Addressing the Demands of Attentive Listening in Academic Interaction

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Session Objectives
Participants will learn effective ways to:
• Model academic register features for college/career readiness
• Set up and monitor productive student interactions
• Facilitate inclusive and accountable lesson participation
• Build attentive academic listening skills
• Identify appropriate language functions for interactive tasks
• Explicitly address listening and speaking demands of tasks
• Set up and monitor tasks with English learner engagement

Identifying Language Demands in College & Career Readiness Shifts

READING
Read a range of complex literary and informational texts and respond to text-dependent questions and tasks using precise academic language.

LANGUAGE
Expand domain-specific and high-utility vocabulary through instruction, reading, and interaction.

WRITING
Write logical arguments in academic register drawing from relevant evidence and research.

SPEAKING & LISTENING
Engage in formal academic interactions in pairs, small groups, and unified class.

Key ELA and ELD Academic Interaction Standards:

<table>
<thead>
<tr>
<th>Grade 5</th>
<th>CA CCSS for ELA</th>
<th>Speaking and Listening: Comprehension and Collaboration</th>
</tr>
</thead>
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<tr>
<td></td>
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<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</td>
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</tbody>
</table>

ENGLISH LANGUAGE DEVELOPMENT STANDARDS Part A: Collaborative

<table>
<thead>
<tr>
<th>Grade 5</th>
<th>CA CCSS for ELA</th>
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EXAMINING
Contribute to class, group, and partner discussions, including sustained dialogue, by following agreed-upon rules for discussions and carrying out assigned roles, on responses, and providing useful feedback.

Collaborative/Exchanging Ideas

Sample Language Objectives

• State a claim using present tense persuasive verbs: believe, maintain, contend.
• Exchange information on a topic by asking relevant questions and affirming others: What do you think makes sense? That makes sense. That would work.
• Report a group’s consensus using past tense citation verbs + that: decided, determined.

Lesson Observation Task 1

1. Describe the teacher’s instructional register: conversational, academic, code-switching.
2. What support (e.g., modeling, language) was provided to guide the class discussion?
3. How many students contributed a response?
4. Describe the students’ language use.
5. What attentive listening task was assigned?
**Lesson Interaction ~ Tally Tool**

<table>
<thead>
<tr>
<th>Room #</th>
<th>Teacher</th>
<th>Single Word/Phrase(s)</th>
<th>Complete Sentence(s)</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tr>
</tbody>
</table>

Most verbal interactions included: ( )

- [ ] target vocabulary
- [ ] accurate grammar
- [ ] academic (precise) words
- [ ] expression

**Student Utterances:** “protest, protest, Oh man…”

“Not being paid for work would prompt someone to protest.”

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**Why Academic Interactions?**

- “If literacy levels are to improve, the aims of the English language arts classroom . . . must include oral language in a purposeful, systematic way . . .”
- Besides having intrinsic value as modes of communication, **listening and speaking are necessary prerequisites of reading and writing.**

Common Core State Standards for English Language Arts & Literacy, Appendix A, p. 28 (Fromkin, Rodman, & Hyams, 2006; Hall, Howard, & Fairley, 2010; Pence & Justice, 2007; Stutw, Wright, Grigor, & Howey, 2002).

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**Dr. Kinsella’s Coaching Notes (1): Task Setup**

- Model mindful advanced English use.
- Assign partners and establish expectations.
- Display the discussion prompt to signal that it is a **responsibility not an option.**
- Display your response frame, clarify language targets, and model a response.
- Guide verbal rehearsal with your model response using echo reading.

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**Dr. Kinsella’s Coaching Notes (2): Structuring Interaction and Monitoring**

- Assign attentive listening tasks: e.g., restating, comparing, taking brief notes.
- Cue partner A/B to go first: 1) read response fluently; 2) say it with expression/eye contact.
- Monitor as students write and interact.
- Use varied strategies to elicit responses: preselected, random, volunteer.
- Provide productive feedback on responses.

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**The Neglected “R” in Instruction for Academic English Learners**

Which **“R”** is frequently missing from lessons for academic English learners?

- Rigor
- Relevance
- Relationships

**Responses**

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**Unconscious Register Shifts & Superficial Feedback**

- “Hey, you guys, follow after me. Martin Luther King held a protest to eliminate discrimination in our country. OK. Outstanding…alright.”
- “How many of you guys have ever protested to your parents? OK. Thank you, guys.”

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Discussion Prompt: Think

What would prompt a person or particular group of people to protest?

- a high school student
- an employee
- an athletic team
- a church congregation

Academic Discussion: Write

Response Frame:
Not being able to ___ (base verb: enroll) would prompt ___ to protest.

Model Response:
Not being able to enroll in elective courses would prompt high school students to protest.

Partner Interaction: Discuss

Discuss your response with your partner.

1) Read it fluently using the frame.
2) Say it like a scholar, making eye contact.
3) Elaborate. Provide a reason or example.
   One reason is __. For example, __.
4) Restate and record your partner’s idea.

Academic Discussion: Report

Speaking Tasks:
- Use your public voice: 3x louder than your partner/group discussion private voice.
- Use the sentence frame to report your idea.

Listening Tasks:
- Look at and listen attentively to the reporter.
- Listen for similarities and compare ideas.
   My idea is similar to __ (Name’s).

Planning Academic Discussions and Collaborative Tasks

- What process should I explain, model and monitor?

- What language should I introduce, rehearse and monitor?

Language Functions (Purposes) Within Academic Interaction

- Stating opinions
- Restating
- Eliciting responses
- Agreeing/Disagreeing
- Clarifying
- Validating
- Holding the Floor
- Drawing conclusions
- Providing Evidence
- Comparing/Contrasting
- Supporting/Elaborating
- Predicting
- Negotiating
- Reporting
Everyday English
- I think __. I don’t think __.

Academic English
- I think __ because __.
- I (firmly, strongly) believe __.
- In my opinion __.
- From my perspective, __.
- I am convinced __.

Everyday English
- Because __.

Academic English
- For (example, instance), __.
- A relevant example I (heard, read) was __.
- One (possible, convincing) reason is __.
- A (key, major) reason is __.
- A relevant experience I had was __.

Everyday English
- Because __.

