Structured Choral Response

Focus Area: Oral Responding

Purpose: To engage ALL students in the class in responding in unison to a teacher query/question.

When to use it: Use this routine when the answers are short and the same, when recall and rehearsal of facts is desired, or for a quick review of previously learned information.

Procedure:

1. Students give their attention to the teacher.

2. Teacher poses a question.

3. Teacher provides a signal that indicates think time (put hand up).

4. Teacher provides a signal to indicate students are to answer (drop hand and say “Everyone?”)

5. Students answer in unison.

Teaching Tips:

• Take the time to teach and practice the signals you will use to indicate when it is think time and when it is time to answer.

• When students don’t answer, or blurt out an answer during think time, review the hand signals and practice. Then repeat the question.

• Develop questions with only one right answer that can be answered with short responses (single words or short phrase).

Examples:

o What is the capital of California? (pause 3 seconds) Everyone? (drop hand)

o What are the 3 branches of government, in alphabetical order (pause 3 seconds) – First… Second…Third…

o What does DNA stand for? (pause 3 seconds) Everyone? (drop hand)

• Give adequate thinking time.

• Have students put up their thumbs to indicate that they are ready to respond.

Response Slates

Focus Area: Written Response

Purpose: To encourage active engagement, increase response rates among students, hold all students accountable for responding and allow the teacher to quickly and easily monitor understanding of ALL students.

When to use it: Use this routine when answers are relatively short (and can be written/drawn quickly on a response slate). Good for review and to build automaticity.

Procedure:

1. Ask students a question or give them a directive.

2. Have students record their answers on their slate (e.g., whiteboard, mini chalk board).

3. Move around the room and monitor responses.

4. When the majority of students have responded, have them hold up their slates.

5. Carefully examine responses and provide feedback.

Teaching Tips:

• Keep the pace lively.

• Provide clear cues for when students are to display their slates.

Response Cards

Focus Area: Written Response

Purpose: To encourage active engagement, increase response rates among students, hold all students accountable for responding and allow the teacher to quickly and easily monitor understanding of ALL students.

When to use it: Use this routine when there is a set choice of answers that can be represented on no more than 2-4 response cards.

Examples:

• Simple responses: Yes/No; Agree/Disagree; True/False; a, b, c, d

• Graphemes: sh, wh, ch, th • Punctuation Marks: . ? ! ,

• Math Operations: + - × ÷

• Types of Rocks: igneous, metamorphic, sedimentary

• Vocabulary Terms: perimeter, area

Procedure:

1. Ask a question.

2. Have students select best response and hold it under their chin.

3. Then ask students to hold up response card.

4. Carefully monitor responses and provide feedback.

Teaching Tips:

• Keep the pace lively.

• Provide clear cues for when students are to display their slates.

Exit Slips

Focus Area: Written Response

Purpose: To encourage students to reflect on what they have learned and allow the teacher to informally assess student learning and use that information to plan for future instruction (formative assessment).

When to use it: Use this routine at the end of a lesson to assess knowledge acquisition, process knowledge or effectiveness of instruction.

Procedure:

1. At the end of a lesson/class, provide a prompt to students (question, sentence stem, math problem, etc.)

2. Students write in complete sentences or display complete work.

3. Students pass in responses to teacher

4. Teacher reviews responses, paying attention to student understanding (misconceptions,

Examples:

• Prompts that document learning:

 — Example: Write one thing you learned today.

— Example: Discuss how today's lesson could be used in the real world.

 • Prompts that emphasize the process of learning:

— Example: I didn't understand…

— Example: Write one question you have about today's lesson.

 • Prompts to evaluate the effectiveness of instruction:

— Example: Did you enjoy working in small groups today?

— Example: Name one positive and one negative thing that happened during group work today.

Teaching Tips:

• Ask students

o about their “muddiest” point from the lesson to determine areas for re-teaching.

o what they would like to learn more about to gauge interest areas.

o what they want explained more.

Study—Tell—Help—Check

Focus Area: Partner Response

Purpose: To increase active participation using student partners.

When to use it: This routine can be used to review learned content or interact with new content. This can also be an effective routine for practicing skills and strategies.

Procedure:

1. Teacher gives students opportunity to study notes, texts, etc. for 1-2 minutes.

2. Have one partner tell other partner all they remember about the topic without looking.

3. Other partner helps by asking clarifying questions, hinting, telling them missed information.

4. When done, both look at notes and check responses.

Teaching Tips:

• Teach students how to work together.

o LOOK, LEAN, AND WHISPER.

• During the TELL and HELP stages, have each person share a level of confidence in his response (e.g., "I'm very sure about this..." or "I'm only guessing on this one.")

