

Analyzing Language Demands of the ID CCSS for ELA

Grade 6	ID CCSS for ELA [1.] Speaking and Listening: Comprehension and Collaboration
Speaking & Listening 6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.
a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b	Follow agreed-upon rules for discussions and carry out assigned roles.
c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Sample Language Objectives in the ACADEMIC DISCUSSION ROUTINE Interacting in Meaningful Ways:



Productive:

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



Collaborative:

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



COLLABORATIVE: Sample Language Objectives

Vague Statement #1: Contribute to class, group, or partner discussions.

What this really means . . .

- **Discuss** prior knowledge of a topic (what makes someone a good friend) prior to reading a text, using appropriate register, complete sentences, and gerunds: *helping, assisting, listening, defending, sharing, complimenting, recommending.*
- **Facilitate** a collaborative small-group discussion of a topic by following **turn-taking** rules and **eliciting** ideas with precise questions: *So, __, what are your thoughts?; (Name), what can you add?; So, __, what's your experience?*
- **Exchange** information on a topic by **asking** relevant questions and **affirming** others: *What do you think makes sense? That makes sense. That would work.*
- **State** an opinion on an issue by first **qualifying** a point of view using precise phrases: *Based on my experiences as a __; Drawing on my experiences as a __.*
- **Listen** attentively, **restate** a partner's idea, and take brief notes using precise phrases: *So, your (opinion, perspective, point of view) is that __?*
- **Compare** experiences using complete sentences and key phrases: *My experience is (similar to, somewhat similar to; different than; somewhat different than) yours.*
- **Facilitate** discussion within a group by **eliciting** responses using appropriate phrases: *I am eager to hear from __; I would like to hear from __; I'm interested in __'s response.*
- **Describe** the effects of a person's behavior using a complex sentence with present tense verbs: *When my partner __ (verb + s), I __ (feel, understand, know) __.*
- **Predict** informational text content and structure using a complex sentence with precise nouns to name text features and future tense: *Based on the __ (title, heading, graphic aid, highlighted words), I predict the text will focus on __.*
- **Articulate** the key idea and details in an informational text using precise academic terms: *text topic, focus, key idea, detail.*
- **Qualify** word knowledge using precise present tense verbs: *use, know, understand, comprehend, recognize, don't recognize.*
- **Report** a group's consensus on word knowledge using past tense citation verbs + that: *agreed that, decided that, determined that, concluded that.*
- **Compare** and **contrast** approaches using a complete sentence and precise adjectives: *similar, comparable, identical, different.*
- **Negotiate** with group members to construct a final collaborative response using appropriate present tense opinion statements: *I think we should (say, put, use, write) __ because __; I still think __ is the strongest (choice, response, wording).*
- **Elicit** and **validate** ideas while collaborating on a constructed response using appropriate questions and statements: *What do you think makes sense? That makes sense. What's your (opinion, suggestion)? That's a great (Idea, example, suggestion).*
- **Evaluate** interview techniques using text evidence and precise phrases for elaboration: *for example, for instance, as an example, to illustrate.*

Linguistic Tools for Writing Effective Language Objectives

Effectively written language objectives:

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

Sample Language Objectives: Students will ...

Report a group consensus using **past tense citation verbs**: *determined, concluded*.

State a claim using **present tense persuasive verbs**: *believe, maintain, contend*.

Analyze info-text essential content using **academic terms**: *focus, key idea, detail, evidence*.

Provide feedback on a narrative conclusion using **strong verbs**: *learn, gain, benefit, resolve*.

Revise an opinion paragraph using appropriate **modal verbs**: *should, could, would*.

Negotiate to write a collaborative response using a **present tense opinion statement**:

I think we should (put, use, write); I think ___ is the strongest (choice, wording, response).

Language Objective Frames:

Students will _____ (function: active verb phrase) **using** _____ (language target)

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

Active Verbs to Specify Functions for Verbal (Expressive) Language Tasks				
articulate	debate	elicit	justify	retell
ask	defend	explain	negotiate	summarize
collaborate	define	express	predict	rephrase
communicate	describe	facilitate	react to	revise
compare	discuss	identify	report	validate
contrast	elaborate	inform	respond	write

Language objectives can also be effectively stated with verb phrases such as the following:

Students will **point out similarities between**...

