

Communication Objectives

Social Studies Communication Objectives

1. Students will identify countries on a globe and approximate their coordinates using directional words like latitude, longitude, west, east, north, and south.
2. Students will analyze rules from various societies and give an opinion on whether or not that law is just using clarifying transitions such as like, for example, sample, etc.
3. Students will describe the spread of Christianity using sequential words such as first, next, then, etc.
4. Students will compare and contrast the American Revolution with the French Revolution using comparative words such as similarities, differences, contrasting, etc.

Or use one of your own

Science Communication Objectives

1. Students will describe the rock cycle using sequential words such as first, next, then, etc.
2. Students will be able to identify the parts of plants using complete sentences with key vocabulary like xylem, phloem, leaf, stem, root, etc.
3. Students will be able to explain the differences between ionic bonding and covalent bonding using comparative words such as similarities, differences, contrasting, etc.
4. Students will be able to explain the scientific process for any lab using the following vocabulary: problem, hypothesis, procedure, observations, and conclusion.

Or use one of your own

Designing Response Frames

Choose The Communication Objective

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How do you want the students to respond?

Are there any words you would like them to use?	How long do you want the response to be?	Which section of the frame do you want to set up for them and which do you want them to fill out?	Do you want to use a basic or advanced frame?
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Design A Basic Response Frame

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Changing A Basic Frame Into A More Advanced Frame

Is it feasible to include more blank spots for the students to fill in?	Can the design of the sentence be more challenging?	Are there Tier 1 words that can become Tier 2 words?

Create The Word Bank

Academic Vocabulary	Grammar/Usage Vocabulary

Communication Objectives

ELA Communication Objectives

1. Students will sequence events using the vocabulary: first, next, then, and last.
2. Students will describe the main character from our story Bread and Jam for Frances using adjectives like mad, happy and sad.
3. Students will use complex sentences to cite textual evidence that supports the analysis of inferences drawn from the text.
4. Students will identify the type of figurative language being used in a poem and explain how the author is using that device to convey meaning using clarifying transitions such as like, for example, a sample of this, etc.

Or use one of your own

Math Communication Objectives

1. Students will compare two-dimensional or three-dimensional shapes using adjectives (such as; round and flat) and vocabulary words (such as; side and corner).
2. Students will use complete sentences to explain which group of math counters has more/less using academic vocabulary: less than, greater than, equal to, more, less, most, least.
3. Students will be able to explain the process they use in order to solve one-variable equations using complete sentences, with words like constant term, variable term, expression, equation, inverse operation, and isolate.
4. Students will be able to describe using complete sentences the angles and sides of two triangles and explain whether or not they are congruent using words like acute angle, obtuse angle, measure, side, theorem, corresponding, and congruent.