Academic English
- After hearing __, I am convinced __.
- The data on __ suggests __.
- After reading __, I conclude that __.
- After reviewing __, I assume that __.
- Drawing from evidence, I know that __.

Malala Yousafzai: Scholar and Human Rights Activist

scholar, noun
someone who spends a lot of time studying, knows a lot about a particular subject, and uses language skillfully

productive adjective
A productive scholar or worker...
- is hard-working
- completes the job well
- completes the job on time

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Setting Up Productive Partners for Scholarly Classroom Interaction
1. Make eye contact with an elbow partner.
2. Determine who will be partner A and B: A is seated on left; B is seated on right.
3. No Cs (second B will share after first B).
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.

Academic Interactions Require A Scholarly Voice
• Speak 2x slower and 2x louder than you normally speak.
• Emphasize key words.
• Pause after phrases.

Practice a Scholarly Voice
• Speak 2x slower and 2x louder than you normally speak.
• Emphasize key words.
• Pause at the end of phrases.

In my opinion, a productive partner shows interest in my ideas when she makes eye contact with me.

Scholars Listen Attentively
Attentive Listening
Inattentive Listening

Language to Listen Attentively
Everyday
• Huh?
• What?
• Say what?
• I don’t get it.

Academic English
• Will you please repeat that?
• Will you please restate your idea?
• What do you mean by ___?
• I don’t quite understand your ___ answer, example, reason, question
**Academic Discussion Routine**

**Routine Phases:**
- **Brainstorm** (Think)
- **Record** (Write)
- **Exchange** (Pair)
- **Report** (Share)

**Phrases to Launch Academic Discussion**
- We’re going to engage in an academic discussion regarding ___.
- In preparation for discussing ___, I would like you to contemplate the reasons for ___.
- Let’s explore the issue of ___ by first considering ___.
- Take a minute to reflect on this question: ___.

**Academic Discussion ~ Elements**
- a written, visibly-displayed prompt
- adequate think time and brainstorming
- sentence frame(s) to model and guide use of precise vocabulary, syntax, grammar
- structured partner rehearsal/interaction
- active listening tasks
- contributions from a range of students
- conscientious monitoring

**Academic Discussion Scaffold**

**PROMPT:** How does a lesson partner demonstrate attentive listening?

**BRAINSTORM:** List a few ways a partner can demonstrate attentive listening.

<table>
<thead>
<tr>
<th>Physically: Using Body</th>
<th>Verbally: Using Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
</tbody>
</table>

**PRECISE WORD BANK**

- list (verb)
- let (verb)
- my (adjective)

**Model Written Response**

A partner demonstrates attentive listening when she asks clarifying questions.

For example, if she doesn’t understand my response, she might politely ask “What exactly do you mean?”
A partner demonstrates attentive listening by staying on topic.

For instance, even if he is bored with the topic, he doesn’t ask me about something else until we have finished our assigned task.

- Did I spell __ correctly?
- How do you spell __?
- May I explain my idea to you?
- Is there a better way to say __?
- What is a precise synonym for __?

**Partner Interaction: Exchange**

- Share your response with your partner.
  1) **Read** it fluently using the frame.
  2) **Say** it with expression, making eye contact.
  3) **Elaborate** with a reason or example.
  4) **Restate** and **record** your partner’s idea.
- **Switch roles.**

**Language to Select Reporters**

<table>
<thead>
<tr>
<th>Everyday English</th>
<th>Academic English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Um...(name)</td>
<td>I select…</td>
</tr>
<tr>
<td>I pick…</td>
<td>I choose…</td>
</tr>
<tr>
<td>I want…</td>
<td>I nominate…</td>
</tr>
<tr>
<td>Let’s hear from…</td>
<td>I’d like to hear from…</td>
</tr>
<tr>
<td>What about…</td>
<td>I’m interested in ___’s (response, perspective)</td>
</tr>
</tbody>
</table>

**Assign Attentive Listening Tasks**

**Physical:** look, lean, nod

**Written:** take notes on partner’s idea

**Verbal:** paraphrase partner’s idea, restate partner’s idea, compare ideas, say something affirming, report partner’s idea to class

**Academic Discussion: Report**

**Speaking Tasks:**
- Use your public voice: 3x louder than your partner/group discussion private voice.
- Use the sentence frame to report your idea.

**Listening Tasks:**
- Look at and listen attentively to the reporter.
- Take brief notes on two strong ideas.
- Listen for similarities and compare ideas.
Academic Language to Restate

- So, your ________ is that ______.
  {example, observation; reason, opinion; evidence, justification}

- That’s correct. Yes, that’s right.
- No, not exactly. What I said was __.

Academic Language to Paraphrase

Everyday English
- OK. You think __.

Academic English
- So, what you’re saying is that __.
- If I understand you correctly, you think __.
- In other words, you’d like to __.
- In other words, you’re proposing that __.

Academic Language to Report Someone Else’s Idea

Everyday English
- __ said that ...
- __ told me that ...

Academic English
- __ pointed out that ... According to __.
- __ indicated that ...
- __ observed that ...
- __ emphasized that ...

Academic Language to Report a Pair’s/Group’s Idea

Everyday English
- We think ... We said ... We talked about ...

Academic English
- We decided that ... We agreed that ...
- We determined that ... We concluded that ...
- We have come to a consensus that ...

Academic Language to Compare

Everyday English
- Mine’s the same.
- Mine’s like __’s.

Academic English
- My idea is similar to __’s (Monica’s).
- My idea builds upon __’s (Eric’s).

Attentive Listening Frames

- Which idea did you select?
- Which idea did you prefer?
- Which idea did you add?
- Which idea did you appreciate?
- I selected __
- I preferred __
- I added __
- I appreciated __
# Attentive Listening Frames

- **A convincing reason I heard was __**
- **A relevant example I heard was __**
- **A thoughtful response I heard was __**

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# 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.

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# Reporting During Class Discussion

**Use Your Public Voice:**

- **Project** your voice 3x louder than face-to-face.
- **Pause** appropriately.
- **Emphasize** key words.

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# Request Audible Contributions

**Everyday English**

- What?
- Huh?
- Come again?
- What did you say?
- I didn’t get that.
- Speak up. We can’t hear you.

**Academic English**

- 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.

