“The class where I think I am a passive person is my English class because in English I can’t express what I want. I can’t say as many things as I want to say. Yes, I do say a little bit, but not how I would like to. I don’t feel like participate because I am afraid to say something wrong or pronounce a word badly. I don’t like to be wrong, and I think it is better to be silent than to be wrong. That’s why I think I am a passive learner in English class, because I don’t want to be shamed.”

Consuela, 9th grade, in U.S. schools since 3rd grade

Lessons across the school day that enable English learners to:

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

**Academic Language to State an Opinion**

**Everyday English**

- I think __. I don’t think __.

**Academic English**

- In my opinion, __.
- From my perspective, __.
- I firmly believe __. I’m inclined to believe __.
- Based on my experience, __.
- As I see it, __.

**Academic Language to Support an Opinion**

**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 __.

**Academic Language to Build Upon Ideas**

**Everyday English**

- Yeah, but also...

**Academic English**

- My idea builds upon (Name’s).
- A point well taken. I would add that __.
- I see where (you/Name) are coming from, but I also think that __.
- I agree, and I would point out that __.

**Academic Language to Compare & Contrast**

**Everyday English**

- Mine’s the same. Mine’s different.

**Academic English**

- My idea is similar to __’s (Monica’s).
- My idea is a lot like __’s (Eric’s).
- My idea is different than __’s (Ken’s).
- My idea differs from __’s (Angela’s).

**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.

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Engaging Reticent Contributors in Lesson Discussions: Critical Factors

- **Perceived Potential for Success**: I am prepared for this lesson task and I won’t be embarrassed in front of my peers.
- **Evidence of Increasing Competence**: I see that I am becoming more knowledgeable and skilled.
- **Relevance**: I understand why we are learning what we are learning in this class and it is interesting.
- **Validation**: My peers and teacher are genuinely interested in what I have to contribute.

**Prompt: Brainstorm**

- Which of the four factors has the greatest impact on a student’s learning motivation and lesson participation?

**factor (noun)**

- **DEF**: one of many things that cause or affect a situation
- **EX**: Texting while driving is a major factor in many teen car accidents.

**impact (noun)**

- **DEF**: the strong effect that something has on a person or thing
- **EX**: The cell phone has had a major impact on how teens communicate with each other.

**Response: Record**

Drawing on experience, __________ ____________________________
___________________________. would seem to have the greatest impact.

Elaborate:

**Ask for Assistance: Up**

- Did I spell _ correctly?
- What is another way to say _?
- Is there a precise synonym for _?
- Is my idea expressed clearly?
- Is my (spelling/grammar) correct?
- May I run an idea by you?
Model Response: Record

Drawing on experience, the extent to which a student feels connected … would seem to have the greatest impact.

Elaborate:
Having previously taught ELD for 15 years, I know that English learners are more likely to participate if they receive …

Partner Interaction: Discuss

- Discuss your response with your partner.
  1) Read it fluently using the frame.
  2) Say it with emphasis, making eye contact.
  3) Elaborate with a reason.
  4) Restate your partner’s idea.
    - So your perspective is __ because __.
    - That’s right.
    - Not exactly. What I (said/meant) was __.

Class Discussion: Report

Speaking Expectations:
- Use your public speaking voice: 3x louder.
- Use the frame to report your idea.

Listening Expectations:
- Take brief notes on a strong contribution.
- Listen for similarities and build upon ideas.
  - My idea is similar to __ (Name’s).
  - My idea builds upon __ (Name’s).

Reporting During Class Discussion

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

Frames: “Popcorn” Reporters

- I select __.
- I choose __.
- I would like to hear from __.
- I nominate __.
An interesting contribution I heard was _

A thoughtful response I heard was _

Identify specific ways in which I supported you in engaging in a productive academic interaction?

You promoted productive academic interaction by (verb - ing) _.

Precise Word Bank
- assigning
- providing
- modeling
- directing

Throughout elementary grades, scholars have been directed to:

- Share with your neighbor.
- Turn and talk.
- Whisper to your friend.
- Buddy buzz.
- Do a Think-Pair-Share.

strategy (defined)
New Oxford American Dictionary

A plan of action or policy designed to achieve a major or overall aim

e.g., The commission is striving to develop a coherent community policing strategy.

Teaching Strategy

A technique that a teacher uses to accomplish a specific lesson task.

- Popcorn Reading
- Guessing Meaning from Context
- K-W-L Chart
- Think-Pair-Share; Turn and Talk

Evidence-based Instructional Routines: A Compelling Rationale

“... When English learners are routinely adjusting to new classroom expectations and instructional practices, little cognitive capital is available to grapple with new concepts, language and skills. A consistent set of instructional routines with clear teacher and student roles, steps, and language targets maximize student engagement and second language development” (Gersten & Baker, 2000; August & Shanahan, 2006; Goldenberg, 2008).

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.

SAMPLE INSTRUCTIONAL ROUTINES
- Assigning Response Frames
- Teaching Vocabulary (Topic/High-Utility)
- Developing Text Fluency
- Leading an Academic Discussion
- Analyzing and Unpacking a Writing Model

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

Phrases to Launch Academic Discussion
- We’re going to participate in an academic discussion on the topic of __.
- I would like you to all consider this question before we begin our academic discussion.
- Prior to our whole-class discussion, I’d like you each to record 2-3 examples of __.
- Take a minute to reflect on this question in preparation for our academic discussion.

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.
After introducing the 4 Ls...

Now that we’ve agreed upon how to interact and work with a partner, we’ll discuss what makes a great lesson partner.

I work well with a partner who is ___ (adjective: patient) and ___.

Precise Word Bank
• helpful • creative
• respectful • artistic
• careful • focused

May I run my idea by you?

Is there a better way to say ___?

What is another way to say ___?

Does this idea make sense?

So your idea is ___. Yes. That’s right.

An interesting contribution I heard was ___

A relevant contribution I heard was ___

Speaking Tasks:
• Use your public speaking voice.
• Use the sentence frame.

Listening Tasks:
• Listen for a new and interesting idea.
• Compare and build upon ideas.