Or use one of your own

Developing Expertise for Response Frames

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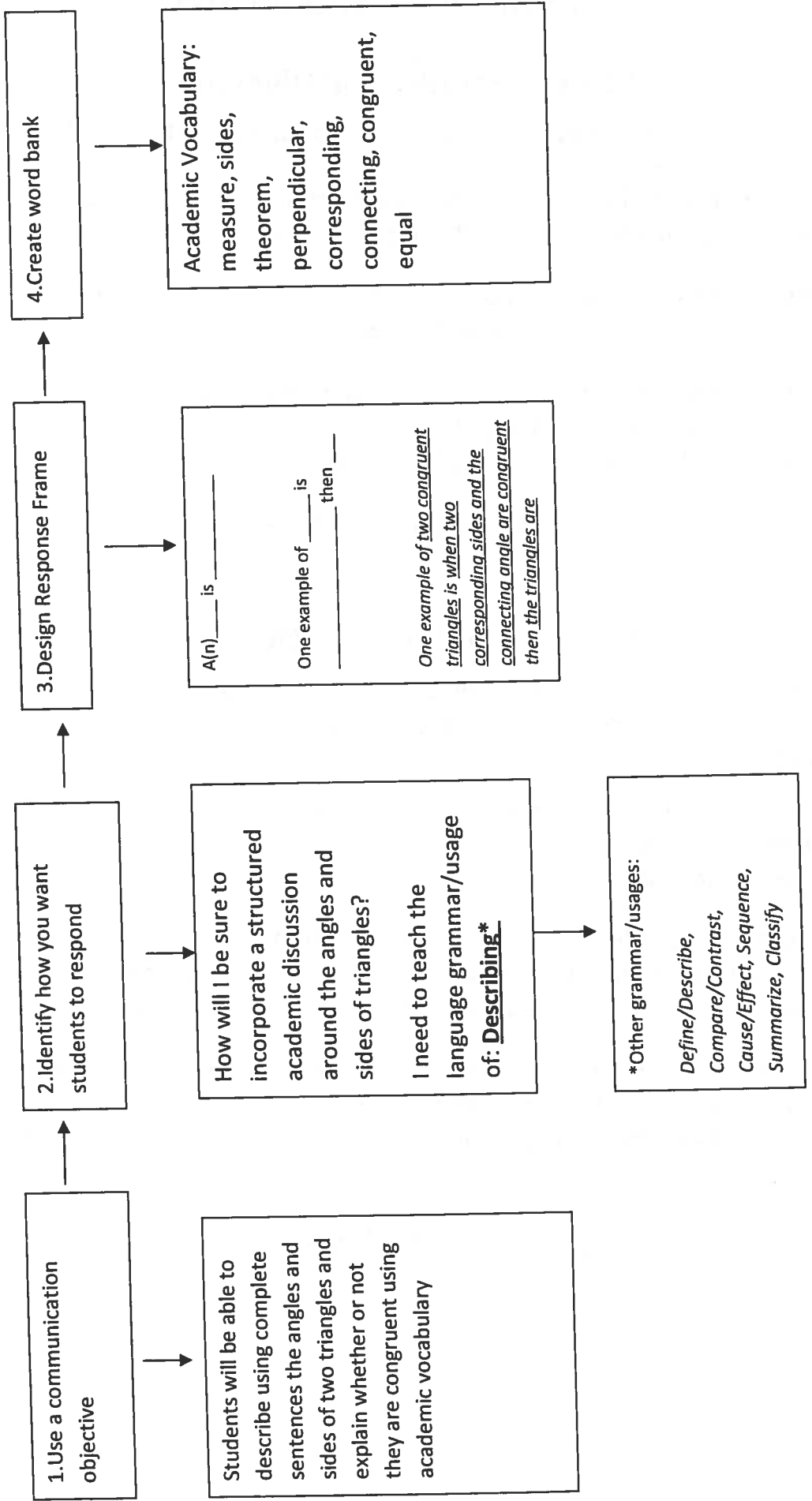


Table 3.2. Common Language Functions in the Secondary School Classroom

Sample Words to Show Relationships				
Function	Sample Tasks	Beginning Level	Intermediate Level	Advanced Level
Elaborate/ Describe	Describe attributes, qualities, characteristics, and properties. Explain relationship of objects in space.	<i>Has/have, is/are</i> <i>Next to, close to, above, under, behind</i>	<i>Usually, often</i> <i>Contain, consist, demonstrate</i> <i>Near, between, among, beside</i>	<i>Tend to</i> <i>Exhibit, associated with, defined by, consists of</i> <i>Adjacent, alongside, parallel to, in relation to</i>
Compare	Understand and express how two or more things are similar and how they are different.	<i>Like</i> <i>Are the same because . . .</i> <i>Both</i> <i>_er, _est</i>	<i>Just like</i> <i>Are similar because . . .</i> <i>Have in common</i> <i>Compared to</i>	<i>Just as</i> <i>Shared/common attributes</i> <i>By comparison</i>
Contrast	Understand and express how two or more things are different.	<i>But, however, unlike</i> <i>_er than</i>	<i>In contrast</i> <i>On the other hand</i> <i>Differences between</i>	<i>Whereas</i> <i>As opposed to</i> <i>A distinction between</i>
Identify Cause-and-Effect	Explain the cause of an outcome. Express why something occurred.	<i>Because</i> <i>Because of</i> <i>So</i>	<i>As a result of</i> <i>Therefore</i> <i>If . . . then</i> <i>The cause was</i>	<i>Consequently, thus</i> <i>Due to</i> <i>This led to (caused)</i>
Advance a Proposition and Support Present a Problem and Solution	Defend an opinion. Explain reasoning. Justify a position.	<i>I think/believe</i> <i>One reason that</i> <i>My (his, her) opinion</i> <i>My (his, her, our) idea</i>	<i>In my opinion</i> <i>Point of view</i> <i>Believes that</i> <i>In support of, against</i> <i>Provides evidence, make an argument</i>	<i>From the perspective of</i> <i>Take a stand</i> <i>Express the view</i> <i>Thesis, position, claim, statement</i>
Describe a Sequence	Relate steps in a process Express time relationships and actions within a larger event	<i>First, second</i> <i>next, later, then</i> <i>before/ after</i>	<i>While, now, finally</i> <i>Earlier</i> <i>For the past</i>	<i>Prior to</i> <i>Previously</i> <i>Since</i> <i>Eventually</i> <i>Subsequently</i>
Summarize	Express main ideas and significant details	<i>The author (story) tells/says</i> <i>Important because</i>	<i>In summary</i> <i>Explains, discusses</i>	<i>Illustrates, mentions, concludes, explores, focuses on</i>

Source: Dutro and Levy 2008.

