Providing Actionable Feedback to Advance English Language Proficiency

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Institute Objectives

Participants will learn effective ways to:

- Explicitly communicate and teach language targets
- Write response frames that guide accurate oral fluency
- Monitor language production during interactive tasks
- Provide productive feedback on verbal production errors
- Identify and prioritize errors for explicit instruction
- Coach students in gaining control over verbal errors
- Utilize coaching tools to support instructional competence

CA CCSS and the ELD Standards

Three Premises of the CA ELD Standards

Lessons across the school day that enable English learners to:

- Use English purposefully
- Interact in meaningful ways
- Understand how English works

Key CA ELD Bridging Academic Interaction Standard:

- Exchanging Information/Ideas:
  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.

ELD Technical Coaching Tool: 1 Teacher

<table>
<thead>
<tr>
<th>The teacher ...</th>
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<tbody>
<tr>
<td>1. Uses academic register throughout instructional delivery</td>
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<tr>
<td>2. Directs visual attention to specific lesson content</td>
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<td>3. Varies display of lesson content</td>
<td>+ -</td>
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<td>4. Establishes purposes for lesson and tasks</td>
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<td>5. Transitions to and sets up tasks with concise explanations and modeling</td>
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<td>6. Guides phrase-cued (silent) reading of lesson content</td>
<td>+</td>
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<td>7. Identifies and explains vocabulary and grammatical target(s)</td>
<td>-</td>
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<td>8. Seeks verbal rehearsal (echo reading) with model responses</td>
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<td>9. Requires students to adequate their time</td>
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<td>10. After posing a reflective question/discussion prompt, asks students to respond</td>
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**ELD Technical Coaching Model**

- **Defined:** targeted, non-evaluative instructional support (both solicited and assigned) provided by a trained and knowledgeable mentor with relevant ELD technical acumen, focused on increasing understanding and efficacy with a core set of instructional routines and essential practices to advance student language proficiency and lesson engagement.

**Forms of ELD Technical Coaching**

1. **Co-planning of lessons** (e.g., review of design, goals and Teaching Guide support, selection and review of appropriate instructional routines, wording of lesson purpose, preparation of model responses and language tools, etc.)
2. **Co-teaching of lessons** (shared responsibility, observation of co-teacher, follow-up co-analysis)
3. **Lesson observation** (scheduled observation, with clearly communicated criteria and goals, timely, actionable feedback and goal-setting)

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**Improving Education for English Learners: Research-Based Approaches**

*California Department of Education (2010).*

**Evidence-Based Principles to Guide English Language Development**

1. Augment core English classes with a dedicated ELD/ALD period.
2. Explicitly teach language elements.
3. Utilize consistent instructional routines.
4. Orchestrate peer interactions with clear language targets.
5. Monitor language production conscientiously.

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**What are the defining elements of explicit 2nd language instruction?**

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.
**District ALD Instructional Norms to Advance Language Proficiency**

- District academic English language development “instructional norms” are understood and agreed upon expectations for language-focused pedagogy across the K-12 grade levels and subject areas.

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### ALD Instructional Norms & Key Practices

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<th>Evidence-Based Practices</th>
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- Structuring Formative Language Tasks for Students to Seek Assistance  
- Structuring Formative Language Tasks to Gauge Student Readiness for Lesson Tasks  
- Circulating & Monitoring Interactions to Ensure Accurate Language Production |
| 7. Deepening Language Understanding | Teachers enhance students’ understandings of how language works and increase their metacognitive skills. | - Identifying Linguistic Features of Spoken & Written Discourse  
- Modeling Metacognitive Skills to Promote Accurate Language Use  
- Implementing Tools for Self & Peer Editing of Formal Writing & Presentations |
| 8. Providing Feedback | Teachers provide timely and productive feedback on students’ spoken and written contributions. | - Providing Adaptive Feedback that Promotes Accurate Language Production (Using Peer, Group, & Whole-Class Discussions)  
- Shoring Up Student Fronts that Establish Language Routine & Edit Productive Revision |

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### Instructional Norm 6: Checking for Understanding

6. Teachers purposefully check for understanding while setting up and monitoring lesson tasks and interactions.

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### Instructional Norm 7: Deepening Language Understanding

7. Teachers enhance students’ understandings of how language works and increase their metacognitive skills.

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### Instructional Norm 8: Providing Feedback

8. Teachers provide timely and productive feedback on students’ spoken and written contributions.
Essential Routines:
The Backbone of ELD Instruction
1. Setting Up Tasks
2. Structuring Interactions: Partner and Group
3. Using Response Frames
4. Mindful Verbal Delivery and Intentional Instruction
5. Monitoring and Feedback

Lesson Observation 1

- Gr. 5/6 Mid-Year Designated ELD Lesson: Emerging and Expanding English Learners
- As you observe this grade 6 designated ELD lesson on topic-focused words within a text, identify features of effective ELD instruction or opportunities for training/coaching using Dr. Kinsella’s ELD Technical Coaching Tool.

Target Word Instruction: READ 180

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Examples</th>
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<tr>
<td>international</td>
<td>relating to two or more ________</td>
<td>• Child labor is an international ________ It happens all over the world: e.g. ________</td>
</tr>
<tr>
<td>Rate it:</td>
<td>1  2  3</td>
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Target Word Practice: READ 180

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

A Primary Goal of English Development: **Accurate Oral Fluency**

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

Gradual Release of Responsibility in Effective ELD Instruction

**I do**

**We do**

**You do**

Curricula and instruction often move directly from … “I do it” to “You do it” or “I told you to do it” to “You do it”!

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If I could go on an international vacation, I would go to El Salvador and Guatemala.

If I could go to El Salvador and Brazil.

If I could go to El Salvador and Japan.

If I could go to Guatemala and Hawaii.

Where would you go on an international vacation?

If I could go on an international vacation, I would go to Japan and Brazil.

I go on vacation every spring break.

My teacher went on vacation to Hawaii.

My family goes to Mexico every summer.

I went to San Diego last weekend to play soccer with my cousins.

Now think of two countries you would like to visit. I’ll bet many of you would like to visit the country where your parents were born, for example Mexico or Hong Kong. Think of an additional country you have learned about or heard about, perhaps in Asia, Africa, Europe or Latin America.

I know other international countries I’d like to visit include Costa Rica, Korea, and Egypt.
Attentive Listening Task

- Listen for a country you would like to include on your international trip.
- Share your response twice with your partner.
- If I could go on an international vacation, I would go to ____, ____ and ____.

