

Instructional Tools to Address the Complex Language Demands of Academic Interaction

Idaho Association for Bilingual Education
Annual Conference Boise, ID 2.3.17

Kate Kinsella, Ed.D.

Center for Teacher Efficacy
San Francisco State University
katek@sfsu.edu

Session Objectives

Participants will learn effective ways to:

- Model academic register features for college/career readiness
- Set up and monitor productive student interactions
- Facilitate inclusive and accountable lesson participation
- Build attentive academic listening skills
- Identify appropriate language functions for interactive tasks
- Explicitly address academic vocabulary demands of tasks
- Provide effective feedback on verbal contributions

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.

Academic English Learners Describe their Academic Challenges

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



Academic 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

Sources of Curricular Angst for Academic English Learners

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

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

7

Terms to Discuss Register with Students and Parents

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

8

Casual Verbal Interactions are Characterized by Use of...

Teens don't sleep enough. Cause they're doing other stuff. Like texting or for school.

- brief phrases and sentence fragments
- imprecise, quotidian word choices
- incorrect grammar
- limited/no elaboration; reliance on context

9

Demands of an Academic Register

What challenges do recent immigrants face?

Informal Verbal Response

Jobs. The language. Learning English.

Formal Constructed Verbal Response

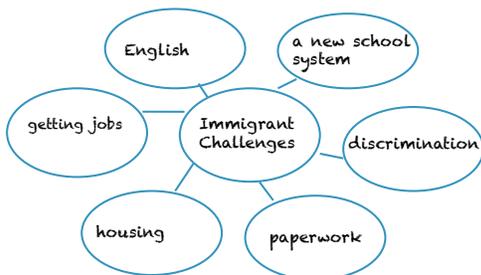
One challenge recent immigrants face is learning an entirely new language.

Formal, Brief Constructed Written Response

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

10

Discussion & Pre-Writing Organizer Lacking Language Guidance



11

A Response Frame to Promote Use of Academic Register

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

- | | |
|-------------------------------------|----------------------|
| ▪ Verb Bank: Everyday | Precise |
| <i>finding</i> | <i>locating</i> |
| <i>knowing</i> | <i>understanding</i> |
| <i>dealing with</i> | <i>adjusting to</i> |
| <i>getting</i> | <i>earning</i> |

12

Academic Discussion Lesson:

Kinsella, K (2016) English 3D: Course B1. HMH.

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 (adverb)	regularly,
tired (adjective)	fatigued,
moody (adjective)	anti-social,

13

Academic Discussion Lesson:

Kinsella, K (2016) English 3D: Course B1. HMH.

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

Language to ELABORATE
For example, _____
I know this firsthand because _____.

- Frame:** One physical (consequence/impact/outcome) of sleep deprivation for adolescents is (verb + -ing: having, getting, gaining) _____
Response: _____
- Frame:** A mental (consequence/impact/outcome) of chronic fatigue is that adolescents can become _____ (adjective: distracted, alienated, anti-social)
Response: _____

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

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

Classmate's Name	Ideas
	1. _____
	2. _____

14

Instructional Advantages of Academic Response Frames

A well-crafted response frame enables a teacher to **construct** a model response, **deconstruct** the response, and enable students to **reconstruct** a response.

15

Terms to Refer to Students During Academic Lesson Delivery

<p>Familiar Register</p> <ul style="list-style-type: none"> ▪ Kids / Niños ▪ Guys / You guys ▪ Boys and girls ▪ Folks / People ▪ Sweetie / Darling ▪ 6th Graders 	<p>Academic Register</p> <ul style="list-style-type: none"> ▪ Students/Scholars ▪ Researchers ▪ Collaborators ▪ Authors/Editors ▪ Apprentices ▪ Scientists/Historians
--	--

16

Replace Everyday Direction Words with Precise Academic Terms

<u>Everyday Terms</u>	<u>Academic Terms</u>
▪ Answer	▪ Respond, Elaborate
▪ Finish	▪ Complete, Develop
▪ Repeat	▪ Restate, Review
▪ Talk about	▪ Discuss, Interact
▪ Share	▪ Report, Contribute
▪ Think about	▪ Consider, Contemplate

17

Replace Everyday Discussion Words with Precise Academic Terms

<u>Everyday Terms</u>	<u>Academic Terms</u>
▪ Answer	▪ Contribution, Response
▪ Idea/Thought	▪ Opinion, Perspective
▪ Information	▪ Evidence, Data, Facts
▪ Guess	▪ Prediction, Hypothesis
▪ Reason	▪ Justification, Evidence
▪ Steps	▪ Solution, Process

18

Lesson Observation Task 1

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

19

Lesson Interaction ~ Tally Tool

Room #	Teacher Sentences	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."