What is a response frame?

A response frame is a structured, topic related response scaffold that elicits application of carefully targeted language and provides an opportunity for students to add relevant content to demonstrate understanding of the context. The value of using a response frame is that it provides a linguistic scaffold for responding competently by explicitly modeling by using correct syntax, grammar and precise vocabulary. This form-focused modeling and guidance helps students notice linguistic features in meaningful contexts as well as encourages students more academic English in multiple content areas of study.

A response frame includes the following essential features:

- A syntactic scaffold (rigorous and relevant sentence structure in an academic register)
- Clearly specified grammatical and vocabulary targets
- Embedded topical and high-utility vocabulary in an academic register
- A focused word bank prompting use of precise word choices
- An engaging opportunity for students to apply and demonstrate understanding and include their own ideas

Cloze, Sentence Starter vs. Academic Response Frame

Cloze: Generally used for assessments, to determine whether student call recall focal lesson content – “fill in the blank” and provides minimal opportunity for students to develop verbal skills with engaging partners and rich, whole-class discussion

Sentence Starter: Encourages more productive and competent verbal contributions, may help to initiate a “safe” students response, however, the remaining end of the sentence may be too casual or grammatically flawed

Response Frames: To avoid fossilized errors, provides more guidance than sentence starters, and the ability to discuss, follow along, and comprehend with increasingly complex and sophisticated language

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	Precise Verbs
says	replies, response
likes	appreciates, complicates
lets	permits, _____
helps	_____, _____

SETTING UP PARTNER DISCUSSION		Transition to Partner Discussion	Transition to Whole-Class Reporting
Teacher does	Sample teacher statements	<ol style="list-style-type: none"> 1. Direct a re-read 2. Cue A/B partner 3. Circulate listening /feedback/identify strong responses 4. Cue partners to restate each other's response 	<ol style="list-style-type: none"> 1. Elicit reporting with entire frame 2. Assign active listening tasks 3. Record student contributions 4. Cue identified students to report 5. Elicit additional student responses
Introduce Frame			
Students repeat and model frame			
Direct attention to grammar and/or vocabulary targets			
Prompt students to select a precise verb			
Direct students to write their ideas in the frame			
Circulate reading sentence, provide feedback			
If students finish quickly, cue a fast finisher task			

Developing Expertise in Response Frames

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OUSD Support Plan

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Outcomes for Today

- *The Purpose of Response Frames*
- *Developing Expertise in Response Frames*
- *The Creation of Response Frames*

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OUSD Mission Statement

“The Orange Unified School District, being committed to planning for continual improvement, will offer a learning environment of excellence, with high expectations, to provide each student with the opportunity to be able to compete in the global economy.”

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Reminder of the Benefits of Communication Objectives

1. Helps the teacher focus on his or her examples and expectations
2. Focuses on academic language
3. Reinforces and extends the content knowledge
4. It is a 21st century skill

Does a child have an adult who compels them to communicate about their learning on a regular basis?


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Use of Communication Objectives

Renewal	I am seeking more effective alternatives to the established use of the innovation.
Integration	I am making deliberate efforts to coordinate with others.
Refinement	I am making changes to increase outcomes.
Routine	I am making few or no changes and have an established pattern of use.
Mechanical	I am making changes to better organize the use of the innovation.
Preparation	I have definite plans to begin implementing the innovation.
Orientation	I am taking the initiative to learn more about the innovation.
Non-use	I am taking no action.


From Taking Charge of Change by Shirley M. Hoed, William L. Rutherford, Leslie Huling-Austin, and Gene E. Hall, 1987.

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COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

- An important focus of the speaking and listening standards is **academic discussion** in one-on-one, **small-group**, and whole-class settings. Formal presentations are one important way such talk occurs, **but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.**



Benefits of Developing Expertise in Response Frames


- Scaffolds academic conversations
- Reinforces academic vocabulary
- Demonstrates teacher expectations
- Ensures communication objectives are reached
- Verbal processing shapes the thinking



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Developing Response Frames

Step 1: Use a Communication Objective

- Begin with a **communication objective** that includes the **communication task, grammar/usage, and/or the academic vocabulary** students will need in order to communicate their understanding of the lesson content in a clear, coherent way.