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

- Provide clear verbal transitions from one instructional phase to the next: Now that you understand the meaning of our target word, you will have the opportunity to use it.
- Guide phrase-cued verbal rehearsal with your model response using echo-reading.
- Establish the grammar target(s) in the frame.
- Provide adequate think time for students to contemplate a response prior to partnering.

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

- Cue partners to share 2x: 1) say/read fluently; 2) say with expression/eye contact.
- Monitor a range of students (mid, high, low).
- Vary strategies for eliciting student reporters: pre-selected(1-2); random(1-2); volunteers(1-2).
- Provide productive feedback on responses.
- Coach self-correction of pre-taught targets.
- Assign an active listening task during reporting.

Academic Discussion: Think

- Think of a time when someone said or wrote something inaccurate about you. Perhaps it was a friend, relative, classmate, coach or teacher.
- How did you feel?

Academic Discussion: Write

- Write a response using the sentence frame. Include precise word choices.
- Prepare to elaborate verbally with a reason.
- Frame: One time ___ (a/an) ___ (noun) (past tense: said, wrote, shared) ___ something inaccurate about me and I was ___ (adjective).
  I felt this way because ___.

Precise Word Choices

Replace everyday vocabulary with precise words.

**Everyday Adjectives**
- bad
- mad
- sad

**Precise Adjectives**
- embarrassed
- upset
- disappointed

**Everyday Nouns**
- a kid
- a guy
- somebody

**Precise Nouns**
- a classmate
- a school bully
- an uncle

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One time a coach wrote something inaccurate about me and I was shocked.

One time an umpire said something inaccurate about me and I was disappointed.

In order to ensure adequate sleep on school nights, adolescents should ______ (base verb: avoid, improve) ______ (noun phrase: caffeinated beverages).

The Limitations of Simply Providing English Learners with Sentence Stems

Without form-focused teacher modeling and clearly specified grammatical and lexical goals, English Learners commonly launch a response in academic register then plummet into conversational register.

- One character trait of ___ is ___ so nice.
- She demonstrates this trait when ___ she helping her’s brother.

The Limitations of Simply Providing English Learners with Sentence Stems

Partner Interaction: Discuss

- Share your response with your partner.
  1) Read it fluently using the frame.
  2) Say it with expression, making eye contact.
  3) Switch roles.

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

A Sentence Starter Does Not Ensure Competent Language Production

- Sentence Starter: I could lead a healthier lifestyle by ___
- Predictable Informal Responses
  - Um…I won’t eat junk food.
  - Uh…exercise.
  - Sleep better.
  - Well, no more cheetos and sodas.
  - Eating more healthy stuff.

A Primary Goal of English Language Development: Accurate Oral Fluency

- Oral Fluency: ease of target language production and listening comprehension
- Accurate Oral Fluency: ease of producing accurate target language forms (vocabulary, syntax, grammar) and ability to follow along and comprehend while listening to more sophisticated language.
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 echo reading*).
- Explain content and language targets.
- Optional: Provide a relevant word bank to stimulate more precise language use.

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.

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

Eliciting Responses: Questions to Avoid!

- Who knows…?
- Who wants to report out?
- What do you think, Name?
- Who can remind us/me…?
- Anyone else…?
- Can anyone tell me…?

Possible Downsides to Equity Sticks

- Students are preoccupied with/ anxious about being selected.
- Students perceive teacher is only after the “right” answer.
- Students disengage once they have contributed.
- A range of responses may not be achieved.
- Volunteers feel dismissed and disengaged.

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, name sticks, a student selector app.
- Allow a reporter to select the next (i.e., “popcorn”).
- Ask for volunteers from sections of the classroom.
Elicit Responses Productively from English Learners and Reticent Readers


Frames: “Popcorn” Reporters

- I select __.
- I choose __.
- I would like to hear from __.
- I nominate __.

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.

Monitoring and Preselecting Initial Contributors

Preselect 1-2 Reporters:
- a student with an average, representative response, not an exceptional response
- a student who is less proficient or confident
- a student who needs an extra reason to engage

Promote “Public Speaking Voice”

- Explain the reasons for reporting audibly.
- Conduct a public speaking vocal 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.

Reporting During Class Discussion

Use Your Public Voice:
- Project your voice 3x louder than face-to-face.
- Pause appropriately.
- Emphasize key words.
**Student Progress Monitoring**

- A practice that helps teachers within early literacy programs or serving students receiving special education services use performance data to frequently evaluate the effectiveness of their lessons as means of helping a student meet achievement goals on a target competency such as decoding, and make informed decisions about content to reteach, grouping arrangements, and instructional time.

**ELD Lesson Monitoring**

- A practice utilized by teachers within a designated or integrated English language development lesson to make informed and immediate adjustments in content, pacing, instructional delivery, and/or classroom management to enhance student learning and engagement.

**Non-Priorities in ELD Lesson Monitoring**

- Content coverage at the expense of student learning and quality interactions
- Identifying primarily the strongest answers
- Admonishing and terrorizing reticent contributors (i.e. "non-volunteers")
- Behavior management

**Monitoring Missteps**

- Tending to administrative tasks
- Dwelling on a single student, pair or group
- Circulating excessively
- Exclusively policing behavior
- Over-tending to a particular gender/race
- Interrupting interactions
- Chronically repeating directions
- Avoiding feedback that elicits accuracy

**Monitoring Misdemeanors: Post-Institute Reading**

- Circulates strategically to assess a range of student work or interactions (NOT every student)
- Offers extra support for identified at-risk students
- Redirects off-task or idle students
- Gauges pacing and need for more/less time
- Avoids interrupting with reprimands, review, praise
- Reads responses carefully and listens attentively
- Offers concrete guidance for improvement
- Provides coaching to promote self-correction
Ensuring students are on task and successfully tackling assignment demands.

Making the teacher accessible to students who have clarifying questions or needs.

Gauging whether the pace of instructional delivery is or was appropriate.

Circulating strategically to assess a range of student work or interactions.

Identifying issues among individual, pair, and group progress.

Taking opportunities for micro-teaching to individuals, pairs, or groups who have not grasped the linguistic, conceptual, or procedural demands of the assignment.

Listening for English language production errors, when accuracy is a lesson objective.

Reading written work and assessing the conceptual integrity and linguistic accuracy.

Facilitating when learners can’t sustain interaction(s) or comprehend each other.

Coaching audible interactions between peers and during unified-class discussions.

Identifying prospective contributors (with a range of responses, not simply the outstanding) for follow-up discussion.

