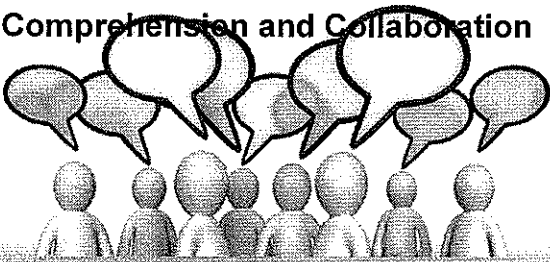


### Comprehension and Collaboration




1. Prepare for and participate in collaborations with diverse partners, building on each others' ideas and expressing their own clearly and persuasively.

### English Language Arts Standards Speaking & Listening » Grades K-2

- **Kindergarten:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **1st Grade:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **2nd Grade:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

• **K-2 Features**

- Following the rules of discussion*
- Moving from participation to turn taking*
- Sustaining discussion through questioning*
- Adult support*




### English Language Arts Standards Speaking & Listening » Grades 3-5

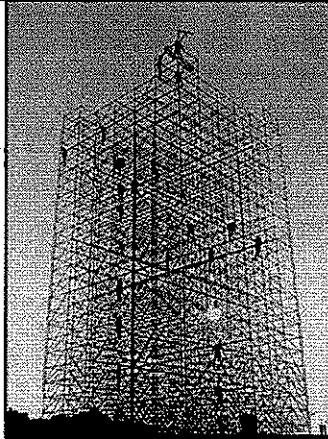
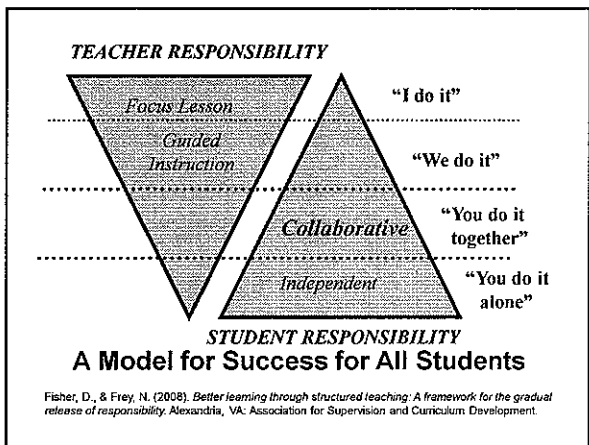
- **3<sup>rd</sup> Grade:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **4<sup>th</sup> Grade:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **5<sup>th</sup> Grade:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**3-5 Features**


- Preparation for discussion*
- Yielding and gaining the floor*
- Posing and responding to questions*
- From explaining own ideas to explaining the ideas of others*




## Gradual Release of Responsibility A Framework for Instruction

## Getting Started



1. Start Small:



2. Practice and Perfect with Resources, Roles, and Rubrics.

<https://www.teachingchannel.org/videos/student-participation-strategy>

3. Keep Kids Communicating.

4. Every Student, Every Day.

Talk occurs on  
grade level  
topics,  
texts, and  
issues



**Quality Indicator #1**

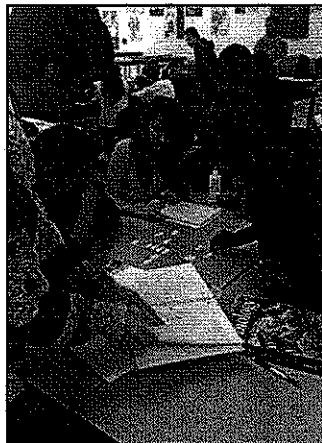
**Complexity of Task:** *The task is a novel application of a grade-level appropriate concept and is designed so that the outcome is not guaranteed (a chance for productive failure exists).*



### Quality Indicator #2

#### Joint attention to tasks or materials

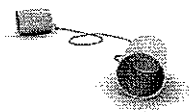
*Students are interacting with one another to build each other's knowledge. Outward indicators include body language and movement associated with meaningful conversations, and shared visual gaze on materials.*