20

The Neglected "R" in Instruction for 21st Century Learners

Which "R" is frequently missing from lessons for English Learners?

- Rigor
- Relevance
- Relationships
- **Responses**

Unconscious Register Shifts & Superficial Feedback

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

22

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

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

23

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

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

24

Academic Word Instruction

Word	Meaning	Examples
<ul style="list-style-type: none"> • protest pro•test (<i>verb</i>) 	<ul style="list-style-type: none"> • to say or do something publicly to show that you think something is _____ 	<ul style="list-style-type: none"> • The students protested because they didn't like the school's _____
<ul style="list-style-type: none"> • protest pro•test (<i>noun</i>) 	<ul style="list-style-type: none"> • a public _____ against something 	<ul style="list-style-type: none"> • Martin Luther King held a protest because _____ were not treated fairly.

Rate it: ① ② ③

Discussion Prompt: Think

- What would prompt a person or particular group of people to protest?
 - a high school student
 - an employee
 - an athletic team
 - a church congregation

26

Academic Discussion: Write

Response Frame:

Not being able to ____ (**base verb**: enroll) would prompt ____ to protest.

Model Response:

Not *being able to enroll in elective courses* would prompt *high school students* to protest.

27

Precise Word Bank

Precise Verbs

organize
receive
participate
earn
practice

Precise Nouns

wage
credit
opportunity
benefit
religion

One reason is _____. For example, _____.

28

Partner Interaction: Discuss

- Discuss your response with your partner.
 - 1) **Read** it fluently using the frame.
 - 2) **Say** it like a scholar, making eye contact.
 - 3) **Elaborate** with a specific reason or example.
One reason is _____. For example, _____.
 - 4) **Restate** and **record** your partner's idea.

29

Academic Language to Restate

- So, your _____ is that _____.

{
example
experience
perspective
}

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

Discussion Notetaking Task

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

Classmates' Names	Ideas
1. Eva	an athlete: not being able to rest and heal from an injury
2.	
3.	

31

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:

- Record two strong contributions.
- Listen for similarities and compare ideas.

My idea is similar to __ (Name's).

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?

33

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



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

What Does Current Research Say? ELD Instruction should:

- Explicitly teach English in a protected time frame
- Continue until advanced English proficiency
- Utilize consistent instructional routines
- Model verbal and written academic English
- Orchestrate interactions with language targets
- Monitor language production conscientiously
- Provide timely, productive feedback on errors

Saunders & Goldenberg, 2010
Spada & Lightbown, 2008
Russell & Spada, 2006

Teaching Strategy

- A technique that a teacher uses to accomplish a specific lesson task.
 - Popcorn Reading
 - Think-Pair-Share
 - Reading Anticipation Guide
 - Equity Sticks

Learning Strategy

- A technique that a student uses to accomplish a specific task or skill.
 - Marking Texts
 - Reviewing Study Cards
 - Creating a Mnemonic Memory Aid
 - Taking Cornell Notes

Instructional Routine

- A research-informed, classroom-tested, step-by-step sequence of teacher and student actions that are regularly followed to address a specific instructional goal.
 - Using Response Frames
 - Teaching Vocabulary (Topic/High-Utility)
 - Leading an Academic Discussion
 - Building Reading Fluency
 - Analyzing and Unpacking a Writing Model

Attributes of a Viable Instructional Routine

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

Outcomes of an Evidence-Based (and Pedagogically Defensible) Instructional Routine

- Efficient lesson delivery and use of time
- Both students and teachers devote “cognitive capital” to the content rather than the process
- Maximized student engagement and thereby learning

Planning Academic Discussions and Collaborative Tasks

- What **process** should I **explain**, **model** and **monitor**?
- What **language** should I **introduce**, **rehearse** and **monitor**?



Collaborative/Exchanging Ideas Sample Language Objectives

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

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

43

Academic Language to State an Opinion

Everyday English

- I think __. I don't think __.

