitute or adjust pairs before beginning instruction and avoiding interruptions to your prepared lessons.

3. Teach, model, provide practice and reference expectations for productive partnering

- a. **Explain partnering directions**
- b. **Establish expectations**

Justify partnering and group expectations: at the beginning of the course, provide a compelling justification for the 4Ls:

For example:

My goal is to help prepare you for the communication demands of secondary school, college, the workplace, and formal contexts like speaking to a bank manager or police officer. Knowing how to interact with a classmate, coworker, supervisor or professor is essential to academic and professional success. When you are communicating with a work partner at school or on the job, it is important to observe the 4 Ls of productive partnering:

- **Look at your partner:** *In North America, eye contact signifies respect and active listening when two people are interacting. Looking directly at the other speaker is critical at school, work, and other formal social contexts. Looking away or fiddling with something can readily signal that you are distracted or disinterested. This isn't universal; in some cultures eye contact may either be unnecessary or a sign of disrespect if a child looks directly at an adult.*
- **Lean toward your partner:** *Like eye contact, leaning toward someone during a formal interaction indicates you are focused on what they are saying and not paying attention to other people or things. On the other hand, leaning back communicates that you could be bored and inattentive.*
- **Lower your voice:** *Use a private voice when interacting with a partner at school or work. Speak loudly enough for your partner to easily hear what you are saying but not so loud that you are distracting or interrupting anyone nearby.*
- **Listen attentively to your partner:** *Your responsibility is to not only share your perspective and contribute equally but also understand and remember your classmate's idea. If you were not able to catch what your partner said, ask him/her to repeat the idea. If you don't quite understand the idea, ask/him her to explain it. To make sure you have truly grasped the idea, repeat it using your own words. This shows that you care enough to get the idea right. You should understand your partner's contribution well enough to be able to report it confidently to the class.*

- c. **Review and reinforce:** review procedures the 4 Ls of by providing and referencing a chart

Expressing an Opinion

I think/believe that
In my opinion
From my perspective
From my point of view

Agreeing

I agree with (a person) that
I share your point of view.
My perspective/experience is similar to _'s.
My idea builds upon _'s.

Asking for Clarification

What do you mean by ___?
Will you explain that again?
I have a question about ___.
I don't quite understand ___ (the directions).

Reporting a Partner's Idea

___ indicated that
___ pointed out to me that
___ emphasized that
___ shared with me that

Soliciting a Response

What do you think?
We haven't heard from you yet.
Do you agree?
What are your thoughts?

Offering a Suggestion

Maybe we could try ___.
You/We might think about ___.
You/We might consider trying ___.

Drawing Conclusions

Based on my experience, it seems that
The data suggests that
Based on ___, I assume that
After reading ___, I conclude that

Disagreeing

I don't quite agree.
I disagree (somewhat, completely).
I see it differently.
I have a different point of view.

Paraphrasing

So what you are saying is that
In other words, you think
If I understand you correctly,
your opinion/suggestion is that

Reporting a Group's Idea

We decided/agreed/determined that
We concluded that
Our group sees it differently.
We had a different approach.

Holding the Floor

As I was saying
What I was trying to say was
If I could finish my thought
I'd like to complete my thought.

Interjecting an Idea

Can I say something?
Can I add an idea?
I have another approach/idea.

Language for Classroom Collaboration

Gathering Contributions

- What should we write?
- What do you think makes sense?
- Do you have a suggestion?
- We haven't heard from you yet.

Confirming Contributions

- I see what you mean.
- That's an interesting example.
- Now I understand your perspective.
- I share your point of view.

Clarifying Contributions

- I don't quite understand what you mean by _.
- I have a question about _.
- Will you explain what you meant by ___?
- What makes you think that?

Rephrasing Contributions

- In other words, you think _.
- So, what you are saying is that _.
- So, you are recommending that _.
- If I understand you correctly, your idea is _.

Reporting Contributions

- My partner , ____, and I discussed _____.
- My partner and I/group decided/agreed on this response: ____.
- One example my partner offered was _____.
- As a group, we determined that the correct _____ is _____.

