

# Academic Conversation Sentence-Starters

Highlight all of the sentence-starters you heard your peers use during academic discussion.

## RESTATE

- What I hear you saying is that ...
- To summarize your point ...
- What I am understanding is that...
- To restate your perspective...

## AGREE

- I think you make a good point that ...
- I would agree with your point because...
- I feel/think similarly to you because...
- Although I see differently about (this issue) ... I do agree with you that ...

## BUILD ON & EVIDENCE

- To build on your point ...
- To add to your point ...
- To elaborate further...
- A good example for what you are saying is ...
- Another example I thought of is ...
- Do you have a specific example in mind?

## DISAGREE/CHALLENGE

- Although you make a valid point, I would disagree on...
- I see where you are coming from, but my perspective is...
- That is a good point, but we also have to consider that ...
- I see this differently because ...
- I would refute/concede your point on... because...

## ASK FOR CLARIFICATION

- When you say ... am I understanding it correctly that you mean ... ?
- Can you elaborate further on ... ?
- To clarify, your key point is that...?
- Could you explain what you mean?

## MAKE CONNECTIONS

- When you said ... it reminded me of ...
- Your idea also makes me think of ...
- Your point relates to what (peer) said about ...
- A personal connection I can make to what you shared is ...
- A real-world connection I can make to what you shared is ...

# Academic Discussion Sentence Starters College

**Margaret Renee Meyer,Cynthia W.  
Langrall**

## Academic Discussion Sentence Starters College:

**Reading for Understanding** Ruth Schoenbach, Cynthia Greenleaf, Lynn Murphy, 2012-06-15 As elegantly practical as it is theoretically elegant It is a guided tour as one examines the tools of expert teachers as they engage students in a journey that is aptly dubbed Reading Apprenticeship learning how to become a savvy strategic reader under the tutelage of thoughtful caring and demanding teachers P David Pearson University of California Berkeley and founding editor of the Handbook of Reading Research Reading for Understanding is a monumental achievement It was a monumental achievement when it came out as a first edition in 1999 bringing years of rigorous reading research together in a framework for teaching that made sense in actual secondary school classrooms Now just thirteen years later Schoenbach and Greenleaf have several randomized clinical trials and multiple on going studies at their fingertips to demonstrate the effects of this approach for developing the reading and thinking of young people in our nation's middle and high school classrooms as well as in community college classrooms Their careful work on developing disciplinary literacy among all students represents a passion for and commitment to supporting students and their teachers in reading for understanding which translates to reading for enjoyment self awareness learning and for purposeful and informed action in our society Elizabeth Moje Arthur F Thurnau Professor and Associate Dean for Research School of Education University of Michigan Reading Apprenticeship has proven to be an inspiration to Renton Technical College faculty and students alike They have learned together to view themselves as readers in transformative ways as they embrace powerful techniques to increase reading comprehension The ideas and strategies in Reading for Understanding anchor this new and broad based energy around reading and an enthusiasm among our faculty to model effective reading strategies for our students Steve Hanson President Renton Technical College Renton Washington Reading for Understanding has the finest blend I have seen of research strategies and classroom vignettes to deepen teacher learning and help them connect the dots between theory and practice Curtis Refior Content Area Literacy Coach Fowlerville Community Schools Fowlerville Michigan A teacher tested research based resource for dramatically improving reading skills Published in partnership with WestEd this significantly updated second edition of the bestselling book contains strategies for helping students in middle school through community college gain the reading independence to master subject area textbooks and other material Based on the Reading Apprenticeship program which three rigorous gold standard research studies have shown to be effective in raising students reading achievement Presents a clear framework for improving the reading and subject area learning of all students including English learners students with special needs as well as those in honors and AP courses Provides concrete tools for classroom use and examples from a range of classrooms Presents a clear how to for teachers implementing the subject area literacies of the Common Core Standards Reading for Understanding proves it's never too late for teachers and students to work together to boost literacy engagement and achievement     *Instructional Strategies for Middle and High School Social Studies* Bruce E. Larson, 2025-01-22 Instructional

