

Preparing English Learners for US Schooling and Workplace Register Demands

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Identifying Language Demands in College & Career Readiness Shifts

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

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

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

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

ALL Students are AELL: Academic English Language Learners

- Academic English is not a natural language that we acquire through extensive listening and social interaction.
- Academic English-- including vocabulary, syntax, grammar and register distinctions-- must be explicitly and systematically **taught**, not just **caught**.

Academic Discourse is Characterized by Use of...

- **complete, complex, more lengthy sentences with embedded clauses**
(e.g., Due to increased academic demands, an array of extracurricular activities, daily social-media preoccupations and dramatic changes in their body's Circadian rhythms, many US adolescents suffer the multiple consequences of chronic sleep deprivation.)

Academic Discourse is Characterized by Use of...

- **precise and technical vocabulary**
utilized infrequently in everyday interactions (e.g., due to, thereby, multiple, impacting, decline, factor, significant)
- **nominalization (complex noun phrases)**
(e.g., social media preoccupations; reduction in productivity; chronic sleep deprivation)

Casual Verbal Responses are Characterized by Use of...

- **brief phrases vs. complete sentences**
- **imprecise, quotidian word choices**
- **limited/no elaboration; reliance on context**
- **Subject + Verb + Object sentences:**
Teens just don't sleep enough. Cause they text so much and have tons of stuff to do for school. And then they have a lot of problems. Like with classes and family life.

Secondary English Learners Describe their Academic Challenges

- What aspects of their academic experience posed the greatest challenges for these high school bound English learners?



7

English Learners Operate from a Constrained Vocabulary Base

“Doing my research, I couldn’t find the ... things.”

Everyday Nouns

- stuff
- things
- information
- ideas

Precise Academic Nouns

- sources
- citations
- references
- evidence
- data
- facts

8

Sources of Curricular Angst for Secondary English Learners

- writing evidence-based essays and reports
- utilizing academic register: vocabulary, syntax, grammar, transitional expressions
- conducting independent Internet research
- identifying appropriate informational text resources to support thesis
- independent reading and analysis of texts
- selecting and paraphrasing citations

9

Lesson Observation Task 1



- Describe the teacher’s instructional register: primarily conversational, academic, code-switching between informal and formal.
- Record audible student utterances.
- How many students contributed a response?
- What attentive listening task was assigned?

10

Lesson Interaction ~ Tally Tool

Room #	Teacher Sentences	Student(s)	Student(s)
		Single Word/Phrase(s)	Complete Sentence(s)
	//// //// //// ////	individual	individual
		//	
		partner	partner
		class reporting	class reporting
		/	/

Most verbal interactions included: (☑ each)

target vocabulary accurate grammar academic (precise) words expression

Student Utterances: protest, protest, Oh man...

Not being paid for work would prompt someone to protest.

11

Structured Student Engagement: Planning & Observation Tool

Verbal	Whole class	(chorally, phrase-cued, oral cloze)	//
	Partner/group	to discuss w/o language support	
	Partner/group	to discuss using response frame	
	Partner/group	to read text passages	
	Speak audibly	(partner private voice; discussion public voice)	
	Listen attentively	(compare ideas, counter arguments, etc.)	
	Individually	respond as preselected reporter	
	Individually	respond as random reporter (equity sticks, name cards, popcorn, white board selector)	/
Individually	respond as volunteer reporter (preselected/encouraged, partner nomination, raised-hand)		

12

What do all students need to become competent communicators?

- Teachers who mindfully model and support daily classroom use of precise, academic oral language.
- Academic English language development in vocabulary, syntax, and grammar to adeptly read, discuss, and write about specific topics.

Dr. Kinsella's Coaching Notes

- Assign productive partners.
- Establish productive partnering expectations.
- Display your sentence frame and model an appropriate response.
- Structure a partner interaction before conducting whole class discussion.
- Assign attentive listening tasks.
- Use varied strategies to elicit responses: preselected, random, volunteer.

The Goal of Lessons Focused on Academic Language Development

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

Effective Lesson Instruction Engages ALL Students Not Just the "Professional Participants"



Teach Colleagues How to Elicit Responses from English Learners

- Kinsella, K. (Mar. 2015). Fostering Academic Interaction. *Language Magazine*, 24-31.



Structuring Inclusive Participation: Preselected, Random, Voluntary

- Preselect 1-2 students to initiate class discussion.
- Invite a reticent participant with a strong response to contribute when you ask for volunteers.
- Encourage partner nominations.
- Invite all partner As/Bs, 1s/2s to stand and report.
- Randomly select 1-2 students using name cards.
- Allow a reporter to select the next (i.e., "popcorn").
- Ask for volunteers from sections of the classroom.

Register: A Linguistic Definition

- The words, syntax, style, and grammar used by speakers and writers in a particular situation or in a particular type of writing:
 - Writing a text message to invite a friend to a party
 - Writing an email message to a teacher requesting an extension on a research report
 - Asking a coach for permission to miss practice
 - Asking a manager at an internship to clarify expectations for a task

19

Demands of an Academic Register

What challenges do recent immigrants face?