Academic English

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

44

Academic Language to Support an Opinion

Everyday English

- Because __.

Academic English

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

45

Academic Language to Provide Evidence

Everyday English

- Because __.

Academic English

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

46

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

Everyday English

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

Academic English

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

47

Academic Discussion Routine

Routine Phases:

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

Phase 1: Brainstorm	
1. Display and read aloud the discussion question.	
2. Students receive questions about group work.	
3. Model brainstorming responsibilities (ask the question, generate English).	
4. Prompt students to think and record brief responses.	
5. Students check one or two partners' ideas to determine who generated responses.	
Phase 2: Record	
1. Introduce and frame (orally displayed, record student responses).	
2. Students rehearse model response (orally, phrase book).	
3. Direct students to generate responses (orally, phrase book, write on paper).	
4. Direct students to read and generate responses (orally, phrase book, write on paper).	
5. Model use of phrase book, everyday words using the Phrase Word Bank (if provided).	
6. Direct students to write an academic response using the first frame.	
7. Prompt students to consider (accuracy, reason, evidence) to determine validity.	
8. Record responses with first frame and continue with all responses.	
9. Repeat the process with the additional frame (orally, phrase book, write on paper).	
10. Circulate to monitor, read responses, and provide feedback.	
Phase 3: Exchange	
1. Direct students to identify peers' responses in preparation to share.	
2. Give students 1-2 min to read their responses with their partner(s).	
3. Circulate to provide feedback and prompt responses.	
4. Give students 10 minutes to rehearse and record each other's ideas.	
5. Repeat phase 3 for responses with second frame.	
Phase 4: Report	
1. Establish expectations for reporting using the 7 th frame.	
2. Assign pairs/teams to report using the 7 th frame.	
3. Record student contributions on board or capture on display board.	
4. Use preselected responses.	
5. Exit sentence: students using varied strategies (e.g., name cards, question, statement).	
6. Briefly synthesize contributions and make connections to anchor board.	
7. Repeat phase 4 for responses with second frame.	

48

Phrases to Launch Informal 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 Academic Discussion

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

Academic Discussion: 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, ___.

Prefixes Change Word Meaning

- im- = not (**im**possible)
- in- = not (**in**correct)
- un- = not (**un**happy)
- il- = not (**il**legal)

Model Written Response

- I would describe her vocabulary use as **imprecise**.

One reason is **that she stated they are "kind of same but different" yet never provided an example.**

Partner Interaction: Discuss

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

55

Academic Language to Restate

- So, your _____ is that _____.
- {

example	observation
reason	opinion
evidence	justification

}
- That's correct. Yes, that's right.
 - No, not exactly. What I said was ___.

Academic 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.

Discussion Notetaking Task

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

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

56

Academic Language to Compare

Everyday English

- Mine's the same.
- Mine's like ___'s.

Academic English

- My idea is similar to ___'s (Monica's).
- My idea builds upon ___'s (Eric's).

Language to Select Reporters

Everyday English Academic English

- | | |
|--|---|
| <ul style="list-style-type: none"> ▪ Um...(name) ▪ I pick... ▪ I want... ▪ Let's hear from... ▪ What about... | <ul style="list-style-type: none"> ▪ <i>I select...</i> ▪ <i>I choose...</i> ▪ <i>I nominate...</i> ▪ <i>I'd like to hear from...</i> ▪ <i>I'm interested in ___'s (response, perspective)</i> |
|--|---|

Attentive Listening Frames

A relevant observation I heard was ___

A thoughtful observation I heard was ___

61

Long-Term English Learner Verbal Response Oral Language Features

- simple sentences
- incomplete sentences; fragments
- imprecise and repetitive word choices
- weak idea development
- no advanced language for comparing

62

Priority Competencies for Academic Literacy & Interaction

- Describe
- Sequence
- Create
- Cause-Effect
- Compare
- Analyze Text
- Infer
- Argue

63

difference: collocations (word partners)

There are **differences** between _ and _.