Strategies for Middle and High School Social Studies Methods Assessment and Classroom Management is an exciting methods based text that integrates appropriate management and assessment techniques with seven distinct teaching strategies for pre service social studies teachers This fully updated text includes new topics and assessment examples expanded discussions of the teaching methods and guidance on differentiating lessons for multiple learning levels Part 1 offers the foundations for teaching and learning in a social studies classroom and explores contextual theoretical and policy factors that all teachers need to consider before entering the learning environment Part 2 delivers a range of comprehensive strategies for providing instruction that is appropriate for meeting learning targets helping all students learn and fostering a classroom learning environment Features of the third edition include A list of goals before each chapter presenting an overview of the chapter s content focus and providing an outline for the chapter review New discussions of emerging topics such as generative artificial intelligence AI remote learning social and emotional learning social media culturally responsive teaching and culturally sustaining pedagogies Expanded discussion of diversity equity inclusion and justice anti biased teaching and student identities including LGBTQ racial and ethnic identities A Reality Check feature providing directions for integrating field based experiences into the chapters and contextualizing the ideas in the book for a classroom setting Each chapter in Part 2 Chapters 5 11 has been expanded to include ideas for motivating students to learn and advice around supporting emerging multilingual learners Chapters 5 11 include the feature Making Your Lesson More Meaningful for Multilingual Learners which provides updated ideas based on current research and theories about learning language for engaging multilingual learners specific for each instructional strategy Expanded discussion of Inquiry Learning and the Inquiry Design Model IDM New examples of assessments and suggestions for differentiating instruction for different learning levels Combining learning theories with practical strategies this fully updated new edition is the go to all inclusive guide to the social studies classroom for pre service and in service teachers Online Support Materials include additional lesson plan and unit plan examples additional information about the Inquiry Design Model state requirements for the social studies and further reading suggestions

*Differentiated Literacy Instruction in Grades 6-8 , Equity in Multilingual Schools and Communities* Amanda K. Kibler,Aída Walqui,George C. Bunch,Christian J. Faltis,2024-05-14 This book honors the impactful contributions of Guadalupe Vald s toward equity in multilingual schools and communities As one of the first language education scholars to examine the vibrant language practices of bilingual users in the US Southwest her work marked a departure from traditional foreign language approaches and sparked a movement focused on valuing heritage languages and creating more equitable educational systems for young people from linguistically minoritized backgrounds Influenced by the work of Professor Vald s the contributors to this book draw on multiple aspects of her research to look at new ways of addressing equity and social justice for multilingual users in schools and communities Chapters focus on three major areas of her work the nature of languages and literacies in multilingual contexts language development in classrooms and

communities and equity and access At the end of each section short interludes describe contributors personal experiences of learning from and with Professor Vald s providing insight into the practices of mentorship and professional development within the field This volume will appeal to students and researchers across bilingualism applied linguistics and education offering an overview of developments in these fields and directions for future research on equity in multilingual educational settings

**Powering Up Your School** Jann Robinson, Graham Powell, Rachel Macfarlane, Gemma Goldenberg, Robert Cleary, Guy Claxton, 2020-05-05 Powering Up Your School The Learning Power Approach to school leadership co authored by Guy Claxton Jann Robinson Rachel Macfarlane Graham Powell Gemma Goldenberg and Robert Cleary is a treasury of top tips on how to embed the Learning Power Approach LPA in your school culture and empower your teachers to deliver its benefits to students The LPA is a way of teaching which aims to develop all students as confident and capable learners ready willing and able to choose design research pursue troubleshoot and evaluate learning for themselves alone and with others in school and out This approach also affords a clear view of valued sought after outcomes of education such as the development of character strengths and the pursuit of academic success and Powering Up Your School sets out a detailed explanation of how these can be accomplished It distils into a series of illuminating case studies the lessons learned by a wide range of pioneering school principals who have successfully undertaken the LPA journey and presents a variety of practical strategies which will enable school leaders to make a positive impact on the lives of both their staff and their students These strategies are complemented by a wealth of insights into how school leaders can go about gaining clarity on their vision achieve buy in from staff and foster a collaborative effort towards delivering good outcomes Together the authors share their tips on how to adapt and refine school structures and teaching practices on a school wide level and on how to stimulate and celebrate student progress They also provide specific ideas for charting and reflecting on the journey towards building a learning powered culture framed in an appendix in the form of a detailed self assessment grid Suitable for school leaders in both primary and high school settings Powering Up Your School is the fourth instalment in the Learning Power series

A

**Decade of Middle School Mathematics Curriculum Implementation** Margaret Renee Meyer, Cynthia W. Langrall, 2008 We anticipate that the comprehensive nature of this work will attract readers from multiple audiences that include state and district mathematics supervisors middle grades mathematics teachers and administrators involved in curriculum reform as well as mathematics teacher educators Those about to embark on the review of curriculum materials will appreciate reading about the processes employed by other districts Readers with interests in a particular curriculum program will be able to trace the curriculum specific chapters to gain insights into how the design of the curricula relate to professional development adoption and implementation issues and teachers personal experience using the curriculum materials Individuals who provide professional development at the middle grades level will find chapters that they can use for both general and focused discussions

*A Guide to Renewing Your School* Lew Allen, 1999-03-05 Sponsored by the League of Professional Schools

