



Section 3. Vocabulary and Comprehension

Active Student Engagement



Building Background: Why is this important?





Reflection and Discussion



ACTIVITY

How do you actively engage your students during the ECRI Foundational Skills Lesson?

How do the ECRI routines engage the entire group of students?

How do the ECRI routines engage individual students?

How have the ECRI routines changed your student engagement during Foundational Skills lessons?



Active Student Engagement: Foundational Skills

- Students are ALL participating in multiple practice opportunities during the ECRI Foundational Skills lessons due to the ECRI routine signals (focus, cue, think time and signal for students to respond).
- A focus, cue, think time and signal can be used to engage students when the student answers are short and there is one EXACT correct response. For example: “What is the sound for the letter ‘m’?”



Active Student Engagement: Vocabulary and Comprehension

- Student engagement is also critical during all vocabulary and comprehension instruction.
- Student responses during vocabulary and comprehension are language based, or conversational. Responses are longer and may differ slightly. For example, “Tell me what happened first in the story.”



Active Student Engagement

Routines for increasing student engagement during vocabulary and comprehension lessons:

- Unison Choral Response Routine
- Partner Response Routine
- Other engagement practices



3.1

Unison Choral Response Routine

Building Background: Why is this important?



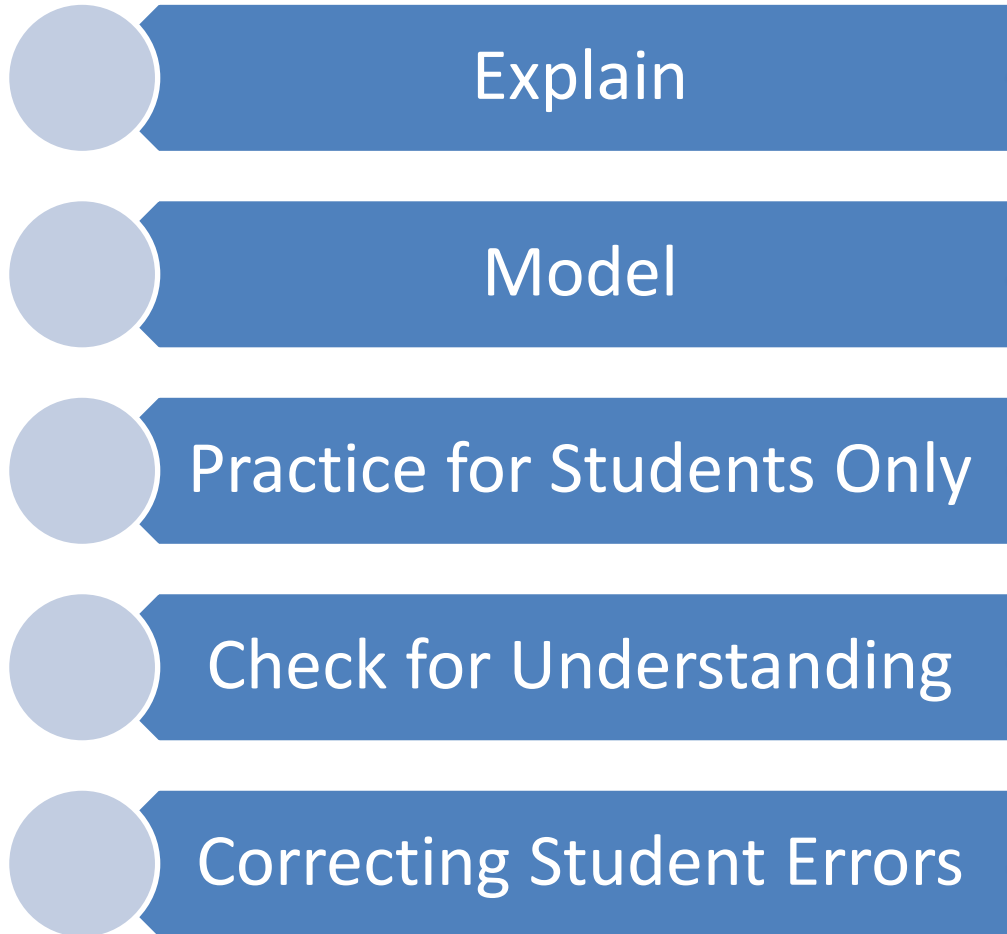


Unison Choral Response Routine

- The Unison Choral Response Routine requires all students in the group to respond together.
- Teachers will use the Unison Choral Response Routine when the student response (i.e., the answer to a question) is short – a one- or two-word response – and the same – where there is only one answer.