**Look  
down,  
not  
up.**

### Quality Indicator #3

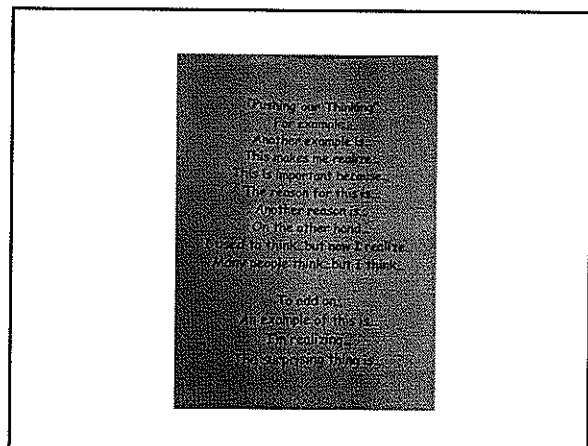
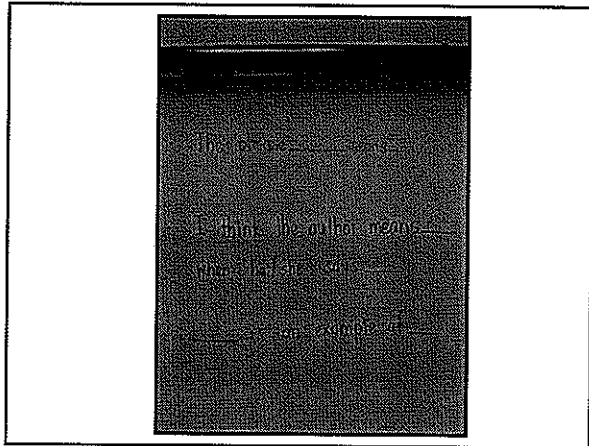
**Argumentation not arguing:** *Student use accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.*



### Quality Indicator #4

**Language support:** *Written, verbal, teacher, and peer supports are available to boost academic language usage.*





### Quality Indicator #5

**Grouping:** *Small groups of 2-5 students are purposefully constructed to maximize individual strengths without magnifying areas of needs (heterogeneous grouping).*

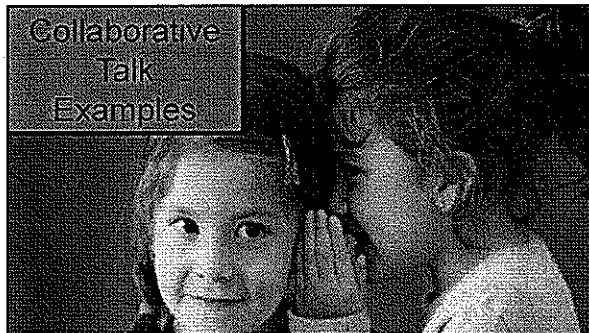


### Quality Indicator #6

**Teacher role:** *What is the teacher doing while productive group work is occurring?*



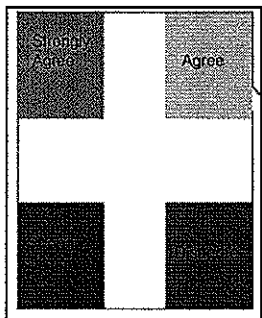
**Collaborative Talk Examples**



Numbered Heads Together  
 Reciprocal Teaching  
 Opinion Stations  
 Conversational Round-Table  
 Turn and Talk

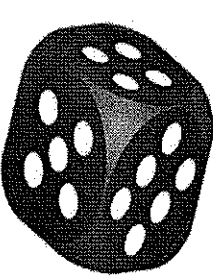
Think-Pair-Square  
 Jigsaw  
 Collaborative Poster  
 Rotation Stations  
 Gallery Walk

**Opinion Stations**




- Display a statement -- have students move to a spot in the room that corresponds to their beliefs
- Students discuss in their corner or spot in the room and then to the whole class
- Post sentence frames in each corner

**Numbered Heads Together**

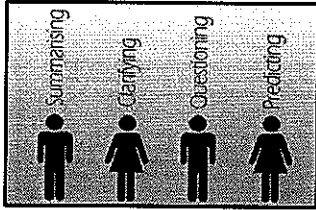


- Each person at table assigned a number
- Question is posed
- Die is rolled
- Everyone prepares that numbered person to answer
- Die is rolled again to call on a table number
- Person at that table answers

**Turn and Talk**



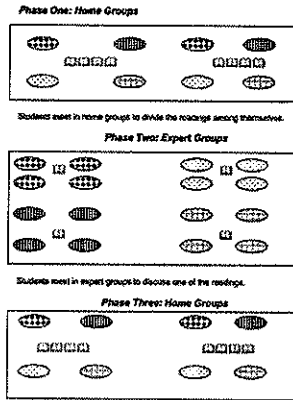
## Reciprocal Teaching



- Student-directed groups
- Text is chunked in smaller parts
- Teacher or students can choose stopping points