Informal Verbal Response

Jobs. The language. Learning English.

Formal Constructed Verbal Response

One challenge that recent immigrants face is learning an entirely new language.

Formal, Brief Constructed Written Response

One challenge faced by recent immigrants 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.

20

A Sentence Frame to Promote Use of Academic Register

- What challenges do recent immigrants face?
- *One challenge that immigrants face is _____ (verb + ing) learning a new language.*
- **Verb Bank:**

Everyday	Precise
<i>finding</i>	<i>locating</i>
<i>getting</i>	<i>understanding</i>
<i>dealing with</i>	<i>adjusting to</i>
<i>having</i>	<i>earning</i>

21

A Sentence Frame Enhanced by a Precise Word Bank

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

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

22

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

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

Terms to Discuss Register

- | | |
|-------------------------|-----------------------|
| ▪ Everyday | ▪ Academic |
| ▪ Casual | ▪ Formal |
| ▪ Spoken/Conversational | ▪ Written |
| ▪ Playground | ▪ Classroom |
| ▪ Basic | ▪ Advanced |
| ▪ General | ▪ Precise |
| ▪ Private/Familiar | ▪ Public |
| ▪ Slang/Inappropriate | ▪ Appropriate |
| ▪ Unprofessional | ▪ Professional |

24

Terms to Refer to Students During Academic Lesson Delivery

Familiar Register

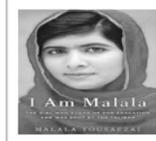
- Kids / Niños
- Guys / You guys
- Boys and girls
- Folks / People
- Sweetie / Darling
- 6th Graders

Academic Register

- **Students/Scholars**
- **Researchers**
- **Collaborators**
- **Authors/Editors**
- **Apprentices**
- **Scientists/Historians**

25

Malala Yousafzai: Scholar and Human Rights Activist



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

26

productive *adjective*

A productive scholar or worker...

- is hard-working
- completes the job well
- completes the job on time

27

Setting Up Productive Partners for Scholarly Classroom Interaction

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

Productive Partners

Use the 4 Ls:

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



Academic Interactions Require A Scholarly Voice

- **Speak 2x slower** and **2x louder** than you normally speak.
- **Emphasize** key words.
- **Pause** after phrases.



30

Scholars Listen Attentively

Attentive Listening



Inattentive Listening



31

Language to Listen Attentively

Everyday <ul style="list-style-type: none"> ▪ Huh? ▪ What? ▪ Say what? ▪ I don't get it. 	Academic English <ul style="list-style-type: none"> ▪ Will you please repeat that? ▪ Will you please restate your idea? ▪ What do you mean by ___? ▪ I don't quite understand your ___ answer, example, reason, question
---	---

Academic Interaction Card

Academic VOCABULARY Toolkit

Language for Collaboration

1. Requesting Ideas What should we write? What do you think makes sense? What's your idea? Do you have an example?	2. Suggesting Ideas We could write _____. What if I tried _____. I think _____ would work well. I think we should do _____.	3. Validating Ideas That would work. That makes sense. Oh, that's a great idea. That's an interesting example.	4. Deciding On/In Class Ok, let's write _____. I'll do that _____. Let's combine our ideas and write _____. I think _____ is the best example.
5. Clarifying Ideas I don't understand _____. What does _____ mean? In other words, you're saying _____. What does _____ mean? Do you mean _____. Do you think we should _____. Are you suggesting _____.	6. Asking for Assistance How do you feel about _____. Did you like the way I _____. What else _____ mean? Do you have any other way to _____. Is there another way to _____. Is this an appropriate _____. How can we improve _____.	7. Restating Ideas So you said that _____. So you think that _____. So your idea is that _____. So your opinion is that _____. So you're saying that _____.	8. Reporting Ideas We thought of _____. We came up with _____. We decided upon that _____. We discovered that _____. But our _____. One idea from everyone we had _____. And I think we will use thought _____. Our response is _____. My response is different from _____. My example is similar to _____.

Language for Class Discussions

2. Contributing Ideas One possible example is _____. Another interesting example is _____. One convincing reason is _____. One relevant experience had this _____. The strongest point is _____.	3. Listening Attentively I hear _____. I hear that _____. The best phrase/example/reason/idea was _____. A relevant example I heard was _____. A convincing reason I heard was _____.
5. Agreeing I agree with _____ that _____. I completely agree with _____. My idea builds upon _____. I share your perspective. I can see your point of view.	6. Disagreeing I don't quite agree. I disagree completely. I disagree somewhat. I disagree with _____ that _____. I have a different perspective. I don't share your point of view.

33

Phrases to Launch Informal Classroom Interaction

- Let's do a quick Think-Pair-Share.
- Does anyone want to report out?
- Anyone else? What about you, ___?
- Buddy buzz...
- Share with your neighbor.
- Turn and talk.

