



Language for Academic Discussions

1. Stating Opinions

- I think ___ because ___.
- I (*firmly, strongly*) ___ believe ___.
- In my opinion, ___.
- From my perspective, ___.
- I am convinced ___.
- My opinion on this (*topic, issue*) ___ is ___.

2. Supporting / Elaborating

- For (*example, instance*), ___.
- A relevant example I (*heard, read*) was ___.
- One (*possible, convincing*) ___ reason is ___.
- A (*key, major*) ___ reason is ___.
- A (*recent, prior, relevant*) experience I had was ___.
- I experienced this when ___.

3. Providing Evidence

- After hearing ___, I am convinced ___.
- The data on ___ suggests ___.
- After reading ___, I conclude that ___.
- After reviewing ___, I assume that ___.
- Drawing from experience, I know that ___.
- Based on experience, it seems evident that ___.

4. Comparing / Contrasting

- My (*idea, response*) ___ is similar to (*Name's*) ___.
- My (*opinion, perspective*) ___ is similar to (*Name's*) ___.
- My response is similar to that of my classmates.
- My response is different from (*Name's*) ___.
- My (*approach, perspective*) ___ is different from (*Name's*) ___.
- My (*analysis, conclusion, solution*) ___ is different from (*Name's*) ___.

5. Agreeing / Disagreeing

- I completely agree with (*Name*) ___ that ___.
- I share your perspective.
- A point well taken.
- My (*point of view, perspective*) ___ is comparable.
- I don't (*quite, entirely*) ___ agree.
- I disagree (*somewhat, completely*) ___.
- I have a different perspective on this ___ (*topic, issue*).

6. Building Upon

- My idea builds upon (*Name's*) ___.
- I see where (*Name*) ___ is coming from, but I also think that ___.
- I appreciate (*Name's*) ___ perspective, and I would add that ___.
- My (*experience, interpretation, response*) ___ is comparable, but I would add that ___.
- That is a point well taken; however, I would point out that ___.

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Language for Academic Collaboration

1. Eliciting

- What should we (*say, put, write*) ___?
- What do you think makes sense?
- What's your (*idea, opinion, experience*) ___?
- Do you have anything to add?
- How would you (*approach, complete*) ___ this task?

2. Contributing / Suggesting

- We could (*say, put, write*) ___.
- What if we (*say, put, write*) ___?
- I think ___ makes the most sense.
- I think ___ would work well.
- I think we should (*add, include, consider*) ___.

3. Validating

- That would work.
- That makes sense.
- That's a great (*idea, suggestion*) ___.
- I see what you're saying.
- That's worth considering.

4. Negotiating

- Let's (*say, put, use, write*) ___ because ___.
- Let's go with (*Name's*) ___ suggestion ___.
- I still think ___ is the strongest (*choice, response*).
- Let's combine ideas and put ___.
- What if we (*began, concluded*) ___ by ___.

5. Clarifying

- I don't quite understand your (*idea, reason*) ___.
- I have a question about ___.
- What exactly do you mean by ___?
- If I understand you correctly, you think that ___?
- Are you suggesting ___?

6. Restating

- So, you think that ___.
- So, your (*idea, opinion, response*) ___ is ___.
- So, you're suggesting that ___.
- Yes, that's (*right, correct*) ___.
- No, not exactly. What I (*said, meant*) ___ was ___.

7. Reporting

- We (*decided, concluded, determined*) ___ that ___ because ___.
- One (*fact, reason, piece of evidence*) ___ we considered is ___.
- Our (*point of view, response, conclusion*) ___ is that ___.
- After reviewing ___, we (*determined, concluded*) ___ that ___.
- We came up with a (*similar, different*) ___ response.

8. Listening Attentively

- The (*idea/example*) ___ I (*added/recorded*) ___ was ___.
- I (*appreciated/related*) ___ to (*Name's*) ___ (*example/experience*) ___.
- The most convincing reason I heard was ___.
- The strongest (*argument/evidence*) ___ offered was ___.
- The contribution I (*appreciated, added, selected*) ___ was ___.

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Language for Attentive Listening during Academic Interactions

Design lessons with opportunities for students to exchange ideas with assigned partners and other classmates during unified-class discussions. Integrate concrete listening tasks and specify appropriate language tools to maximize engagement and build academic discourse skills.