My idea is similar to ___ (Name’s).
My idea builds upon ___ (Name’s).
A fluent reader reads with ...
- accuracy: decodes and pronounces words correctly
- rate: an appropriate pace, not too slow or fast, pausing at meaningful intervals
- expression: emotion, interpretation, emphasizing key words in phrases
- punctuation: interprets punctuation such as commas and question marks

Cloze Fluency Routine: Goals
- Build fluency: for challenge level text before partner reading or silent independent reading
- Structure engagement: ensure students are reading, not just passively listening to you read

Selection of Words to Omit: Cloze Reading Fluency Routine
- no more than 4-5 words per paragraph
- only 1 word per sentence
- words that come at the end of phrases
- words that are familiar and/or won’t pose pronunciation challenges
- words that you have pre-taught

Attributes of a Viable Instructional Routine
- Evidence based and classroom tested
- Teacher mediated, explicit instruction
- A consistent and recognizable process
- Clearly-delineated student/teacher roles
- Structured, accountable student responses
- Regular use vs. sporadic use

Outcomes of an Evidence-Based (and Pedagogically Defensible) Instructional Routine
- Efficient lesson delivery and use of time
- Both students and teachers devote “cognitive capital” to the content rather than the process
- Maximized student engagement and thereby learning

Clarifying Instructional Terms

<table>
<thead>
<tr>
<th>Terms</th>
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<tbody>
<tr>
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<td><em>Using a Response Frame</em> <em>Teaching High-Utility Vocabulary</em> <em>Collaborating on an Academic Assignment</em> <em>Using Rich Text</em> <em>Close Reading, Fluency &amp; Comprehension</em></td>
</tr>
</tbody>
</table>
What challenges do recent immigrants face?

Informal Verbal Response
Jobs. The language. Learning English.

Formal Constructed Verbal Response
One challenge recent immigrants face is learning an entirely new language.

Formal, Brief Constructed Written Response
One challenge recent immigrants face is learning an entirely new language. English communication and literacy skills are critical for adult immigrants if they want to have jobs that pay well or attend college.

One challenge recent immigrants face is learning a new language. English communication and literacy skills are critical for adult immigrants if they want to have jobs that pay well or attend college.

Precise Word Bank:
VERBS: finding, understanding, earning, adjusting to

NOUNS: language, school, friend, job, culture, home

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.

Discussion & Pre-Writing Organizer

Lacking Language Guidance

Demands of an Academic Register

A Response Frame to Promote Use of Academic Register

Model Written Responses Highlighting the Grammar Pattern

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.

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Sentence Stem: I earn respect from my peers by __.

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Model Response: I earn respect from my peers by listening carefully when they have something important to say.

Echo-Reading ROUTINE: Goals

Echo-Reading: Phrase-cued choral reading of a text sentence or brief model response to build 1) accurate oral fluency and 2) reading fluency

One challenge… recent immigrants face…is learning a new language.
Based on findings in the 6th grade (2013), 325 English learners were identified. Specific recommendations from the Kinsella English language development curriculum, English 3D, were developed. A rigorous curricular anchor was identified for college and career readiness.

The goal of reclassifying cohort students as “fluent English proficient” by the end of their tenth-grade year at four high schools was achieved. A significant intervention was seen at the middle school level as well. The five-year program provided a unique combination of rigorous curriculum, intensive academic intervention, and extensive professional development for teachers and administrators, to increase parent participation in the school communities. The five largest components of the project were:

- Designated ELD 50-min section (adjacent to ELA period with same teacher)
- Core instructional norms & routines
- Invested students & engaged families
- Committed teachers (3 years)
- District consistent priority

**Moreno Valley Unified School District before the grant...**

**2012 Profile**

- 35,000+ students in 39 K-12 schools
- 66% Hispanic
- 17% African American
- 10% Caucasian
- Graduation Rate: under 75%
- EL Graduation Rate: under 62%
- EL Reclassification Rate: 7%

**I3 ELD Project Key Features**

- Designated ELD 50-min section (adjacent to ELA period with same teacher)
- College & career focus
- Curricular anchor: English 3D aligned to CCSS & ELD standards
- Core instructional norms & routines
- Invested students & engaged families
- Committed teachers (3 years)
- Intensive training & ongoing support
- Invested, trained & coached administrators
- District consistent priority

**Partners Apply for i3 Grant**

- Moreno Valley Unified School District
- California League of Schools
- Dr. Kate Kinsella & Associates
- Families In Schools
- Education Research Center (ERC)

**I3 ELD Project Overview**

- Specific recommendations from Dr. Kate Kinsella
- Based on findings in Reparable Harm (Olsen, 2010)
- 325 English learners
- Start 6th grade (2013), ends 10th grade (2017)
- Six middle schools; four high schools
- Array of supports to develop college-ready students

**$1.4 Billion (i3) Program Statistically Significant Positive Effects**

- 87% Graduation Rate
- District AYP
- Adequate Yearly Progress
- Progress: 41% to 42%
- Progress: 42% to 43%
- Progress: 43% to 44%
- Progress: 45% to 46%

DISCUSS | DESCRIBE | DEBATE

Designated ELD Grades 4–12

61% of students who started the program as English learners in the 6th grade were reclassified as Fluent English Proficient by the end of 7th grade.

In Two Years...

88% of students who started the program as English learners in the 6th grade were reclassified as Fluent English Proficient at the start of 9th grade.

In Three Years...

I3 Grant Stated Goal: After 3 years with English 3D as the curricular anchor in a dedicated Academic Language Course, 35% of participants reclassified (5 times district rate)

- Year 1: 43% of the students who started 6th grade as English learners reclassified
- Year 2: 61% of cohort students reclassified
- Year 3: 88% of cohort students reclassified

I3 ALD Project “Takeaways” (1)

- Start curriculum and instructional initiatives with a “coalition of the willing” (teachers, site administrators: principals, APs, coaches).
- Focus on a consistent set of ELD/ALD instructional routines for unit design within a (ideally provided) curricular anchor.
- Address ELD/ALD instructional routines and essential practices in training and coaching sessions throughout the school year.