Phrases to Launch an Academic Discussion

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

Reporting During Class Discussion



Use Your Public Voice:

- Project your voice: 3x louder than a private voice.
- Speak to the classmate furthest away from you.
- Pause appropriately.
- Emphasize key words.

Promote Use of a “Public Voice”

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

Incentivize Academic Interaction and Scholarly Comportment

This certificate is hereby awarded to

in acknowledgement of his/her
competent use of Academic English.

This certificate is hereby awarded to

for using an eloquent public voice
during a class discussion.



38

Academic Discussion ~ Phases

- **Think** (Brainstorm)
- **Write** (Record)
- **Discuss** (Interact)
- **Report** (Contribute)

Dr. Kinsella's Academic Discussion Routine & Sample Language	
Phase 1: Think	<p>Lesson purpose</p> <ol style="list-style-type: none"> 1. Model display the discussion topic/prompt 2. Students repeat question/prompt 3. Model brainstorming process and response(s) 4. Prompt students to reflect and record brief responses
Phase 2: Write	<p>Transition to sentence writing</p> <ol style="list-style-type: none"> 1. Introduce frame(s) (visibly displayed, include model response) 2. Students repeat first model response (audibly, phrase-cued, choral) 3. Direct attention to grammatical target (underline, highlight) 4. Prompt students to select an idea from the brainstorming list 5. Prompt students to include words from the academic word bank 6. Direct students to write an academic response using the first frame 7. Create ready sentences, providing feedback 8. OPTIONAL: introduce second frame and repeat process 9. Create ready sentences, providing feedback, and to identify strong/weak responses 10. Cue students to select their strongest response 11. Preadopt one or two students to report

39

Academic Discussion ~ Format

Name _____ Date _____

Academic Discussion Topic: *An English Learner's Vocabulary Use*

THINK: Write two ideas. Use everyday language.
How would you describe the student's vocabulary use?

1. _____ 3. _____
2. _____ 4. _____

WRITE: Rewrite two ideas using the frame. Include a precise academic adjective. Think of a specific reason or example to support your idea.

Frame: I would describe her vocabulary use as _____ (adjective: *imprecise*).

Adjective Bank:	Casual	Academic
	good _____	precise _____
	bad _____	imprecise _____
	normal _____	conversational _____

Model Sentence: *I would describe her vocabulary use as imprecise.*

My Sentence: _____

40

Academic Discussion ~ Elements

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

41

Academic Discussion: Think



- **Interview Question:**
What are some differences between cell phones and landline phones?
- **Observation Task:**
How would you describe the student's vocabulary use?

Academic Discussion: Write

I would describe her vocabulary use as __ (adjective: imprecise).

Everyday	Precise, Academic
good	precise, _____
bad	imprecise, _____
normal	conversational, _____

One reason is __. For example, __.

43

Model Written Response

- I would describe her vocabulary use as *imprecise*.
- One reason is *that she emphasized they are “kind of same but different” yet she never provided a concrete example.*

44

Ask for Help: Pencils Up

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

45

Academic Discussion: Interact

- Discuss your observation with your partner.
 - 1) Read it fluently using the frame.
 - 2) Make eye contact and say it with expression.
 - 3) Elaborate: Provide a specific reason or example.
- Take brief notes on your partner's idea.
- Keep discussing until I say: *“1-2-3, eyes on me.”*

46

Discussion Notetaking Task

- Record your partner's idea.
- Record two other ideas during the discussion.

Classmates' Names	Ideas
1. John Carlos	basic: used everyday words
2.	
3.	

47

Academic Discussion: Report

Speaking Tasks:

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

Listening Tasks:

- Look at and listen attentively to the reporter.
- Take brief notes on two strong ideas.
- Listen for similarities and compare ideas.

Academic Language to Compare & Contrast

Everyday English

- Mine's the same.
- Mine's different.

Academic English

- My idea is similar to ___'s (Monica's).
- My idea is different from ___'s (Eric's).

Language to Select Reporters

Everyday English Academic English

- Um...(name) ▪ *I select...*
- I pick... ▪ *I choose...*
- I want... ▪ *I nominate...*
- Let's hear from... ▪ *I'd like to hear from...*

Attentive Listening Frames

A relevant observation I heard was ___

A thoughtful observation I heard was ___

51

Improving Education for English Learners: Research-Based Approaches California Department of Education (2010).



www.cde.ca.gov/re/pn/rc

Evidence-Based Principles to Guide Academic English Development

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

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

Language Functions (Purposes) Within Academic Interaction

- Expressing an opinion
- Stating a claim
- Asking for clarification
- Paraphrasing
- Soliciting a response
- Agreeing/Disagreeing
- Affirming
- Holding the floor
- Drawing conclusions
- Comparing
- Justifying
- Predicting
- Summarizing
- Offering a suggestion
- Reporting
- Citing a source

55

Academic Language to Express an Opinion

Everyday English

- I think ___. I don't think ___.

Academic English

- I firmly believe ___ / I'm inclined to believe ___.
- In my opinion, ___.
- Based on my experience, ___.
- From my perspective, ___.
- From my vantage point, ___.