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# Structuring Inclusive Participation:

**Preselected, Random, Voluntary**

- Preselect 1-2 students to initiate class discussion.
- Invite a reticent participant with a strong response to contribute when you ask for volunteers.
- 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 select the next (i.e., “popcorn”).
- Ask for volunteers from sections of the classroom.

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# Elicit Responses Productively from English Learners and Reticent Readers

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.

Alternatives to Asking
Who has an idea? Who wants to share?
- Does anyone have an opposing view?
- Did anyone approach this in another manner?
- Who has an alternative perspective?
- Who arrived at a different conclusion?
- Who located evidence to support the claim that …?
- Can anyone elaborate on this stance?
- Who would like to respond to that statement?

Thoughtful Phrases to Comment on Discussion Contributions
- a relevant example
- a convincing reason
- an insightful observation
- a well-supported opinion
- a clearly explained process
- very appropriate content
- very precise vocabulary use

A Response Frame to Promote Use of Academic Register
- What challenges do recent immigrants face?
- One challenge that recent immigrants face is ___ (verb + ing) learning a new language.
- Verb Bank: Everyday finding knowing dealing with getting Precise locating understanding adjusting to earning

Features of a Response Frame
1. Complete sentence in academic register
2. Embedded precise word choices
3. Clearly specified grammatical target(s)
4. Opportunity to apply own ideas

Instructional Advantages of Academic Response Frames
A well-crafted response frame enables a teacher to construct a model response, deconstruct the response, and enable students to reconstruct a response.

In order to ensure adequate sleep on school nights, adolescents should ___ (base verb: avoid, improve) ____ (noun phrase: caffeinated beverages).
In their analysis of 77 viable studies focused on the effectiveness of language instructional practices, Norris and Ortega (2006) specified four defining elements of explicit second language teaching.


Explicit 2nd language instruction:
- Conscientiously directs students’ attention to a new word, language rule, or form;
- Clearly explains and demonstrates that language element;
- Guides appropriate use of newly-taught language elements in a gradual release model: I do it, We do it, You do it;
- Provides ample meaningful opportunities for use of newly-taught language elements with high accountability for application.

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The End

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Analyzing Language Demands of the CA CCSS and ELD Standards

<table>
<thead>
<tr>
<th>Grade 5</th>
<th>CA CCSS for ELA [1.] Speaking and Listening: Comprehension and Collaboration</th>
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<tbody>
<tr>
<td>Speaking &amp; Listening 5.1</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</td>
</tr>
<tr>
<td>a</td>
<td>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</td>
</tr>
<tr>
<td>b</td>
<td>Follow agreed-upon rules for discussions and carry out assigned roles.</td>
</tr>
<tr>
<td>c</td>
<td>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</td>
</tr>
<tr>
<td>d</td>
<td>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</td>
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ENGLISH LANGUAGE DEVELOPMENT STANDARDS Part I: A. Collaborative

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<th>Grade 5</th>
<th>[1.] Exchanging Information/Ideas</th>
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<td>EXPANDING</td>
<td>Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.</td>
</tr>
<tr>
<td>BRIDGING</td>
<td>Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.</td>
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</tbody>
</table>

Language Objectives within the ACADEMIC DISCUSSION ROUTINE

Interacting in Meaningful Ways:

✍ Productive:
- Record a quick list of ideas on a focused topic prior to constructing a formal statement.
- Select precise words for a formal written statement: adjectives, gerunds (verb + ing).
- Write a formal statement using simple present tense, precise adjectives, and gerunds.

🤝 Collaborative:
- Exchange ideas on the lesson topic with a partner (contribute to discussions), alternating sentence frames (follow turn-taking rules).
- State opinions on the lesson topic (contribute to discussions) by using a complete sentence and precise word choices: non-count nouns, adjectives, gerunds (verb + ing).
- Specify quantity (add relevant information) using a precise adjective: all, many, some.
- Elaborate on a formal statement (add relevant information) with a concrete example using an appropriate transition: For instance; For example.
- Listen attentively, restate a partner’s idea, and record brief notes using precise phrases: So, your experience is that…? Yes, that’s correct. No, what I said was… (affirming others)
- Compare ideas during class discussion (build on responses) using complete sentences and precise phrases: My (example, experience) _ is (similar, comparable) _ to (Name’s) _.
Sample Language Objectives: Engaging in Academic Interactions

COLLABORATIVE DISCUSSIONS: Sample Language Objectives

Vague Statement: Engage in a range of collaborative discussions.

What this really means . . .

• **Discuss** prior knowledge of a topic (what makes someone a good friend) prior to reading a text, using appropriate register, complete sentences, and gerunds: helping, assisting, listening, defending, sharing, complimenting, recommending.

• **Facilitate** a collaborative small-group discussion of a topic by following **turn-taking** rules and **eliciting** ideas with precise questions: So, __, what are your thoughts?; *(Name)*, what can you add?; So, __, what’s your experience?

• **Exchange** information on a topic by **asking** relevant questions and **affirming** others: What do you think makes sense? That makes sense. That would work.

• **State** an opinion on an issue by first **qualifying** a point of view using precise phrases: Based on my experiences as a __; Drawing on my experiences as a __.

• **Listen** attentively, **restate** a partner’s idea, and take brief notes using precise phrases: So, your (opinion, perspective, point of view) is that __?

• **Compare** experiences using complete sentences and key phrases: My experience is (similar to, somewhat similar to; different than; somewhat different than) yours.

• **Facilitate** discussion within a group by **eliciting** responses using appropriate phrases: I am eager to hear from __; I would like to hear from __; I’m interested in __’s response.

• **Describe** the effects of a person’s behavior using a complex sentence with present tense verbs: When my partner __ (verb + s), I __ (feel, understand, know) __.

• **Predict** informational text content and structure using a complex sentence with precise nouns to name text features and future tense: Based on the __ (title, heading, graphic aid, highlighted words), I predict the text will focus on __.

• **Articulate** the key idea and details in an informational text using precise academic terms: text topic, focus, key idea, detail.

• **Qualify** word knowledge using precise present tense verbs: use, know, understand, comprehend, recognize, don’t recognize.

• **Report** a group’s consensus on word knowledge using past tense citation verbs + that: agreed that, decided that, determined that, concluded that.