Locate the **Unison Choral Response Routine** in the Appendix in the back of the workbook:

L=254
T=228



Unison Choral Response Routine

Materials: Questions about the text that have answers that are short and the same.

Explain:
I have a routine we will use when I want the entire class to answer a question together.

Model: Use the signal for each question. * Model until students are successful with the routine. I'll show you how to answer a question together. My turn.

1. I will hold up my hand. This means listen and say the answer in your head. Do not say anything out loud. Raise one hand with your open palm facing the students.
2. I will ask a question. Remember you are thinking about the answer in your head. I will repeat the question to make sure that everyone has heard it.
3. Everyone will have time to think.
4. I will say "Everyone?"
5. Then I will lower my hand (lower your hand); you will all answer the question together.

4. Let me show you what this looks like. Model with one to two simple questions (e.g., What is the name of your school?).

***Signal for each question**

1. Hold up one hand with open palm facing students to indicate attention and silence.
2. Ask a question. (Pause) Repeat the question.
3. Wait 2 seconds for students to think.
4. Everyone?
5. Lower hand to cue the students to respond in unison.

Practice for students only: Use the signal for each question. * Your turn. I will raise my hand and ask a question. Remember think, and only say the answer in your head until I say "Everyone?" and lower my hand.

Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."

Let's do some individual turns. I will raise my hand; everyone will think about the answer in their head. I will call one student's name and only that student will answer the question.

Correcting Student Errors

- My turn. The answer is. . .
- Your turn. Use the signal for each question* and re-present the question.
- Continue in your lesson asking questions.
- Go back and re-present the missed question.

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L=254
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Trainer Demonstration: Unison Choral Response



Unison Choral Response Routine

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Partner Practice: Unison Choral Response

Practice Questions:

1. What is the name of our school?
2. What is the name of the presenter of this workshop?
3. What musical group sang the 1968 hit "Hey Jude"?

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- Your turn. Use the signal for each question* and re-present the question.
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3.2

Partner Response Routine

Building Background: Why is this important?