• If students have notes, prompt them to correct their notes, their written record, to help them revise thinking and encourage retention.

• When using for procedural knowledge, have the students do a part of the skill or strategy instead of just tell. Partner B can still offer help by validating or correcting with respect. Isolate a few steps to help students provide more accurate help to one another.

Structured Partners

Focus Area: Partner Response

Purpose: To promote active engagement by having students discuss an answer with a partner: maximizes participation, focuses attention and engages students in comprehending material.

When to use it: Use this routine when more is required of an answer than a short phrase or idea, when you want students to grapple with ideas and work them out through discussion, when there are many possible answers or when sharing ideas is motivating for students, but need not be shared with the wider group (Tell your partner about a time when you were shocked).

Procedure:

1. **Think**

a. Have students think and record responses.

b. As students are writing, move around the classroom and write down students’ ideas and their names.

2. **Pair**

a. Have students share their ideas with their partners.

b. Have them record their partners’ best idea(s).

c. As students are sharing, continue to circulate around the room, recording ideas and names.

3. **Share**

a. Display the ideas and names on chart/screen. Use this as the vehicle for sharing and discussing ideas

Teaching Tips:

• Teach students how to work together.

o LOOK, LEAN, AND WHISPER.

* Have students come to the “rug area” with their desk partner so that new partners do not have to be assigned.
* To facilitate partners at small group tables, tape cards on the table with the numbers #1 and #2 and arrows pointing to each partner.
* Change the partnerships occasionally (every three to six weeks).

Whip Around-Pass

Focus Area: Verbal Response - Individuals

Purpose: To increase engagement for ALL by setting the expectation that each student will quickly provide a response.

When to use it: Use this routine when there are a variety of short answers (one word or a short phrase) to a question.

Procedure:

1. Ask a question

2. Give students thinking time (some students may benefit from jotting down their word/phrase; repetitions are okay)

3. Start at any location in the room

4. Have students quickly give answers

5. Go up and down rows, limiting comments

6. Allow student to pass

Teaching Tips:

• If students are “habitual passers”, or habitually repeat what another student has already said, alter the procedure. Return to students that pass. Have them report the best or most interesting idea of their peers.

Echo Reading

Focus Area: Passage Reading

Purpose: To increase active engagement during reading; because you’re reading before the students, you are modeling appropriate fluency and prosody, and alerting them to any potentially difficult or unknown words.

When to use it: Use this with text that is just above the student’s current reading level, so the benefit from the modeling, but don’t find the text too difficult. It also provides scaffolding support for the lowest-performing readers because they immediately hear any words they don’t know prior to be asked to produce them.

Procedure:

1. Students look at their own book/paper

2. Teacher reads a short segment of text

3. Student (s) echo back the same sentence or phrase, modeling teacher’s prosody

Teaching Tips:

• If a student commits an error while reading, or hesitates for more than a few seconds, the teacher should immediately provide corrective feedback, have the student repeat the word, and then backtrack and repeat the entire sentence.

• If a student has difficulty echoing an entire sentence, chunk the sentence into appropriate phrases, have the student repeat each phrase (multiple times if necessary), and then have them repeat the entire sentence.

Cloze Reading

Focus Area: Passage Reading

Purpose: To increase attentiveness during reading.

When to use it: Use this when you need to read something quickly or when you want to focus attention on meaningful vocabulary.

Procedure:

1. Read selection.

2. Pause on “meaningful” words.

3. Have students read the deleted words.

Examples:

• Reading directions

• Reading explanation of a process in a textbook

• Reading initial pages of a chapter

• Reading example/non-example in a lesson

• Rereading a passage (increase fluency)

Partner Reading

Focus Area: Passage Reading

Purpose: To increase engagement of ALL during reading activities and provide a supportive reading experience for students by careful pairing.

When to use it: Use this when you want students to read a text and support each other in monitoring comprehension by providing peer feedback.

Procedure:

1. Assign each student a partner.

2. Reader whisper reads to partner. Students alternate by sentence, paragraph, page, or time (5 minutes).

3. Coach corrects errors.

a. Ask - Can you figure out this word?

b. Tell - This word is \_\_\_\_\_. What word?

c. Reread the sentence.

Teaching Tips:

• Alternatives to support lowest readers

o Lowest readers placed on a triad and choral read or echo read with another student.

o First reader (better reader) reads material. Second reader reads the SAME material.

o Students read the material together.

o Partners allowed to say “me” or “we”.

• Pre-teach students the reading and partner feedback procedures, including:

o How partners will move to a shared space

o How partners will sit together

o Who will read first? (Stronger reader should read first)

o What students will say when an error is made: (“Try again,” or “That word is…”)

o Examples of praise at the end of each practice (“Good reading,” or “Well done,” etc.)