

Structured Response

Strategies for Structured Responses

Structured response formats are instructional practices that can be incorporated into daily lessons to allow all students to participate more actively and productively (e.g., 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. Lessons in ***Inside Language, Literacy, and Content*** use the following structured response formats.

Choral Responses

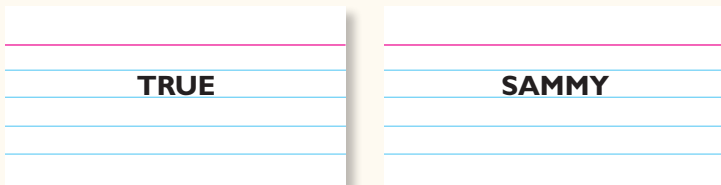
The goal of choral responses is to allow students to join in on important academic words, expressions, or ideas, and/or to determine immediately whether (and which) students understand a presentation.

1. 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 that can be answered with one or two words or an academic phrase. 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.
3. Provide feedback to recognize correct responses (e.g., *That's right. Good work, everyone!*). If some students give the wrong answer (or say nothing), say: *The correct answer is _____ . Let's all say that together.*

Response Cards

The goal of using response cards is 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 take many forms from a set of index cards to a write-on/wipe-off board to a torn sheet of paper.

1. Give students a prompt or ask them a question that can be answered with one or two words, *yes/no*, or *true/false*.
2. Tell students to think about their answers. Silently count to 5, then say: *Write*.
3. After a few moments, say: *Hold up your cards*.
4. Quickly check all of the cards and provide feedback, such as: *Excellent work! You all wrote true, which is the correct answer. I see some of you wrote Sammy, which is the name of the main character in the passage.*



5. Continue with other prompts and questions.