## Jigsaw

Home Group  
Expert Group  
Home Group

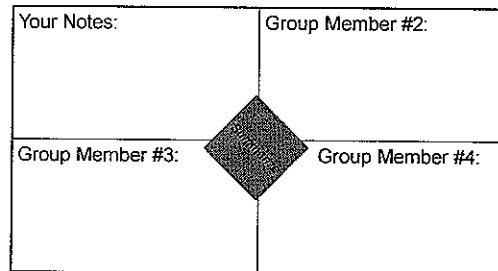


## Collaborative Poster

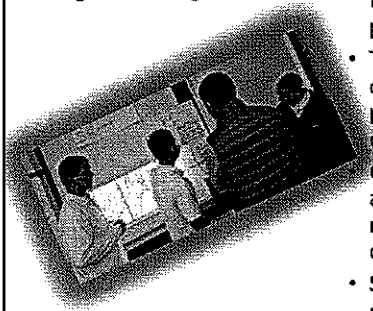
- Students create a poster with specific visual information (drawings and text).
- All students participate in making the poster using their own colored marker.
- They sign the poster in their color.
- Students discuss **critically**, explain, and make decisions to complete this task.



## Conversational Roundtable



### Rotation Stations— 3<sup>rd</sup> grade and higher



- Teams around the classroom place their answers on posters.
- Teams rotate to other teams' posters and reflect on the answers. Comments are added via post-it notes or on the chart paper.
- Sentence FRAMES can be used.

### Gallery Walk



**Procedure**

1. Select Materials (e.g. quotations, images, documents, and/or student work) you will be using for the gallery walk.
2. Organize materials around the classroom  
 Texts should be displayed "gallery-style" - in a way that allows students to disperse themselves around the room, with several students clustering around a particular text. Texts can be hung on walls or placed on tables. The most important factor is that the texts are spread far enough apart to reduce significant crowding.
3. Instruct students on how to walk through the gallery  
 Viewing instructions will depend on your goals for the activity. If the purpose of the gallery walk is to introduce students to new material, you might want them to take informal notes as they walk around the room. If the purpose of the gallery walk is for students to take away particular information, you can create a graphic organizer for students to complete as they view the "exhibit," or compile a list of questions for them to answer based on the texts on display. Or, teachers give students a few minutes to tour the room and then, once seated, ask them to record impressions about what they saw. Students can take a gallery walk on their own or with a partner. You can also have them travel in small groups, announcing when groups should move to the next piece in the exhibit. One direction that should be emphasized is that students are supposed to disperse themselves around the room. When too many students cluster around one text, it not only makes it difficult for students to view the text, but it also increases the likelihood of off-task behavior.

### Consider the Questions Your Students are Pondering



### Bloom's Taxonomy Questions Stems Math

**Knowing** questions focus on clarifying, recalling, naming, and listing  
 Which illustrates...?  
 Write... in standard form....  
 What is the correct way to write the number of... in word form?

**Organizing** questions focus on arranging information, comparing similarities/differences, classifying, and sequencing  
 Which shows... in order from...?  
 What is the order...?

Which is the difference between a... and a...?  
 Which is the same as...?  
 Express... as a...?







**Applying questions focus on prior knowledge to solve a problem**  
 What was the total...?  
 What is the value of...?  
 How many... would be needed for...?  
 Solve....Add/subtract....Find....Evaluate....Estimate....Graph....

**Analyzing questions focus on examining parts, identifying attributes/relationships/patterns, and main idea**  
 Which tells...?  
 If the pattern continues,....  
 Which could...?  
 What rule explains/completes... this pattern?  
 What is/are missing?  
 What is the best estimate for...?  
 Which shows...?  
 What is the effect of...?

**Generating questions focus on producing new information, inferring, predicting, and elaborating with details**  
 What number does... stand for?  
 What is the probability...?  
 What are the chances...?  
 What effect...?





**Integrating questions focus on connecting/combining/summarizing information, and restructuring existing information to incorporate new information**  
 How many different...?  
 What happens to... when...?  
 What is the significance of...?  
 How many different combinations...?  
 Find the number of..., ..., and ... in the figure below.

