COLLABORATIVE DISCUSSIONS: Sample Language Objectives

Vague Statement: Engage in a range of collaborative 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.
### Language for Academic Discussions

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>I think__ because __.</td>
<td>For (example, instance), __.</td>
<td>After hearing __, I am convinced __.</td>
</tr>
<tr>
<td>I (firmly, strongly) believe __.</td>
<td>A relevant example I (heard, read) was __.</td>
<td>The data on __ suggests __.</td>
</tr>
<tr>
<td>In my opinion, __.</td>
<td>One (possible, convincing) reason is __.</td>
<td>After reading __, I conclude that __.</td>
</tr>
<tr>
<td>From my perspective, __.</td>
<td>A (key, major) reason is __.</td>
<td>After reviewing __, I assume that __.</td>
</tr>
<tr>
<td>I am convinced __.</td>
<td>A relevant experience I had was __.</td>
<td>Drawing from experience, I know that __.</td>
</tr>
<tr>
<td>My opinion on this (topic, issue) is __.</td>
<td>I experienced this when __.</td>
<td>Based on experience, it seems evident that __.</td>
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<tbody>
<tr>
<td>My (idea, response) is similar to (Name's).</td>
<td>I (completely) agree with (Name) that __.</td>
</tr>
<tr>
<td>My (opinion, perspective) is similar to (Name’s).</td>
<td>I share your perspective.</td>
</tr>
<tr>
<td>My response is similar to that of my classmates.</td>
<td>My idea builds upon (Name’s).</td>
</tr>
<tr>
<td>My response is different from (Name's).</td>
<td>I don’t (quite, entirely) agree.</td>
</tr>
<tr>
<td>My (approach, perspective) is different from (Name's).</td>
<td>I disagree (somewhat, completely).</td>
</tr>
<tr>
<td>My (analysis, conclusion, solution) is different from (Name’s).</td>
<td>I have a different perspective on this (topic, issue).</td>
</tr>
</tbody>
</table>

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### Language for Academic Collaboration

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>What should we (say, put, write)?</td>
<td>We could (say, put, write) __.</td>
<td>That would work.</td>
</tr>
<tr>
<td>What do you think makes sense?</td>
<td>What if we (say, put, write) __.</td>
<td>That makes sense.</td>
</tr>
<tr>
<td>What's your (idea, opinion, experience)?</td>
<td>I think__ makes the most sense.</td>
<td>That's a great (idea, suggestion).</td>
</tr>
<tr>
<td>Do you have anything to add?</td>
<td>I think __ would work well.</td>
<td>I see what you're saying.</td>
</tr>
<tr>
<td>How would you (approach, complete) this task?</td>
<td>I think we should (add, include, consider) __.</td>
<td>That's worth considering.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Let's (say, put, use, write) __ because __.</td>
<td>I don't quite understand your (idea, reason).</td>
<td>So, you think that __.</td>
</tr>
<tr>
<td>Let's go with (Name’s) suggestion __.</td>
<td>I have a question about __.</td>
<td>So, your (idea, opinion, response) is __.</td>
</tr>
<tr>
<td>I still think__ is the strongest (choice, response).</td>
<td>What exactly do you mean by __?</td>
<td>So, you're suggesting that __.</td>
</tr>
<tr>
<td>Let's combine ideas and put __.</td>
<td>If I understand you correctly, you think that __?</td>
<td>Yes, that's (right, correct).</td>
</tr>
<tr>
<td>What if we (began, concluded) by __.</td>
<td>Are you suggesting __?</td>
<td>No, not exactly. What I (said, meant) was __.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Reporting</th>
<th>8. Listening Attentively</th>
</tr>
</thead>
<tbody>
<tr>
<td>We (decided, concluded, determined) that __ because __.</td>
<td>The (idea/example) I __ (added/recorded) was __.</td>
</tr>
<tr>
<td>One (fact, reason, piece of evidence) we considered is __.</td>
<td>I (appreciated/related) to (Name’s) __ (example/experience).</td>
</tr>
<tr>
<td>Our (point of view, response, conclusion) is that __.</td>
<td>The most convincing reason I heard was __.</td>
</tr>
<tr>
<td>After reviewing __, we concluded that __.</td>
<td>The strongest (argument/evidence) offered was __.</td>
</tr>
<tr>
<td>We came up with a __ (similar, different) response.</td>
<td>The contribution I (appreciated, added, selected) was __.</td>
</tr>
</tbody>
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EXCHANGING IDEAS