• **Compare** and **contrast** approaches using a complete sentence and precise adjectives: similar, comparable, identical, different.

• **Negotiate** with group members to construct a final collaborative response using appropriate present tense opinion statements: I think we should (say, put, use, write) __ because __; I still think __ is the strongest (choice, response, wording).

• **Elicit** and **validate** ideas while collaborating on a constructed response using appropriate questions and statements: What do you think makes sense? That makes sense. What’s your (opinion, suggestion)? That’s a great (Idea, example, suggestion).

• **Evaluate** interview techniques using text evidence and precise phrases for elaboration: for example, for instance, as an example, to illustrate.

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Effectively written language objectives:
• Define the linguistic task(s) students must engage in within a standards-based lesson.
• Identify target language necessary to complete the task, considering proficiency level(s).
• Specify functions (purposes) for using language within a lesson task applying active verbs.
• Emphasize development of verbal (expressive) and written (productive) language skills, without neglecting listening and reading.
• Integrate the academic language (vocabulary, syntax, grammar) required for a lesson task.

Sample Language Objectives: Students will …
Report a group consensus using past tense citation verbs: determined, concluded.
State a claim using present tense persuasive verbs: believe, maintain, contend.
Analyze info-text essential content using academic terms: focus, key idea, detail, evidence.
Provide feedback on a narrative conclusion using strong verbs: learn, gain, benefit, resolve.
Revise an opinion paragraph using appropriate modal verbs: should, could, would.
Negotiate to write a collaborative response using a present tense opinion statement: I think we should (put, use, write); I think ___ is the strongest (choice, wording, response).

Language Objective Frames:
Students will ___ (function: active verb phrase) ___ using ___ (language target) ___

Students will use ___ (language target) ___ to ___ (function: active verb phrase) ___

Active Verbs to Specify Functions for Verbal (Expressive) Language Tasks

<table>
<thead>
<tr>
<th>Articulate</th>
<th>Debate</th>
<th>Elicit</th>
<th>Justify</th>
<th>Retell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask</td>
<td>Defend</td>
<td>Explain</td>
<td>Negotiate</td>
<td>Summarize</td>
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<tr>
<td>Collaborate</td>
<td>Define</td>
<td>Express</td>
<td>Predict</td>
<td>Rephrase</td>
</tr>
<tr>
<td>Communicate</td>
<td>Describe</td>
<td>Facilitate</td>
<td>React to</td>
<td>Revise</td>
</tr>
<tr>
<td>Compare</td>
<td>Discuss</td>
<td>Identify</td>
<td>Report</td>
<td>Validate</td>
</tr>
<tr>
<td>Contrast</td>
<td>Elaborate</td>
<td>Inform</td>
<td>Respond</td>
<td>Write</td>
</tr>
</tbody>
</table>

Language objectives can also be effectively stated with verb phrases such as the following:
Students will point out similarities between…
Students will articulate events in sequence…
Students will express agreement…
Students will state opinions about…

Sample Noun Phrases to Specify Language Targets

<table>
<thead>
<tr>
<th>High-utility academic words</th>
<th>Complete sentences</th>
<th>Subject verb agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic-focused vocabulary</td>
<td>Complex sentences</td>
<td>Modal verbs + base verbs</td>
</tr>
<tr>
<td>Precise adjectives</td>
<td>Clarifying questions</td>
<td>Present progressive verbs</td>
</tr>
<tr>
<td>Strong action verbs</td>
<td>Prepositional phrases</td>
<td>Gerunds (verb + ing)</td>
</tr>
<tr>
<td>Noun phrases</td>
<td>Adjective clauses</td>
<td>Past tense citation verbs</td>
</tr>
<tr>
<td>KEY Term</td>
<td>Definition</td>
<td>EXEMPLARS</td>
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<td>------------------</td>
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</tbody>
</table>
| Instructional Routine | A research-informed, classroom-tested, step-by-step sequence of teacher and student actions that are regularly followed to address a specific instructional goal. | • Using Response Frames  
• Teaching Vocabulary (Topical/High-Utility)  
• Academic Discussion  
• Ten-Minute Constructed Response  
• Close Reading  
• Analyzing a Student Writing Model |

### Clarifying Misused Educational Terms

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
<th>Examples not Endorsements</th>
</tr>
</thead>
</table>
| Teaching Strategy   | A technique that a teacher uses to accomplish a specific lesson task.        | • Popcorn/Round Robin Reading  
• Choral Reading  
• Anticipation Guide  
• Equity Sticks  
• Numbered Heads  
• Think-Pair-Share |
| Learning Strategy   | A technique that a student uses to accomplish a specific task or skill.      | • Marking Texts  
• Reviewing Study Cards  
• Taking Cornell Notes  
• Restating Information in Own Words  
• Creating a Mnemonic  
• Outline  
• SQ3R |
| Procedure           | A fixed sequence of actions or behaviors that are followed the same way to correctly perform a classroom action. | • Call Response (“Class-Class” etc.)  
• Lining Up  
• Heading a Paper  
• Turning in Work  
• Distributing and Collecting Materials  
• Asking a Question  
• Forming Groups  
• White Boards |
| Protocol            | A set of rules, customs and language used in formal spoken and written interactions. | • Establishing Lesson Objectives  
• Peer Feedback  
• Partner Interaction  
• Contributing to a Lesson Discussion  
• Socratic Seminar  
• Exit Slip |
| Task                | A small step or action assigned or expected for students to complete during a lesson. | • Underline  
• Highlight  
• Point  
• Circle  
• Finger Signals (Thumbs Up)  
• Display Response |
| Activity            | A participatory experience students engage in to understand or practice lesson content. | • KWL Chart  
• Socratic Seminar  
• Debate  
• Skit  
• Bingo  
• Word Sort  
• Crossword Puzzle  
• Snowball Fight |
| Assignment          | A piece of work that students are given to acquire knowledge, practice a skill, or demonstrate mastery of lesson content. | • Timeline  
• Diorama  
• Collage  
• Article Summary  
• Essay  
• Copy Definition & Write Sentence(s)  
• Poster  
• Workbook Exercise  
• Write a Report (Video, PowerPoint) |
**INCREASING THE QUALITY AND QUANTITY OF VERBAL INTERACTIONS ~ Data Collection Tool ~**

**Date:** ____________________  **Observer:** ____________________

**Directions:** Conduct brief (10 min) observations and mark a tally for each observed verbal interaction. Conclude each observation by marking a ✓ next to features that reflect most of the students’ sentences.