56

Academic Language to Ask for Clarification

Casual English

- Huh? What? I don't get it.

Academic English

- I don't quite understand (the directions, the task).
- Could you explain what you mean by ___?
- Could you provide another example of ___?
- Could you define the term ___?
- Could you show me how to ___?

57

Academic Language to Solicit a Response

Everyday English

- What do you think?

Academic English

- What is your opinion/perspective?
- What do you think we should write?
- What do you think makes sense?
- Do you have any suggestions?
- What are your experiences with ___?

58

Academic Language to Restate

▪ So, your idea is that ___.

{

 example
 experience
 opinion

}

▪ That's correct. Yes, that's right.

▪ No, not exactly. What I said was ___.

59

Academic Language to Paraphrase a Response (Rephrase)

Everyday English

- OK. You said ___.

Academic English

- So, what you're saying is that ___.
- If I understand you correctly, you think ___.
- In other words, you'd like to ___.
- In other words, you're proposing that ___.

60

Academic Language to Report/Cite Someone Else's Idea

Everyday English

- __ said that ...
- __ told me that ...

Academic English

- __ pointed out that ... According to __,
- __ indicated that ...
- __ observed that ...
- __ emphasized that ...

61

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

Everyday English

- We think ... We said ... We talked about ...

Academic English

- We decided that ... We agreed that ...
- We determined that ... We concluded that ...
- We observed that ... We believe that ...
- We have come to a consensus that ...
- We discussed ... and decided that ...

62

Replace Everyday Direction Words with Precise Academic Terms

Everyday Terms

- Answer
- Finish
- Repeat
- Talk about
- Share
- Think about

Academic Terms

- **Respond, Elaborate**
- **Complete, Develop**
- **Restate, Review**
- **Discuss, Interact**
- **Report, Contribute**
- **Consider, Contemplate**

63

Replace Everyday Discussion Words with Precise Academic Terms

Everyday Terms

- Answer
- Idea/Thought
- Information
- Guess
- Reason
- Steps

Academic Terms

- **Contribution, Response**
- **Opinion, Perspective**
- **Evidence, Data, Facts**
- **Prediction, Hypothesis**
- **Justification, Evidence**
- **Solution, Process**

64

Alternatives to Asking

Who has an idea? Who wants to share?

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

65

Banned Words in English Classrooms (Regularly Used by Teachers)

- Good
- Nice
- Awesome
- Interesting
- OK
- Bad
- Hard
- Really



Superficial Responses to Student Contributions

Positive

- Great
- Awesome
- Interesting
- Good
- That's right
- Excellent
- Nice
- That's correct

Neutral/Negative

- OK
- Anyone else?
- Not exactly
- Thank you (quizzical)
- Hmm...Interesting
- I'm not sure about that
- I don't think so
- That's not correct

67

Phrases to Comment on Academic Discussion Contributions

- a particularly relevant example
- a perceptive/insightful observation
- a well-justified claim
- articulate elaboration
- appropriate content
- a thoughtful/thought-provoking response
- a unique/creative approach
- a point well taken
- precise vocabulary use/word choices

Instructional Priorities

- Consistently model an academic register.
- Replace everyday words with precise words.
- Formally discuss the concept of register.
- Integrate opportunities to review and brainstorm ideas in everyday English.
- Structure daily academic interactions.
- Assign accountable listening tasks.
- Coach use of an audible public voice.
- Prepare reference tools for priority language.

Professional Reading: Language Magazine Series



www.languagemagazine.com



Disrupting Discourse

Dr. Kinsella recommends an Academic Language Campaign to prepare diverse learners for the CCSS.



Making Vocabulary Number One

Dr. Kinsella offers strategies for prioritizing vocabulary for competent text analysis, discussion, and constructed responses.

70

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71

The End

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72

Creating a Classroom Culture for Structured Interactions

1. Arrange Classroom Seating to be Conducive to Structured Interactions

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

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

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

2. Assign and Alternate Appropriate Partners

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

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

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

#1 is paired with #16;

#2 is paired with #17;

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

Creating a Classroom Culture for Structured Interactions

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

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

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

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

For example:

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

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

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

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 ___.

FOLD

Language for Class Discussions

FOLD

Language for Collaboration

1. Requesting Ideas

What should we write?
What do you think makes sense?
What's your idea?
Do you have an example?

2. Suggesting Ideas

We could write _____.
What if we put _____?
I think _____ would work well.
I think we should add _____.

3. Validating Ideas

That would work.
That makes sense.
Oh, that's a great idea.
That's an interesting example.

4. Deciding On Ideas

Ok. Let's write _____.
I'd like to put _____.
Let's combine our ideas and write _____.
I think _____ is the best example.

5. Clarifying Ideas

I don't quite understand your _____.
In other words, you're saying that _____.
What do you mean by _____?
So, you think we should _____?
Are you suggesting _____?