1. Asking HOW
   • Will you please show me how to __?
   • Will you please repeat the __?
   • How do you (say/spell/__)?

2. Asking for HELP
   • Did I spell __ correctly?
   • May I (show/explain/__) my idea to you?
   • Is there a better way to __?

3. Sharing
   • I think __.
   • My (idea/opinion/__) is __.
   • (We think/Our idea is) __.

4. Comparing
   • My idea is similar to (Name’s).
   • (Name) and I have similar ideas.
   • My (idea/__) is different from (Name’s).

5. Restating
   • So, you (said/think/__) that __.
   • Yes, that’s (right/correct/__).
   • No. What I (said/meant/__) was __.

6. Listening
   • My favorite (idea/answer/__) was __.
   • I decided to write __.
   • The idea I (chose/enjoyed/__) was __.

COLLABORATING about IDEAS

7. Gathering
   • What should we (say/write/add __)?
   • What do you think is the best answer?
   • What’s your (idea/opinion/__)?

8. Giving
   • We could (say/write/add/__)
   • I think __ is the best answer.
   • I think we should also (say/write/add/__).

9. Agreeing
   • That (idea/answer/__) would work.
   • That’s a great idea!
   • That’s a perfect (idea/example/__).

10. Deciding
    • I still think __ is the best (idea/answer/__).
    • Let’s combine our ideas and put __.
    • Let’s use Name’s idea and add __.

11. Understanding
    • I don’t quite understand your __.
    • What do you mean by __?
    • Should we add ___ to our answer?

12. Reporting
    • We decided to (write/say/add/__).
    • One (idea/example) we thought of is __.
    • Our (answer/idea/example/__) is __.
### Instructional Routine

**Definition:** A research-informed, classroom-tested, step-by-step sequence of teacher and student actions that are regularly followed to address a specific instructional goal.

**EXEMPLARS:**
- 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

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
<th>Examples not Endorsements</th>
</tr>
</thead>
</table>
| **Teaching Strategy** | A technique that a teacher uses to accomplish a specific lesson task.     | • Popcorn/Round Robin Reading  
• Choral Reading  
• Anticipation Guide  
• Equity Sticks  
• Numbered Heads  
• Think-Pair-Share |
| **Learning Strategy** | A technique that a student uses to accomplish a specific task or skill. | • Marking Texts  
• Reviewing Study Cards  
• Taking Cornell Notes  
• Restating Information in Own Words  
• Creating a Mnemonic  
• Outline  
• SQ3R |
| **Procedure**    | A fixed sequence of actions or behaviors that are followed the same way to correctly perform a classroom action. | • Call Response (“Class-Class” etc.)  
• Lining Up  
• Heading a Paper  
• Turning in Work  
• Distributing and Collecting Materials  
• Asking a Question  
• Forming Groups  
• White Boards |
| **Protocol**     | A set of rules, customs and language used in formal spoken and written interactions. | • Establishing Lesson Objectives  
• Peer Feedback  
• Partner Interaction  
• Contributing to a Lesson Discussion  
• Socratic Seminar  
• Exit Slip |
| **Task**         | A small step or action assigned or expected for students to complete during a lesson. | • Underline  
• Highlight  
• Point  
• Circle  
• Finger Signals (Thumbs Up)  
• Display Response |
| **Activity**     | A participatory experience students engage in to understand or practice lesson content. | • KWL Chart  
• Socratic Seminar  
• Debate  
• Skit  
• Bingo  
• Word Sort  
• Crossword Puzzle  
• Snowball Fight |
| **Assignment**   | A piece of work that students are given to acquire knowledge, practice a skill, or demonstrate mastery of lesson content. | • Timeline  
• Diorama  
• Collage  
• Article Summary  
• Essay  
• Copy Definition & Write Sentence(s)  
• Poster  
• Workbook Exercise  
• Write a Report (Video, PowerPoint) |
A fluent reader is one who masters:

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

Fluency Routine Rationale

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

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

• **Phrase-Cued (Echo) Reading**: Read aloud the sentence, pausing at natural intervals after a phrase or clause, and cueing students to “echo back,” imitating your pronunciation and expression. Echo reading is used to support students’ reading of directions, model verbal responses, academic language frames, and individual sentences within passages.

• **Oral Cloze 1**: Read aloud a text passage, and omit a few selected words per paragraph while students follow along silently and chime in chorally with the missing words.

• **Oral Cloze 2**: Read aloud a text passage, and increase the pace slightly while you omit different words.

• **Partner Cloze**: Students read a text passage three times: once silently to choose words to omit, once aloud to their partners, and once following along and chiming in with the words their partners leave out.

• **Independent Reading**: Students read a text passage silently while actively identifying information to respond to a focused question or task.

Guidelines for Oral Cloze:

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

<table>
<thead>
<tr>
<th>Sentence Starter vs. Academic Response Frames</th>
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</thead>
<tbody>
<tr>
<td><strong>Sentence starter:</strong></td>
</tr>
<tr>
<td>A partner shows active listening when ______.</td>
</tr>
<tr>
<td>Common casual and grammatically flawed outcome:</td>
</tr>
<tr>
<td><strong>Response Frame:</strong></td>
</tr>
<tr>
<td>A partner demonstrates active listening when she/he ______________________ and ______________________.</td>
</tr>
<tr>
<td>(verb + s)</td>
</tr>
<tr>
<td><strong>Word Bank</strong></td>
</tr>
<tr>
<td><strong>Casual Verbs</strong></td>
</tr>
<tr>
<td>says</td>
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<tr>
<td>likes</td>
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<tr>
<td>lets</td>
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<tr>
<td>helps</td>
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</table>

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

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# Academic Discussion Topic: Attentive Listening

## PROMPT: How does a lesson partner demonstrate attentive listening?

**BRAINSTORM: List a few ways a partner can demonstrate attentive listening.**

<table>
<thead>
<tr>
<th>Physically: Using Body</th>
<th>Verbally: Using Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
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</table>

**PRECISE WORD BANK**

- **let** (verb) allow, permit, agree
- **nicely** (adverb) politely, respectfully, collaboratively
- **idea** (noun) response, suggestion, opinion

**RECORD: Rewrite two ideas using the response frames and precise words.**

1. A partner demonstrates attentive listening when ____ (3rd person singular, present tense: asks clarifying questions).

2. A partner also demonstrates attentive listening by ____________________________. (verb + ing: maintaining eye contact)

**EXCHANGE: 1. Share ideas using the frames. 2. Elaborate with a relevant example. 3. Restate and record your partner’s ideas.**

Elaborate: For example, __; For instance, __.

Restate: So your (opinion, experience, observation) is that __.
Yes, that’s correct. No, not exactly. What I (stated, meant) was __.

**REPORT:**

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

<table>
<thead>
<tr>
<th>Physical Examples</th>
<th>Verbal Examples</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</table>

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 . . .

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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.

<table>
<thead>
<tr>
<th>Sharing involves . . .</th>
<th>Collaborating involves . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
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<td>•</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Sharing requires . . .</th>
<th>Collaborating requires...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Some animals show...</th>
<th>Many animals show...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

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.
- , (said, meant) was ____.    - No, not exactly. What I said, was ____.  