Noting who is contributing voluntarily and enlisting more reticent contributors in a supportive manner.

Providing feedback that is timely, respectful, corrective, and focused on specific criteria.

What experience or evidence leads you to believe this?

Help us understand how you drew this conclusion.

I’m not quite certain I understand your reasoning. Please elaborate with specific evidence from the text.


**Lesson Task Procedural Check for Understanding**
- Show the number of fingers that represents your understanding of the task directions.
  - 3 ~ I understand what to do. I can explain the directions to my partner.
  - 2 ~ I am a little confused.
  - 1 ~ I am very confused.

**Partner Verbal Confirmation**
- Direct students to review the directions and confirm steps with a partner. Monitor interactions and clarify expectations.
  - Please echo read the prompt and directions for your task. After, I will ask you to restate the directions to your partner, then your partner will confirm or point out any missing steps.
  - There are three parts to this task.
  - Step 1 is to . . ., next we need to . . .
  - For this task we need to pay attention to . . .

**Prepared Clarification Questions**
- Direct students to either independently or collaboratively prepare 1-2 clarifying questions they have about an essential lesson task or homework assignment. Monitor as students write, collect common questions, and address to unified class.
  - I’d like you each to take a minute to review exactly what you need to accomplish for this assignment. Write 1-2 questions you’d like me to clarify on a sticky note.

**Ask for Help: Pencils Up**
- How do you spell __?
- May I explain my idea to you?
- Is there a better way to say __?
- What is a synonym for __?
- Is this grammatically correct?

**Brief Partner Interaction**
- What did you learn in your pre-service credentialing or CLAD certification coursework about correcting English learner verbal errors?
- What method of treatment was optimal and for what reasons?

**Types of Verbal Production Errors**
- **Form**: due to lack of understanding or mastery of grammar and syntax rules
- **Vocabulary**: due to a lack of productive word knowledge or linguistic approximations
- **Pronunciation**: due to sounds not present in primary language
- **Oral Reading**: due to misunderstandings of phonics rules or gaps in decoding skills
Less Effective Feedback Strategies

- **Complete Neglect**
  - **Pros:** Requires no time, effort or training, and maintains lesson pacing
  - **Cons:** Leads to “fossilized errors” when students practice errors into permanence

- **Recasts (sans prior instruction)**
  - **Pros:** Merely requires attentive listening on the teacher’s part to be able to repeat the utterance correctly; Less disruptive of lesson flow than prompts
  - **Cons:** Does not yield a high rate of “uptake” or student repair, particularly with less proficient students

A Fossilized Error

- An error that a student (English Learner or native English speaker) has been making verbally for an extended period of time that has become part of the speaker’s linguistic schema (e.g., omitting the –s on plural nouns) so the student is essentially writing what s/he has been saying (without intervention or productive correction) for years.

Feedback on Verbal Errors

- **Implicit Feedback (Recasts)**
  - The teacher reformulates what the student was trying to say, incorporating correction without overtly noting the error.

- **Explicit Feedback (Prompts)**
  - The teacher explicitly draws the student’s attention to the error and coaches or requires the student to attempt to repair the utterance.

Recasts Fail to Promote Accurate Oral Fluency

- Merely repairing and repeating the student’s utterance without overt and appropriate coaching and correction results in the learner:
  - perceiving that s/he is being affirmed
  - perceiving that the teacher is repeating to verify the response or make it audible
  - failing to grasp the implicit error correction
  - likely to repeat the error in the future

Productive Feedback Techniques 1

- Determine whether the error represents a language target you have formally and adequately addressed and can thus hold the student accountable for self-correction
- Determine whether it makes more sense to rectify the error right after production or at a later point in the lesson to not disrupt student interaction and idea flow

Productive Feedback Techniques 2

- Weigh the relative importance of the error in terms of the lesson’s focal language, content and skill objectives
- Ask the entire class to introspect rather than put the spotlight solely on the contributor
- Have partners discuss how to remedy the error and prepare to report their thinking

Writing Practice

tend (verb)

- **Writing Practice:**
  To prepare for an important track meet, a competitive student athlete _________ to __________________________

Grammar Tip: present tense

A present tense verb describes an action that is happening now, usually, sometimes, or never. If the subject of the sentence is he, she, or it, add –s or –es to the end of a verb.

- My older brother **loves** his car so much that he **cleans** and **polishes** it every week.
- John Carlos **prefers** being called JC because he **thinks** his formal name is too long.

Grammar Tip: Use the base verb form after the preposition “to”.

- **base verb** = verb with no ending (-s, -ed, -ing)
- She needs to **arrive** early for practice.
- I prefer to **take** notes using my tablet.
- We forgot to **bring** our supplies for the project.

Contributions & Teacher Feedback

- Norma said, told me that, to give good influence.
  - *Excellent.*
- Justin told me that he’d take blame for his friend.
- Eva told me she **was nice**.
- Karina told me that he **be there** for her friend.
  - *I like that you’re all using these expressions.*

Sentence Stems ≠ Sentence Frames

- **Sentence Stem:** I earn respect from my peers by __.
  - **Sentence Frame:** I earn respect from my peers by __ (verb + ing: showing)
  - **Model Response:** I earn respect from my peers by listening carefully when they have something important to say.
Sentence Frames with Established Vocabulary and Grammar Targets

- Reporting Verbs: ___ pointed out that; ___ emphasized that
- Sentence Frame: ___ pointed out that s/he earns respect by ___ (verb + ing)
- Model Response: Monica pointed out that she earns respect from her peers by having their back.

Analyze a Constructed Response

- In my opinion, graffiti is vandalism if it ruin property. For example, the Boys and Girls Club in my neighborhood was cover with gang symbol. As a result, many parent are really worry about it and don’t let their childrens go there any more.