6. Asking for Assistance

How do I spell the word _____?
Did I spell the word _____ correctly?
What does _____ mean?
Did I explain this idea clearly?
Is there another way to say _____?
Is this an appropriate _____ (noun, verb, adjective)?

7. Restating Ideas

So, you said that _____.
So, you think that _____.
So, your idea is that _____.
So, your opinion is that _____.
So, you're saying that _____.

8. Reporting Ideas

We thought of _____.
We came up with _____.
We decided upon/that _____.
We determined that _____ because _____.
One idea (noun, example) we had was _____.
A/an (noun, verb, adj) we thought of is _____.
Our response is _____.

4. Comparing Ideas

My idea is similar to _____ (Name's).
My response is similar to _____ (Name's).
I have a similar opinion.
My response is different from _____ (Name's).
My example is similar to _____ (Name's).

5. Agreeing/Disagreeing

I agree/disagree with _____ (Name's).
I completely agree with _____ (Name's).
My idea builds upon _____ (Name's).
I share your perspective.
I can see your point of view.

6. Disagreeing

I don't quite agree.
I disagree completely.
I disagree somewhat.
I have a different perspective.
I don't share your point of view.

1. Stating Opinions

In my opinion, _____.
I strongly believe that _____.
because _____.
I think _____ because _____.
From my perspective, _____.
From my point of view, _____.

2. Contributing Ideas

One possible example is _____.
Another interesting example is _____.
One convincing reason is _____.
One recent experience I had was _____.
The correct word form is _____ because _____.

3. Listening Attentively

I chose _____.
I selected _____.
The (word, phrase, example) I recorded was _____.
A relevant example I heard was _____.
A convincing reason I heard was _____.



Language for Academic Discussions

1. Stating Opinions

In my opinion, __.
I (firmly, strongly) believe that __.
I think __ because __.
From my perspective, __.
From my point of view, __.
My opinion on this (issue, topic) is __.

4. Comparing Ideas

My idea is similar to (Name's).
My response is similar to (Name's).
My stance is comparable to (Name's).
My response is different from (Name's).
My approach is different from (Name's).

2. Drawing Conclusions

Drawing from experience, I know that __.
My experience with __ indicates that __.
The data suggests that __.
Based on __, I assume that __.
After reading __, I conclude that __.
My analysis of __ leads me to believe that __.

5. Agreeing

I agree with (Name) that __.
I completely agree with (Name) that __.
I share your perspective.
I can see your point of view.
My idea builds upon (Name's).

3. Elaborating on Ideas

For (example/instance), __.
A relevant example I heard/read was __.
I have observed that __.
One convincing reason is that __.
A compelling reason is that __.
I experienced this when __.

6. Disagreeing

I don't quite agree.
I disagree completely.
I disagree somewhat.
I have a different perspective.
I don't share your point of view.

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Language for Collaboration

1. Requesting Ideas

What should we write?
What do you think makes sense?
What's your idea/opinion?
Do you have a suggestion?
Do you have anything to add?

2. Suggesting Ideas

We could write __.
What if we put __.
I think __ would work well.
We could consider writing __.
I think we should add __.

3. Validating Ideas

That would work.
That makes sense.
That's a great (idea/suggestion).
That's an interesting example.
I share your point of view.

4. Deciding On Ideas

Let's write __.
I'd like to put __.
Let's (use/write/put/add) __.
I think __ is the best __.
Let's combine ideas and put __.

5. Clarifying Ideas

I don't quite understand your __.
In other words, you are saying that __.
What do you mean by __?
So, you think we should __?
Are you suggesting __?

6. Restating Ideas

So, you said that __.
So, you think that __.
So, your idea is that __.
So, your opinion is that __.
So, you're saying that __.

7. Reporting Ideas

We decided (upon/that) __ because __.
One (fact, reason) we considered is __.
Based on __, we determined that __.
After reviewing __, we concluded that __.
Our (response/conclusion/solution) is __.

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Table 4 Strategies to Elicit Democratic Contributions



■ **Popcorn Selection:** Ask a preselected student to report a response and then “popcorn” to another student from another section of the room using a complete sentence. Provide a list of appropriate expressions: *I select ___; I choose ___; I nominate ___; I would like to hear from ___*. The second student reports and selects the third reporter, etc.

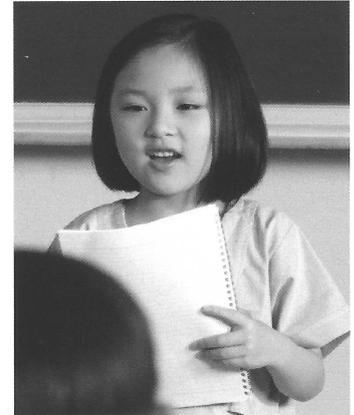


■ **Preselect Initial Reporters:** Preselecting an initial response takes the pressure off the teacher and students alike. The awkward silence as the teacher initially requests contributions only serves to heighten anxiety for less prepared and confident class members. Monitor independent writing and partner interactions in preparation for a class discussion. Preselect one or two students with representative responses to launch the discussion. If a highly reserved student has a particularly thoughtful response, invite that individual to volunteer at the end of the discussion when you open it to volunteers. More often than not, she will rise to the occasion. Speak softly and use neutral language as you preselect contributors to avoid distracting or disappointing students sitting nearby: For example, 1) *I am planning to call on you first to report your perspective;* 2) *You will be our discussion jumper cable with this response. Read it over carefully to prepare to report;* 3) *I would greatly appreciate it if you volunteered this specific idea at the close of our discussion when I ask for voluntary responses.*