Students will **express agreement**...

Students will **articulate events in sequence**...

Students will **state opinions about**....

Sample Noun Phrases to Specify Language Targets		
high-utility academic words	complete sentences	subject verb agreement
topic-focused vocabulary	complex sentences	modal verbs + base verbs
precise adjectives	clarifying questions	present progressive verbs
strong action verbs	prepositional phrases	gerunds (verb + ing)
noun phrases	adjective clauses	past tense citation verbs

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

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Dr. Kate Kinsella's Top 20 Implementation Launch Observation Checklist

ENVIRONMENT

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

Notes: _____

INSTRUCTION

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

Notes: _____

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 ___.

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Language for Academic Discussions

1. Stating Opinions

I think ___ because ___.
 I (firmly, strongly) believe ___.
 In my opinion, ___.
 From my perspective, ___.
 I am convinced ___.
 My opinion on this (topic, issue) is ___.

3. Supporting / Elaborating

For (example, instance), ___.
 A relevant example I (heard, read) was ___.
 One (possible, convincing) reason is ___.
 A (key, major) reason is ___.
 A relevant experience I had was ___.
 I experienced this when ___.

3. Providing Evidence

After hearing ___, I am convinced ___.
 The data on ___ suggests ___.
 After reading ___, I conclude that ___.
 After reviewing ___, I assume that ___.
 Drawing from experience, I know that ___.
 Based on experience, it seems evident that ___.

4. Comparing / Contrasting

My (idea, response) is similar to (Name's).
 My (opinion, perspective) is similar to (Name's).
 My response is similar to that of my classmates.
 My response is different from (Name's).
 My (approach, perspective) is different from (Name's).
 My (analysis, conclusion, solution) is different from (Name's).

5. Agreeing / Disagreeing

I (completely) agree with (Name) that ___.
 I share your perspective.
 My idea builds upon (Name's).
 I don't (quite, entirely) agree.
 I disagree (somewhat, completely).
 I have a different perspective on this (topic, issue).

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Language for Academic Collaboration

1. Eliciting

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

2. Contributing / Suggesting

We could (say, put, write) ___.
 What if we (say, put, write) ___.
 I think ___ makes the most sense.
 I think ___ would work well.
 I think we should (add, include, consider) ___.

3. Validating

That would work.
 That makes sense.
 That's a great (idea, suggestion).
 I see what you're saying.
 That's worth considering.

4. Negotiating

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

5. Clarifying

I don't quite understand your (idea, reason).
 I have a question about ___.
 What exactly do you mean by ___?
 If I understand you correctly, you think that ___?
 Are you suggesting ___?

6. Restating

So, you think that ___.
 So, your (idea, opinion, response) is ___.
 So, you're suggesting that ___.
 Yes, that's (right, correct).
 No, not exactly. What I (said, meant) was ___.

7. Reporting

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

8. Listening Attentively

The (idea/example) I ___ (added/recorded) was ___.
 I (appreciated/related) to (Name's) ___(example/experience).
 The most convincing reason I heard was ___.
 The strongest (argument/evidence) offered was ___.
 The contribution I (appreciated, added, selected) was ___.

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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.*