Identifying Priorities

- 3rd person singular present tense (ruin)
- Past participle form (covered, worried)
- Plural noun forms (symbol, parents, childrens)
- Fossilized homophone errors (there/their)

Priorities: Lesson Observation

- communication of lesson purpose
- clear setup and transition to tasks
- integrated language instruction and support
- guidance with tasks: I do, We do, You do
- effective use of response frames (vs. stems)
- structured partner/group interactions
- strategies to elicit a range of responses
- focused listening tasks
- conscientious monitoring and feedback

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The End

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# Dr. Kate Kinsella’s Instructional Norms to Accelerate Academic Language

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♦ Establishing Partners & Groups  
♦ Implementing Interaction Protocols  
♦ Promoting Use of Scholarly Voice  
♦ Eliciting a Range of Contributions |
| 2. Setting Up Lesson Tasks           | Teachers establish expectations for interactive lesson tasks with visible displays, clear and concise explanations, effective modeling and adequate think time. | ♦ Establishing Lesson Purpose  
♦ Delineating Lesson Tasks  
♦ Focusing Student Attention  
♦ Building in Adequate Think Time  
♦ Modeling & Rehearsing Appropriate Responses  
♦ Confirming Understanding of Lesson Tasks  
♦ Providing Fast-Finisher Task(s) |
| 3. Employing Academic Register       | Teachers consistently utilize appropriate academic register during instructional delivery. | ♦ Defining Academic vs. Conversational Register  
♦ Presenting & Responding Using Sentences  
♦ Using Precise Words & Phrases  
♦ Being Clear and Concise with Verbal Delivery  
♦ Assigning Academic Response Frames |
| 4. Teaching Language                 | Teachers use and explicitly teach language necessary for students to productively engage in verbal and written academic interactions. | ♦ Addressing Language Demands (Vocabulary, Grammar, Syntax)  
♦ Teaching High-Utility & Topic-Specific Words  
♦ Clarifying Grammar Targets |
| 5. Assigning Listening Tasks         | Teachers assign language-focused accountable listening tasks. | ♦ Establishing Expectations for Listening, Reporting, & Building Upon Responses  
♦ Providing Language for Distinct Listening Tasks  
♦ Verifying Attentive Listening  
♦ Requiring “Public Speaking” Voice to Support Peer Listening during Class Discussions |
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♦ Employing Student-Friendly Tools that Establish Language Priorities & Elicit Productive Revision |
Essential Instructional Routines: Technical Coaching Priorities

NORM 3: Employing Academic Register

Delivering Verbal Instruction

• Provide clear visual and verbal transitions from one instructional phase to the next. For example, when introducing a new word: “Now that we understand the meaning of our new toolkit word, let’s explore the word __ used in context. Point to the example sentence. I’ll first read the example sentence, then we’ll read together.”

• Keep instructional delivery articulate and efficient. Refrain from making side comments unrelated to actual lesson content. Ancillary comments such as “Oh, this looks really difficult” or “Hmm, how do I get this document camera to line up” add linguistic clutter in the lesson delivery for English learners already struggling to focus on what is essential.

• When posing questions or prompts, clearly state the question and ideally display it to support visual and auditory processing. Do not follow-up with “chameleon questions,” rephrasing your original question, but preventing successful processing and reflection.

NORM 8: Providing Feedback

Monitoring Interactions and Prompting Metacognition

• Don’t ask “Do you understand what to do?” or “Is this clear?” or “Does anyone have a question?” after assigning a task. Prompt A/B partners or assigned groups to compare understandings of your expectations, carefully monitor interactions, and call on a confident reporter or partner duo to accurately review the steps for the class.

• Any time you are attempting to elicit a correct word choice, word meaning, or grammatical rule/form, refrain from inviting a sole contribution. Instead of asking “Who can tell me?” or “Who knows” or “Who remembers?”, direct every student to reflect: “I’d like each of you to silently consider what verb form belongs …”

• Provide metalinguistic prompts and actionable feedback to promote self-correction. If a student makes an error with a grammatical form you have previously addressed in a lesson, deflect the attention from the single struggling student. Encourage the entire class to independently consider the correct form. Direct partners/groups to determine the appropriate response and the specific reason why. Cue students to raise their pencil/pen if they are 100% certain they understand and can help their classmates. Circulate, select a confident contributor, and have the entire class repeat correctly.
**Directions**: As you observe the lesson, indicate the evidence of each key element, ranging from consistently evident (+), to evident but needs refinement (√), to not evident (-). Record lesson quotes and notes for discussion below.

<table>
<thead>
<tr>
<th>Teacher’s Name:</th>
<th>Date:</th>
<th>Duration: _____ min.</th>
<th>+ √ -</th>
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<tbody>
<tr>
<td><strong>The teacher . . .</strong></td>
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<td>2. directs visual attention to specific lesson content (place your guide card beneath the directions, underline the new word, point to the example, etc.)</td>
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<td>13. cues student A or B to begin partner interactions</td>
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<td>14. circulates to read and listen to students’ responses, and assist as needed</td>
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<td>16. affirms contributions with brief, respectful commentary</td>
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<td>17. establishes expectations for whole-class discussion (use public speaking voice, use assigned frame to contribute)</td>
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<td>19. preselects 1-2 reporters and uses strategies to elicit a range of contributions (PRESELECT, RANDOM: partner nomination, name cards, all partner As stand; VOLUNTARY, etc.)</td>
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<td>20. requires and coaches students to speak audibly</td>
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**Priorities:**
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Directions: As you observe the lessons, indicate the evidence of each key element, ranging from consistently evident (+), to evident but needs refinement (√), to not evident (-). Record lesson quotes and notes for discussion below. Identify instructional trends within the lessons that indicate opportunities for additional training, coaching and support.

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<th>The teacher . . .</th>
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**Priorities:**

- Clarify unfamiliar vocabulary and grammatical target(s) in a frame before modeling and assigning.
- Guide students in copying more lengthy or complex frames (paper, notebook, white board) rather than expecting them to read off the board or hold content in their short-term memory while trying to interact.
- Build accurate oral fluency and confidence with a frame by echo-reading your model response twice.
- Prepare and provide an idea bank to support less confident students in utilizing the assigned frame.
- Display expectations for partner interactions: e.g., 1) Read your idea fluently. 2) Say it like a scholar.
- Circulate strategically as students write/interact to identify procedural/linguistic challenges and assist.
- Assign an active listening task for whole-class discussions: e.g., Compare, Build Upon, Record 1 idea.
- Use varied strategies to elicit participants: 1<sup>st</sup> preselect; 2<sup>nd</sup> randomly select; 3<sup>rd</sup> invite volunteers.
ELD Lesson Observation: Ms. M Coaching Priorities

Strengthening Partner/Group and Whole Class Interactions

- Prepare and visibly display clear partnering expectations for academic interactions.
- Direct lesson partners and/or group members to each share their response twice: 1\textsuperscript{st} saying/reading fluently; 2\textsuperscript{nd} making eye contact and saying it with expression.
- Remind students to make eye contact and utilize a scholarly voice during partner interactions. Rehearse use of “scholarly voice” by echo-reading a model response.
- To build accurate oral fluency and bolster student confidence, rehearse a “scholarly voice” by echo-reading your model response before cueing partners to interact, and once more using a “public voice” before facilitating whole-class reporting.
- Elicit a range of contributions during whole-class discussions: 1\textsuperscript{st} preselect a representative response; 2\textsuperscript{nd} randomly select (popcorn, name cards, partner nominations); 3\textsuperscript{rd} invite volunteers from different sections of the room.