<table>
<thead>
<tr>
<th>Room #</th>
<th>Teacher Sentences</th>
<th>Student(s) Single Word/Phrase(s)</th>
<th>Student(s) Complete Sentence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>partner</td>
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<tr>
<td></td>
<td></td>
<td>class reporting</td>
<td>class reporting</td>
</tr>
</tbody>
</table>

**Most verbal interactions included:** (☑ each)

☐ target vocabulary  ☐ accurate grammar ☐ academic (precise) words  ☐ expression

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**Most verbal interactions included:** (☑ each)

☐ target vocabulary  ☐ accurate grammar ☐ academic (precise) words  ☐ expression
# Dr. Kate Kinsella’s Top 20 Implementation Launch Observation Checklist

## ENVIRONMENT

<table>
<thead>
<tr>
<th>Does the classroom have . . .</th>
<th>Yes?</th>
<th>Not Yet?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 seating conducive to interaction and students paired appropriately?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 visible references displayed for partnering expectations? <em>(A/B on wall or desks, 4Ls Poster, and Academic Interaction Cards)</em></td>
<td></td>
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</tr>
<tr>
<td>3 a conducive location for visible displays of frames and model responses?</td>
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<tr>
<td>4 a display of academic vocabulary organized by parts of speech?</td>
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<tr>
<td>5 visible references for collaborative language? <em>(Language for Soliciting Ideas, Deciding, Clarifying Understanding, etc.)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 visible references for accountable listening? <em>(Language for Comparing, Restating, Paraphrasing, Reporting, etc.)</em></td>
<td></td>
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</tr>
</tbody>
</table>

Notes: ________________________________________________________________

______________________________________________________________

## INSTRUCTION

<table>
<thead>
<tr>
<th>Does the teacher . . .</th>
<th>Yes?</th>
<th>Not Yet?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 consistently use an academic register?</td>
<td></td>
<td></td>
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<tr>
<td>8 set up lesson tasks with clear explanations and modeling?</td>
<td></td>
<td></td>
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<tr>
<td>9 visibly display frames and provide rehearsal (as needed)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 visibly display a model response for each frame?</td>
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</tr>
<tr>
<td>11 identify and explain vocabulary and grammatical target(s) in each frame?</td>
<td></td>
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<tr>
<td>12 lead a verbal rehearsal with the model response(s) <em>(echo, choral)</em>?</td>
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<tr>
<td>13 check for understanding of tasks?</td>
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<tr>
<td>14 cue partner A/B to begin interaction? <em>(read 2-3x: 1st fluently; 2nd make eye contact and say it with expression)</em></td>
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<tr>
<td>15 monitor peer interactions by reading and listening to students’ responses?</td>
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<tr>
<td>16 offer productive feedback that elicits accurate verbal and written adjustments?</td>
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<tr>
<td>17 preselect 1-2 students to initiate whole-class discussion?</td>
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<tr>
<td>18 use varied strategies to elicit additional reporters for discussion? <em>(partner nomination, name cards, all partner As stand, voluntary, etc.)</em></td>
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<tr>
<td>19 require an active listening task during partner and whole class discussions?</td>
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<tr>
<td>20 require, model, and coach students to use an audible public voice?</td>
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</tbody>
</table>

Notes: ________________________________________________________________

______________________________________________________________

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Directions: Record a tally mark as you observe instruction that includes exemplars of Dr. Kinsella’s Essential Instructional Routines. Look for trends that indicate 1) effective implementation and 2) needs for additional training and/or coaching.

<table>
<thead>
<tr>
<th>The teacher . . .</th>
<th>Rm #</th>
<th>Rm #</th>
<th>Rm #</th>
<th>Rm #</th>
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<tbody>
<tr>
<td><strong>Partner &amp; Group</strong></td>
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<tr>
<td>Arranges seating conducive to partnering</td>
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<tr>
<td>Pairs students appropriately</td>
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<tr>
<td>Has previously taught expectations for partnering (4Ls)</td>
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<tr>
<td>Pre-assigns partner and group roles (A/B, 1-4, facilitator, etc.)</td>
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<tr>
<td>Has analyzed lesson for optimal partner/group tasks</td>
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<tr>
<td>Visibly displays procedures for partnering and/or group tasks</td>
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<tr>
<td>Cues partner 1/A, or group member #1 to initiate task</td>
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<tr>
<td><strong>Setting Up</strong></td>
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<tr>
<td>Directs students’ attention (board, text, etc.)</td>
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<tr>
<td>Establishes lesson and language objectives</td>
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<tr>
<td>Sets purpose for lesson task(s)</td>
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<tr>
<td>Visibly displays, explains, and models steps for each task</td>
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<tr>
<td>Checks for understanding of task(s) (partner cloze, group collaboration, reporting, listening tasks, etc.)</td>
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<tr>
<td>Assigns active listening tasks (points out similarities/differences, restate partner’s response, etc.)</td>
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<tr>
<td>Assigns fast-finisher tasks (record 2nd sentence: elaboration, or explanation; read section, etc.)</td>
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<tr>
<td><strong>Response Frames</strong></td>
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<tr>
<td>Visibly displays the response frame</td>
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<tr>
<td>Explains purpose of the response frame</td>
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<tr>
<td>Guides 1st rehearsal of the frame (as needed)</td>
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<tr>
<td>Models strong yet accessible example visibly and verbally</td>
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<tr>
<td>Guides 2nd rehearsal of the frame using the strong example (silently tracking, phrase-cued echo-reading)</td>
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<tr>
<td>Identifies and briefly explains unfamiliar vocabulary</td>
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<tr>
<td>Identifies, clearly explains and models grammatical targets (plural nouns, regular past-tense verbs, etc.)</td>
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<tr>
<td>Guides inclusion of precise words by offering word banks</td>
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<tr>
<td><strong>Monitoring</strong></td>
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<tr>
<td>Provides a process for and language to request assistance</td>
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<tr>
<td>Confirms productive start by checking on students’ engagement (2 mid-proficiency, 2 at-risk, 1 proficient, not every student)</td>
<td></td>
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<tr>
<td>Provides additional support for identified students (avoids interrupting with reprimands or review of expectations)</td>
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<tr>
<td>Circulates to observe and authentically listen to responses</td>
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<tr>
<td>Reads and coaches quality responses (avoids giving answers or telling what to write)</td>
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<tr>
<td>Redirects off-task or idle students</td>
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<tr>
<td>Provides corrective feedback that elicits accurate language use</td>
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<tr>
<td>Coaches students to speak audibly (scholarly and public voice)</td>
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<tr>
<td>Preselects and informs 2-3 student(s) for reporting</td>
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<tr>
<td>Uses varied strategies to elicit additional contributions (partner nomination, random, all partner As, voluntary, etc.)</td>
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<tr>
<td>Records contributions (chart, white board, visual organizer)</td>
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</tbody>
</table>
Observation Feedback Frames