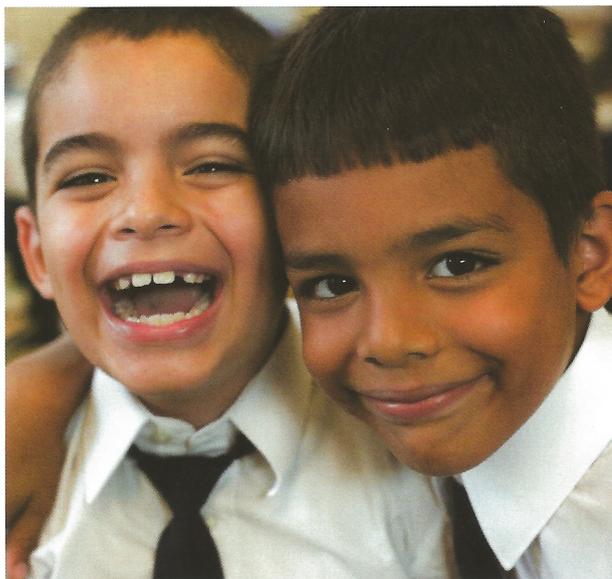
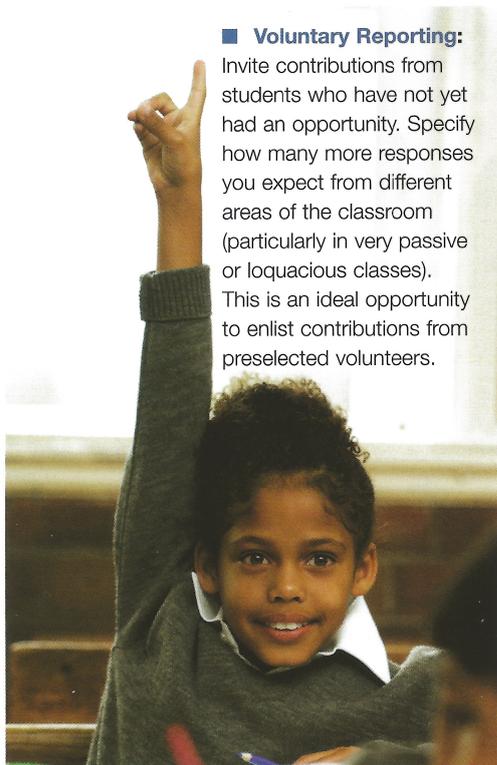


■ **Partner Reporting:** Invite partners to report their partners’ ideas if they are different than those already contributed. Assign language for citing/reporting: *My partner ___ (shared, pointed out, emphasized, indicated, concluded) that ___.*

■ **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.

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.**

Dr. Kate Kinsella's Educational Terms, Definitions and Examples

KEY Term	Definition	EXEMPLARS
Instructional Routine	<i>A research-informed, classroom-tested, step-by-step sequence of teacher and student actions that are regularly followed to address a specific instructional goal.</i>	<ul style="list-style-type: none"> • Using Response Frames • Teaching Vocabulary (Topical/High-Utility) • Academic Discussion • Ten-Minute Constructed Response • Close Reading • Analyzing a Student Writing Model

Clarifying Misused Educational Terms

Terms	Definitions	Examples not Endorsements
Teaching Strategy	<i>A technique that a teacher uses to accomplish a specific lesson task.</i>	<ul style="list-style-type: none"> • Popcorn/Round Robin Reading • Choral Reading • Anticipation Guide • Equity Sticks • Numbered Heads • Think-Pair-Share
Learning Strategy	<i>A technique that a student uses to accomplish a specific task or skill.</i>	<ul style="list-style-type: none"> • Marking Texts • Reviewing Study Cards • Taking Cornell Notes • Restating Information in Own Words • Creating a Mnemonic • Outline • SQ3R
Procedure	<i>A fixed sequence of actions or behaviors that are followed the same way to correctly perform a classroom action.</i>	<ul style="list-style-type: none"> • Call Response ("Class-Class" etc.) • Lining Up • Heading a Paper • Turning in Work • Distributing and Collecting Materials • Asking a Question • Forming Groups • White Boards
Protocol	<i>A set of rules, customs and language used in formal spoken and written interactions.</i>	<ul style="list-style-type: none"> • Establishing Lesson Objectives • Peer Feedback • Partner Interaction • Contributing to a Lesson Discussion • Socratic Seminar • Exit Slip
Task	<i>A small step or action assigned or expected for students to complete during a lesson.</i>	<ul style="list-style-type: none"> • Underline • Point • Finger Signals (Thumbs Up) • Display Response • Highlight • Circle
Activity	<i>A participatory experience students engage in to understand or practice lesson content.</i>	<ul style="list-style-type: none"> • KWL Chart • Debate • Bingo • Crossword Puzzle • Snowball Fight • Socratic Seminar • Skit • Word Sort
Assignment	<i>A piece of work that students are given to acquire knowledge, practice a skill, or demonstrate mastery of lesson content.</i>	<ul style="list-style-type: none"> • Timeline • Collage • Essay • Copy Definition & Write Sentence(s) • Poster • Write a Report (Video, PowerPoint) • Diorama • Article Summary • Workbook Exercise