Setting Up Lesson Tasks

- Analyze response frames to identify potentially challenging grammar targets and cues in need of clarification.
- Prepare and provide an idea bank to support students in developing a competent response in terms of conceptual integrity, vocabulary use and grammatical accuracy.

Assigning Attentive Listening Tasks

- Assign one or more active listening tasks during whole-class reporting: hold students accountable for verbalizing to a partner/group something concrete: e.g. 1) compare ideas; 2) record a strong example; 3) discuss with your partner your recorded idea: the example I recorded was_; one reason I agree/disagree with ___ is ___.

Monitoring Writing and Verbal Contributions

- Circulate to read and listen to a range of student responses to assess students’ grasp of directions, content, and accuracy of language production. Provide targeted feedback as needed, redirect idle students, and coach stronger responses.
- Preselect 1-2 students to initiate whole-class reporting.
Sample Frames with Grammar Targets and Idea Banks

Lesson 1: Designated ELD: Grades 5/6

Frame: If I could go on an international vacation, I would go to __ and __.
(proper noun: Mexico)

Model: If I could go on an international vacation, I would go to Vietnam and the Philippines.

Article “a” + Consonant
a long vacation
a short vacation
a family vacation
a summer vacation

Article “an” + Vowel
an awesome vacation
an expensive vacation
an interesting vacation
an unusual vacation

Proper Nouns: Names of Countries
El Salvador Brazil Vietnam France
Nicaragua Guatemala Hong Kong England

Lesson 2: Integrated ELD/ELA: Grade 8

Frame 1: I earn respect from my peers by __.
(verb + ing: listening)

Model: I earn respect from my peers by listening attentively when they have a problem at home or school.

Frame 2: __ (pointed out; emphasized) that (she/he) earns respect by __
(verb + ed) (verb + s)

Word Bank (verb + ing)
extcelling at __
helping with __
trying __

Word Bank (being __ adjective)
loyal, helpful, reliable
athletic, musical, artistic
modest, friendly, generous

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Sample Frames with Grammar Targets and Idea Banks

Lesson 3: Integrated ELD/ELA: Grade 1

Frame: I was furious when ___ (took, broke, dropped) my ___.  
(past tense)

Model: I was furious when a student took my iPhone during recess.

I was furious when a child dropped my purse in the trashcan.

I was furious when our dog broke my favorite teacup.

Word Bank

<table>
<thead>
<tr>
<th>a kid</th>
<th>my friend</th>
<th>toy</th>
<th>doll</th>
</tr>
</thead>
<tbody>
<tr>
<td>a boy</td>
<td>my sister</td>
<td>bike</td>
<td>truck</td>
</tr>
<tr>
<td>a girl</td>
<td>my brother</td>
<td>pencil</td>
<td>bracelet</td>
</tr>
<tr>
<td>a classmate</td>
<td>my cousin</td>
<td>scooter</td>
<td>phone</td>
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</tbody>
</table>

Lesson 3: Designated ELD: Grade 8

Prompt: What are the consequences of sleep deprivation for adolescents?

Frame 1: One physical (impact, consequence) of sleep deprivation for adolescents is ___ (verb + ing: having, getting, gaining) ___.

Model: One physical consequence of sleep deprivation for adolescents is struggling to pay attention during first period class.

Frame 2: A mental (consequence, outcome, impact) of chronic fatigue is that adolescents can become ___ (adjective: distracted, anxious).

Frame 3: Another potential impact of regular sleep loss is that teenagers can ___ (base verb: lose, develop, begin) ___.

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A goal in structuring formal academic interactions is to build accurate oral and written fluency. Oftentimes, English learners struggle with competent and accurate language production, in part, due to gaps in grammatical knowledge. Teachers need to identify, explain, and model a range of grammar targets to deepen understandings and promote appropriate usage. The following teacher resource includes a list of high-frequency grammar errors characteristic of Long-term English learners.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning/Function/Examples</th>
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<tbody>
<tr>
<td>adjective</td>
<td>An adjective describes, or tells about a noun. Usually an adjective goes before the noun it describes. An adjective sometimes appears after verbs such as <em>is, are, look, feel, smell,</em> and <em>taste.</em> Adjectives are always singular, even if they describe a plural noun. Do not add -s to adjectives.</td>
</tr>
</tbody>
</table>
| Examples:     | *My sister chose a red backpack for school.*  
*Fresh* strawberries make a *healthy* and *nutritious* snack.                                                                                           |
| adverb of frequency | An adverb of frequency talks about how often an action happens. Common adverbs are: *always, usually, often, sometimes, rarely,* and *never.* Put adverbs of frequency after the verb *be.* Put adverbs for frequency after all other verbs.                     |
| Examples:     | *My grandma always sends gifts for my birthday.*  
Although it is *usually* rainy during winter in our region, it *never* snows.                                                                                |
| article a/an  | The articles *a* and *an* are used with count nouns. Use *a* or *an,* with a singular count noun. The article *a* is used with nouns that begin with a consonant letter. The article *an* is used with nouns that begin with vowels. The article *an* is also used when an adjective beginning with a vowel precedes a noun. |
| Examples:     | *My dad always packs me an apple and a cheese stick for snack.*  
*An* arena is a great location for a concert or football game.  
Our grandparents planned *an* exciting trip to play in the snow.                                                                                     |
| modal verb (helping verb) | A modal verb is a helping verb, such as *could, can, would, should,* or *might.* Modal verbs express that something is possible. When you use a modal verb, add a verb in the base form, a verb with no ending. |
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<td>noncount noun</td>
<td>A noncount noun names things that cannot be counted in English. Noncount nouns have the same form for “one” or “more than one.” Do not add -s to a noncount noun to make it plural.</td>
</tr>
<tr>
<td></td>
<td><strong>Examples:</strong></td>
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<tr>
<td></td>
<td><em>We tasted ten ice cream flavors at the party.</em></td>
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<td></td>
<td><em>During winter, we experience different aspects of weather, such as fog, rain, thunder, and lightning.</em></td>
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<td>preposition</td>
<td>A preposition is a word that is used before a noun to describe location, time, or direction.</td>
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<td><strong>Examples:</strong></td>
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<td><em>The campers pitched their tent by the river.</em></td>
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<td><em>I wake up every day at 7:00 am.</em></td>
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<td><em>The puppy jumped into the pool to play with the children.</em></td>
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<tr>
<td>quantity adjective</td>
<td>A quantity adjective tells “how much” or “how many.” Quantity adjectives go before a plural noun. Common quantity adjectives are: most, many, some, several, and both.</td>
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<td><strong>Example:</strong></td>
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<td><em>Most children love to play outside.</em></td>
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<td><em>Many restaurants offer several options for dessert.</em></td>
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<td>verb + ing (gerund phrase)</td>
<td>Use verb + ing after the words (prepositions) by and for.</td>
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<td><strong>Example:</strong></td>
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<td><em>I can help my family by cleaning my room.</em></td>
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<td><em>The librarian thanked me for returning the book.</em></td>
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<td>verb: base form</td>
<td>The base form of a verb is the form found in the dictionary, with no -s, -ed, or -ing ending. A base form verb is used with a modal verb, and can be used with the preposition to.</td>
</tr>
<tr>
<td></td>
<td><strong>Example:</strong></td>
</tr>
</tbody>
</table>
|                       | *I need to finish* my homework before I play outside.*  
*Before taking a test, it is important to review* our notes from our assignments and class discussions.                                                                                           |
| verb: present tense   | A present tense verb describes an action that is happening now, usually, sometimes, or never. If the subject of a sentence is *he, she,* or *it,* add -s or -es to the end of a verb.                                                   |
| singular              | **Example:**                                                                                                                                                                                                               |
|                       | *My baby sister smiles and laughs when I play with her.*  
*Every morning, our principal greets students, speaks with parents, and directs traffic in the school parking lot.*                                                                         |
| verb: simple past tense| A simple past tense verb describes an action that already happened. To write the simple past tense of a regular verb, add -ed to the end. For regular verbs that end in silent e, drop the final e before you add -ed.          |
|                       | **Example:**                                                                                                                                                                                                               |
|                       | *Yesterday, we watched a video about the sun.*  
*During last night’s practice, our coach explained and demonstrated how to increase our running speed.*                                                                         |
Examples: Providing ELD Lesson Purpose and Clear Transitions