I3 ALD Project “Takeaways” (2)

- Establish related ELD/ALD instructional norms.
- Provide timely, focused, practical and actionable “technical coaching” drawing from observation trends and teacher input.
- Use clearly communicated criteria for lesson observation, analysis and feedback.
- Discourage “strategy accessorizing” from legacy programs, training or initiatives.
- Engage administrators in observation rounds to identify trends for training and coaching.
Classroom Norms and Rules

**Norms (Agreed upon by Class)**
- We treat one another with respect and fairness.
- We talk nicely to one another and never use putdowns or profanity.
- We help one another.
- We include one another and are willing to work with any classmate.
- We solve problems fairly.

**Rules (Established by Teacher)**
- Always walk in the classroom.
- Do not interrupt. One person speaks at a time.
- Come prepared with class materials (no locker trips).
- Speak audibly when contributing but do not yell.
- Do not use cell phones for social purposes.

District 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.

Needed Components to Increase Students’ Academic Language

1. Viable and clearly communicated instructional norms
2. Research-informed and classroom-tested instructional routines (proven practices)
3. Targeted professional learning opportunities and technical coaching
4. Accountability for instructional efforts

Implementing Norm 1 & Key Practices

**Instructional Norms**

1. Structuring Accountable Interactions

**Evidence-Based Practices**
- Organizing an Interactive Classroom
- Establishing Partners & Groups
- Implementing Interaction Protocols
- Promoting Use of Scholarly Voice
- Eliciting a Range of Contributions

Elicit a Range of Contributions: 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…?
5. Assigning Listening Tasks

4. Teaching Language

3. Employing Academic Interactions

2.

1. Structuring Accountable Register

Teachers assign language-focused written academic interactions. Teachers use and explicitly teach appropriate academic register and high-utility interactions, including partner, small group, and whole-class discussions. Teachers establish expectations for listening, speaking, reading, and writing, and appropriate academic register during instructional delivery.

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

Verifying Attentive Listening

♦ Clarifying Grammar Targets

♦ Establishing Expectations for Listening, Teaching High-Utility & Topic-Specific Words

♦ Defining Academic vs. Conversational Register

♦ Establishing Lesson Purpose

♦ Organizing an Interactive Classroom

♦ Providing Language for Distinct Listening Tasks

♦ Implementing Interaction Protocols

♦ Providing Fast-Finisher Task(s)

♦ Confirming Understanding of Lesson Tasks

♦ Modeling & Rehearsing Appropriate Responses

♦ Building in Adequate Think Time

Peers listen during class discussions (Vocabulary, Grammar, Syntax). Reporting, & building upon responses.

Peer Listening during Class Discussions (Vocabulary, Grammar, Syntax)

1. Discuss ways to respond to the prompt.
2. Agree upon the strongest response.
3. Record your agreed upon response.
4. Report using “we” and a precise verb: considered, determined, concluded.
5. Listen as your classmates report to compare or build upon their ideas.

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.

Teachers assign listening tasks with visible accountable listening tasks.

Elicit Responses Productively from English Learners and Reticent Readers


Internal Partner Expectations with Fewer Steps

Share your written response twice.

1) Read it fluently using the frame.
2) Say it with expression, making eye contact.

Share your verbal response twice.

1) Say it once, making eye contact.
2) Say it with expression, like a scholar.

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)

Initial Partner Expectations with Fewer Steps

Eliciting a Range of Contributions: Preselected, Random, & Voluntary

Implementing Norm 2 & Key Practices

2. Setting Up Lesson Tasks

Partner Expectations with Increased Complexity

Share your verbal response twice.

1) Say it once, using the frame.
2) Say it with expression, making eye contact.
3) Provide a/an (reason, example, text citation).
4) Restate your partner’s idea.

Collaborative Task

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Partnering Phases: Resource

Phase 1: Exchanging Ideas without a Response Frame

Share your response twice.
- Say it once.
- Say it again with expression, making eye contact.

Share your idea twice.
- Say it once.
- Say it again, like a scholar.

Share your response twice.
- Say it once, making eye contact.
- Say it again with expression.

Share your idea two times.
- Say it once.
- Look at your partner and repeat it with expression.

Implementing Norm 5 & Key Practices

5. Assigning Listening Tasks

Assign Attentive Listening Tasks

- Physical: look, lean, nod
- Written: take notes on partner’s idea
- Verbal: restate partner’s idea, ask a clarifying question, compare ideas, say something affirming, report partner’s idea to class

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 __.

Attentive Listening Frames

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

A convincing reason I heard was __

A relevant example I heard was __

An insightful response I heard was __

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i3 ELD Project Key Features

- Designated ELD 50-min section (adjacent to ELA period with same teacher)
- College & career focus
- Curricular anchor: *English 3D* aligned to CCSS & ELD standards
- Core instructional norms & routines
- Invested students & engaged families
- Committed teachers (3 years)
- Intensive training & ongoing support
- Invested, trained & coached administrators
- District consistent priority

“Families for College” Components

Program Components:

1. Curricular Anchor: *English 3D* (used within a Required Elective Academic Language and Writing Course)
2. Professional Development and Ongoing Support for Teachers
3. Administrator Training and Support
4. Family Academies and Advisory Boards
5. Peer Mentors and Technology
6. Student Academic Plans
7. College Visits

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• Choral Reading   
• Anticipation Guide   
• Equity Sticks   
• 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   
• Creating a Mnemonic   
• SQ3R |
| **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 a Response Frame   
• Teaching High-Utility Vocabulary   
• Conducting an Academic Discussion   
• Collaborating on a Response   
• Close Reading: Fluency & Comprehension   
• Analyzing a Student Writing Model |
| **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   
• Distributing and Collecting Materials   
• Asking a Question   
• Forming Groups   
• Using Mini 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   
• Exit Slip |
| **Task**          | A small step or action assigned or expected for students to complete during a lesson. | • Underline   
• Point   
• Finger Signals (Thumbs Up)   
• Display Response |
| **Activity**      | A participatory experience students engage in to understand or practice lesson content. | • KWL Chart   
• Debate   
• Vocabulary Bingo   
• 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   
• Copy Definition & Write Sentence(s)   
• Poster   
• Workbook Exercise   
• Write a Report (Video, PowerPoint) |

