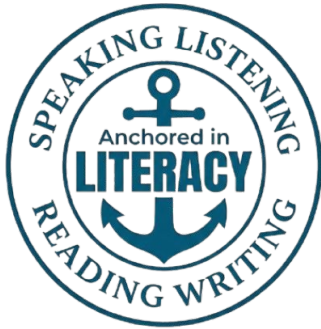


Anchored in Literacy - Module 1 - Listening

Module 1 - Listening

Getting Started with Academic Discourse



The Imperative of Academic Discourse

Academic Discourse is a purposeful, structured form of dialogue designed to promote:

Cognitive Engagement

Encourages students to achieve a deeper level of mental focus and processing.

Critical Thinking

Fosters analytical reasoning, allowing students to evaluate and synthesize arguments.

Deep Understanding

Enables comprehensive understanding of core academic ideas and content.

Students are active constructors of their own knowledge

Receptive Language - Listening

01 Receptive Language

Listening & Reading

This stage focuses on understanding and processing information, which serves as the critical foundation.

02 Expressive Language

Speaking & Writing

Students produce language, building directly upon their developed receptive abilities.

Note: Receptive language naturally precedes and supports expressive language development.



Academic Discourse

Components of Discourse

- Students actively verbalizing their thinking
- Helps refine ideas and make connections
- Students learn to justify their ideas with evidence
- Interpret and build upon other's ideas

Benefits of Discourse

- Cognitive gains – builds understanding and critical thinking
- Literary Development – bridge to writing proficiency
- Content Development
- Language Acquisition
- Engagement and Equity
- 21st Century Skills



Lynwood Student Discourse Expectation

In LUSD, all students speak and respond in complete sentences using academic language.

Academic Discourse & ELD Practices

Essential Components

Scaffolding for Language Output

Oral & Written Scaffolds

- Sentence frames and sentence starters
- Vocabulary support (explicit instruction)

Discourse & Structures

Student-to-student

- Discussion (group, whole class)
- Partner talk
- Summarizing
- **Claims, Evidence, and Reasoning**

Student-to-teacher

- Ask clarifying questions
- Explaining thinking
- Responding to open-ended questions

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Getting Started with Academic Discourse

Implementation Steps

1. Setup Classroom Structures

- Expectations & Routines
- Choral & Echo Response
- The 4 L's of Student Talk

2. Establish Partnerships

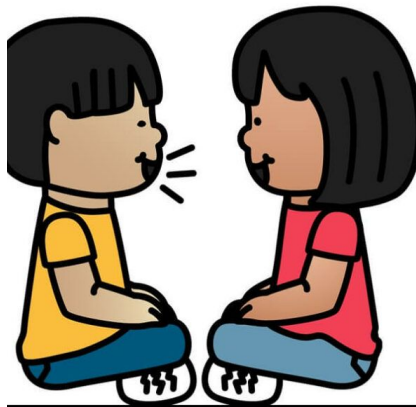
3. Introduce Turn & Talk

4. Practice & Reinforce!

Active Engagement

Turn & Talk Visual Anchor

TURN & TALK



eyes looking



knee to knee



take turns

© Natalie Lynn Kindergarten

4 L's of Student Talk

- L** Look at your partner's eyes
- L** Lean toward your partner
- L** Lower your voice
- L** Listen attentively



Setting Up Partnerships

01 Establish partners

02 Explicit practice of key routines

Practice the 4 Ls and Turn & Talk protocols together.

03 Practice who speaks first

Build structured sharing habits from day one.

04 Start with fun, high-interest activities

- Tell your partner about your favorite TV show
- Tell your partner what you like to do after school



High Leverage Listening Activities

01

Listen & Sketch

Processing

The teacher reads a descriptive paragraph or explains a concept. Students listen without writing, then are given 1 minute to quickly sketch what they heard.

02

Listen & Note Taking

Academic Focus

The teacher reads a short, academic text at a normal pace twice. The first time, students just listen. The second time, they take brief notes. Finally, they work in pairs to reconstruct or summarize the text as closely to the original as possible.

03

Give One, Get One

Peer Listening

Structured peer-to-peer listening using sentence frames (e.g., "I heard you say that..." or "Adding to what you shared...").