Establishing the Purpose of a Lesson Task or Phase

• In today’s ELD lesson, we will learn how to use verbs, action words, in the past tense, to show that something already happened. You will write a narrative about a time you made a new friend. You’ll need some precise action words in the past tense to tell your story.

• In today’s lesson, we will learn the meanings of some important words we will be encountering in our unit reading on __. We will also be using these words to discuss and write about this topic.

• Today we will have an academic discussion to discuss our opinions on the topic of __ and generate ideas for our writing assignment. We will use precise vocabulary and academic sentences.

• Yesterday, we began reading our informational text about __. Today, we will reread the first two sections and identify the key idea and details. We will discuss the text content using complete sentences and informational text terms.

• Yesterday, we brainstormed the types of bullying that occur at school, using complete sentences and precise topic words. Today, we will take the ideas we compiled on our idea map and work together to write an informative paragraph, incorporating these ideas and precise vocabulary. I have prepared a writing frame to guide our informative paragraph writing.

• This week, we will write a paragraph expressing our opinion about ways in which the cafeteria could improve the school lunches. For this opinion paragraph, we will need to use strong academic sentences including our suggestions. Today we will practice writing strong sentences using “could” and “should” to make a suggestion.

• In today’s lesson, we will begin a text about incorrect information that has been written in stories, books and movies about Native Americans. To prepare for this text, we will spend some time discussing what it would be like to have someone communicate information about us that wasn’t true. Please direct your attention to the prompt and academic response frame on the board.

Transitioning to a Different Lesson Task or Phase

• Let’s examine two examples of our target word used in a complete sentence.

• Let’s take a look at the forms of the word __.

• Let’s reread ___ to better understand ___.

• Let’s move to our practice task.

• Let’s say these words together.

• Let’s get comfortable using the frame. I’ll read, then you’ll echo-read with me.

• Direct your attention to __ and echo-read with me.

• We’re going to take a minute to brainstorm some precise words we could use in our frame.

• You’re now going to focus on the reasons the author uses to support up her opinion.

• Please get your pen or pencil ready for our next task.

• Now that we understand the meaning of the word __, we’ll practice using it in our own sentence.

• Now that we have reviewed our frame and idea bank, I’d like you to take a minute to consider two different ways you could complete the frame.

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Student Progress Monitoring

Student progress monitoring is a practice that helps teachers use performance data to frequently evaluate the effectiveness of their lessons, either for individual students or for the entire class, and make informed decisions about content to reteach, grouping arrangements, and instructional time. A teacher commonly uses systematic progress monitoring with students who receive special education services or within early literacy programs. To implement student progress monitoring, the teacher identifies goals in a student’s IEP and/or the state grade level standards to establish reasonable goals in competencies such as math, reading or spelling that can be efficiently measured and tracked. The teacher determines a student’s current performance level on target skills and the rate of progress the student must make to meet achievement goals. Using brief, easily administered measures, the teacher frequently notes progress toward meeting goals and identifies students in need of additional or different forms of instruction.

ELD Lesson Monitoring

ELD lesson monitoring is a practice utilized by teachers within a designated or integrated English language development lesson to make informed and immediate adjustments in content, pacing, instructional delivery, and/or classroom management to enhance student learning and engagement.

Purposes of ELD Lesson Monitoring

The priorities within ELD coursework are to deepen students’ understandings of how English works and enhance their communicative competence through intentional instruction and meaningful, orchestrated language interactions with their teacher and peers. The major goal is dramatically increasing the quantity and quality of their verbal and written interactions using academic English. Frequently, within other coursework, teachers are preoccupied with identifying the strongest answers, admonishing and enlisting non-volunteers, and behavior management, which should never be the chief purposes of monitoring within an ELD lesson.