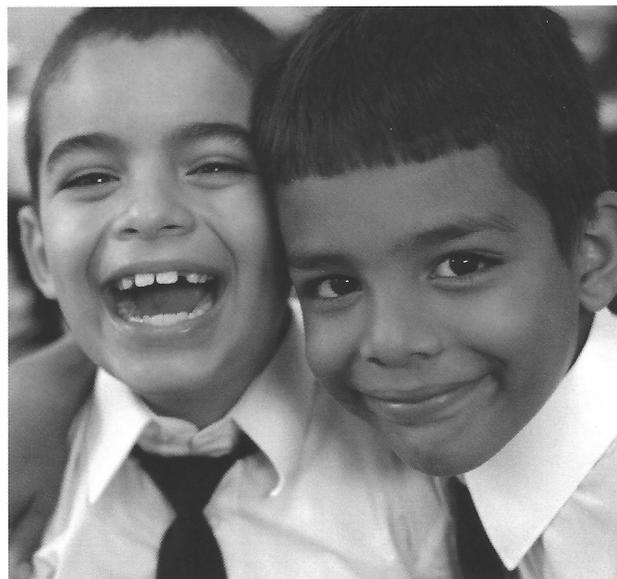


■ **Partner Reporting:** Invite partners to report their partners’ ideas if they are different than those already contributed. Assign language for citing/reporting: *My partner ___ (shared, pointed out, emphasized, indicated, concluded) that ___*.

■ **Name Cards:** Randomly select students using name cards. Include all student names each time you choose, or some students will fail to see the point of paying attention or attempting to contribute.



■ **Voluntary Reporting:** Invite contributions from students who have not yet had an opportunity. Specify how many more responses you expect from different areas of the classroom (particularly in very passive or loquacious classes). This is an ideal opportunity to enlist contributions from preselected volunteers.



■ **Standing Reporters:** Cue all partner As or Bs to stand. Then call on one of the students standing to respond. Ask students with similar responses to be prepared to compare using appropriate language: *My idea is similar to ___’s. My idea builds upon ___’s*. Call on a few students until at least one has had a chance to compare ideas. Invite partners with the opposite letter to stand if they have a novel idea that has not yet been contributed. To make the selection process more engaging, consider different means of identifying standing reporters. For example, *Partners, quickly determine the following: Who is younger or older? Younger students, you can relax. Older students, stand and prepare to report. Whose birthday is closer to today’s date? Birthday celebrants, stand and prepare to contribute.*

■ **Partner Nominations:** Ask students to “nominate” partners who have different responses than those already contributed in the class discussion. Require use of a complete sentence when nominating: *I nominate my classmate ___*. For younger students and immigrant youth, clarify the meaning and use of the verb. *When you nominate a classmate for a particular job such as school president or student council representative, you officially choose that person because you think she or he would be a strong, responsible candidate*. Make a point of affirming the attentive student who recalled that the partner’s response was different than those previously shared in the unified-class discussion.

This certificate is hereby awarded to

_____ *in acknowledgement of his/her competent use of Academic English.*

This certificate is hereby awarded to

_____ *for using an eloquent public voice during a class discussion.*



This certificate is hereby awarded to

_____ *for skillfully using academic vocabulary during a class discussion.*

This certificate is hereby awarded to

_____ *for demonstrating attentive listening skills during AVT lessons.*



This certificate is hereby awarded to

_____ *for effectively sharing a response multiple times.*

This certificate is hereby awarded to

_____ *for reporting a classmate's idea(s).*



Academic Response Frames

What is a response frame?

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

What is the value of using a response frame?

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

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

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

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

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

Sentence Starter vs. Academic Response Frames

Sentence starter:

A partner shows active listening when _____.

