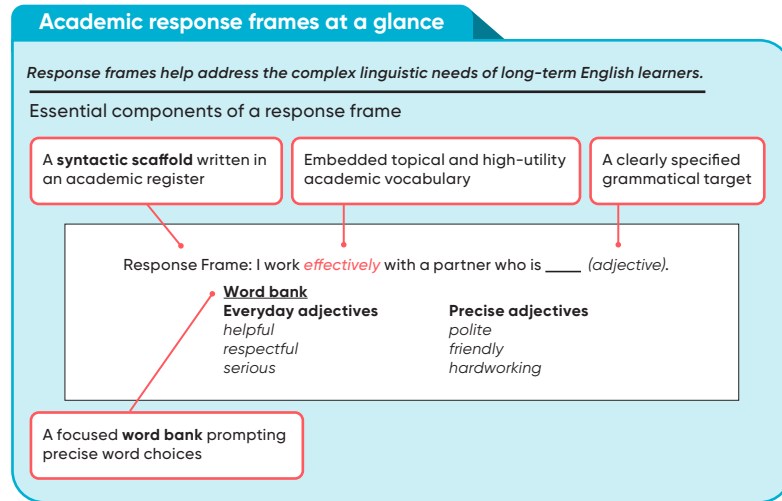


# A Guide to Response Frames with Multilingual Learners



## What are response frames?

Multilingual learners may understand a concept but need support to articulate it in English. **Response frames**, or **academic response frames**, are scaffolding tools to support students in structuring a written or verbal response. When using a response frame, students fill in relevant content to demonstrate their understanding. Response frames provide a supportive structure for students to practice new and increasingly complex language. An effective response frame models and clarifies features of an accurate response, such as appropriate syntax, correct grammar, and precise vocabulary.



**Response frames** allow teachers to model a verbal and written response, deconstruct a response, and guide students in constructing their own proficient response.

## Response frames vs. sentence starters

Response frames provide considerably more linguistic guidance than sentence starters. When using sentence starters, students have a framework to guide their thinking but do not have support to articulate their thinking using standard English grammar. The supportive structure of a response frame allows students to understand and use more sophisticated language.

### Sentence starter vs. academic response frame

**Sentence starter:** A partner shows active listening when \_\_\_\_.

**Academic response frame:** A partner *demonstrates* active listening when (he/she) \_\_\_\_ (present-tense verb).

**Word bank**

Everyday verbs	Precise verbs
lets	allows
tells	responds
likes	compliments

# Steps to using response frames

Follow these steps to use response frames effectively with your multilingual learners.

## 1. Introduce the frame

- Display the frame with a model response.
- Provide a model of how to complete the frame.

## 2. Provide rehearsal time

- Model using a “public voice.” Use complete sentences, a precise academic vocabulary, and a more formal register.
- Read the frame with students three times.
  - **First read:** Read it aloud while students silently track it.
  - **Second read:** Echo-read the frame one phrase at a time with students chorally repeating after you.
  - **Third read:** Read the frame chorally with students.

## 3. Identify vocabulary and grammatical targets

- Point out unfamiliar academic vocabulary in the response frame.
- State the part of speech, and give a student-friendly definition for it.
- Ask students to mark the grammatical target.
- Provide a clear explanation for the grammatical target.

## 4. Direct and monitor students

- For verbal response frames, direct students to think of how they will complete the frame and share their responses with a partner. For written response frames, provide time for students to complete the frame.
- Circulate and listen to verbal responses, or read written responses and provide feedback.
- Preselect a few students with strong responses to report out to the class. Notify these students first that you would like them to share.

## 5. Clarify reporting expectations

- Signal for students’ attention.
- Remind students to report using the entire frame and public voices.
- Review the specific grammatical target.
- Explain specific listening and note-taking tasks.

## 6. Cue reports

- Ask students to nominate partners who have different responses to report.
- Use various strategies to determine student reporters. For example, you could determine names using a spinner, have students nominate reporters by saying, “I select \_\_,” or select volunteers from different areas of the classroom.