01 Listen & Sketch

Listen & Sketch

Processing

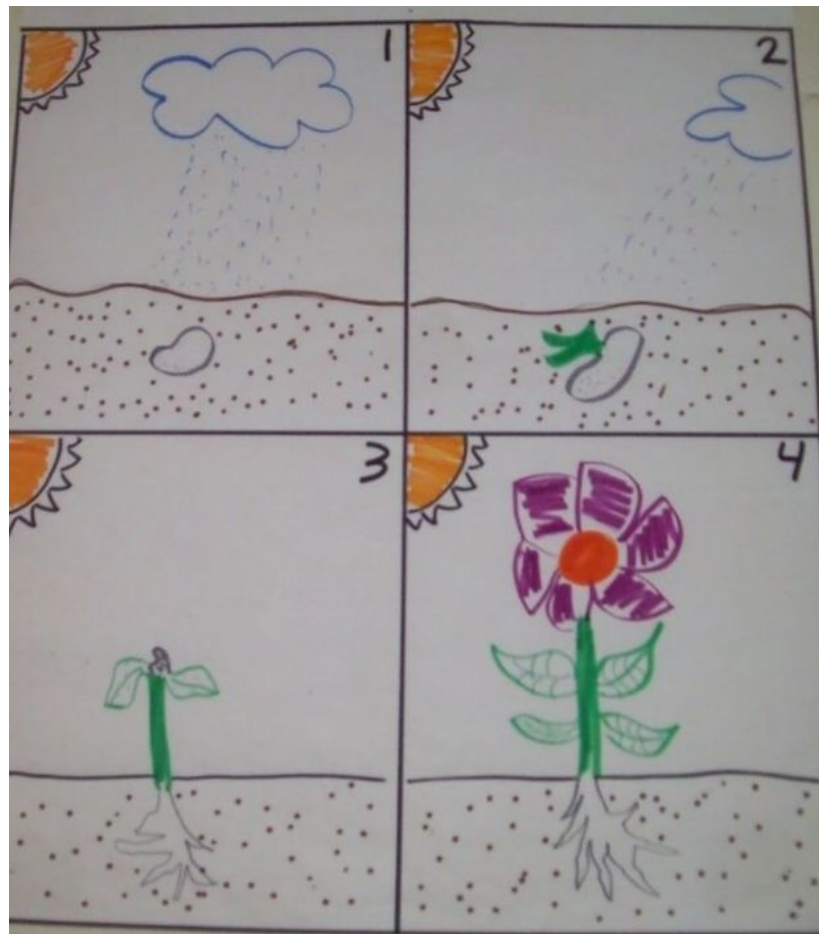
The teacher reads a descriptive paragraph or explains a concept. Students listen without writing, then are given 1 minute to quickly sketch what they heard.

Elementary

[The Hula-Hoopin' Queen' read by Oprah Winfrey](#)

Secondary-

[Try something new for 30 days](#)



02 Listen and Note Taking

02

Listen & Note Taking

Academic Focus

The teacher reads a short, academic text at a normal pace twice. The first time, students just listen. The second time, they take brief notes.

Finally, they work in pairs to reconstruct or summarize the text as closely to the original as possible. [Kids React to Baby Lions 🦁 | Nat Geo Kids](#)

[Can you solve the bridge riddle? - Alex Gendler](#)

CELLS and Life

Robert Hooke built 1st microscope. "small rooms" [Remember: Bill Nye video!]

CELL THEORY:

- Schleiden
- Schwann
- Virchow (doctor)

GERMAN scientists

- All living things are made of one or more cells.
- The cell is the smallest unit of life.
- All new cells come from preexisting cells.

Basic Cell Substances

one of the most important substances in cells is...

macromolecules: form by joining many small molecules together.

Water Molecules

- ⊖ Negative end (attracts positive)
- ⊕ Positive end (attracts negative)

cells are 70% water

- helps insulate the body
- maintains **homeostasis** [stable internal environment]

OPPOSITES ATTRACT

High Leverage Listening Activities

03

Give One, Get One

Peer Listening

Structured peer-to-peer listening using sentence frames

"I heard you say that..."

"Adding to what you shared..."

Activity:

1. In student partnerships, one student is selected to share their thinking
2. Student A shares their thinking
3. Student B listens
4. Student B summarizes Student A's thinking and/or adds to the comment

Next Steps

Establish Discourse Routines

- Partnerships/Groups
- Implement 4 L's
- Speaking in Complete Sentences

Incorporate Listening Strategies

- Practice a listening activity