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

Response Frame:

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

Word Bank

Casual Verbs

says
likes
lets
helps

Precise Verbs

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

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

Key Components of a Response Frame

A response frame includes the following essential features:

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

Sample Lesson Scenario Using Response Frames

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

Phase 1: Think	 Phase 1: Think
	1. Display and read aloud the discussion question
	2. Students reread question aloud (<i>phrase-cued</i>)
	3. Model brainstorming response(s) (<i>quick list, phrases, everyday English</i>)
	4. Prompt students to think and record brief responses
	5. Students star one or two preferred ideas to develop into academic responses
Phase 2: Write	 Phase 2: Write
	1. Introduce first frame (<i>visibly displayed, include model response</i>)
	2. Students rehearse model response (<i>silently, phrase-cued</i>)
	3. Direct attention to grammatical target (<i>underline, highlight</i>)
	4. Prompt students to select an idea from the brainstorming list
	5. Direct students to write an academic response using the first frame
	6. Circulate to read sentence and provide feedback
	7. Introduce second frame (<i>visibly displayed, include model response</i>)
	8. Students rehearse model response (<i>silently, phrase-cued</i>)
	9. Direct attention to grammatical target(s) (<i>underline, highlight</i>)
	10. Prompt students to select another idea from the brainstorming list
	11. Direct students to write an academic response using the second frame
12. Circulate to read sentences and provide feedback	
Phase 3: Interact	 Phase 3: Partner Interaction
	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	 Phase 4: Whole Group Reporting
	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 (<i>e.g., name cards, popcorn, volunteers</i>)
	6. Briefly synthesize contributions and make connections to article focus
7. Repeat phase 4 for response with second frame	

Academic Discussion Topic: *Productive Lesson Partners*



THINK:

Briefly record your personal responses to this question:

What are the characteristics of a productive lesson partner?

1. _____ 3. _____
 2. _____ 4. _____



WRITE:

Rewrite two ideas using the frame. Include a precise academic adjective.

Frame:

In my opinion, a productive lesson partner is _____ (adjective: *focused, kind*).

Adjective Bank:

Casual

Academic

- funny*
- nice*
- friendly*
- good*

- humorous, entertaining
- helpful, _____
- respectful, _____
- organized, _____

Model Sentence:

In my opinion, a productive lesson partner is patient.

My Sentences:



DISCUSS:

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

- So your (experience/observation/perspective) is that ____
- Yes, that's correct. No, not exactly. What I (meant/stated/intended) was ____

Classmates' Names	Ideas
1.	
2.	
3.	



REPORT:

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

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

Academic Discussion Topic: Academic Vocabulary

**THINK:**

Briefly record your personal responses to this question:

What are the benefits of learning academic vocabulary?

1. _____
2. _____
3. _____

**WRITE:**

Rewrite one idea using the frame. Include precise academic words.

Frame: _____ using academic vocabulary will help me to _____.
(adverb) (verb: base form)

Precise Word Banks:**ADVERBS**

correctly
accurately
skillfully

VERBS

improve
succeed
impress

Model Sentence: *Expertly using academic vocabulary will help me to communicate effectively with my teachers and classmates during lessons.*

My sentence: _____



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

- So your opinion is that ____
- Yes, that's correct. No, not exactly. What I said was ____

Classmates' names	Ideas
1.	
2.	
3.	

**REPORT:**

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

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

Academic Discussion Topic: *Cell Phones versus Landline Phones*



THINK: Identify similarities and differences between cell phones and landline phones.

- | | |
|----------------|---------------|
| (similarities) | (differences) |
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |



WRITE: Rewrite two ideas using the sentence frames. Include precise word choices. Elaborate using an appropriate transition: *For instance; For example; To illustrate.*

Frame 1: Cell phones and landlines are similar in that both (**verb-present tense:** *include, require*) ___
Response: _____

Frame 2: One major difference is that users can (**verb-base form:** *download, send*) ___ with a ___
Response: _____

Frame 3: Perhaps the most striking difference between these phones is the (**noun:** *amount, cost*) ___
Response: _____

Precise Word Bank:

Nouns

design
 features
 capabilities
 memory

Verbs

store
 search
 utilize
 send

Adjectives

convenient
 portable
 limited
 instant



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

- So your (*experience/observation/perspective*) is that ___
- Yes, that's correct. No, not exactly. What I (*meant/stated/intended*) was ___

Classmates' Names	Ideas
1.	
2.	
3.	



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

- My idea is similar to ___'s.
- My idea builds upon ___'s.

Academic Discussion

WHAT ARE THE CONSEQUENCES OF SLEEP DEPRIVATION?



BRAINSTORM IDEAS

Briefly record at least two ideas in each column using everyday English.

Physical Consequences	Mental Consequences
<ul style="list-style-type: none"> • getting out of shape • • 	<ul style="list-style-type: none"> • less interest in friends • •



ANALYZE WORDS

Complete the chart with precise words to discuss and write about the issue.

Everyday	Precise
often (<i>adverb</i>)	regularly,
tired (<i>adjective</i>)	fatigued,
moody (<i>adjective</i>)	anti-social,



MAKE A CLAIM

Rewrite two ideas using the frames and precise words. Then prepare to elaborate verbally.

1. **Frame:** One physical (consequence/impact/outcome) of sleep deprivation for adolescents is (**verb + -ing:** having, getting, gaining) _____

Response: _____

2. **Frame:** A mental (consequence/impact/outcome) of chronic fatigue is that adolescents can become _____ (**adjective:** distracted, alienated, anti-social)

Response: _____

Language to ELABORATE

For example, _____.
I know this firsthand because _____.



COLLABORATE

Listen attentively, restate, and record your partner's ideas.

