

Collaborative Conversations



Office of Curriculum & Instruction

Tucson Unified School District
Curriculum & Student Engagement: MODULE 9
6-12 ELA

Connector

Review text dependent questions by watching a short video.

<https://www.youtube.com/watch?v=HzRIs2cc8lc>



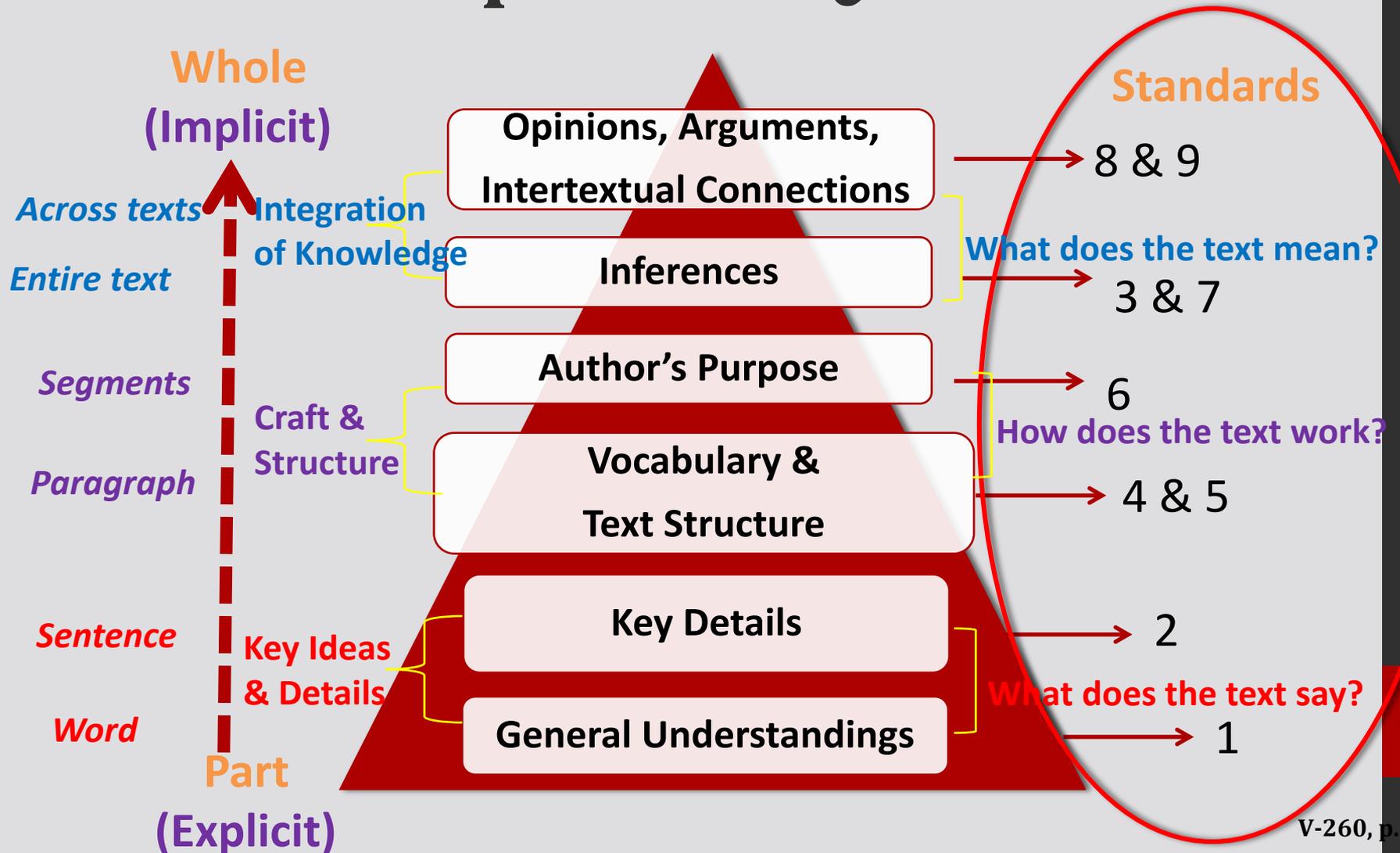
Outcomes

- Develop and extend an understanding of close reading routines by participating in collaborative conversations through text dependent questions
- Analyze grade- level expectations in the ELA Speaking & Listening Standard 1
- Recognize culturally responsive instructional strategies that occur during collaborative conversations

Norms

- Equity of Voice
- Active Listening
- Respect for All Perspectives
- Safety and Confidentiality
- Respectful Use of Technology

Progression of Text-dependent Questions



Close Reading Routines and Discussions

Explicitly stated in the routines are opportunity to engage in discussions, which Fisher & Frey refer to as “Collaborative Conversations”



Standards, ELA Shifts and Collaborative Conversations

Anchor Standard 1- Speaking & Listening:

Grades K-12: K-12.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Collaborative Conversations:

Key Purpose:

A way for students to access complex text by applying the skills and strategies they have learned during modeling close reading or scaffolded instruction. It is a vital facet of group learning.