Essential Instructional Routines for ALL ALD Lessons

Priority ALD instructional routines for training and coaching:

• **Establishing lesson purpose** (brief clarification at start of lesson, e.g., to tap into your background knowledge about the unit focus, to deepen our understanding of important academic words that will appear in our text and be useful as we discuss and write about the issue of …)

• **Modeling clear verbal delivery** (speaking in complete sentences using precise word choices; refraining from code-switching with informal usage (My bad; Awesome); pausing adequately at the end of statements and questions; providing clear verbal transitions from one lesson phase to the next)

• **Assigning a response frame** (clarifying grammar target and vocabulary; displaying and explaining a model response; providing a brief idea/word bank; echo-reading rehearsal of model response; building adequate thinking and writing time)

• **Establishing partner expectations for verbal interactions** (e.g., say it once, make eye contact and say it with expression, like a scholar; assigning a fast-finisher task)

• **Establishing unified-class discussion expectations** (public speaking voice; look at the reporter; attentive listening task – compare, etc.)

• **Monitoring interactions** (circulating, observing students’ writing and listening to contributions; encouraging more thoughtful responses; providing assistance as needed; pre-selecting 1-2 contributors; keeping track of time and pacing)

• **Encouraging democratic contributions during unified-class discussions** (employing various strategies to call on students: 1-2 preselected, 2-3 random, 2-3 volunteers; altering random strategies for different lessons, e.g., using popcorn selection first, then name cards and partner nominations or standing reporters)

• **Assigning attentive listening tasks for partner/group discussion and collaboration** (e.g., compare, build upon ideas, counter, take notes)

• **Providing affirming and actionable feedback on students’ lesson contributions** (briefly commenting on the thoughtful content, skillful language use, or attentive listening demonstrated in a response; encouraging the unified class to reflect if a student struggles with a grammar target before offering correction and repetition; limited reliance on stadium cheers, silent high fives, etc. as feedback methods)

• **Fluency Building** (oral cloze and partner cloze with text segments; echo-reading with directions and frames)
**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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The teacher . . .</strong></td>
<td></td>
<td></td>
<td>+ √ -</td>
</tr>
<tr>
<td>1 moves academic register throughout instructional delivery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 directs visual attention to specific lesson content</td>
<td>(place your guide card beneath the directions, underline the new word, point to the example, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 visibly displays lesson content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 establishes purposes for lesson and tasks</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5 transitions to and sets up tasks with concise explanations and modeling</td>
<td></td>
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<tr>
<td>6 guides phrase-cued (echo) reading of lesson content</td>
<td>(frames, directions, examples, etc.)</td>
<td></td>
<td></td>
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<tr>
<td>7 identifies and explains vocabulary and grammatical target(s)</td>
<td></td>
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<tr>
<td>8 leads verbal rehearsal (echo reading) with model responses</td>
<td></td>
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<tr>
<td>9 builds in adequate think time</td>
<td>(after posing a reflection question/discussion prompt, after assigning a frame/task)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 establishes expectations for partner or group interactions</td>
<td>(use scholarly voice, read/say 2-3x; make eye contact and say it with expression; elaborate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 checks for understanding of independent or partnering task directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 assigns an active listening task for partner/group interaction</td>
<td>(restate, build-upon, compare, agree, clarify, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 cues student A or B to begin partner interactions</td>
<td></td>
<td></td>
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<tr>
<td>14 circulates to read and listen to students’ responses, and assist as needed</td>
<td></td>
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<tr>
<td>15 offers feedback that elicits accurate verbal and written responses</td>
<td></td>
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<tr>
<td>16 affirms contributions with brief, respectful commentary</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>17 establishes expectations for whole-class discussion</td>
<td>(use public speaking voice, use assigned frame to contribute)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 assigns an active listening task for whole-class discussion</td>
<td>(restate, build-upon, compare, agree, record: example, reason, evidence, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 preselects 1-2 reporters and uses strategies to elicit a range of contributions</td>
<td>(PRESELECT, RANDOM: partner nomination, name cards, all partner As stand; VOLUNTARY, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 requires and coaches students to speak audibly</td>
<td></td>
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</tr>
</tbody>
</table>

**Notes:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
1. Structuring Accountable Interactions

Establishing Partners
• Assign appropriate lesson partners. Consider English proficiency, literacy, subject matter foundations, attendance, confidence, and social skills.

Implementing Interaction Protocols
• Establish and display clear partnering expectations for academic interactions.
• Direct lesson partners and/or group members to each share their response twice: 1st saying/reading fluently; 2nd making eye contact and saying it with expression.
• Consider opportunities for partners to individually brainstorm or collaborate upon a response to a challenging question using informal language before assigning an academic response frame for the unified-class reporting.
• Assign a relevant task for fast-finisters to prevent partners from being idle.

Promoting Use of Scholarly Voice
• Introduce the concept and elements of scholarly delivery to communicate academic content to partners and group members versus casual conversation: a “scholarly voice” is 2 times slower and louder, with eye contact, pausing and emphasis of key words and phrases.
• Require that students project their audible “public speaking” voice when contributing during whole-class discussions so classmates can listen attentively.
• Build students’ verbal competence with a response frame by guiding them in phrase-cued rehearsal (echo reading) of your model response.

Eliciting a Range of Contributions
• Refrain from solely or primarily requesting responses from volunteers or randomly selecting with a student-selector app or equity sticks: e.g., Can anyone tell me…?; Who knows…?; What is the answer to…?
• Vary your strategies for eliciting participants: 1st preselect 1-2 representative responses; 2nd randomly select (e.g., name cards, partner nominations, popcorn); invite final contributions by requesting volunteers from sections of the room.
2. Modeling Academic Register

Presenting and Responding Clearly

• Refrain from code-switching during instructional delivery and cueing casual interaction by using informal words and phrases: e.g., OK, you guys; My bad; Who wants to share out; Anyone else; Awesome; That’s lit.

• 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 and weak auditory processors (ADHD) already struggling to focus on what is essential.

• 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 the word analysis, 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.”