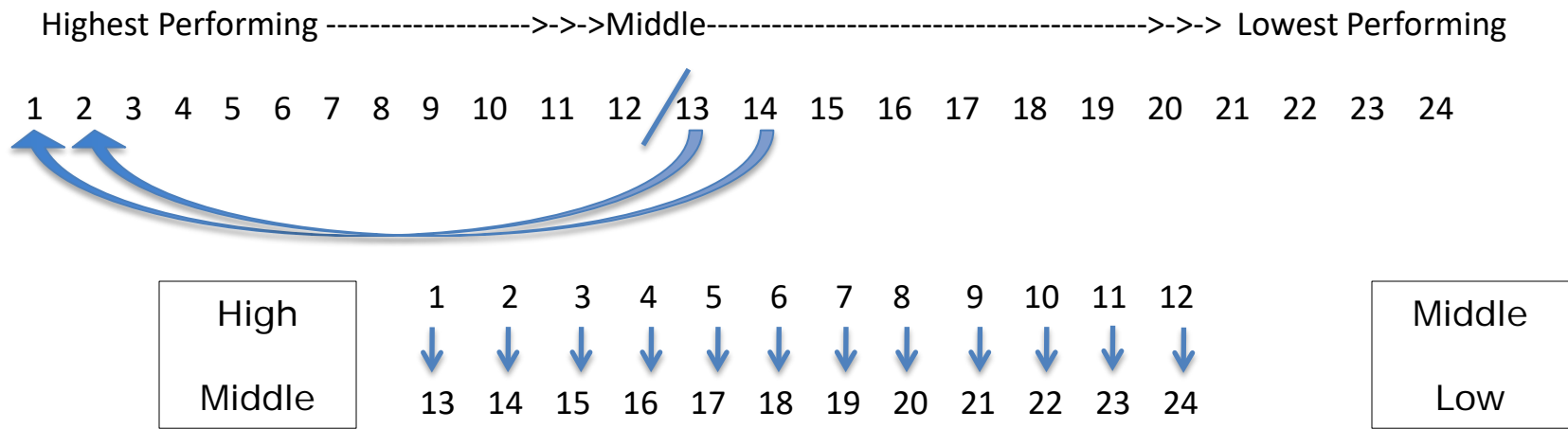
Partner Response Routine

- The Partner Response Routine requires all students to respond to questions with his or her partner.
- Teachers will use the Partner Response Routine when the student response (i.e., the answer to a question) is long and can be a different response.

Preparation for Precision Partner Work

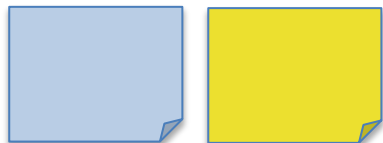
The Teacher Assigns Partners

- Use criteria to determine partners (pair lower performing students with middle performing students, based on English proficiency, behavior, etc).



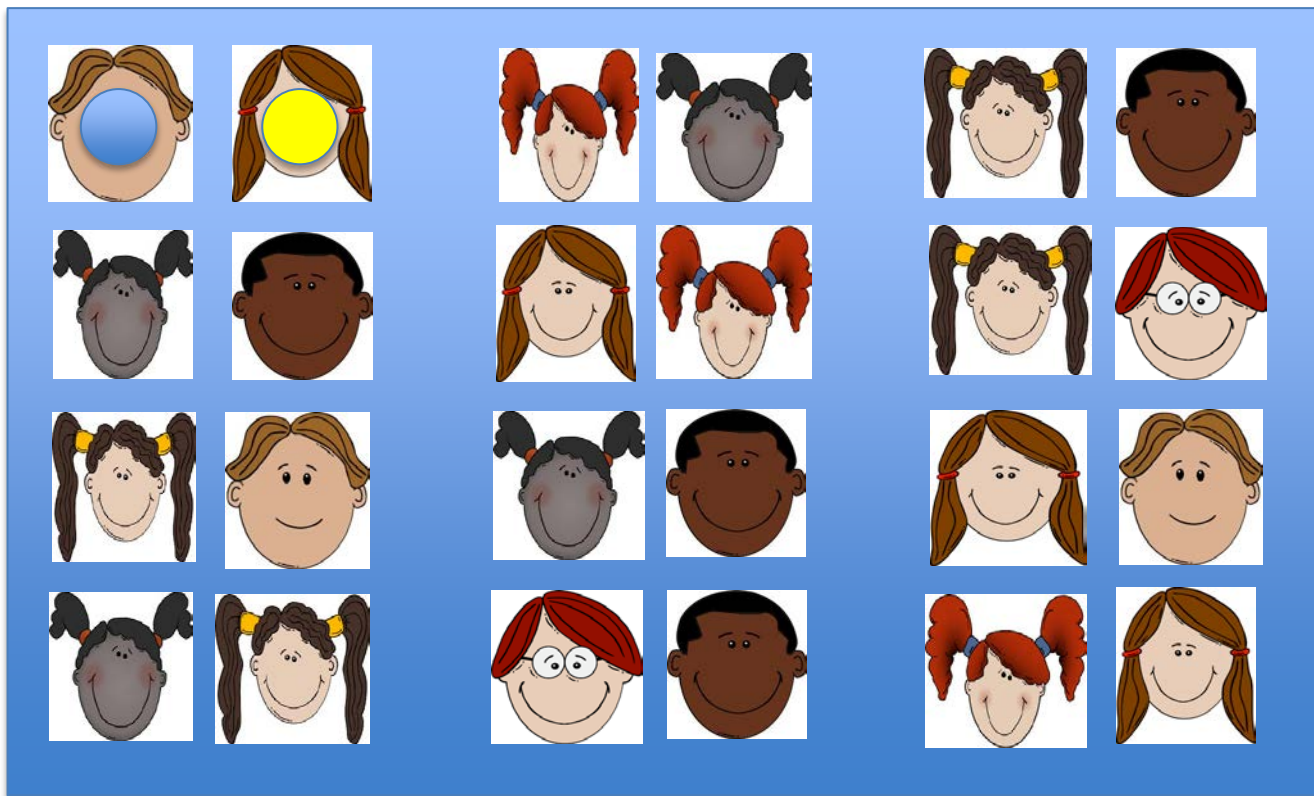
Partners sit next to each other in assigned seats during instruction:

Assign each partner a name. We recommend using colors that match sticky notes used in teacher planning.



For instance, one partner would be the “blue” partner.

And the other partner would be the “yellow” partner.



Partners can sit side-by-side:



Partners can sit behind their partner:





In this example, the teacher has marked off squares for students to sit in next to their partners.

They have put the student names in the squares to indicate where students will sit each day.

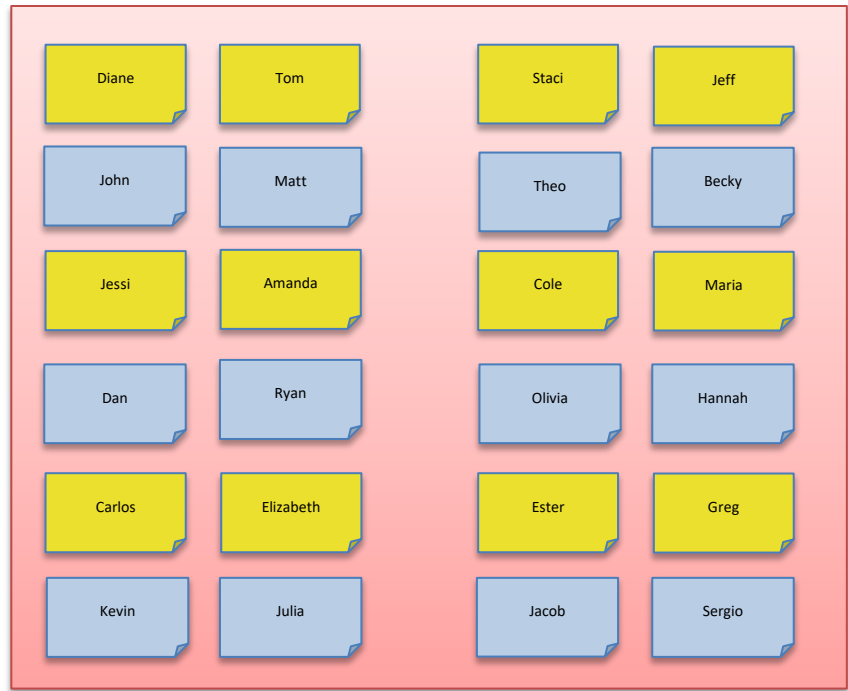
They have left space between the partner groups for the teacher to walk while listening and providing feedback during partner talk.



Guide, p. X

Some Other Helpful Partner Logistics:

Record partner groupings using color-coordinated sticky notes (you can post according to seating chart as well):



Teach a routine for students to follow at the **beginning of the lesson** each day to coordinate any regrouping of partners based on absences:

1. Students stand up at their regular spot without talking (everyone who has a partner present is sitting).
2. The teacher partners students up with other students who also need a partner for that day's lesson.



Locate the Partner Response Routine in the Appendix in the back of the workbook:

L=255
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- Explain
- Model
- Practice for Students Only
- Check for Understanding
- Correcting Student Errors

Partner Response Routine

Method: Questions about the text that have answers that are long and different. Sentence frames to display to provide scaffolds for students as they are forming their responses.

Explain:
I have a routine we will use when I want you to answer a question with your partner.

