

APPENDIX F: ORAL LANGUAGE REFLECTION TOOL

ORAL LANGUAGE BEHAVIOR	WHAT AM I LOOKING FOR?	EVIDENCE
<p>▷ Teaching</p> <p>Vary the tone of our speech—use quieter tones to garner students’ attention.</p>	Use a range of tone and volume for specific purposes in the lesson.	
Vary the pace of our talk depending on the content and context.	Use varying pace to emphasize particular points in the lesson.	
Vary our intensity and expression of emotion.	Use a range of emotions, labeling and discussing how they relate to understanding.	
Use sophisticated vocabulary and define it parenthetically during discussion.	Rename and discuss vocabulary in multiple contexts.	
Explicitly teach and promote civility in oral language interaction.	Demonstrate and practice civility and more formal, academic language at particular times, in specific settings.	
Purposefully use silence in interactions with students.	Model by taking time in silence to think about your own responses. Give students time to think in silence.	
Restate and probe, rather than immediately accept students’ responses.	Delve deeper; ask, “What else?” “Then what were you thinking?”	
Explicitly teach the language of thought—label the students’ ideas with language you want all students to use.	When possible, teach the appropriate terminology (outcomes) to more succinctly define an idea a student seeks to share: “That feeling is called ‘empathy.’”	
Amplify simple syntax into more complex sentences.	Use complex sentences; encourage and/or help children to add to their thinking. Practice “expanding” simple sentences into more complex ones.	
Demonstrate spirited and informed argument about ideas from text; model what it means to consider the perspectives of others.	Demonstrate how a speaker defends his/her opinions. Speak about ways in which you have been influenced by others’ ideas.	

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<p>▷ Learning</p> <p>Students vary the content, pace, and delivery of oral language to suit different situations.</p>	Do they use appropriate content, tone of voice, and pacing based on their purpose and audience?	
Students seek to use recently introduced vocabulary, more sophisticated syntax, and formal academic language in their interactions.	Do students use the vocabulary they have learned? Are their spoken sentences becoming more sophisticated?	
Students determine when to use colloquial/ informal language and when to use more formal/academic language appropriately, in different situations.	Do they know when to use slang/home language and when to use formal/academic language?	
Students take the time they need (even if it includes long periods of time in silence in the presence of others) to fully formulate and develop their thinking before they speak.	Do they give themselves the gift of silence in order to develop their thinking?	
Students show evidence of intently listening when others are speaking, probing others to develop their thoughts and describing when they are influenced by others' thinking.	Do they listen and respond appropriately?	
Students appropriately initiate and sustain conversation with other students and adults, including well-informed arguments about texts, ideas, and opinions.	Do they start conversations? Are they at ease conversing with others? Do their conversations reflect the influence/perspectives of others?	