Academic Response Frames

What is a response frame?

A response frame is a structured, topic-related response scaffold that elicits application of carefully targeted language forms, and provides an opportunity for students to add relevant content to demonstrate understanding of the context.

What is the value of using a response frame?

A response frame provides students with a linguistic scaffold for responding competently by explicitly modeling and clarifying the features of an accurate response in the specific lesson context: appropriate syntax, correct grammar, and precise vocabulary. Response frames in academic language development curricula written by Dr. Kinsella (*English 3D, Academic Vocabulary Toolkit*) enable a teacher to construct a model verbal and written response, deconstruct the response, and guide students in reconstructing their own proficient response. This form-focused modeling and guidance helps students notice linguistic features in meaningful contexts. Of equal importance, a response frame encourages more efficient use of their limited exposure to vocabulary, sentence structures, and grammatical forms of advanced social and academic English.

How does a response frame differ from a cloze sentence, and a sentence stem or starter?

It is important to distinguish the differences between a “cloze” sentence, a sentence starter and a sentence frame. These three response scaffolds differ in both function and form. Cloze sentences are generally used for assessment purposes, to determine whether students can successfully recall focal lesson content. Cloze sentences require students to merely “fill in the blank,” usually eliciting identical responses. [Dolphins are marine ___ (mammals) closely related to whales and ___ (porpoises)]. Because cloze sentences largely produce identical responses, they do not provide ideal opportunities for students to develop verbal skills with engaging partner interactions and rich whole-class discussions.

In prior curricula and training, Dr. Kinsella provided “sentence starters” to encourage more productive and competent verbal contributions. Mimicking her lead, many publishers have included starters or “sentence stems.” A sentence starter may help students initiate a response with a safe linguistic start in an academic register; however, the remainder of the sentence is often casual or grammatically flawed. [Based on his previous actions, I predict the president ___ **is gonna say no.**] Impromptu corrections of “bi-register responses” do little to promote linguistic understandings and communicative competence.

Therefore, to address the complex linguistic needs of English learners, particularly long-term English learners with superficial oral fluency and various “fossilized errors,” Dr. Kinsella has drawn upon her linguistic background and developed academic **RESPONSE FRAMES**. Response frames provide considerably more guidance than sentence starters by enabling students to produce accurate target language forms (vocabulary, syntax, grammar) and the ability to discuss, follow along and comprehend while listening to increasingly sophisticated language. Response frames are optimal when a discussion prompt is open-ended, with a range of conceptual and linguistic options. A response frame can be strengthened by the additional linguistic scaffold of a precise word bank. Providing students with a manageable list of everyday words paired with precise words encourages students to make mindful word choices and utilize a consistent academic register.

Sentence Starter vs. Academic Response Frames

Sentence starter:

A partner shows active listening when _____.

Common casual and grammatically flawed outcome: **A partner shows active listening when they nod.**

Response Frame:

A partner demonstrates active listening when she/he _____ and _____.
(verb + s) (verb + s)

Word Bank

Casual Verbs

says
likes
lets
helps

Precise Verbs

replies, responds
appreciates, compliments
permits, _____
_____, _____

Model Response: A partner demonstrates active listening when she *restates my idea and asks clarifying questions.*

Key Components of a Response Frame

A response frame includes the following essential features:

- a syntactic scaffold (a rigorous and relevant sentence structure in an academic register requiring completion with clearly specified grammatical and vocabulary targets)
- a clearly specified grammatical target
- embedded topical and high-utility vocabulary in an academic register
- a focused word bank prompting use of precise word choices
- an engaging opportunity for students to apply and demonstrate understanding and include their own ideas