Aims of ELD lesson monitoring, depending on the lesson stage and types of activities, include:

- Ensuring students are on task and successfully tackling assignment demands.
- Making the teacher accessible to students who have clarifying questions or needs.
- Gauging whether the pace of instructional delivery is or was appropriate.
- Circling strategically to assess a representative range of student work or interactions.
- Identifying issues among individual, pair, and group progress.
- Taking opportunities for micro-teaching to individuals, pairs, or groups who have not grasped the linguistic, conceptual, or procedural demands of the assignment.
- Listening for English language production errors, when accuracy is a lesson objective.
- Reading written work and assessing the conceptual integrity and linguistic accuracy.
- Facilitating when learners are unable to sustain interaction(s) or comprehend each other.
- Redirecting idle or off-task behavior, and providing follow-up tasks for fast finishers.
- Coaching audible interactions between peers and during unified-class discussions.
- Identifying prospective contributors (with a range of responses, not simply the outstanding) for follow-up unified-class discussion.
- Noting who is contributing voluntarily and regularly during class discussions, and enlisting more reticent contributors in a supportive manner.
- Providing feedback that is timely, respectful, corrective, and focused on specific criteria.
- Providing prompts that elicit student reflection, language-focused self-correction, content enhancements and elaboration instead of mere teacher recasting.
- Making informed decisions in terms of what to do next, whether to modify the lesson and/or unit plan, and how to provide feedback to students on their performance.
**Directions:** As you observe an Integrated or Designated ELD lesson, mark 1 to indicate an observable step in lesson monitoring, or 2 to indicate an opportunity to provide more coaching, training and support.

<table>
<thead>
<tr>
<th>Monitoring</th>
<th>The teacher . . .</th>
<th>1 or 2 and Notes</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>provides a clear process for and language to request assistance from teacher</td>
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<tr>
<td></td>
<td>previews the room to confirm all students are off to a productive start</td>
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<tr>
<td></td>
<td>circulates strategically to assess a range of student work or interactions (2 mid-proficiency, 2 at-risk, 1 proficient, NOT every student)</td>
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<tr>
<td></td>
<td>supports identified at-risk students or those experiencing difficulties</td>
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<tr>
<td></td>
<td>redirects off-task or idle students</td>
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<td></td>
<td>gauges pace and need for more/less time rather than relying on a timer</td>
<td></td>
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<tr>
<td></td>
<td>avoids interrupting with reprimands, review of expectations, or praise</td>
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<tr>
<td></td>
<td>reads written responses and provides concrete guidance for improvement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>listens to verbal responses and provides specific, actionable feedback</td>
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<tr>
<td></td>
<td>provides metacognitive coaching/prompts to promote self-correction</td>
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<tr>
<td></td>
<td>coaches audible interactions (<em>scholarly voice</em>) and class reporting (<em>public voice</em>)</td>
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<tr>
<td></td>
<td>facilitates when peers are unable to sustain interaction or comprehend each other</td>
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<tr>
<td></td>
<td>preselects and informs 2-3 student(s) for initial reporting during class discussion</td>
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<tr>
<td></td>
<td>uses varied strategies to elicit additional contributions during class discussion (<em>partner nomination, random/name cards, all partner As, voluntary, etc.</em>)</td>
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<tr>
<td></td>
<td>offers brief, focused, positive reinforcement about the linguistic accuracy and thoughtfulness of contributions to class discussion</td>
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<tr>
<td></td>
<td>refrains from vague/ineffectual praise comments (<em>Good job; Great; You’re smart</em>)</td>
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<tr>
<td></td>
<td>refrains from digression and lengthy elaboration on students’ contributions</td>
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<tr>
<td></td>
<td>structures accountable listening during class discussion with a purposeful task (<em>brief, focused note-taking, restating, comparing, elaborating, affirming, etc.</em>)</td>
<td></td>
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<tr>
<td></td>
<td>demonstrates awareness of what to clarify, re-teach, review, or practice further</td>
<td></td>
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</tbody>
</table>
While students are engaged in completing a lesson assignment independently, in pairs or groups, the teacher ...

- remains seated and idle (desk, stool, rocking chair)
- remains standing in front of room (podium, Smart Board)
- completes clerical tasks (taking roll, compiling paper, collecting late work, etc.)
- prepares lessons (Smart Board, laptop, pinning teaching ideas on Pinterest)
- does not make himself/herself available to students for assistance
- provides proximity in the form of hovering without observing or offering guidance
- speed walks around the classroom ostensibly providing proximity, without carefully reading work, listening to interactions, and providing useful feedback
- rubber stamps or adds stickers to individual or group work, largely for demonstrating time on task, rather than actually reading and listening, assessing strengths and weaknesses, or providing actionable feedback
- dwells on a target group of students (behavioral challenges, less proficient, boys) to monitor behavior without providing genuine assistance
- is preoccupied helping a student, pair, or group, loses track of pacing, and fails to recognize classmates are finished and idle
- interrupts student interactions and concentration on assignments with unified-class announcements, reminders, admonitions, or superficial praise
- fails to coach audible responses during collaborative or class discussions
- remains wedded to a timer (on Smart Board, Kahoot, etc.) for pacing and allocation of time for task completion, rather than conscientiously gauging the extent to which students understand the lesson content and task demands
- offers gratuitous and superficial praise (Good job, Excellent) without specifying what aspect of the work was particularly effective and the reason(s) why
- appropriates class discussion time and derails the flow of student contributions with excessive elaboration, jokes, conceptual bird-walks, personal interests and experiences (the Giants game outcome, fly-fishing trip, etc.) at the expense of enlisting more student participation and maintaining lesson cohesion
- fails to coach or challenge more thoughtful and linguistically accurate responses
- calls on students to contribute to class discussions as a disciplinary measure
- largely calls on non-volunteers, leaving reticent students anxious, and confident students frustrated and disengaged

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Providing Feedback on Oral Language Errors During ELD

Oral Language Error Types

- **Form Errors**: Errors made because of misunderstanding or lack of mastery of English grammar and syntax rules.
- **Vocabulary Errors**: Errors made because of voids in vocabulary knowledge and linguistic approximations, attempts to use a word or phrase acquired through listening (“on the other hand” = “onanuthahan”).
- **Pronunciation Errors**: Pronunciation difficulties often due to sounds that are not present in the student’s primary language.
- **Oral Reading Pronunciation Errors**: Pronunciation errors made while students read orally, due to misunderstanding of phonics rules or gaps in decoding skills.

Degrees of Error Severity

- **More Serious**: Systematic, appearing with regularity, or prevalent despite previous form-focused instruction and meaningful practice.
- **Less Serious**: Random and relatively isolated (caused by memory lapse, inattention, fatigue, or inadequate rule acquisition).

Less Effective Corrective Feedback Strategies

- **Complete Neglect**: Avoidance of any form of instructional intervention, whether implicit or explicit, due to a lack of concern, linguistic knowledge and pedagogical skills to remedy, preoccupation with content coverage, or concern about raising the student’s “affective filter”.

  **Pros**: requires no time, effort or training whatsoever and maintains lesson pacing

  **Cons**: allows students to practice their oral language errors into permanence, leading to development of “fossilized errors,” mistakes a student has made so many times over a span of time without form-focused feedback that the errors have become permanent features of the student’s natural speech and inordinately challenging if not impossible to correct.