**Evaluating questions focus on reasonableness and quality of ideas, criteria for making judgments, and confirming accuracy of claims**  
 Which most accurately...?  
 Which is correct?  
 Which statement about... is true?  
 What are the chances...?  
 Which would best...?  
 Which would... the same...?  
 Which statement is sufficient to proven...?

## Bloom's Taxonomy Questions Stems Other Subjects

Recall	
<p>Note: Any question becomes a recall question if the answer has already been explicitly provided to the student in class or in the text.</p> <p>When did _____ take place? List the _____.</p>	<p>Define the term _____.</p> <p>What is a _____?</p> <p>Who did _____?</p> <p>Name _____.</p>




Analysis	
<p>How does _____ work?</p> <p>Sort these _____.</p> <p>Use the table to determine _____.</p> <p>Use the graph to determine _____.</p> <p>Graph _____.</p> <p>What caused _____?</p> <p>What is another possible cause of _____?</p> <p>Outline the _____.</p> <p>Based on the written description, draw a diagram.</p> <p>Draw your own map of _____ without tracing or copying.</p> <p>Use the map to determine _____.</p> <p>In what sequence did _____ happen?</p> <p>Break _____ down into its component parts.</p> <p>Give an example of _____.</p> <p>What literary form is being used?</p> <p>What technique is being used?</p> <p>What information is restated?</p> <p>Is the information relevant?</p> <p>Into what groups can you organize these?</p> <p>Draw a picture that illustrates what's described in the story _____.</p>	<p>What does _____ symbolize?</p> <p>Find examples of [a literary device] in your readings.</p> <p>Analyze the _____ in _____.</p> <p>Classify these _____ according to _____.</p> <p>Separate the _____ from the _____.</p> <p>Translate _____.</p> <p>Analyze how _____ works.</p> <p>What was the author's point of view?</p> <p>How did the author convey _____?</p> <p>What words does the author use to point an image of _____ in your mind?</p> <p>How were _____ used to _____?</p> <p>What kind of a _____ is this?</p> <p>Which one doesn't belong in this group?</p> <p>What is the function of _____?</p> <p>What is the purpose of _____?</p> <p>What is the relationship between _____ and _____?</p> <p>What is the pattern?</p> <p>Use examples to illustrate a concept.</p> <p>Build a model of _____.</p> <p>Measure _____.</p>

Comparison	
How is _____ like _____?	Distinguish between _____ and _____.
How are _____ and _____ different?	Compare _____ with _____.
Compare the _____ before and after _____.	On what dimensions might you compare _____ and _____?
Compare the character _____ at the beginning of the story and at the end.	Which one is the biggest/oldest/tallest?

Inference	
Hypothesize what will happen if _____.	Based on your readings, what can you conclude about _____?
Predict what will happen if _____.	What was the author's point of view?
Apply the rule in _____.	Solve a logic puzzle.
Solve the problem _____.	What if _____?
Predict how the story _____ will end.	What rule applies here?
What is the main idea of the story _____?	What generalization can you make from this information?
What is the overall theme of _____?	Create a _____.
What is the moral of the story?	Design a _____.
Develop a plan to _____.	Propose a solution to the problem of _____.
Propose and describe an invention that fills some need.	
Write a research paper on _____.	



Evaluation	
Was _____ worth the cost? Explain your answer.	Did _____ choose a wise course of action? Give reasons.
Was the argument convincing? What makes you think so?	Apply a scoring rubric to this piece of work. Explain why you are assigning each score.
Did _____ behave appropriately? Why?	What would you have done in this situation? Why?
What would you have done in this situation? Why?	Review a book, performance, or exhibit. Justify your evaluation.
Write a critique of _____.	Which _____ is the best? Why do you think so?
Was the experiment well designed? Defend your answer.	Whose arguments/evidence was more convincing? Why?
Judge which is the best solution to the problem of _____? Why do you think so?	If you were the judge, what would your decision be? Why?
How well are the conclusions supported by the data (acts/evidence)? Explain.	Give and justify your opinion on _____.

## Resources:

[http://blogs.edweek.org/edweek/the\\_startup\\_blog/2014/11/four\\_steps\\_to\\_structured\\_student\\_conversations.html](http://blogs.edweek.org/edweek/the_startup_blog/2014/11/four_steps_to_structured_student_conversations.html)

[https://www.mbaea.org/documents/.../Fisher\\_C02A16C44258A](https://www.mbaea.org/documents/.../Fisher_C02A16C44258A)

<http://fisherandfrey.com>