REPORT:

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

<table>
<thead>
<tr>
<th>Partner Contributions</th>
<th>Whole-Class Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
</tbody>
</table>

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).
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**

   a. **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.

   b. **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 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.

   c. **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.

   d. **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 paring 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.
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
Ways to Encourage Use of a “Public Voice” During Lessons

• Emphasize register distinctions between conversational English about familiar topics and more formal classroom uses for English: reporting important information during a lesson discussion; making a presentation to the Student Council; soliciting donations for a canned food drive in front of the local supermarket; asking a clarifying question in class about an upcoming assignment.

• Help students understand the function of our public voice: A “public voice” should be three times louder and two times slower than everyday speech. We speak louder and slower because the audience is larger and many people are not near enough to hear a casual tone of voice. If the teacher has to ask a student to repeat because the answer or question was inaudible, lesson time is wasted and the other classmates become irritated and bored.

• Conduct a public voice warm-up exercise at the beginning of every class:
  o Guide phrase-cued choral reading (echo-read) the lesson objective(s) to wake up their public voice.
  o Assign a brief vocabulary review task as a “Do Now” bell-ringer and guide all students in echo-reading the response frame in their public voice: e.g., *Eating more _ and less _ would have a significant improvement on my diet.*

• Remind students before each unified-class discussion to project their voice. Cue them to speak loud enough so the student furthest away in the classroom can easily hear.

• Guide students in echo-reading in public voice: directions, response frames, etc.

• Incentivize productive use of public voice: e.g., they get to select their partner for the next month; they get redeemable participation points.

• After assigning a collaborative partner task, have a painfully shy student read aloud a response with his/her partner. Pre-select the response and alert the students to the fact that you intend to call on them at the beginning of the discussion.

• Remind students that they have an active listening and note-taking task during class discussions so everyone must use their public voice to facilitate note-taking.

• Be kind and encouraging when asking students to repeat responses:
  o *You read that so fluently. Now read it again using your public voice.*

• After students have prepared a response mentally or in writing, give them 15 seconds to mentally rehearse their answer (“Read aloud silently”) and build composure in anticipation of potentially sharing with the unified-class.

• Use a popcorn restating procedure to debrief responses: student 1 states his/her response; student 2 restates #1’s response before stating his/her own response, etc.
Table 4 Strategies to Elicit Democratic Contributions

**Popcorn Selection:** Ask a preselected student to report a response and then "popcorn" it 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.

**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.

**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.

**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 __.

**Standing Reporters:** Cue all partners A or B 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.
**Dictionaries**


**Supplemental Informational Text Selections**

Gable, L. *What’s happening in the USA/World/California?* (fax: 831-426-6532) www.whpubs.com
newsela: *Nonfictional Literacy and Current Events*  https://newsela.com
*The New York Times Upfront Magazine*. Scholastic, Inc. (grades 9-12)
*National Geographic Magazine for Kids*. (grades 2-5)
*Time Magazine for Kids*. (grades 2-5)
*Scholastic News*. (grades 3-5)  *Scholastic Action*. (grades 6-8)  *Scholastic Scope*. (grades 6-8)

**Curriculum to Accelerate Academic Language Knowledge and Skills**

Dr. Kinsella’s Supplemental Program for Teaching High-Utility Academic Words:

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

Dr. Kinsella’s 4-12 ELD Program for Accelerating Academic English Proficiency and Writing:

*English 3D: Describe, Discuss, Debate* (2016). Houghton Mifflin Harcourt. (Grades 4-12)
*English 3D: Course A 1 & 2* (2016). (Elementary) Houghton Mifflin Harcourt. (Grades 4-6)
*English 3D: Course B 1 & 2* (2016). (Middle School) Houghton Mifflin Harcourt. (Grades 6-8)
*English 3D: Course C* (2013). (High School) Houghton Mifflin Harcourt. (Grades 9-12)

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