## 7. Chart response and provide feedback

- Call on the students you preselected to report their responses.
- Briefly record students’ responses to reference during future discussions or writing tasks.
- When a student’s response contains a grammatical error, quickly model an accurate response, and ask the class to repeat it.



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## I My community and me

### Response frame cards

Spark conversations among students about their identity and being part of a community with the following response frames. Print the response frame cards to facilitate speaking and/or writing practice in your classroom.

**Note:** You may need to support students to tweak their responses to account for different nuances of English grammar.



# My community and me

**Question:** What are you **responsible** for at school?

**Frame:** At school, I am **responsible** for \_\_\_\_\_ (**verb+ -ing:** *paying attention...*) and \_\_\_\_\_ (**verb+ -ing:** *contributing...*).

Verbs (action words)		
taking care of	contributing	collaborating
attending	participating in	analyzing
paying attention	modeling	calculating

**Question:** How do you participate in your **community**?

**Frame:** I participate in my **community** by \_\_\_\_\_ (**verb+ -ing:** *visiting...*) \_\_\_\_\_ (noun: *parks*).

Verbs (action words)			Nouns (people, places, things)		
cleaning	volunteering at	planning	food	events	friends
sharing	assisting	talking to	neighbors	flowers	projects
visiting	calling	bringing	parks	parties	family members

# My community and me

**Question:** Who has a positive **impact** on your life?

**Frame:** My \_\_\_\_\_ (**noun:** *teacher*) (has/have) a positive impact on my life because (he/she/they) \_\_\_\_\_ (**present-tense verb:** *encourages*...).

Nouns (people)		Verbs (action words)	
teammates	neighbors	compliments	supports
coaches	counselors	connects with	encourages
parents	friends	believes	enjoys
siblings	grandparents	laughs	teaches
classmates	teachers	communicates	understands

**Question:** What is something you do **constantly**?

**Frame:** One thing I do **constantly** is \_\_\_\_\_ (**present-tense verb:** *watch*...) \_\_\_\_\_ (**noun:** *sports*...).

Verbs (action words)			Nouns (people, places, things)		
play	think about	learn	family	outside	projects
encourage	practice	read	games	sports	English
plan	talk to	listen to	books	phone	music

# My community and me

**Question:** What is one **talent** that you have worked hard to develop?

**Frame:** One **talent** that I worked hard to develop is \_\_\_\_\_ (**verb + -ing:** *drawing...*).

Verbs (action words)		
drawing	painting	swimming
cooking	dancing	writing
singing	running	baking

**Question:** What is one **strength** that you have improved in?

**Frame:** I am more \_\_\_\_\_ (**adjective:** *brave...*) than I used to be.

Adjective (describing words)		
brave	kind	honest
imaginative	curious	studious
collaborative	responsible	determined



# My community and me

**Question:** What do you do when you are with your **family**?

**Frame:** When I'm with my family, we \_\_\_\_\_ (**present-tense verb:** *cook...*)  
and \_\_\_\_\_ (**present-tense verb:** *celebrate...*).

Verbs (action words)		
cook	speak	celebrate
make	drink	dance
share	help	give
visit	eat	play

**Question:** When do you feel **connected** to other people?

**Frame:** I feel **connected** to other people when they \_\_\_\_\_ (**present-tense verb:** *encourage...*).

Verbs (action words)		
act	compliment	learn
share	listen	play
help	provide	write
participate	support	encourage



# My community and me

**Question:** How do you **communicate** with people?

**Frame:** I **communicate** with \_\_\_\_\_ (**plural noun:** *cousins...*) by \_\_\_\_\_ (**verb + -ing:** *speaking...*).

Nouns (people)		Verbs (action words)	
parents	friends	sending	emailing
classmates	teachers	creating	using
siblings	family members	posting	drawing
cousins	grandparents	sharing	video chatting
		writing	calling

**Question:** What is an important part of your **identity**?

**Frame:** An important part of my identity is that I am (a/an) \_\_\_\_\_ (**adjective:** *caring...*)  
 \_\_\_\_\_ (**noun:** *sister...*).

Adjectives (describing words)		Nouns (people)	
helpful	loyal	student	grandchild
generous	respectful	friend	athlete
talented	intelligent	artist	dancer