<p>Compare Ideas</p> <ul style="list-style-type: none"> • My idea is a lot like <i>(Name's)</i>. • My response is similar to <i>(Name's)</i>. • My idea is quite similar to <i>(Name's)</i>. • My response is comparable to <i>(Name's)</i>. • <i>(Name)</i> and I have similar understandings. 	<p>Contrast Ideas</p> <ul style="list-style-type: none"> • My idea is different from <i>(Name's)</i>. • My idea is quite different from <i>(Name's)</i>. • I have a different (approach, interpretation). • My response is not at all like <i>(Name's)</i>. • <i>(Name)</i> and I have different understandings.
<p>Restate Ideas</p> <ul style="list-style-type: none"> • So, you think that _. • So, your <i>(idea, opinion, example)</i> is that _. • So, you're suggesting that _. • Yes, that's <i>(right, correct)</i>. • No, not exactly. What I <i>(said, meant)</i> was _. 	<p>Build Upon Ideas</p> <ul style="list-style-type: none"> • My idea builds upon <i>(Name's)</i>. • I appreciate <i>(Name's)</i> perspective, and I would add that _. • That is a point well taken; however, I would point out that _.
<p>Agree with Ideas</p> <ul style="list-style-type: none"> • I agree with <i>(Name)</i> that _. • I completely agree with <i>(Name's)</i> idea. • I share your perspective. • My <i>(response, experience)</i> is comparable. • A point well taken. 	<p>Disagree with Ideas</p> <ul style="list-style-type: none"> • I don't quite agree. • I don't entirely agree with <i>(Name's)</i> idea. • I have a completely different opinion on _. • I see what you're saying, but I think _. • I respectfully disagree.
<p>Paraphrase Ideas</p> <ul style="list-style-type: none"> • In other words, you think that _. • In other words, you're suggesting that _. • So what you're saying is that _. • So _, if I understand you correctly, you <i>(think, suggest, propose, maintain)</i> _. 	<p>Affirm Ideas</p> <ul style="list-style-type: none"> • That makes sense. • I see what you are saying. • That's a great <i>(idea, suggestion, solution)</i>. • That would work. • I completely understand.
<p>Clarify Ideas</p> <ul style="list-style-type: none"> • I don't quite understand your idea. • I'm not certain I understand your position. • I have a question about _. • What exactly do you mean by _? • Can you explain what you mean by _? 	<p>Report a Partner/Team's Idea</p> <ul style="list-style-type: none"> • My partner _ pointed out that _. • My partner _ indicated that _. • According to <i>(Name)</i>, _. • We <i>(decided, concluded, determined)</i> that _. • Our <i>(response, reason, opinion)</i> is that _.

Academic Discussion: Animal Emotions



BRAINSTORM IDEAS

Write a quick list of emotions you believe some animals share with humans, for example, jealousy, joy and pride. In parentheses, write the animal you associate with this emotion. Draw from text evidence or background knowledge.