Model: Use the routine for each question. Bring two students to the board with you to demonstrate as you explain the routine. Model each time until students are successful with the routine. I'll show you how to answer a question with your partner.

- Tell the class which student is partner 1 and which student is partner 2. I will ask a question. For example, I could ask you what you had for dinner last night.
- I will tell you which partner is going to answer the question. I might say that the blue partner is going to answer the question.
- I will give you the start of your answer. For example, I would say blue partner start your answer with "Last night I had...". The yellow partner will be listening and provide any help that their partner might need, and should be ready to repeat what their partner has answered.
- When I say "knee to knee...and go!" you will then turn and face your partner. Demonstrate this with your student helpers.
- When I want you to stop talking, turn to face me, and be ready to listen, I will say "May I have your attention please? 5...4...3...2...1." By the time I say "1," you should be facing me and not talking. Demonstrate this with your student helpers.
- Let me show you what this looks like. Model the entire routine with your two student helpers using a simple question (e.g., What did you have for dinner last night?).

"Routine for each question"

- Ask a question. For example, what is the first thing that happened in the story?
- Indicate which partner is going to answer the question. For example, blue partner is going to tell the answer to their partner.
- Provide a sentence frame for the answer. For example, blue partner start your answer with "The first thing that happened in the story is...".
- Give partners to turn and face each other and respond to the question. **Knee to knee...and go!** Students turn and face each other and the blue partner tells their partner the answer.
- Provide enough time for most students to tell the answer to their partner. Monitor one to two student/partner groups and provide support and feedback.
- Give the students to stop talking and to turn and face you. **May I have your attention please? 5...4...3...2...1.**
- Call on an individual student (who you monitored during the discussion) to say a correct answer out loud to ensure that all partner groups hear a correct answer to the question. For example, (student's name) tell us the answer you shared with your partner. Start with "The first thing that happened in the story is..."

(page 2)
Partner Response Routine

Practice for students only: Use the signal for each question. *
Your turn. I will ask a question, and I will tell you which partner is going to answer.

Example for the entire class to practice using a simple question:

- What do you like to do after school?
- Yellow partner will tell their answer to the blue partner.**
- Yellow partner start with "After school I like to..."**
- Knee to knee...and go!** Monitor one to two partner groups providing any feedback and support.
- May I have your attention please... 5...4...3...2...1.** Make sure students have stopped talking, are facing you, and are ready to listen. Provide any feedback and corrections.
- Call on an individual student (who you monitored during the discussion) to say a correct answer out loud to ensure that all partner groups hear a correct answer to the question. **[Student's name], tell us the answer you shared with your partner. Start with "After school I like to..."**
- Repeat using simple answers until students are following the routine correctly, and then use the routine for students to answer questions about the text when the answer is long and different.

Check for Understanding: Rotate to different partner groups and listen to student responses during partner work. Select students needing more support more frequently than other students. Provide any necessary scaffolds for students to be successful in sharing correct answers with their partners.

Correcting Student Errors

- Let's think back to what we just read. Direct them back to the text and either reread or re-read what was just read that contains the information for the answer to the question.
- If the student is still struggling or nonresponsive, give them the correct answer (either verbally or by explicitly reading the text that gives them the example).
- Your turn. Now you tell me the answer. Make sure the student uses the sentence frame and answers in a complete sentence.

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Partner Response Routine

Objective: Questions about the text that have answers that are long and different. Sentence frames to display to provide scaffolds for students as they are forming their responses.

Expects:

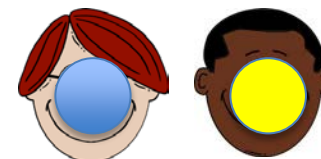
I have a routine we will use when I want you to answer a question with your partner.

Model: Use the routine for each question. * Bring two students to the front with you to demonstrate as you explain the routine. Model each time until students are successful with the routine. I'll show you how to answer a question with your partner.