• Refrain from interrupting student reflections, interactions and writing with disruptive comments: corrections, praising, repetition of directions, etc.

Using Precise Words and Phrases

• Replace everyday words during instructional delivery— in directions, questions and explanations— with precise word choices: e.g., Rather than “What is your idea/answer,” ask “What is your conclusion, approach, evidence, example?” Rather than “Who wants to share,” ask “Does anyone have an additional interpretation/detail/reason/observation/method, etc.?”

3. Assigning Attentive Listening Tasks

• Strengthen partner interactions by assigning a restating, clarifying, comparing, and/or note-taking task to build in greater accountability for responsible listening as partners discuss their ideas or collaborate on responses.

• Assign an attentive listening task with language frames for whole-class reporting: e.g., compare, contrast, build upon ideas, agree/disagree, offer a counter claim.

• Verify students’ attentive listening after concluding a whole-class discussion. Hold students accountable for verbalizing to a partner/group something concrete: e.g., the strongest example I recorded was ___; one interpretation I agree/disagree with is ___; a data point I added is; the most convincing reason I heard was.
<table>
<thead>
<tr>
<th>Instructional Norms</th>
<th>Descriptions</th>
<th>Evidence-Based Practices</th>
</tr>
</thead>
</table>
| **1. Structuring Accountable Interactions** | Teachers regularly structure democratic and accountable lesson interactions, including partner, group, and whole-class discussions and collaboration. | ♦ Organizing an Interactive Classroom  
♦ 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 & Rehearsig 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 |
### Dr. Kate Kinsella’s Instructional Norms to Accelerate Academic Language

<table>
<thead>
<tr>
<th>Instructional Norms</th>
<th>Descriptions</th>
<th>Evidence-Based Practices</th>
</tr>
</thead>
</table>
| **6. Checking for Understanding** | Teachers purposefully check for understanding while setting up and monitoring lesson tasks and interactions. | ♦ Establishing Protocols & Language Tools for Students to Seek Assistance  
♦ Employing Effective Processes 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 Actionable Feedback that Promotes Accurate Language Production during Partner, Group, & Whole-Class Discussions  
♦ Employing Student-Friendly Tools that Establish Language Priorities & Elicit Productive Revision |
COLLABORATIVE: Sample Language Objectives

- **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?; __, 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.

- **Articulate** the key ideas in a video using complete sentences including precise topic words and high-utility present tense verbs.

- **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).

- **Solicit** 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.
### Language for Academic Discussions

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>• I think__ because __.</td>
<td>• For (example, instance), __.</td>
<td>• After hearing___, I am convinced___.</td>
</tr>
<tr>
<td>• (firmly, strongly)__ believe __.</td>
<td>• A relevant example I (heard, read) was __.</td>
<td>• The data on__suggests___.</td>
</tr>
<tr>
<td>• In my opinion, __.</td>
<td>• One (possible, convincing)__ reason is __.</td>
<td>• After reading__, I conclude that___.</td>
</tr>
<tr>
<td>• From my perspective, __.</td>
<td>• A (key, major)__ reason is __.</td>
<td>• After reviewing__, I assume that___.</td>
</tr>
<tr>
<td>• I am convinced __.</td>
<td>• A (recent, prior, relevant) experience I had was __.</td>
<td>• Drawing from experience, I know that___.</td>
</tr>
<tr>
<td>• My opinion on this (topic, issue)__ is __.</td>
<td>• I experienced this when __.</td>
<td>• Based on experience, it seems evident that___.</td>
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### Language for Academic Collaboration

<table>
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<tr>
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<tbody>
<tr>
<td>• What should we (say, put, write)__?</td>
<td>• We could (say, put, write)___.</td>
<td>• That would work.</td>
</tr>
<tr>
<td>• What do you think makes sense?</td>
<td>• What if we (say, put, write)___.</td>
<td>• That makes sense.</td>
</tr>
<tr>
<td>• What’s your (idea, opinion, experience)__?</td>
<td>• I think__ makes the most sense.</td>
<td>• That’s a great (idea, suggestion)___.</td>
</tr>
<tr>
<td>• Do you have anything to add?</td>
<td>• I think ___ would work well.</td>
<td>• I see what you’re saying.</td>
</tr>
<tr>
<td>• How would you (approach, complete) this task?</td>
<td>• I think we should (add, include, consider)__.</td>
<td>• That’s worth considering.</td>
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<tbody>
<tr>
<td>• My (idea, response)__ is similar to (Name’s)___.</td>
<td>• I completely agree with (Name__) that___.</td>
<td>• My idea builds upon (Name’s)___.</td>
</tr>
<tr>
<td>• My (opinion, perspective__) is similar to (Name’s)___.</td>
<td>• I share your perspective.</td>
<td>• I see where (Name)__ is coming from, but I also think that___.</td>
</tr>
<tr>
<td>• My response is similar to that of my classmates.</td>
<td>• A point well taken.</td>
<td>• I appreciate (Name’s)__ perspective, and I would add that___.</td>
</tr>
<tr>
<td>• My response is different from (Name’s).</td>
<td>• My response is similar to that of my classmates.</td>
<td>• My (experience, interpretation, response)__ is comparable, but I would add that___.</td>
</tr>
<tr>
<td>• My (approach, perspective)__ is different from (Name’s)___.</td>
<td>• My response is different from (Name’s)__.</td>
<td>• That is a point well taken; however, I would point out that___.</td>
</tr>
<tr>
<td>• My (analysis, conclusion, solution)__ is different from (Name’s)___.</td>
<td>• I disagree (somewhat, completely)___.</td>
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<table>
<thead>
<tr>
<th>7. Reporting</th>
<th>8. Listening Attentively</th>
</tr>
</thead>
<tbody>
<tr>
<td>• We (decided, concluded, determined)__ that__ because___.</td>
<td>• The (idea/example)__ I (added,recorded)__ was __.</td>
</tr>
<tr>
<td>• One (fact, reason, piece of evidence)__ we considered is __.</td>
<td>• I (appreciated,related) to (Name’s)__ (example/experience)___.</td>
</tr>
<tr>
<td>• Our (point of view, response, conclusion)__ is that__.</td>
<td>• The most convincing reason I heard was __.</td>
</tr>
<tr>
<td>• After reviewing__, we (determined, concluded)__ that__.</td>
<td>• The strongest (argument/evidence)__ offered was __.</td>
</tr>
<tr>
<td>• We came up with a (similar, different)__ response.</td>
<td>• The contribution I (appreciated, added, selected)__ was __.</td>
</tr>
</tbody>
</table>

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

LANGUAGE OBJECTIVE: Interacting in Meaningful Ways

Contribute ideas in a small group and unified-class discussion on a pre-writing topic using a complete sentence, accurate grammar, and precise word choices.