- happiness (dog)
- curiosity (dolphin)
- _____
- _____
- _____

PRECISE WORD BANK

+ love, joy, sympathy, pride, desire, amusement, curiosity, gratitude, hope

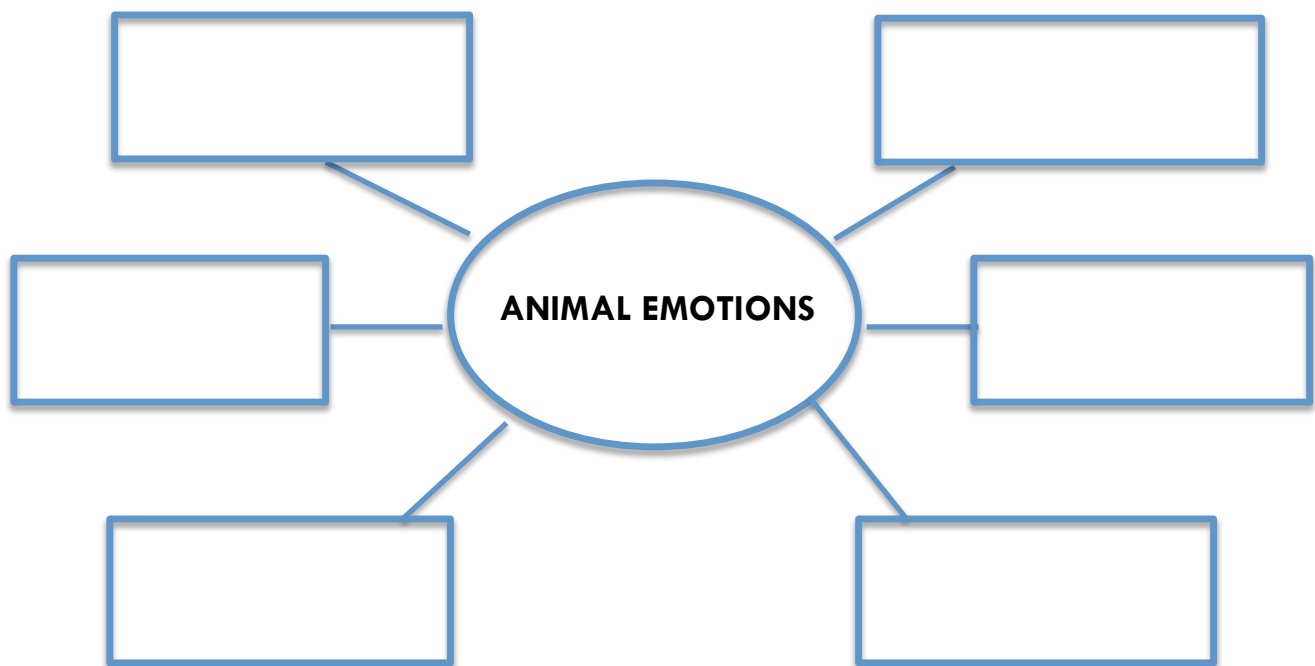
- anger, jealousy, nervousness, impatience, grief, panic, sadness, disapproval, fear



EXCHANGE IDEAS

Use the frames to exchange ideas with your group. Support your claim with a convincing example. Listen attentively and record ideas to complete the chart.

1. One human emotion some animals demonstrate is _____. For example, _____.
2. (Some/Many) _____ animals express the human emotion _____. For instance, _____.



Academic Discussion Topic: *A Ban on Plastic Bags*



PROMPT: *Should plastic bags be banned? Why or why not?*



BRAINSTORM: List a few reasons for and against a ban on plastic bags.

For a Ban	Against a Ban
•	•
•	•
•	•



PRECISE WORD BANK

• bad (adjective)	harmful, unpopular, destructive, nonrenewable, damaging, expensive
• good (adjective)	helpful, useful, popular, convenient, lightweight, practical, inexpensive
• hurt (verb)	harm, damage, pollute, clog, waste, contaminate, litter, spoil, ruin



EXCHANGE IDEAS: Use the response frames to exchange ideas with your group. Decide together on the strongest response and record it below.

1. In my opinion, plastic bags (should/should not) ____ be banned because they ____
(present tense verb: *ruin*)

2. We have (determined/concluded) ____ that plastic bags (should/should not) ____ be banned
because _____



REPORT: Listen attentively, then record brief notes to support both stances.

For a Ban	Against a Ban
1.	1.
2.	2.
3.	3.
4.	4.



LISTEN: Listen attentively, and use academic language to compare or build upon ideas.

- My opinion is **similar to** (Name's).
- Our opinion is **similar to** (Name's group).
- My opinion **builds upon** (Name's).
- Our opinion **builds upon** (Name's group).

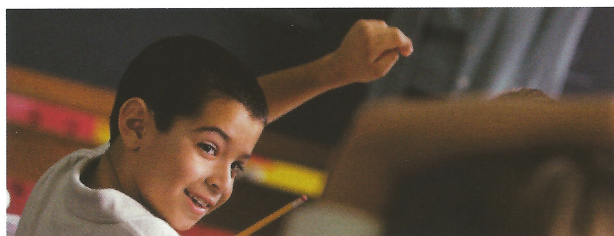

Table 4 Strategies to Elicit Democratic Contributions

■ Popcorn Selection:

Ask a preselected student to report a response and then "popcorn" 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*.



■ 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* __.


■ 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.



■ 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.

■ Standing Reporters: Cue all partner As or Bs 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.*