Dr. Kate Kinsella's ACADEMIC DISCUSSION ROUTINE ~ Step by Step

Phase 1: Brainstorm

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

Phase 2: Record

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

Phase 3: Exchange

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

Phase 4: Report

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

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 _____.

Academic Discussion Topic: *Reasons to Protest*



THINK: Briefly record your personal responses to this question:

What would prompt an individual or particular group of people to protest?

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



WRITE: Rewrite two ideas using the sentence frames. Include precise word choices. Prepare to elaborate verbally with a convincing reason or concrete example.

- One major reason is __.
- For example, __.

Frame 1: Not _____ (verb + ing: *receiving*) would prompt _____ to protest.

Response: _____

Frame 2: Not being able to _____ (base verb: *enroll*) would prompt _____ to protest.

Response: _____

Word Bank:

Verbs

organize
receive
participate
earn
practice

Nouns

wage
credit
opportunity
benefit
religion



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 the sentence frames to point out similarities.

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

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



THINK: Brainstorm a quick list of ideas in response to the prompt.

How would you describe the student's vocabulary use?

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



WRITE: Rewrite two ideas using the frame. Include a precise academic adjective. Elaborate with a clear reason or concrete example.

Frame: I would describe her vocabulary use as _____ (adjective: *imprecise*).
One reason is ____; For example, ____.

Adjective Bank:

Casual	Academic
<i>good</i>	precise _____
<i>bad</i>	imprecise _____
<i>normal</i>	conversational _____

Model Response: *I would describe her vocabulary use as **imprecise**. One reason is she repeated that "they are kind of the same but different," but she never provided a specific example.*

My Response: _____



DISCUSS: Listen actively, restate, then take brief notes on your partner's idea.

- So you think her vocabulary use is ____
- Yes, that's right. No, not exactly. What I (said, meant) was ____

Classmates' Names	Ideas
1.	
2.	
3.	



REPORT: Prepare to report your idea during the whole group discussion. Listen actively, and use academic language to compare ideas.

•My idea is similar to _____ (Name's). My idea is different from _____ (Name's) .

Academic Discussion Topic: *Sharing vs. Collaborating*

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

 **BRAINSTORM:** List a few characteristics of sharing and collaborating.

<i>Sharing involves . . .</i>	<i>Collaborating involves . . .</i>
•	•
•	•

 **PRECISE WORD BANK**

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

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

1. One basic similarity between sharing and collaborating is that both require _____.
(noun phrase)
2. A key difference is that true collaboration requires _____.
(noun phrase)
3. Another major difference is that during collaboration students must _____.
(base verb)

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

<i>Sharing requires ...</i>	<i>Collaborating requires...</i>
1.	1.
2.	2.
3.	3.

Listen attentively, and use academic language to compare ideas.

- My response is **similar to** (Name's).
- My response is **comparable**, but I would like to add that . . .

Academic Discussion Topic: *Animal Emotions*



PROMPT: *What are some emotions animals share with humans?*



BRAINSTORM: List a few common emotions you believe animals share with humans. Draw from personal experience and background knowledge. In parentheses, write the animal you associate with this emotion.

<i>Some animals show...</i>	<i>Many animals show. . .</i>
•	•
•	•



PRECISE WORD BANK

+ love, joy, sympathy, pride, desire, excitement, curiosity, gratitude, hope	- anger, jealousy, nervousness, impatience, grief, panic, sadness, disapproval, fear
--	--



RECORD: Rewrite two ideas using the sentence frames. Include precise word choices. Elaborate verbally with an example, drawing from experience or background knowledge.