Emerging

- I am always ________ to my ________.  
  (adjective: kind, helpful, polite)  (plural noun: friends, classmates, teammates)

- I earn respect from my peers by being ___________________________.  
  (adjective: athletic, academic, artistic, musical, funny)

- I earn respect from my peers by _____________________________.  
  (verb + ing: helping, listening, playing, showing, trying)

Expanding

- I try to earn respect from my peers by ___________ being ______________.  
  (adverb: always, never)  (adjective: kind, unkind)

- One way I earn respect from my peers is by ________ them when they are ________.  
  (verb + ing)  (adjective)

- An important way I earn respect from my ________ is by _______________ to be a successful ________.  
  (plural noun: close friends, classmates, teammates)  (verb + ing: trying, attempting, working hard)  (singular noun: athlete, scholar)

Bridging

- An important way I attempt to earn respect from my peers by _______________ them when they are (being, feeling) _______________.  
  (adverb: consistently, reliably)  (verb + ing)  (adjective)

- A major way I _______________ to earn respect from my peers is by remaining ________ even when they have _______________.  
  (present tense verb)  (adjective)  (past participle: said, lied, hurt)

- To earn respect from my peers, especially my ________, I strive to be (a/an) _______________.  
  (plural noun: closest friends, classmates, siblings, teammates)  (adjective: successful, positive, outstanding)  (singular noun: athlete, scholar)
### Phase 1: Exchanging Ideas without a Response Frame

<table>
<thead>
<tr>
<th>Share your response twice.</th>
<th>Share your idea two times.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Say it once.</td>
<td>• Say it once.</td>
</tr>
<tr>
<td>• Say it again with expression, making eye contact.</td>
<td>• Say it again, like a scholar.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Share your response twice.</th>
<th>Share your idea two times.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Say it once, making eye contact.</td>
<td>• Say it once.</td>
</tr>
<tr>
<td>• Say it again with expression.</td>
<td>• Look at your partner and repeat it with expression.</td>
</tr>
</tbody>
</table>

### Phase 2: Exchanging Ideas with a Response Frame

<table>
<thead>
<tr>
<th>Share your idea two times, using the frame.</th>
<th>Share your response three times.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read it once fluently.</td>
<td>• Read your idea once.</td>
</tr>
<tr>
<td>• Look at your partner and say it like a scholar.</td>
<td>• Read it again, fluently.</td>
</tr>
<tr>
<td></td>
<td>• Make eye contact. Say it with expression.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exchange ideas.</th>
<th>Exchange ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Share once.</td>
<td>• Read your response.</td>
</tr>
<tr>
<td>• Share again, with expression.</td>
<td>• Read it again, with expression.</td>
</tr>
<tr>
<td>• Look at your partner’s eyes. Say it like a scholar.</td>
<td>• Make eye contact. Say it like a scholar.</td>
</tr>
</tbody>
</table>

### Phase 3: Exchanging Ideas with a Frame and Elaboration

<table>
<thead>
<tr>
<th>Exchange ideas.</th>
<th>Share your written response twice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Share your position once.</td>
<td>• Read it fluently.</td>
</tr>
<tr>
<td>• Share it again, with emphasis.</td>
<td>• Make eye contact and say it with expression.</td>
</tr>
<tr>
<td>• Back it up with evidence.</td>
<td>• Support your claim with a specific (example, reason).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exchange ideas.</th>
<th>Exchange ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read your idea once.</td>
<td>• Read your idea fluently.</td>
</tr>
<tr>
<td>• Make eye contact. Say it like a scholar.</td>
<td>• Look at your partner and say it with expression.</td>
</tr>
<tr>
<td>• Support your idea with a (reason, example).</td>
<td>• Elaborate with key information (from sources or background knowledge).</td>
</tr>
</tbody>
</table>
# Establishing Partnering Expectations with Increasing Complexity

## Phase 4: Exchanging Ideas with an Active Listening Task

<table>
<thead>
<tr>
<th>Share ideas and listen attentively.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Share your idea once.</td>
</tr>
<tr>
<td>• Share your idea again like a scholar, making eye contact.</td>
</tr>
<tr>
<td>• Restate your partner’s idea.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exchange and restate ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read it once fluently.</td>
</tr>
<tr>
<td>• Look at your partner and say it like a scholar.</td>
</tr>
<tr>
<td>• Listen carefully and restate your partner’s idea.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Share your written response twice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read it fluently.</td>
</tr>
<tr>
<td>• Look at your partner and say it like a scholar.</td>
</tr>
<tr>
<td>• Ask your partner a clarifying question.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exchange and compare ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Share your position once.</td>
</tr>
<tr>
<td>• Provide a specific (reason, example).</td>
</tr>
<tr>
<td>• Compare (positions, experiences, examples).</td>
</tr>
</tbody>
</table>

## Phase 5: Exchanging Ideas with an Active Listening and Note-taking Task

<table>
<thead>
<tr>
<th>Share ideas and listen attentively.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Share your idea once.</td>
</tr>
<tr>
<td>• Share your idea again like a scholar, making eye contact.</td>
</tr>
<tr>
<td>• Restate your partner’s idea.</td>
</tr>
<tr>
<td>• Record your partner’s idea on your concept organizer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exchange and restate ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read your argument fluently.</td>
</tr>
<tr>
<td>• Look at your partner and repeat it like a scholar.</td>
</tr>
<tr>
<td>• Listen carefully and restate your partner’s argument.</td>
</tr>
<tr>
<td>• Take brief notes on your partner’s argument and support.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Share your written response twice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read it fluently.</td>
</tr>
<tr>
<td>• Look at your partner and say it like a scholar.</td>
</tr>
<tr>
<td>• Ask your partner a clarifying question.</td>
</tr>
<tr>
<td>• Add your partner’s idea to your brainstorm list.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exchange and compare ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Share your position once.</td>
</tr>
<tr>
<td>• Provide a specific (reason, example).</td>
</tr>
<tr>
<td>• Compare (positions, experiences, examples).</td>
</tr>
<tr>
<td>• Add a strong contribution to your Thinking Map.</td>
</tr>
</tbody>
</table>
Sample Directions for ELD Partner Interactions Using Frames

Lesson 1:  Designated ELD: Grade 6
Exchange Ideas (3x)
• Read your response.
• Read it again, with expression.
• Make eye contact. Say it like a scholar.