Classmate's Name	Ideas
	1.
	2.

Language to RESTATE

So you believe that _____.
Yes, that's correct.
No, not exactly. What I (pointed out/stated) was _____.

Ten-Minute Paper

A **ten-minute paper** begins with a well-stated **claim**, followed by **two detail sentences** that elaborate with relevant examples and precise words.

Language to AGREE/DISAGREE

I agree with _____'s idea.
I don't quite agree with _____'s idea.



PRESENT IDEAS

Listen attentively, and take notes. Then indicate if you agree (+) or disagree (-).

Classmate's Name	Idea	+/-



ELABORATE IN WRITING

Work with the teacher to write a ten-minute paper.

Language to COLLABORATE

What should we write?
We could put _____. What do you think makes sense?
We could also write _____.

One _____ consequence of sleep deprivation for adolescents is getting sick _____. For example, not getting _____ sleep throughout the week weakens an individual's immune system. As a result, _____ teens commonly develop illnesses such as _____ and _____ and have to miss _____ days of school.

Work with your partner to write a ten-minute paper.

A _____ impact of chronic fatigue is that adolescents can become forgetful. For example, insufficient sleep can cause _____ with short-term memory and _____. As a result, teens who _____ come to school feeling _____ have considerable difficulty _____

Kinsella, Kate. (2011). English 3D: Course 2, Scholastic.

**INCREASING THE QUALITY AND QUANTITY OF VERBAL INTERACTIONS
~ Data Collection Tool ~**

Date: _____ Observer: _____

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

Room #	Teacher Sentences	Student(s) Single Word/Phrase(s)	Student(s) Complete Sentence(s)
		individual	individual
		partner	partner
		class reporting	class reporting

Most verbal interactions included: (✓ each)
 target vocabulary accurate grammar academic (precise) words expression

Room #	Teacher Sentences	Student(s) Single Word/Phrase(s)	Student(s) Complete Sentence(s)
		individual	individual
		partner	partner
		class reporting	class reporting

Most verbal interactions included: (✓ each)
 target vocabulary accurate grammar academic (precise) words expression

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STRUCTURED STUDENT ENGAGEMENT ~ MONITORING TOOL

Teachers/Room Numbers: _____ Observer: _____

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

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

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

Verbal	Whole class (<i>chorally, phrase-cued, oral cloze</i>)				
	Partner/group to discuss w/o language support				
	Partner/group to discuss using response frame				
	Partner/group to read text passages				
	Speak audibly (<i>partner private voice; discussion public voice</i>)				
	Listen attentively (<i>compare ideas, counter arguments, etc.</i>)				
	Individually respond as preselected reporter				
	Individually respond as random reporter (<i>equity sticks, name cards, popcorn, white board selector</i>)				
Individually respond as volunteer reporter (<i>preselected/encouraged, partner nomination, raised-hand</i>)					

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

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.
Beginning – Intermediate (grades 4-12). *Longman study dictionary, 2e*. (2010). Pearson Longman.
High Intermediate (grades 5-12): *Longman dictionary of American English*. (2004). Pearson Longman.
Advanced (grades 7-12): *Longman thesaurus of American English*. (2013). Pearson Longman.
Advanced (grades 7-12): *Longman advanced American dictionary, 2e*. (2007). Pearson Longman.
Advanced (for instructors) *Oxford Collocations Dictionary, 2e*. (2009). Oxford University Press.

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 CCSS-Aligned High-Utility Academic Words:

The Academic Vocabulary Toolkit (2012). Cengage-National Geographic Learning. (Grades 7-12)
The Academic Vocabulary Toolkit (2015). Cengage-National Geographic Learning. (Grades 3-6)

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 by Dr. Kinsella

Kinsella, K. (Dec. 2012). Cutting to the Common Core: Communicating on the same wavelength. *Language Magazine*, 18-25
Kinsella, K. (Oct. 2012). Cutting to the Common Core: Disrupting discourse. *Language Magazine*, 18-23.
Kinsella, K. (Aug. 2013). Cutting to the Common Core: Making vocabulary number 1. *Language Magazine*, 18-23.
Kinsella, K. (Oct. 2014). Cutting to the Common Core: Analyzing Informational Text. *Language Magazine*, 18-26.
Kinsella, K. (May 2013). Cutting to the Common Core: The Benefits of Narrow Reading Units for English Learners, *Language Magazine*, 18-23.
Kinsella, K. (Mar. 2015). Cutting to the Common Core: Fostering Academic Interaction. *Language Magazine*, 24-31.
Kinsella, K. (2011). Research to inform English language development in secondary schools. *In the STARlight: Research and Resources for English Learner Achievement* (<http://www.elresearch.org>).
Kinsella, K. (2013). *English 3D: Research Overview*. Scholastic, Inc.
Kinsella, K. (2012). Explicit, Interactive Instruction of High-Utility Words for Academic Achievement. *The Academic Vocabulary Toolkit* (2012). Cengage-National Geographic Learning.