- **Implicit Recasts**: The teacher does not preface correction by pointing out that the student has made an error: instead, the teacher subtly rearticulates or echoes what the student was trying to say with an utterance that includes corrections of one or more errors evident in the student’s utterance.

  **Pros**: 1) Recasts merely require attentive listening on the teacher’s part and the ability to rephrase the student’s utterance correctly. 2) Recasts are less likely to interrupt the natural communication flow between the teacher and student or between students.

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**Cons:** 1) Students more often than not fail to notice the correction and therefore do not benefit from it. During oral communication exchanges during a lesson, recasts are far less likely to produce “uptake,” that is, an utterance by the student indicating an attempt to do something with the teacher’s feedback. 2) Students infer that the teacher is offering validation by restating, not noticing distinctions in what the teacher uttered. 3) Students assume the teacher is merely repeating the statement more audibly for the unified class’s benefit. 4) Students perceive that the teacher is seeking clarification by restating, missing the attempt at providing corrective feedback. 5) Recasts are particularly ineffective in meaning-centered classrooms where students are accustomed to engaging in interactive tasks with a focus on fluency and task completion rather than the accuracy and thoughtfulness of their messages.

**More Effective Corrective Feedback Strategies**

- **Prompts:** Prompts explicitly draw a student’s attention to an error produced in a communicative exchange, either through elicitation or metalinguistic feedback, and encourage or require the student to attempt to repair the utterance.

  **Pros:** 1) Prompts overtly mark the need for the repair of an utterance and purposefully redirect students’ attention. 2) Prompts yield a higher rate of student uptake or repairs, both in immediate lesson tasks and future tests. 3) Prompts encourage students to focus on the thoughtfulness of their contributions as well as the accuracy of their English grammar, syntax, and vocabulary choices.

  **Cons:** 1) Explicit prompts may momentarily interrupt communication between the teacher and student or between students during a lesson exchange.

**Research on Oral Language Error Feedback in Second-Language Classrooms**


Common and Persistent Errors Among English Learners

Verb Tense (incorrect verb tense)
I have a reading problem since I begin to study in the United States.

Verb Consistency (inappropriate shifts in verb tense)
I study with the television on sometimes when I was in high school because I am not interested in my homework.

Verb Form (verb incorrectly formed)
I have studying English for three years and I did not made a lot of progress.

Modal (incorrect use or formation of a modal)
I should had read the chapter twice to get a better understanding.

Sentence Structure (incorrect or awkward sentence structure)
There are more than me in this class have a problem with reading the textbook.

Subject-Verb Agreement (incorrect subject-verb agreement)
My brother bother me a lot when I am trying to do my homework reading.

Word Order (incorrect or awkward word order)
I don't understand what is the author talking about in this article.

Word Choice (wrong word choice, including prepositions)
My teacher discussed me about my paper in her office.
I feel very frustrated on my Biology class because I have trouble noting.

Word Forms (wrong word form)
My apartment is a distraction place to do my homework.
My sister can easy to read English books, but not me.
I have difficult to finish all my assignments on time.

Verb Complements (form of a verbal/verb complement is incorrect)
I enjoy to study English vocabulary.
I don't want discussing my paper with other students.

Article (incorrect or missing article)
I don't make a progress in my English reading.
I hope University will help me to improve my writing and reading ability.
I haven't decided on the college major.

Countable and Uncountable Nouns (a problem with the singular or plural form of a countable or uncountable noun in English)
I don't understand the feedbacks on my essay.
I did a lot of researches for this paper, and I don't know how to organize thems.
I skim all the page before I read the chapter to see what it is about.
GIVE ONE • GET ONE:  *Earning Respect from Peers*

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

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

<table>
<thead>
<tr>
<th>At School</th>
<th>Outside of School</th>
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<tbody>
<tr>
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</tbody>
</table>

**PRECISE WORD BANK**

<table>
<thead>
<tr>
<th>nice (adj.)</th>
<th>honest, fair, considerate, patient, loyal, trustworthy, reliable</th>
</tr>
</thead>
<tbody>
<tr>
<td>doing (verb + ing)</td>
<td>encouraging, supporting, defending, listening, understanding</td>
</tr>
</tbody>
</table>

**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 _____________________________.
   
2. An important way I earn respect from my peers is by ______________________________
   _________________________________________________________________________.

**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>
<tr>
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</table>

**Language to Initiate Interactions:**

* May I share an idea with you?         * Of course. Please do.          • So, 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 _____.

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<table>
<thead>
<tr>
<th>Points Card</th>
<th>Daily Warm-Up</th>
<th>Partner/Group Interaction</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>(starting promptly, elaborating, comparing and providing partner feedback, scoring)</td>
<td>(4Ls, sharing ideas 2-3x, restating, facilitating)</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Focused Writing</strong></td>
<td><strong>Class Discussion/Participation</strong></td>
</tr>
<tr>
<td></td>
<td>(using frame, correct grammar, precise vocabulary, thoughtful ideas)</td>
<td>(audible reporting, attentive listening, thoughtful elaboration, precise vocabulary)</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Requesting Assistance</strong></td>
<td><strong>Asking for Clarification</strong></td>
<td></td>
</tr>
<tr>
<td>• Would you mind showing me how to ___?</td>
<td>• I have a question about ___.</td>
<td></td>
</tr>
<tr>
<td>• Would you please help me (write/say) ___?</td>
<td>• One question I have is ___?</td>
<td></td>
</tr>
<tr>
<td>• How do I spell the word ___?</td>
<td>• Will you explain ___ again?</td>
<td></td>
</tr>
<tr>
<td>• Is there another way to (write/say) ___?</td>
<td>• What do you mean by ___?</td>
<td></td>
</tr>
<tr>
<td>• What is an academic synonym for ___?</td>
<td>• I don't quite understand your ___ (question/suggestion/directions/idea).</td>
<td></td>
</tr>
<tr>
<td>• May I run an idea by you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Does this ___ (example, reason, explanation) make sense?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Dictionaries**

**Elementary (Grades 3-5).** *Longman elementary dictionary and thesaurus.* (2010). Pearson Longman.

**Beg. (grades 4-9).** *Oxford picture dictionary for the Content Areas,* 2e. (2010). Oxford.

**Beg./Primary (grades 1-4).** *Oxford picture dictionary for the Content Areas for Kids,* 2e. (2012). Oxford.


**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**