Students will identify the next shape within a mathematical pattern using mathematical terms and articulate their reasoning using predictive words such as think, believe, surmise, etc.

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Developing Response Frames

Step 2: Identifying How You Want Students To Respond

- How do you want the students to answer the question?
- Are there any words you would like them to use?
- Which section of the frame do you want to set up for them and which do you want them to fill out?
- How long do you want the response to be?
- Is there any grammar students should be sure to include?
- Do you want to use a basic response frame or an advanced response frame?



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Developing Response Frames

Step 3: Design Response Frame

Students will identify the next shape within a mathematical pattern using mathematical terms and articulate their reasoning using predictive words such as think, believe, surmise, etc.

Basic Response Frame:

I think the next shape in the pattern is _____ because _____.

More Advanced Response Frame:

The mathematical pattern is _____.
Therefore, I _____ the next shape will be a/n _____.

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Developing Response Frames Step 4: Create Word Bank

Students will identify the next shape within a mathematical pattern using mathematical terms and articulate their reasoning using predictive words such as think, believe, surmise, etc.

Two types of words to consider for the word bank:

Academic Vocabulary	Grammar/Usage Vocabulary
Pentagon	Think
Hexagon	Believe
Heptagon	Surmise
Octagon	Assume
Nonagon	Hypothesize
Decagon	Deduce

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Response Frame Challenge Which Response Frame Is Better?

Students will analyze the first two amendments to the Constitution and create an argument about which one has the biggest impact on today's society citing evidence from historical events.

The first two amendments of the constitution are _____.

They are alike in that _____. They are different because _____.

The first amendment to the constitution says _____.

The second amendment to the constitution says _____.

The one that has had the biggest impact on today's society is _____ because _____.

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Response Frame Challenge From Basic to More Advanced

Communication Objective: Students will explain cause and effect relationships involving radiation using subordinating conjunctions such as: since, because, when, etc.

An alpha particle is stopped by _____.

Include more blanks for them to fill that connect to the communication objective.

A(n) _____ is stopped by _____ due to the fact that _____.

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Response Frame Challenge From Basic to More Advanced

Communication Objective: Students will be able to describe the difference between triangle types using complete sentences with words like, acute angle, obtuse angle, right angle, congruent, right triangle, scalene triangle, isosceles triangle, and equilateral triangle.

This is a _____ triangle because _____.

Change the type of sentence to a more challenging frame.

Since this triangle has _____, it is classified as a(n) _____.

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Response Frame Challenge From Basic to More Advanced

Communication Objective: Students will compare and contrast the presentation of events from two different texts using comparison words such as alike, different, same, contrasting, etc...in order to speak about the internment of Japanese citizens in California.

The two texts agree that _____.

Change the vocabulary from Tier 1 to Tier 2.

Both accounts of this event assert that _____.

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Making A Word Bank

Using sequencing words and past tense verbs, students will summarize *The Wizard of Oz*.

Tier 1 Words		Tier 2 Words	
Sequencing	Past Tense Verbs	Sequencing	Past Tense Verbs
first	fell	subsequently	plummeted
next	threw	meanwhile	hurled
then	flew	ultimately	soared
last	knocked		rapped
finally	melted		liquefied
later			
in the beginning			

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Tiered Vocabulary Instruction

The Three-Tier System	
Tier One <small>Everyday Words</small>	basic words that most students know or can know with simple instruction
Tier Two <small>Educated Words</small>	frequently occurring words, words that students have a working concept of or words that would enhance their communication
Tier Three <small>Expert Words</small>	specialized words that tend to only be used in specific contexts

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Developing Response Frames

- Create response frames. You may use the given communication objectives page as a guide and the graphic organizer. Ideally, you should choose content that you are about to teach in the classroom.
- You may do this as a department, with a partner(s) who teaches the same subject you do, or you may work alone.

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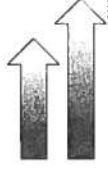
Designing Response Frames

1. Begin with a **communication objective** that includes the **communication task, grammar/usage, and/or the academic vocabulary** students will need in order to communicate their understanding of the lesson content in a clear, coherent way.
2. Identify **what you want the students to say**.
3. Design **academic response frame(s)** for student use.
4. Create **vocabulary word bank(s)** for the specific academic vocabulary and/or grammar/usage the students will be asked to use in their responses.


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Use of Response Frames


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Ticket Out The Door



1. Choose one of the response frames you created.
2. On a post it, write:
 - a. Grade/Course
 - b. The Communication Objective
 - c. A Response Frame
3. Stick the post-it note on one of the giant Post-it posters located around the room.

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