Lesson 2:  Designated ELD: Grades 5/6
Exchange Ideas (3x)
• Read your sentence.
• Read your sentence fluently.
• Look at your partner’s eyes. Say it with expression.

Lesson 3:  Integrated ELD/ELA: Grade 1
Share your idea two times.
1) Say it once.
2) Say it again, like a scholar.

Lesson 4:  Designated ELD: Grade 4
Share Ideas (3x)
1) Read your sentence fluently.
2) Look at your partner and say it with expression.
3) Support your idea with a (reason, example).
Establish Attentive Listening Tasks for Academic Interactions

**Partner Interactions**

- Restate your partner’s idea.
- Compare ideas with your partner.
- Ask your partner a clarifying question.
- Affirm your partner’s idea.
- Build upon your partner’s idea.
- Affirm and build upon your partner’s idea.
- Agree/disagree with your partner’s idea.
- Restate and record your partner’s idea.
- Point out strengths and weaknesses in your partner’s idea.
- Point out similarities and differences in your responses.
- Ask your partner to elaborate with (explanation, example, evidence).
- Paraphrase your partner’s response to ensure comprehension.
- Prepare to report your partner’s idea.
- Prepare to report your collaborative response.
- Take brief notes on your partner’s idea.

**Unified-Class Discussions**

- Listen attentively and compare ideas.
- Point out similarities in your responses.
- Compare and contrast your perspective before contributing.
- Agree/disagree with previous contributions.
- Affirm and build upon previous contributions.
- Restate the previous contributor’s response before reporting.
- Request clarification or elaboration from a previous reporter.
- Point out which (interpretation, conclusion) makes the most sense.
- Acknowledge and contribute your partner’s response.
- Listen for and record two strong (examples, reasons, etc.).
- Add two ideas to your notes that you had not considered.
- Prepare to tell your partner the most interesting response you heard.
- Prepare to discuss with your partner the strongest argument presented.
- Point out the most (thoughtful, convincing, original) idea you heard.
- Tell your partner the response you (appreciated, added, selected).
Design lessons with opportunities for students to exchange ideas with assigned partners and other classmates during unified-class discussions. Integrate concrete listening tasks and specify appropriate language tools to maximize engagement and build academic discourse skills.

<table>
<thead>
<tr>
<th>Compare Ideas</th>
<th>Contrast Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>• My idea is a lot like (Name’s).</td>
<td>• My idea is different from (Name’s).</td>
</tr>
<tr>
<td>• My response is similar to (Name’s).</td>
<td>• My idea is quite different from (Name’s).</td>
</tr>
<tr>
<td>• My idea is quite similar to (Name’s).</td>
<td>• I have a different (approach, interpretation).</td>
</tr>
<tr>
<td>• My response is comparable to (Name’s).</td>
<td>• My response is not at all like (Name’s).</td>
</tr>
<tr>
<td>• (Name) and I have similar understandings.</td>
<td>• (Name) and I have different understandings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Restate Ideas</th>
<th>Build Upon Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>• So, you think that _.</td>
<td>• My idea builds upon (Name’s).</td>
</tr>
<tr>
<td>• So, your (idea, opinion, example) is that _.</td>
<td>• I appreciate (Name’s) perspective, and I would add that _.</td>
</tr>
<tr>
<td>• So, you’re suggesting that _.</td>
<td>• That is a point well taken; however, I would point out that _.</td>
</tr>
<tr>
<td>• Yes, that’s (right, correct).</td>
<td></td>
</tr>
<tr>
<td>• No, not exactly. What I (said, meant) was _.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agree with Ideas</th>
<th>Disagree with Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I agree with (Name) that _.</td>
<td>• I don’t quite agree.</td>
</tr>
<tr>
<td>• I completely agree with (Name’s) idea.</td>
<td>• I don’t entirely agree with (Name’s) idea.</td>
</tr>
<tr>
<td>• I share your perspective.</td>
<td>• I have a completely different opinion on _.</td>
</tr>
<tr>
<td>• My (response, experience) is comparable.</td>
<td>• I see what you’re saying, but I think _.</td>
</tr>
<tr>
<td>• A point well taken.</td>
<td>• I respectfully disagree.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paraphrase Ideas</th>
<th>Affirm Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In other words, you think that _.</td>
<td>• That makes sense.</td>
</tr>
<tr>
<td>• In other words, you’re suggesting that _.</td>
<td>• I see what you are saying.</td>
</tr>
<tr>
<td>• So what you’re saying is that _.</td>
<td>• That’s a great (idea, suggestion, solution).</td>
</tr>
<tr>
<td>• So _, if I understand you correctly, you (think, suggest, propose, maintain) _.</td>
<td>• That would work.</td>
</tr>
<tr>
<td>• Can you explain what you mean by _?</td>
<td>• I completely understand.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clarify Ideas</th>
<th>Report a Partner/Team’s Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I don’t quite understand your idea.</td>
<td>• My partner _ pointed out that _.</td>
</tr>
<tr>
<td>• I’m not certain I understand your position.</td>
<td>• My partner _ indicated that _.</td>
</tr>
<tr>
<td>• I have a question about _.</td>
<td>• According to (Name), _.</td>
</tr>
<tr>
<td>• What exactly do you mean by _?</td>
<td>• We (decided, concluded, determined) that _.</td>
</tr>
<tr>
<td>• Can you explain what you mean by _?</td>
<td>• Our (response, reason, opinion) is that _.</td>
</tr>
</tbody>
</table>
### 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: Interact

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
1. How does an effective lesson partner behave?
   In my opinion, an effective lesson partner is __ (adjective: patient).