1. One human emotion many (**adjective:** *household, domesticated, wild*) _____ animals (*share, experience, demonstrate*) _____ is _____. For example, _____.

2. (**adjective:** *All, Many, Some*) _____ animals are capable of (verb + ing: *showing, expressing*) _____ the common human emotion _____. For instance, _____.



EXCHANGE IDEAS: Listen attentively and record notes on your classmates' ideas. Begin by restating then recording your partner's idea(s).

- So, your (example, experience) is that _____.
- Yes, that's correct.
- No, not exactly. What I (said, meant) was _____.



REPORT: Listen attentively, then record brief notes during group and whole-class discussions.

Partner Contributions	Whole-Class Contributions
1.	1.
2.	2.

Listen attentively, and use academic language to compare ideas.

- My (example, experience) is **similar to** (Name's).
- My (example, experience) is **comparable to** (Name's).

Ten-Minute Constructed Response: Animal Emotions

Prompt: Are animals capable of experiencing human emotions? Write a ten-minute response expressing your opinion. Begin with a detail sentence, followed by two supporting sentences, drawing evidence from experience or sources.

I'll do it... Teacher

I firmly believe that animals are capable of experiencing the common human emotion, jealousy. As an example, when my two-year-old nephew recently climbed on the sofa to snuggle and read with me, my bulldog puppy Polo jumped up and wiggled his way between us, then placed his head on my lap to show he was more important than the child. This surprising behavior clearly demonstrated that he felt jealous of my nephew.

We'll do it... Teacher and Students

In my opinion, animals are capable of experiencing the common human emotion, joy. For example, when our family's pet (noun) _____ knows she is going to (base verb) _____, she always responds by (verb + ing) _____ and (verb + ing) _____. This predictable behavior (adverb) _____ illustrates that our (noun) _____ experiences genuine _____.

You'll do it... With a Partner

From my perspective, animals are capable of experiencing the common human emotion, love. For instance, when _____

This affectionate behavior surely proves that _____

Five-Minute Constructed Response: Animal Emotions

Prompt: Can animals show human emotions? Describe a pet's actions that prove this animal is capable of showing a human emotion.



I'll do it... Teacher

I saw my neighbor's pet parrot, Lucy, being upset. She screeched loudly and flapped her wings when Mrs. Delgado put her back in her cage.



We'll do it... Teacher and Students

I saw my brother's pit bull, Jenna, being _____ (**adjective**). She jumped up on the sofa and _____ (**verb + ed**) my brother with her paw when he got home from the _____ (**noun**) with a broken _____ (**noun**).



We'll do it... Teacher and Students

I saw my classmate's energetic beagle puppy, Oscar being impatient. He _____ (**verb + ed**) loudly and carried his favorite _____ (**noun**) in his mouth to my friend because he really wanted to leave the house and _____ (**verb**).



You'll do it... Partners

I saw my friend's pet _____ (**noun**) being (excited, jealous).
(She/He) _____

Argument Essay: Language Features Analysis Task

After examining the issues surrounding a complete ban on plastic bags, I am convinced that legislation prohibiting the distribution and use of disposable bags should be enacted.

A key reason I maintain this position is that consumers tend to use plastic bags recklessly. I have regularly witnessed individuals in my community, particularly on the street, toss grocery bags on the sidewalks. In “Ban It or Buy It?,” Sanjay Malik presents striking data regarding the negative consequences of permitting consumers to dispose of plastic bags without recycling. For example, Malik describes how people use nearly 200 million plastic bags every year, and only recycle less than four percent of them (39). On the other hand, opponents of an outright ban are likely to point out the fact that this extreme measure would force retailers to provide paper bags, and paper recycling actually requires more energy than plastic recycling (39). However, well-known facts actually demonstrate that plastic bags involve a greater overall cost because they are produced using oil, which is a non-renewable resource.