1. Tell the class which student is partner 1 and which student is partner 2. I will ask a question. For example, I could ask you what you had for dinner last night.
2. I will tell you which partner is going to answer the question. I might say that the blue partner is going to answer the question.
3. I will give you the start of your answer. For example, I would say/blue partner start your answer with 'Last night I had...'. The yellow partner will be listening and provide any help that their partner might need, and should be ready to repeat what their partner has answered.
4. When I say 'kiss to kiss...and go!' you will then turn and face your partner. Demonstrate this with your student helpers.
5. When I want you to stop talking, turn to face me, and be ready to listen, I will say 'May I have your attention please?' S...A...J...J...I. By the time I say 'I', you should be facing me and not talking. Demonstrate this with your student helpers.
6. Let me show you what this looks like. Model the entire routine with your two student helpers using a simple question (e.g., What did you have for dinner last night?).

Routine for each question:

1. Ask a question. For example, what is the first thing that happened in the story?
2. Indicate which partner is going to answer the question. For example, Blue partner is going to tell the answer to their partner.
3. Provide a sentence frame for the answer. For example, Blue partner start your answer with 'The first thing that happened in the story is...'
4. Cue partner to turn and face each other and respond to the question. Kiss to kiss...and go! Students turn and face each other and the blue partner tells their partner the answer.
5. Provide enough time for most students to tell the answer to their partner. Monitor one to two student/partner groups and provide support and feedback.
6. Cue the students to stop talking and to turn and face you. May I have your attention please? S...A...J...J...I.
7. Call on an individual student (who you monitored during the discussion) to say a correct answer out loud to ensure that all partner groups hear a correct answer to the question. For example, (student's name) tell us the answer you shared with your partner. Start with 'The first thing that happened in the story is...'



For dinner last night, I had _____.



L=255
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Partner Response Routine

Application: Questions about the text that have answers that are long and different. Sentence frames to display to provide scaffolds for students as they are forming their responses.

Excerpts:

I have a routine we will use when I want you to answer a question with your partner.

Model: Use the routine for each question. * Bring two students to the front with you to demonstrate as you explain the routine. Model each time until students are successful with the routine. I'll show you how to answer a question with your partner.

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2. I will tell you which partner is going to answer the question. I might say that the blue partner is going to answer the question.
3. I will give you the start of your answer. For example, I would say (blue partner) start your answer with 'Last night I had...'. The yellow partner will be listening and provide any help that their partner might need, and should be ready to repeat what their partner has answered.
4. When I say 'knee to knee...and go!' you will then turn and face your partner. Demonstrate this with your student helpers.
5. When I want you to stop talking, turn to face me, and be ready to listen, I will say 'May I have your attention please?' S...A...S...A...I. By the time I say 'I', you should be facing me and not talking. Demonstrate this with your student helpers.
6. Let me share you what this looks like. Model the entire routine with your two student helpers using a simple question (e.g., What did you have for dinner last night?).

Routine for each question:

1. Ask a question. For example, what is the first thing that happened in the story?
2. Indicate which partner is going to answer the question. For example, blue partner is going to tell the answer to their partner.
3. Provide a sentence frame for the answer. For example, blue partner start your answer with 'The first thing that happened in the story is...'
4. Cue partner to turn and face each other and respond to the question. **Knee to knee...and go!** Students turn and face each other and the blue partner tells their partner the answer.
5. Provide enough time for most students to tell the answer to their partner. Monitor one to two student/partner groups and provide support and feedback.
6. Cue the students to stop talking and to turn and face you. **May I have your attention please?** S...A...S...A...I.
7. Call on an individual student (who you monitored during the discussion) to say a correct answer out loud to ensure that all partner groups hear a correct answer to the question. For example, (student's name) tell us the answer you shared with your partner. **Start** with 'The first thing that happened in the story is...'

Partner Practice: Partner Response Routine

Practice Questions:

1. What did you do last weekend?

Last weekend I _____.

2. What is your favorite vacation destination?

My favorite vacation destination is _____.



Reflection and Discussion



ACTIVITY

- What do you need to do to start planning for precision partner work?
- Do you need to rearrange your classroom seating?
- What behavior rules do you need to teach your students before precision partner work?
- When will you start practicing unison responses and precision partner work with your students?