Rigorous Reading by Fisher & Frey
(p.74)

ELA Shifts:

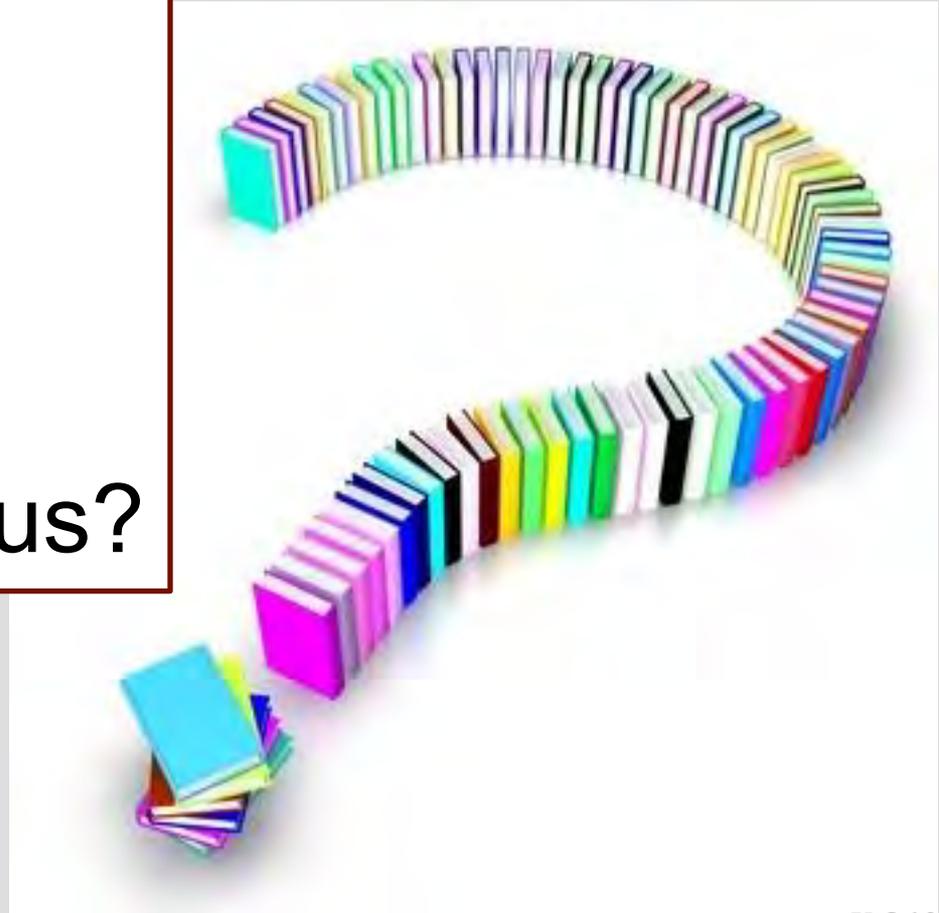
1. Regular practice with complex text and its academic language
2. **Reading, writing and speaking grounded in evidence from the text, both literary and informational**
3. Building knowledge through content-rich nonfiction

Linking Standards to Collaborative Conversations

Examine the Speaking & Listening Standards and the increased level of demand from grades K-8.



- What is familiar?
- What is new?
- What may be challenging to students?
- What may be challenging to us?



Things to Note

Looking at the standards, there are 4 things to keep in mind, regardless of the students grade level:

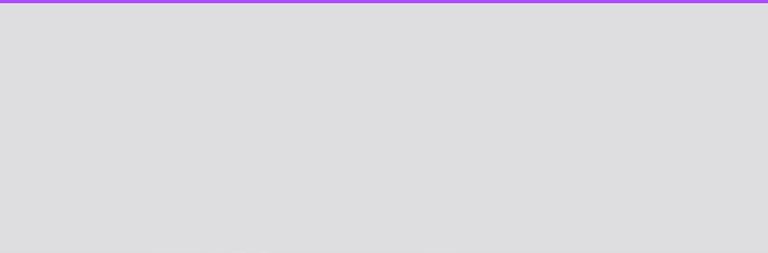
- Students are expected to come prepared for discussion
- Students are expected to collaborate with diverse partners
- Students are expected to build on each others' ideas
- Students need to be able to express their ideas clearly and persuasively

Talk occurs on
grade level
topics,
texts, and
issues.



K-2 Features

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



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*



6-8 Features

- *Using evidence to probe and reflect*
- *Collegial discussions include goals and deadlines*
- *Questions connect ideas from several speakers*
- *Acknowledge new information*



Some Guidelines for Collaborative Conversations

Accountable Talk:

- Talking points based on text
- Stay on task
- Respectful discourse-no put downs
- Exhibit **active listening** techniques
 - ❖ Sit up
 - ❖ Lean in
 - ❖ Ask and answer Questions
 - ❖ Note taking
 - ❖ Track-Eye contact



Gradual Release of Responsibility

Modeling: Gradual Release of Responsibility



Fisher, C., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

Gradual Release of Responsibility: A framework which allows for the implementation of intentional instruction

Collaborative Conversations

- “When students read hard texts individually and independently and then answer questions, we do not define this as close reading.
- Students have to be interacting with others in such a way as to facilitate one another’s understanding of the text.”

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Closure

What is one way that you can support collaborative conversations at your site?

What culturally responsive strategies do students engage in while participating in collaborative conversations?

Resources

- *Douglas Fisher & Nancy Frey:*
 - *Rigorous Reading: 5 Access Points for Comprehending Complex Texts*
 - *TDQ, Grades K-5 Text-Dependent Questions, Pathways To Close And Critical Reading*
 - *Text Complexity Raising Rigor in Reading*

Summarizing our Learning



Planning Next Steps