Another major reason I am in favor of limiting the use of plastic bags is the fact that pollution caused by plastic bag debris endangers our oceans and the animals who live in them. Laura Parker emphasizes in “With Millions of Tons of plastic in Oceans, More Scientists Studying Impact” the tragic impacts of plastic on the environment. Similarly, one particularly troubling statistic cited by Parker is that if 68 ships spent a year cleaning the North Pacific, they would clean up less than one percent of it (44). This is important to consider because researchers at the 5 Gyres Institute have found plastics in the bodies of dead sea animals. Critics of a total ban on plastic bag use may reply that these products are convenient despite the fact that Americans use between 70 billion and 100 billion plastic bags each year (Environmental Protection Agency, 35).

The controversial debate regarding whether cities should ban plastic bags will surely continue. However, after considering perspectives on both sides of the issue and reviewing relevant research, I strongly approve of legislation that would prohibit their use.

Mark and Discuss Argument Essay Language Features



Mark the language features. Then discuss them with your partner.

1. Put brackets around present tense verbs or verb phrases that directly state opinions.
A present tense (verb, verb phrase) that directly states an opinion is _____.
2. Circle adverbs that add emphasis. *(One, Another) adverb that adds emphasis is _____.*
3. Draw a box around each transition that introduces a reason or example.
(One, Another) transition (word, phrase) that introduces a (reason, example) is _____.
4. Put parentheses around noun phrases to reference text evidence.
(One, Another) noun phrase that references text evidence is _____.
5. Check present tense 3rd person singular citation verbs.
(One, Another) present tense 3rd person singular citation verb is _____.
6. Star two precise topic words. *An example of a precise topic word is _____.*
A potential counter argument is introduced with this wording:

Language Tools: Opinion and Argument Writing

To <i>DIRECTLY</i> state your opinion . . .			To <i>INDIRECTLY</i> state your opinion . . .	
	Verbs	Verb Phrases	Verbs Phrases	
agree	<i>I . . .</i> think, believe, agree, view conclude, contend, support, maintain, concur, consider	<i>I . . .</i> personally/honestly think firmly believe, continue to believe strongly agree am/remain convinced that fully support the notion that	agree	It is clear that It is important that It is evident that It is worth noting that It is essential that
disagree	<i>I . . .</i> contend maintain	<i>I . . .</i> would argue strongly that do not (think, believe) still contend still maintain cannot support the position disagree (somewhat, entirely) in no way believe am unconvinced	disagree	It is not entirely clear that It seems less important that It is not perfectly evident that It is simply not worth noting that It is clearly not worth arguing that It is not always (true, the case) that The argument that ___ is (invalid, illogical, flawed, erroneous).
undecided	<i>I'm . . .</i> undecided uncertain unconvinced unsure	<i>I . . .</i> am somewhat undecided whether remain unconvinced am more inclined to believe see both sides of the issue am still on the fence about	undecided	It remains unclear whether It is challenging to determine whether It cannot be easily decided whether It continues to be problematic to state Taking into consideration both sides of this issue, it is unclear that

Adverbs to add emphasis: certainly, definitely, perfectly, completely, surely, clearly, wholeheartedly, firmly, fully, honestly, still

Examples:

*It is certainly true that; I can definitely (see how, understand why); I wholeheartedly support; I firmly believe; I fully recognize;
The research team surely defends; Recent studies clearly demonstrate; Current data definitely points to*