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

- 
- 
- 

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

- 
- 
- 

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

- 
- 
- 

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

- 
- 
- 

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

- 
- 
- 

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

- 
- 
- 

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

- 
- 
- 

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

- 
- 
-
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

a. 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.

b. 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 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.

c. 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.

d. 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 paring 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.
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 is not 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
Ways to Encourage Use of a “Public Voice” During Lessons

• Emphasize register distinctions between conversational English about familiar topics and more formal classroom uses for English: reporting important information during a lesson discussion; making a presentation to the Student Council; soliciting donations for a canned food drive in front of the local supermarket; asking a clarifying question in class about an upcoming assignment.

• Help students understand the function of our public voice: A “public voice” should be three times louder and two times slower than everyday speech. We speak louder and slower because the audience is larger and many people are not near enough to hear a casual tone of voice. If the teacher has to ask a student to repeat because the answer or question was inaudible, lesson time is wasted and the other classmates become irritated and bored.

• Conduct a public voice warm-up exercise at the beginning of every class:
  - Guide phrase-cued choral reading (echo-read) the lesson objective(s) to wake up their public voice.
  - Assign a brief vocabulary review task as a “Do Now” bell-ringer and guide all students in echo-reading the response frame in their public voice: e.g., *Eating more _ and less _ would have a significant improvement on my diet.*

• Remind students before each unified-class discussion to project their voice. Cue them to speak loud enough so the student furthest away in the classroom can easily hear.

• Guide students in echo-reading in public voice: directions, response frames, etc.

• Incentivize productive use of public voice: e.g., they get to select their partner for the next month; they get redeemable participation points.

• After assigning a collaborative partner task, have a painfully shy student read aloud a response with his/her partner. Pre-select the response and alert the students to the fact that you intend to call on them at the beginning of the discussion.

• Remind students that they have an active listening and note-taking task during class discussions so everyone must use their public voice to facilitate note-taking.

• Be kind and encouraging when asking students to repeat responses:
  - *You read that so fluently. Now read it again using your public voice.*

• After students have prepared a response mentally or in writing, give them 15 seconds to mentally rehearse their answer (“Read aloud silently”) and build composure in anticipation of potentially sharing with the unified-class.

• Use a popcorn restating procedure to debrief responses: student 1 states his/her response; student 2 restates #1’s response before stating his/her own response, etc.
### Language for Academic Discussions

#### 1. Stating Opinions
- I think__ because __.
- I (firmly, strongly) believe __.
- In my opinion, __.
- From my perspective, __.
- I am convinced __.
- My opinion on this (topic, issue) is __.

#### 3. Supporting / Elaborating
- For (example, instance), __.
- A relevant example I (heard, read) was __.
- One (possible, convincing) reason is __.
- A (key, major) reason is __.
- A relevant experience I had was __.
- I experienced this when __.

#### 3. Providing Evidence
- After hearing __, I am convinced __.
- The data on __ suggests __.
- After reading __, I conclude that __.
- After reviewing __, I assume that __.
- Drawing from experience, I know that __.
- Based on experience, it seems evident that __.

#### 4. Comparing / Contrasting
- My (idea, response) is similar to (Name’s).
- My (opinion, perspective) is similar to (Name’s).
- My response is similar to that of my classmates.
- My response is different from (Name’s).
- My (approach, perspective) is different from (Name’s).
- My (analysis, conclusion, solution) is different from (Name’s).

#### 5. Agreeing / Disagreeing
- I (completely) agree with (Name) that __.
- I share your perspective.
- My idea builds upon (Name’s).
- I don’t (quite, entirely) agree.
- I disagree (somewhat, completely).
- I have a different perspective on this (topic, issue).

### Language for Academic Collaboration

#### 1. Eliciting
- What should we (say, put, write)?
- What do you think makes sense?
- What’s your (idea, opinion, experience)?
- Do you have anything to add?
- How would you (approach, complete) this task?

#### 2. Contributing / Suggesting
- We could (say, put, write) __.
- What if we (say, put, write) __.
- I think __ makes the most sense.
- I think __ would work well.
- I think we should (add, include, consider) __.

#### 3. Validating
- That would work.
- That makes sense.
- That’s a great (idea, suggestion).
- I see what you’re saying.
- That’s worth considering.

#### 4. Negotiating
- Let’s (say, put, use, write) __ because __.
- Let’s go with (Name’s) suggestion __.
- I still think __ is the strongest (choice, response).
- Let’s combine ideas and put __.
- What if we (began, concluded) by __.

#### 5. Clarifying
- I don’t quite understand your (idea, reason).
- I have a question about __.
- What exactly do you mean by __?
- If I understand you correctly, you think that _?
- Are you suggesting __?

#### 6. Restating
- So, you think that __.
- So, your (idea, opinion, response) is __.
- So, you’re suggesting that __.
- Yes, that’s (right, correct).
- No, not exactly. What I (said, meant) was __.

#### 7. Reporting
- We (decided, concluded, determined) that __ because __.
- One (fact, reason, piece of evidence) we considered is __.
- Our (point of view, response, conclusion) is that __.
- After reviewing __, we concluded that __.
- We came up with a __ (similar, different) response.

#### 8. Listening Attentively
- The (idea/example) I __ (added/recorded) was __.
- I (appreciated/related) to (Name’s) __ (example/experience).
- The most convincing reason I heard was __.
- The strongest (argument/evidence) offered was __.
- The contribution I (appreciated, added, selected) was __.
EXCHANGING IDEAS

1. Asking HOW
   • Will you please show me how to ___?
   • Will you please repeat the ___?
   • How do you (say/spell/__)?