Sample Lesson Scenario Using Response Frames

Setting Up	1. Introduce frame <i>(visibly displayed, with a model response)</i>	<i>To share your idea in today's lesson, we will use an academic response frame. I have written my own idea in the frame to model how you will add an idea about our topic: the ways that a lesson partner demonstrates active listening.</i>
	2. Students repeat frame and model <i>(silently tracking, phrase-cued, then chorally)</i>	<i>Follow along silently tracking with your guide card as I read aloud my model response. To get comfortable using the response frame, read my response with me in phrases, imitating my emphasis. Now let's warm up our public voices by reading aloud my entire response with expression.</i>
	3. Direct attention to the grammatical and/or vocabulary target <i>(underline, circle, highlight)</i>	<i>Underline the word "demonstrates" in the frame. This verb ends in -s and is written in the simple present tense because the action describes what a lesson partner does usually or always. To complete this sentence correctly, you need to add a singular subject pronoun after the conjunction "when". Circle either "he" or "she". Now you must complete the response with a verb phrase, a group of words beginning with a verb or action word in the present tense. Think about what a partner does most of the time to show that he or she is actively listening to you.</i>
	4. Prompt students to select a precise verb	<i>Review our precise present tense verb bank and take a moment to think about the strong verb choice you will add to complete the verb phrase.</i>
	5. Direct students to write their ideas in the frame	<i>Quietly write your idea using the response frame. If you need assistance with spelling, grammar, or word choice, raise your pen and I will help you. Please don't bother your partner.</i>
	6. Circulate reading sentences, providing feedback	<i>Your perspective is that a partner demonstrates active listening when she asks questions. What question might she ask? Excellent, develop your sentence by adding that specific showing detail.</i>
	7. If students finish quickly, cue a fast-finisher task	<i>Quietly reread your sentence and prepare to share it in front of the class using the document camera. Jot down another idea in the space provided at the bottom of the page in your portfolio.</i>
Partner Discussions	Transition to partner interaction	<i>Now we'll share perspectives with partners. (or groups)</i>
	8. Direct students to silently reread responses in preparation to share	<i>Reread your sentence silently a few times in preparation for sharing with your partner.</i>
	9. Cue partner (A/B) to read their sentence to their partner (twice)	<i>Read your sentence to your partner twice: first, read it fluently; second, make eye contact and say it with expression. Let's begin with partner 2 this time. Be sure to listen to your partner attentively because you will need to restate their response. If you both finish sharing your selected response, share another idea until I call time (1, 2, 3, eyes on me). If you don't have a second idea, share my model response on the board.</i>
	10. Circulate listening, providing feedback, and to identify strong responses for reporting phase	<i>I didn't catch your ideas. Will you please share again making eye contact and using more expression? Thank you.</i>
11. Cue partners to restate each other's responses	<i>Now I'd like you to restate your partner's idea. Partner 1 will go first. Restate your partner's response using this expression ... ("So what you're saying is.. If I understand you correctly,...") After your partner confirms that this is what s/he intended to say, switch roles.</i>	
Whole-class Reporting	Transition to reporting	<i>"Now let's hear some of your responses."</i>
	8. Elicit reporting with entire frame, <i>(visibly displayed)</i>	<i>Please remember to use your public voice and the entire response frame if you are called upon to report.</i>
	9. Assign active listening task(s): take notes, compare, point out similarities, agree/disagree	<i>I have three active listening tasks for the discussion: 1) look at the speaker; 2) record one idea that is different than your own; 3) listen for similarities.</i>
	10. Record student contributions: list on white board, chart	<i>I will record all of your contributions in phrases on the board to use during other lessons.</i>
	11. Cue identified students to report	<i>I have asked Isabel to start our discussion. Please use a public voice to report your point of view.</i>
	12. Elicit additional responses using inclusive strategies <i>(nominations, name cards, popcorn, volunteers)</i>	<i>Let's hear some other perspectives. I've pulled Jose's name card. Please contribute your perspective. Now I'd like a partner nomination from this side of the room. Karla, let's hear your response. We have time for two contributions. I'd like one from the front and the back of the room.</i>

Dr. Kinsella's 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: *Productive Partners*



THINK:

Briefly record your personal responses to this question:

How does a productive partner behave during lessons?

