### Active Listening:
Active Listening as an explicit instructional approach has three objectives for students:

1. listen to **learn how to use the language** modeled
2. listen to **learn about thinking** (metacognition)
3. listen to **learn academic content** across disciplines

The teacher must clearly articulate and model these three purposes for listening to students.

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### Extended Communication:
Extended Communication is an explicit instructional approach that expects students to utilize Constructive Conversation Skills to communicate their thinking and knowledge. The expectations are a minimum of:

1. four exchanges in an academic conversation.
2. four connected sentences in responding to prompt.

There are two types of extended communication. Students communicate:

1. application of a metacognitive strategy and
2. knowledge of a topic/text

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### Oral Summarizing:
Oral Summarizing as an explicit instructional approach is a daily practice that expects students to clearly and cohesively communicate their knowledge in short responses. Students need to understand that in academic communication they convey their full understanding of a topic.

This approach has three objectives for students to:

1. construct a relevant and clear initial statement
2. communicate how evidence from the text connects to their initial statement
3. communicate a concluding statement

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### Guiding Questions for Lesson Design/Cognitive Planning

- Where do I explicitly teach active listening?
- How do I activate active listening?
- How do I model active listening?
- How do I give feedback for active listening?
- How do I model metacognitive strategies with active listening?
- What evidence will I have of active listening?

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- Where in the lesson do I provide students with models of extended communication?
- How do the prompts allow for extended communication?
- How do the prompts help students focus their communication to address the objective of the lesson?
- How do I model metacognitive strategies with extended communication?
- What evidence will I have of extended communication?

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- Where do I provide students with models of oral summarizing?
- How do I scaffold oral summarizing activities?
- Where do I provide students with opportunities to orally summarize their thinking and knowledge?
- How do I model metacognitive strategies for oral summarizing?
- What evidence will I have of oral summarizing?