2. Describe the characteristics of a partner with whom you work effectively.
   I work effectively with a partner who is __ (adjective) and __ (adjective).

3. How does a productive lesson partner demonstrate attentive listening?
   A productive lesson partner demonstrates attentive listening by __ (verb + ing).
   A productive lesson partner demonstrates attentive listening when __ (he/she) __ (verb + s: asks clarifying questions).

4. What are some similarities and differences between sharing and collaborating?
   One basic similarity is that both require __ (noun phrase: at least two people).
   Another key similarity is that both involve __ (verb + ing: making eye contact).
   A major difference is that collaboration requires __ (noun phrase).
   Another difference is that during collaboration students must __ (base verb).

5. How can teachers increase participation in whole-class discussions?
   Teachers can increase lesson participation by __ (verb + ing).
   Teachers can also bolster lesson participation by __ (verb + ing).

6. What are the benefits of learning and using academic vocabulary?
   __ (adverb: effectively) using academic vocabulary will help me to __ (base verb).

7. What are the advantages and disadvantages of collaborative assignments?
   In my opinion, one potential advantage of working collaboratively is being able to __ (base verb: complete, brainstorm, divide).
   In my experience, one serious disadvantage of working in some groups is having to __ (base verb: tolerate, consider, handle).

8. What tends to make group assignments more productive?
   Group assignments tend to be more productive when teachers __ (base verb).
   Group assignments tend to be more productive when students __ (base verb).


Building Community: Effective Lesson Partners

 RECORD: Rewrite your idea using the response frame and precise words.

I work well with a partner who is ___________ and ______________.

(Suggestions)

<table>
<thead>
<tr>
<th>Everyday Adjectives</th>
<th>Precise Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• nice/kind</td>
<td>• helpful</td>
</tr>
<tr>
<td></td>
<td>• respectful</td>
</tr>
<tr>
<td></td>
<td>• polite</td>
</tr>
<tr>
<td></td>
<td>• considerate</td>
</tr>
<tr>
<td></td>
<td>• friendly</td>
</tr>
<tr>
<td>• good</td>
<td>• organized</td>
</tr>
<tr>
<td></td>
<td>• focused</td>
</tr>
<tr>
<td></td>
<td>• hardworking</td>
</tr>
<tr>
<td></td>
<td>• attentive</td>
</tr>
</tbody>
</table>
PROMPT: Should plastic bags be banned? Why or why not?

BRAINSTORM: List a few reasons for and against a ban on plastic bags.

<table>
<thead>
<tr>
<th>For a Ban</th>
<th>Against a Ban</th>
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</thead>
<tbody>
<tr>
<td>•</td>
<td></td>
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<td>•</td>
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<td>•</td>
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</tbody>
</table>

PRECISE WORD BANK

- **bad** (adjective): harmful, unpopular, destructive, nonrenewable, damaging, expensive
- **good** (adjective): helpful, useful, popular, convenient, lightweight, practical, inexpensive
- **hurt** (verb): harm, damage, pollute, clog, waste, contaminate, litter, spoil, ruin

EXCHANGE IDEAS: Use the response frames to exchange ideas with your group. Decide together on the strongest response and record it below.

1. In my opinion, plastic bags **should/should not** be banned because they ___ **ruin**

2. We have **determined/concluded** that plastic bags **should/should not** be banned because ________________________________________________

REPORT: Listen attentively, then record brief notes to support both stances.

<table>
<thead>
<tr>
<th>For a Ban</th>
<th>Against a Ban</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>

LISTEN: Listen attentively, and use academic language to compare or build upon ideas.

- **My opinion is similar to** (Name’s).
- **My opinion builds upon** (Name’s).
- **Our opinion is similar to** (Name’s group).
- **Our opinion builds upon** (Name’s group).
A fluent reader is one who masters:

- **accuracy**: pronounces words correctly
- **rate**: reads at the right pace, not too fast or slow, and pauses at appropriate intervals
- **expression**: reads with emotion, emphasizing key words in sentences
- **punctuation**: interprets punctuation such as commas and question marks

**Fluency Routine Rationale**

Many students are content to listen as someone else reads aloud, but passive listening does not improve reading fluency or comprehension. Common passive approaches, such as round-robin group reading or popcorn unified-class reading, only engage one student. Basic readers and English learners benefit from multiple readings of a complex text and models of fluent reading that include accurate pronunciation and appropriate pacing, rate, and expression. Students who actively participate in guided oral reading of complex text gain the fluency they need for subsequent independent rereading, analysis, and mature response.

Use these **Building Fluency** routines to provide various levels of support as students read text passages multiple times.

- **Phrase-Cued (Echo) Reading**: Read aloud the sentence, pausing at natural intervals after a phrase or clause, and cueing students to “echo back,” imitating your pronunciation and expression. Echo reading is used to support students’ reading of directions, model verbal responses, academic language frames, and individual sentences within passages.
- **Oral Cloze 1**: Read aloud a text passage, and omit a few selected words per paragraph while students follow along silently and chime in chorally with the missing words.
- **Oral Cloze 2**: Read aloud a text passage, and increase the pace slightly while you omit different words.
- **Partner Cloze**: Students read a text passage three times: once silently to choose words to omit, once aloud to their partners, and once following along and chiming in with the words their partners leave out.
- **Independent Reading**: Students read a text passage silently while actively identifying information to respond to a focused question or task.

**Guidelines for Oral Cloze:**

- Examine the text and identify the words you plan to omit while reading aloud.
- Omit 2-3 words per paragraph depending on the length and complexity of the text chunk.
- Do not distract students by omitting too many words or stopping mid-phrase and interrupting fluent reading.
- Omit strong, meaningful words at the end of phrases and sentences.
- Choose words that drive text comprehension, such as topic words and high-utility academic words that you have already taught.
Resources for Academic Language and Literacy Development

**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)

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