1. _____
2. _____
3. _____



WRITE:

Rewrite one idea using the sentence frame. Include a precise academic verb. If time permits, write a second sentence on the back.

Frame:

Based on my experience, a productive partner _____

(third person singular, simple present tense + s: *concentrates*, *focuses*, *takes notes*)

Verb Bank:

Casual

Academic

works

concentrates, focuses

says

shares, explains, responds

helps

assists, encourages, demonstrates

lets

finishes

Model Sentence:

Based on my experience, a productive partner listens attentively while I am explaining my ideas.

My Sentence:



DISCUSS: Listen attentively to and record notes on your classmates' ideas.

Classmates' Names	Ideas
1.	
2.	
3.	



REPORT:

Prepare to report your idea during the whole group discussion. Listen attentively, and utilize the sentence frames to point out similarities.

•My idea is similar to _____'s.

•My idea builds upon _____'s.

Academic Discussion Topic: *Active Listening*


THINK: Briefly record your personal responses to this question:

How does a productive partner demonstrate active listening?

1. _____
2. _____
3. _____



WRITE: Rewrite one idea using the sentence frame. Include a precise academic verb. If time permits, write a second sentence on the back.

Frame: In my opinion, a productive partner demonstrates active listening when she/he _____
(third person singular, simple present tense +s: *looks interested, nods in agreement*).

Verb Bank:

Casual

looks (at me)
helps (me)
tries
says
repeats

Academic

makes eye contact

concentrates, focuses
answers, _____
restates, paraphrases, summarizes

Model Sentence: *A lesson partner demonstrates active listening when she makes eye contact the entire time I am sharing my opinion.*

My Sentence: _____



DISCUSS: Listen attentively to and record notes on your classmates' ideas. Begin by 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 sentence frames to point out similarities.

•My idea is similar to _____'s.

•My idea builds upon _____'s.

Academic Discussion Topic: *Ways Teachers Can Encourage Contributions During Class Discussions*



THINK: Briefly record your personal responses to this question:

How can teachers encourage more students to contribute during class discussions?

1. _____
2. _____
3. _____



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

Frame 1: From my perspective, teachers can more encourage students to contribute by _____
(**verb + ing:** *providing relevant examples; allowing them to first brainstorm with a partner*)

Frame 2: Based on experience, more students contribute ideas during class discussions when the teacher _____
(**verb + s:** *allows adequate time to think; discourages blurting*)

Verb Bank: Everyday

*says, tells
shows
lets*

Precise, Academic

*explains, encourages, praises
demonstrates, _____
allows, _____*

Response 1: _____

Response 2: _____



DISCUSS: Listen attentively to and record notes on your classmates' ideas.

Names	Ideas
1.	
2.	
3.	



REPORT: Prepare to report your idea during the unified-class discussion. Listen attentively, and utilize frames to point out similarities.

•My idea is similar to _____'s. •My idea builds upon _____'s.

1	Word	Meaning	Example(s)	Image
	<p>productive <i>pro•duc•tive</i> adjective</p> <p>produce <i>pro•duce</i> verb</p> <p>ANT: unproductive</p>	<p>making, creating or completing a lot and doing it _____</p>	<p>If workers are _____, they are usually more productive.</p> <p>On rainy days, elementary students are fidgety and less productive because they can't _____.</p>	

Verbal Practice (Think-Pair-Share-Write):

Students are more productive when the substitute teacher is _____

Writing Practice (Think-Write-Pair-Share):

I am more _____ working in _____
 when I have a difficult homework assignment.

2	Word	Meaning	Example(s)	Image
	<p>demonstrate <i>dem•on•strate</i> verb</p>	<p>to _____ someone how to do something</p>	<p>A skilled math teacher clearly demonstrates how to solve difficult _____</p> <p>A star athlete demonstrates good sportsmanship by _____</p> <p>_____</p> <p>_____</p>	

Verbal Practice (Think-Pair-Share-Write):

When kindergarteners participate in a fire drill for the first time, their teacher always _____ demonstrates how to _____

Writing Practice (Think-Write-Pair-Share):

Recently, I _____ how to _____
 because my (*friend, classmate, sister, etc.*) _____ needed assistance.

