Routines for Structured Responses

Purpose: To support all students in participating actively in daily lessons.

Research Basis: Structured response formats are instructional practices that can be incorporated into daily lessons and allow all students to participate productively (Heward, 2006). Carefully planned structured response routines can ensure that every student participates in a lesson, and that participation remains focused and on task. They also allow for immediate feedback to support correct answers and to address incorrect ones.

> **Application**
> - Daily Lessons, whenever student response is called for

Choral Responses

Choral responses allow students to join in on important academic words, expressions, or ideas. They allow the teacher to determine immediately which students understand a presentation.

1. **Cue students in advance.** Use an established spoken cue (e.g., *Everybody; Look at me; Eyes up*) to focus students' attention.

2. **Give a prompt or ask a question.** Use prompts or questions that can be answered with one or two words or an academic phrase.

3. **Allow wait time.** Use a visual cue (e.g., holding up a hand as a "stop sign," then dropping it quickly) to provide wait time for students to think before they answer (and to keep some students from blurting out the answer). This use of wait time allows students to think about and form their answers and increases their confidence to join in class interactions.

4. **Provide feedback.** Acknowledge correct responses. For example: *That's right. Good work, everyone!* If some students give the wrong answer or say nothing, provide immediate corrective feedback. For example: *The correct answer is _____. Let's all say that together.*
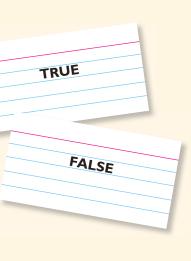
Response cards

Response cards can be used to ensure participation by every student. Response cards work best when the answer is short; for example, students are asked to change a verb in a sentence from present to past tense. Response cards can be index cards, small white boards, or small pieces of paper.

1. **Use simple prompts.** Give students a prompt or ask them a question that can be answered with one or two words, *yes/no,* or *true/false.*

2. **Allow wait time.** Tell students to think about their answers. Silently count to 5, then say: *Write your answer.*

3. **Students display their cards.** After students have had time to write, say: *Hold up your cards.*

4. **Give feedback.** Quickly check all of the cards and provide feedback, such as: *Good work! Almost everyone wrote* true, *which is the correct answer.* If some students give an incorrect answer, provide immediate corrective feedback, such as: *I see some of you wrote* Sammy, *which is the name of the main character in the passage. The correct answer is _____.*
   Say it with me, _____.

5. **Continue with other prompts and questions.**

TRUE

FALSE