Understanding school reform is a daunting task. A Guide to Renewing Your School goes a long way in communicating essential information about reform in a clear cut manner. Childhood Education In Renewing America's Schools Carl D Glickman founder of the League of Professional Schools made the case for basing school improvement efforts on democratic values and principles. He proposed a three part framework for reform that would enable schools and communities to create successful change in their schools and discussed how states and districts could support their efforts. In this companion volume the authors provide detailed instructions on how Glickman's framework can be implemented at the school level. A Guide to Renewing Your School is based on years of practical experience numerous case examples and empirical studies from the League of Professional Schools a reform network based in Georgia. This hands on book guides school practitioners through the essential steps of a reform process 1 designing a covenant to guide teaching and learning 2 creating a shared governance process to promote democratic leadership and decision making and 3 implementing action research to assess the reform process. The authors also address the challenges of change such as how to create a school climate that will foster implementation of the framework and how to determine the type of facilitation and staff development needed to sustain this work. Filled with sample covenants, charters, mission statements, worksheets, forms and other tools A Guide to Renewing Your School presents not only a coherent framework but useful strategies for promoting school wide renewal and improvement.

School Library Journal ,2007    Proceedings, Abstracts of Lectures and a Brief Report of the Discussions of the National Teachers' Association, the National Association of School Superintendents and the American Normal School Association

National Education Association of the United States,1887    Annual Report of the Commissioner of Education United States.

Office of Education,1891    **House documents** ,1890    **Report of the Commissioner of Education** USA. Bureau of

Education,1891    **The Colorado School Journal** Aaron Gove,Dorus Reuben Hatch,Harry McWhirter Barrett,Nathan B. Coy, Henry Burnside Smith,William Barnard Mooney,1894    *The School Review* ,1898    **the educational times, and journal of the college of preceptors** ,1884    *The SAGE Encyclopedia of Classroom Management* W. George

Scarlett,2015-02-24 A teacher's ability to manage the classroom strongly influences the quality of teaching and learning that can be accomplished. Among the most pressing concerns for inexperienced teachers is classroom management a concern of equal importance to the general public in light of behavior problems and breakdowns in discipline that grab newspaper headlines. But classroom management is not just about problems and what to do when things go wrong and chaos erupts. It's about how to run a classroom so as to elicit the best from even the most courteous group of students. An array of skills is needed to produce such a learning environment. The SAGE Encyclopedia of Classroom Management raises issues and introduces evidence based real world strategies for creating and maintaining well managed classrooms where learning thrives. Students studying to become teachers will need to develop their own classroom management strategies consistent with their own philosophies of teaching and learning. It is hoped that this work will help open their eyes to the range of issues.

and the array of skills they might integrate into their unique teaching styles Key Features 325 signed entries organized in A to Z fashion across two volumes Reader s Guide grouping related entries thematically References Further Readings and Cross References sections Chronology in the back matter Resource Guide in the appendix This encyclopedia is an excellent scholarly source for students who are pursuing a degree or position in the field of education The SAGE Encyclopedia of Classroom Management is an ideal source for all academic and public libraries School Administrator's Staff Development Activities Manual Ronald T. Hyman,1986-02-03 For the K 12 supervising school administrator here is a practical working tool for stimulating the professional growth of your staff during faculty meetings and other in service workshops throughout the school year Included are guidelines for planning and chairing a faculty meeting with a handy chart for dealing with various types of motions and seven though provoking group activities each focusing on a specific set of skills COLORED BROKEN SQUARES cooperation and communication THE PENNY observations inference and evaluation THE PRISONER S DILEMMA trust and group benefit THE SUPERVISION WINDOW awareness and openness SHERLOCK collaboration and independence WINTER GRASH SIRVIVAL group decision making THE SPELLING TEST evaluation For easy and effective use each activity is structured and complete including a statement of purpose with explicit learning objectives an overview a list of materials needed number of participants step by step procedures points raised by the activity suggestions and comments and applications in staff development Moreover all of the material required for the activities are either provided on reproducible pages or are easily obtained for example a penny You ll find that theses activities are highly motivating to teachers and provide a welcome break from conventional approaches to supervision They facilitate interactions in a nonthreatening situation in which everyone participates and has fun while learning and give the teacher and supervisor a common unifying experience that serves as a reference point for working together NOTE The activities in the Manual will be particularly useful when combined with the information and techniques in the author s School Administrator s Faculty Supervision Handbook

Journal of Education and School World ,1889 Teaching Communication Skills in the Elementary School Gertrude A. Boyd,Daisy Marvel Jones,1977 The Virginia School Journal ,1895 Includes Official department conducted by Superintendent of Public Instruction

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