ACADEMIC LANGUAGE ENGAGEMENT ~ PLANNING & OBSERVATION TOOL

Teacher: _____ Observer: _____

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

Directions: Record a tally mark 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.

The students . . .		Tally	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, respond using frame		
	Partner/group to read text passages		
	Individually respond as preselected reporter		
	Individually respond as random reporter (<i>name cards, popcorn, partner 1s stand, white board selector</i>)		
	Individually respond as volunteer reporter (<i>teacher pre-invited, raised-hand, partner nomination</i>)		
Written	record information (<i>mini white board, notebook, text</i>)		
	complete provided response frame		
	incorporate precise words (<i>word bank, frame, paragraph</i>)		
	respond to a framed prompt (<i>justification, summary, etc.</i>)		
	complete unstructured task (<i>journal entry, free write, etc.</i>)		

The teacher . . .	Tally	Notes
arranges seating and pairs students appropriately		
consistently uses an academic register		
refers to visible display of expectations and procedures for partnering and/or group tasks (<i>4Ls, fast-finisher options, collaborative language</i>)		
sets up tasks with visible displays, clear explanations, and modeling		
visibly displays an academic response frame and a model response		
identifies and explains vocabulary and grammatical target(s) in frame		
leads verbal rehearsal with model response(s): (<i>phrase-cued, choral</i>)		
cues partner 1/2 to speak 1 st (<i>read 2x fluently, say it with expression</i>)		
monitors interactions & writing, offers feedback, preselects reporters		
uses varied strategies to elicit additional reporters for discussion (<i>partner nomination, name cards, all partner As stand, voluntary, etc.</i>)		
requires active listening during all lesson phases and assigns tasks		
requires, models, and coaches use of an audible public voice		

Observation Feedback Frames

The teacher facilitated physical, verbal, and/or written responses by . . .

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

*Instructional goal(s) for **physical, verbal, and/or written responses** include:*

- _____
- _____
- _____
- _____
- _____
- _____
- _____

The teacher set up the lesson/tasks, used response frame(s), and monitored tasks by . . .

- _____
- _____
- _____
- _____
- _____
- _____
- _____

*Instructional goal(s) for **setting up lesson/tasks, using response frames, and/or monitoring** include:*

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Partner/Group Interactions

- Assign appropriate partners and establish clear partnering expectations (4Ls) so students interact productively.
- Consider opportunities for partners to individually brainstorm or collaborate upon a response to a challenging question using informal language before assigning an academic response frame for the unified-class reporting.

Academic Response Frames

- Prepare an academic response frame for students to discuss and report responses to essential questions in your lesson.
- Visibly display academic response frames and provide a model response.
- Clarify potentially unfamiliar vocabulary in an assigned response frame.
- Clarify the grammatical target in an assigned response frame.
- Build students' verbal competence with a response frame by guiding them in repeating your model response: 1st phrase cued repetition; 2nd choral repetition.
- Require that partners contribute their response using an assigned frame twice: 1st reading fluently; 2nd using eye contact and saying it with expression.
- Assign a paraphrasing or restating task to build in greater accountability for active listening as partners discuss responses.
- Assign a relevant task for fast-finishers to prevent partners from being idle.

Eliciting Verbal Participation

- Vary your strategies for eliciting participants: 1st preselect a representative response; 2nd randomly select (name cards, partner nominations, popcorn); invite volunteers from different sections of the room.
- Monitor students' written work and verbal interactions to preselect a student to initiate whole-class reporting and assess students' grasp of the lesson content.
- Assign an active-listening task during whole-class reporting: hold students accountable for verbalizing to a partner/group something concrete: e.g., the strongest example I recorded was _; one reason I agree/disagree with is _.

Building Reading Fluency

- Build fluency with text before posing comprehension tasks: 1st guide reading using the oral cloze strategy; 2nd have partners read using the oral cloze strategy.