- Gr. 1-2 There are **big** differences between
- Gr. 3-4 There are **important/clear/obvious**
- Gr. 5-6 There are **major/essential/subtle**
- Gr. 7-8 There are **significant/fundamental**
- Gr. 9-12 There are **striking/noteworthy**

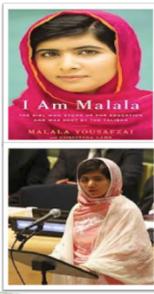
64

Academic Language for Comparing Cell Phones and Landline Phones

- There are several (obvious, essential) (similarities, differences) between _ and _.
- One major difference is that users can _ with a _ phone.
- Cell phones and landlines also differ in that _.
- Perhaps the most striking difference is the _ phone's capacity for _.

65

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

66

productive adjective

A productive scholar or worker...

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

67

Setting Up Productive Partners for Scholarly Classroom Interaction

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

Productive Partners

Use the 4 Ls:

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



Academic Interactions Require A Scholarly Voice

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



Practice a Scholarly Voice

- **Speak 2x slower** and **2x louder** than you normally speak.
- **Emphasize** key words.
- **Pause** at the end of phrases.

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

Scholars Listen Attentively

Attentive Listening



Inattentive Listening



72

Language to Listen Attentively

Everyday

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

Academic English

- Will you please repeat that?
- Will you please restate your idea?
- What do you mean by ___?
- I don't quite understand your ___
answer, example, reason, question

Assign Appropriate Partners

- Observe "random" partnering.
- Pair students with someone with whom they'll feel focused and comfortable.
- Assign and adjust partners by considering variables (ability to focus, progress, etc.).
- Avoid partnering students with extreme proficiency differences (highs & lows).
- Add exceptional students to a strong pair

Assign Attentive Listening Tasks

- **Physical:** *look, lean, nod*
- **Written:** *take notes on partner's idea*
- **Verbal:** *paraphrase partner's idea*
restate partner's idea
compare ideas
say something affirming
report partner's idea to class

Academic Language to Restate

- So, your _____ is that _____.
- | | |
|----------|---------------|
| example | observation |
| reason | opinion |
| evidence | justification |
- That's correct. Yes, that's right.
 - No, not exactly. What I said was _____.

Academic Language to Paraphrase

Everyday English

- OK. You think ___.

Academic English

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

Academic Language to Report Someone Else's Idea

Everyday English

- ___ said that ...
- ___ told me that ...

Academic English

- ___ pointed out that ... According to ___.
- ___ indicated that ...
- ___ observed that ...
- ___ emphasized that ...

Attentive Listening Frames

- Which **idea** did you **select**? ▪ I **selected** ___
- Which **idea** did you **prefer**? ▪ I **preferred** ___
- Which **idea** did you **add**? ▪ I **added** ___
- Which **idea** did you **appreciate**? ▪ I **appreciated** ___

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.

Reporting During Class Discussion



Use Your Public Voice:

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

Request Audible Contributions

Everyday English

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

Academic English

- Please repeat that using your **public voice**.
- Please say that again **audibly** so ___ can hear.
- Thank you. This time, sit up and **project your voice**.
- Three times louder, using **professional voice**.

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.

Elicit English Learners’ Responses Using Productive Strategies

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



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**?

85

Thoughtful Phrases to Comment on Discussion Contributions

- a relevant example
- a convincing reason
- an insightful observation
- a well-supported opinion
- a clearly explained process
- very appropriate content
- very precise vocabulary use

Sample Prompts to Elicit Elaboration and Justification

- What experience or evidence leads you to believe this?
- Help us understand how you drew this conclusion.
- I'm not quite certain I understand your reasoning. Please elaborate with specific evidence from the text.

Priorities: Academic Interaction

- Consistently model an academic register.
- Replace everyday words with precise words.
- Integrate opportunities to review and brainstorm ideas in everyday English.
- Structure daily academic interactions.
- Embed precise words in frames and prompts.
- Assign accountable listening tasks.
- Prepare reference tools for priority language.
- Explicitly teach critical lesson vocabulary.

Permission for Materials Use

- Dr. Kate Kinsella grants permission for materials included in this presentation to be used as is or with slight modification for K-12 district use, only with credit to the author (*source _: adapted from _*).
- These materials may not be published, presented at conferences, distributed on the internet or used or adapted by any publisher or professional development provider without securing prior written permission from the author: katek@sfsu.edu

89

The End

Kate Kinsella, Ed.D.
San Francisco State University
Center for Teacher Efficacy
katek@sfsu.edu (707) 473-9030

90