2. Asking for HELP
   • Did I spell ___ correctly?
   • May I (show/explain/__) my idea to you?
   • Is there a better way to ___?

3. Sharing
   • I think ___.
   • My (idea/opinion/__) is ___.
   • (We think/Our idea is) ___.

4. Comparing
   • My idea is similar to (Name’s).
   • (Name) and I have similar ideas.
   • My (idea/__) is different from (Name’s).

5. Restating
   • So, you (said/think/__) that ___.
   • Yes, that’s (right/correct/___).
   • No. What I (said/meant/__) was ___.

6. Listening
   • My favorite (idea/answer/__) was ___.
   • I decided to write ___.
   • The idea I (chose/enjoyed/__) was ___.

COLLABORATING about IDEAS

7. Gathering
   • What should we (say/write/add ___)?
   • What do you think is the best answer?
   • What’s your (idea/opinion/__)?

8. Giving
   • We could (say/write/add/___)
   • I think ___ is the best answer.
   • I think we should also (say/write/add/___).

9. Agreeing
   • That (idea/answer/__) would work.
   • That’s a great idea!
   • That’s a perfect (idea/example/___).

10. Deciding
    • I still think ___ is the best (idea/answer/___).
    • Let’s combine our ideas and put ___.
    • Let’s use Name’s idea and add ___.

11. Understanding
    • I don’t quite understand your ___.
    • What do you mean by ___?
    • Should we add ___ to our answer?

12. Reporting
    • We decided to (write/say/add/___).
    • One (idea/example) we thought of is ___.
    • Our (answer/idea/example/__) is ___.

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### Daily Warm-Up
(starting promptly, completing task, providing partner feedback, scoring)

### Productive Partner/Group Interaction
(making eye contact, sharing ideas 2-3x, restating, questioning, facilitating, encouraging)

### Focused Writing
(using frame, correct grammar, precise vocabulary, thoughtful ideas)

### Whole-Class Discussion
(audible reporting, attentive listening, thoughtful elaboration, precise vocabulary)

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### Requesting Assistance

Excuse me… Sorry for interrupting…

- Would you mind repeating the directions?
- I didn’t hear ___. Will you say it again?
- I missed ___. Will you please repeat it?
- Would you mind showing me how to ___?
- Would you please help me (write/say) ___?
- How do I spell the word ___?
- Is there another way to (write/say) ___?
- May I run an idea by you?
- Does this ___ (example, reason, explanation) make sense?

### Asking for Clarification

Excuse me…Sorry for interrupting…

- Did you say ___?
- Did I understand you correctly? Do you mean I/we have to ____?
- I have a question about ___.
- One question I have is ___?
- Will you explain ___ again?
- What do you mean by ___?
- I don’t quite understand your ___ (question/suggestion/feedback/idea). Can you please rephrase it?
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

<table>
<thead>
<tr>
<th>Casual Verbs</th>
<th>Precise Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>says</td>
<td>replies, responds</td>
</tr>
<tr>
<td>likes</td>
<td>appreciates, compliments</td>
</tr>
<tr>
<td>lets</td>
<td>permits, ___________</td>
</tr>
<tr>
<td>helps</td>
<td>___________</td>
</tr>
</tbody>
</table>

Model Response: A partner demonstrates active listening when she restates my idea and asks clarifying questions.
Dr. Kate Kinsella’s ACADEMIC DISCUSSION ROUTINE ~ Step by Step

### Phase 1: Brainstorm
1. Display and read aloud the discussion question
2. Students reread question aloud (phrase-cued)
3. Model brainstorming response(s) (quick list, phrases, everyday English)
4. Prompt students to think and record brief responses
5. Students check one or two preferred ideas to develop into academic responses

### Phase 2: Record
1. Introduce first frame (visibly displayed, include model response)
2. Students rehearse model response (silently, phrase-cued)
3. Direct attention to potentially unfamiliar vocabulary (underline, write simple definition)
4. Direct attention to and explain the grammatical target(s) (underline, highlight)
5. Model use of precise vs. everyday words using the Precise Word Bank (if provided)
6. Direct students to write an academic response using the first frame
7. Prompt students to consider (example, reason, evidence) to elaborate verbally
8. Students record response with first frame and consider how to elaborate
9. Repeat the process with any additional frame (visibly displayed, include model response)
10. Circulate to monitor, read sentences, and provide feedback

### Phase 3: Exchange
1. Direct students to silently reread their sentences in preparation to share
2. Cue partner (A/B) to read their response twice (then switch/A)
3. Circulate to provide feedback and preselect reporters
4. Cue partners to restate and record each other’s idea
5. Repeat phase 3 for response with second frame

### Phase 4: Report
1. Establish expectations for reporting using the 1st frame
2. Assign active listening task(s): take notes, identify similarities/differences
3. Record student contributions on board or organizer to display later
4. Cue preselected reporters
5. Elicit additional reporters using varied strategies (e.g., name cards, popcorn, volunteers)
6. Briefly synthesize contributions and make connections to article focus
7. Repeat phase 4 for response with second frame

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Academic Discussion Topic: Sharing vs. Collaborating

PROMPT: What are some similarities and differences between sharing and collaborating?

BRAINSTORM: List a few characteristics of sharing and collaborating.

<table>
<thead>
<tr>
<th>Sharing involves . . .</th>
<th>Collaborating involves . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

PRECISE WORD BANK

- idea (noun) thought, example, suggestion,
- agreeing (noun) agreement, feedback, decision,
- try (verb) attempt, make an effort, strive,

EXCHANGE IDEAS: Use the response frames to exchange ideas with your partner.

1. One basic similarity between sharing and collaborating is that both require ___________________________.
   (noun phrase)

2. A key difference is that true collaboration requires ________________________________.
   (noun phrase)

3. Another major difference is that during collaboration students must ___________________.
   (base verb)

REPORT:

Listen attentively, then record brief notes during partner and whole-class discussions.

<table>
<thead>
<tr>
<th>Sharing requires . . .</th>
<th>Collaborating requires . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

Listen attentively, and use academic language to compare ideas.