Language Tools: Opinion and Argument Writing

Transition Words and Phrases

1. To establish your point of view	2. To introduce reasons
<p>Drawing from my (family, school, athletic, work) experience, Based on my experience as a/an (female, athlete, immigrant), As a (competitive athlete, college-bound teenager), During my (pre-school years, childhood, adolescence), In my elementary school experience, Within my (culture, community, neighborhood), Amongst my (peers, family members, classmates),</p>	<p>One reason I hold this position is Another (key, major) reason (restate claim) is A compelling reason for ___ is It is also clear that Perhaps the most important reason for</p>
3. To introduce a data-driven claim/position	4. To introduce examples
<p>After reading the article, __, After examining the issues surrounding __, After analyzing the research findings on __, After considering the arguments in favor of __, After examining the issues surrounding __, Having reviewed the recent data on __, Having thoroughly investigated the issue of __,</p>	<p>For example, As an illustration, For instance, Another (example, factor, instance) is As an example, As a/an (recent, additional, typical) example, To illustrate,</p>
5. To introduce evidence drawn from sources	6. Transitions to introduce /connect supporting ideas
<p>A recent study shows According to The data on ___ clearly indicates The evidence on ___ points to Abundant data illustrates There is strong evidence to suggest</p>	<p>First, Second, In addition, Furthermore, Also, Additionally, Moreover, Most importantly,</p>
7. Transitions to conclude	
<p>In conclusion, . . .Overall, . . .Finally, . . .Thus, . . . For these reasons, . . .To conclude, . . .To sum up, . . .To review</p>	
8. Precise Adjectives for Evidence	
<p>good = convincing, powerful, strong, compelling, relevant scary = alarming, distressing, shocking, striking, disturbing true = believable, convincing, plausible, persuasive not enough = inadequate, insufficient, scarce</p>	<p>new = recent, current, contemporary, up-to-date hard = difficult, troubling, challenging, complex, complicated enough = adequate, sufficient, abundant, substantial stupid = absurd, ridiculous, unreasonable</p>

Counter Argument & Refutation

Basic Approach:

Some people may (say, argue, advocate) that my (opinion, claim, position) is not (true, valid, reasonable) because ____.
However, this is (incorrect, inaccurate, mistaken, wrong, categorically false) because ____.

Introducing a Counter Argument	Refuting the Counter Argument
<p>Some will state that (my claim) is not true because ____.</p> <p>Some people might contend that ____.</p> <p>(Opponents, Proponents) of ____ will argue that ____.</p> <p>Advocates of ____ are likely to emphasize that ____.</p> <p>Those on the other side of the issue may emphasize ____.</p> <p>While it is true that ____,</p> <p>Admittedly, ____.</p> <p>Defenders of ____ are apt to point out that ____.</p>	<p>That said, I would remind them that ____.</p> <p>Nevertheless, I would readily point out that ____.</p> <p>However, they should carefully consider ____.</p> <p>However, current data actually demonstrates ____.</p> <p>Although that point is true, it is not important because ____.</p> <p>While that may be the case, my point is still valid because ____.</p> <p>Some will maintain ____ despite the fact that ____.</p> <p>Transition words: but, yet, however, nevertheless, still</p>

Examples:

- Proponents of an outright ban are likely to point out the fact that a higher percentage of paper bags than plastic bags is recycled. However, current data actually demonstrates that recycling paper bags uses more energy and plastic bags take up less space in landfills. (Malik 38).
- Advocates for a total ban on plastic bag use may reply that these products last for up to 1,000 years in landfills despite the fact that polls reflect a complete ban isn't supported by most Americans (EcoWatch 35).
- While it is true that consumers are perfectly capable of recycling plastic bags responsibly, recent global research suggests less than five percent of people regularly recycle bags (Malik 39).

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 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 and Research Briefs by Dr. Kinsella

Kinsella, K. (Dec. 2012). Communicating on the same wavelength. *Language Magazine*, 18-25
Kinsella, K. (Oct. 2012). Disrupting discourse. *Language Magazine*, 18-23.
Kinsella, K. (May 2013). The benefits of narrow reading units for English learners, *Language Magazine*, 18-23.
Kinsella, K. (Aug. 2013). Making vocabulary number one. *Language Magazine*, 18-23.
Kinsella, K. (Oct. 2014). Analyzing informational text. *Language Magazine*, 18-26.
Kinsella, K. (Mar. 2015). Fostering Academic Interaction. *Language Magazine*, 24-31.
Kinsella, K. (Mar. 2016). Attentive Listening: An Overlooked Component of Academic Interaction. *Language Magazine*, 24-31.
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Kinsella, K. (2013). *English 3D: Research Overview*. Scholastic, Inc.
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Dutro, S. & Kinsella, K. (2010). English language development: Issues and implementation in grades 6-12. In *Improving education for English learners: Research-based approaches*. CA Dept. of Education.