- My response is similar to (Name’s).
- My response is comparable, but I would like to add that . . .
**Academic Discussion Topic: Attentive Listening**

**PROMPT:** How does a lesson partner demonstrate attentive listening?

**BRAINSTORM:** List a few ways a partner can demonstrate attentive listening.

<table>
<thead>
<tr>
<th>Physically: Using Body</th>
<th>Verbally: Using Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
<td>2.</td>
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</tbody>
</table>

**PRECISE WORD BANK**

- *let* (verb) allow, permit, agree
- *nicely* (adverb) politely, respectfully, collaboratively
- *idea* (noun) response, suggestion, opinion

**RECORD:** Rewrite two ideas using the response frames and precise words.

1. A partner demonstrates attentive listening when ____ (she/he) _____________________________ .
   
   *(3rd person singular, present tense: asks clarifying questions)*

2. A partner also demonstrates attentive listening by _______________________________ _________.

   *(verb + ing: maintaining eye contact)*

**EXCHANGE:** 1. Share ideas using the frames. 2. Elaborate with a relevant example. 3. Restate and record your partner’s ideas.

**Elaborate:** For example, __; For instance, __.

**Restate:** So your (opinion, experience, observation) is that __.

   Yes, that’s correct. No, not exactly. What I (stated, meant) was __.

**REPORT:**

Listen attentively, then record brief notes during partner and whole-class discussions.

<table>
<thead>
<tr>
<th>Physical Examples</th>
<th>Verbal Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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</tbody>
</table>

Listen attentively, and use academic language to compare ideas.

- *My response is similar to* (Name’s).
- *My response is comparable, but I would like to add that . . .*
### Phase 1: Brainstorm
1. Display and read aloud the discussion question
2. Students reread question aloud (phrase-cued)
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1. Introduce first frame (visibly displayed, include model response)
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3. Direct attention to potentially unfamiliar vocabulary (underline, write simple definition)
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5. Model use of precise vs. everyday words using the Precise Word Bank
6. Direct students to write an academic response using the first frame
7. Prompt students to consider (example, reason, evidence) to elaborate verbally
8. Students record response with first frame and consider how to elaborate
9. Repeat the process with any additional frame (visibly displayed, include model response)
10. Circulate to monitor, read sentences, and provide feedback

### Phase 3: Exchange
1. Direct students to silently reread their sentences in preparation to share
2. Assign and explain *Language to Elaborate*
3. Model process of circulating, initiating interactions, and exchanging ideas
4. Cue partner (A/B) to practice reading each response twice (then switch)
5. Cue students to circulate, initiate using the first frame, and take notes
6. Students interact with diverse partners using alternate responses
7. Cue partners to listen attentively and record each other’s idea
8. Circulate to monitor, preselect an initial reporter, and interact with any idle student

### Phase 4: Report
1. Direct students to silently review their notes in preparation to share
2. Establish expectations for reporting a classmate’s idea using a past tense citation verb
3. Assign active listening task(s): take notes, identify similarities/differences
4. Record student contributions on board or organizer to display later
5. Cue preselected initial reporter
6. Prompt reporters to elaborate with examples or reasons
7. Elicit additional reporters by having the cited student report second, etc.
8. Briefly synthesize contributions and make connections to lesson focus
**GIVE ONE • GET ONE: Earning Respect from Peers**

**PROMPT:** What do you do to earn respect from your peers?

**BRAINSTORM:** List possible ways to earn respect from your peers.

<table>
<thead>
<tr>
<th>At School</th>
<th>Outside of School</th>
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<tbody>
<tr>
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**PRECISE WORD BANK**

| nice (adj.) | honest, fair, considerate, patient, loyal, trustworthy, reliable |
| doing (verb + ing) | encouraging, supporting, defending, listening, understanding |

**RECORD:**

Rewrite ideas using the response frames and precise words. Prepare to elaborate verbally with a relevant example.

1. I try to earn respect from my peers by being ________________________________ (adjective).

2. An important way I earn respect from my peers is by ________________________________ (verb + ing) ________________________________.

**EXCHANGE:**

1. Initiate interactions with four classmates. 2. Share responses 2x and elaborate. 3. Listen attentively to their responses. 4. Record brief notes.

<table>
<thead>
<tr>
<th>Names</th>
<th>Notes</th>
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<tbody>
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<td></td>
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**Language to Initiate Interactions:**

* May I (share, exchange) ideas with you? * Of course. certainly. * Can you elaborate? * What’s your idea?

**REPORT:**

Use a past tense citation verb to report a classmate’s idea.

My classmate (Name) ______________________ that (he/she) earns respect by _____.

(indicated, pointed out, emphasized)
Dictionaries

Supplemental Informational Text Selections
Gable, L. What’s happening in the USA/World/California? (fax: 831-426-6532) www.whpubs.com
newsela: Nonfictional Literacy and Current Events https://newsela.com
The New York Times Upfront Magazine. Scholastic, Inc. (grades 9-12)
National Geographic Magazine for Kids. (grades 2-5)
Time Magazine for Kids. (grades 2-5)
Scholastic News. (grades 3-5) Scholastic Action. (grades 6-8) Scholastic Scope. (grades 6-8)

Curriculum to Accelerate Academic Language Knowledge and Skills
Dr. Kinsella’s Supplemental Program for Teaching High-Utility Academic Words:
The Academic Vocabulary Toolkit (2012). Cengage-National Geographic Learning. (Grades 7-12)

Dr. Kinsella’s 4-12 ELD Program for Accelerating Academic English Proficiency and Writing:
English 3D: Describe, Discuss, Debate (2016). Houghton Mifflin Harcourt. (Grades 4-12)
English 3D: Course A 1 & 2 (2016). (Elementary) Houghton Mifflin Harcourt. (Grades 4-6)
English 3D: Course B 1 & 2 (2016). (Middle School) Houghton Mifflin Harcourt. (Grades 6-8)
English 3D: Course C (2013). (High School) Houghton Mifflin Harcourt. (Grades 9-12)

Related Professional Articles and Research Briefs by Dr. Kinsella
Kinsella, K. (2011). Research to inform English language development in secondary schools. In the STARlight:
Research and Resources for English Learner Achievement (http://www.elresearch.org).