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=HzRls2cc8lc
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

Whole (Implicit)
- Integration of Knowledge
- Across texts
- Entire text

Segments
- Craft & Structure

Paragraph
- Key Ideas & Details

Sentence
- Word
- Part (Explicit)

Entire text

Part

Across texts

Opinions, Arguments, Intertextual Connections

Inferences

Author’s Purpose

Vocabulary & Text Structure

Key Details

General Understandings

Standards
- 8 & 9
- 3 & 7
- 6
- 4 & 5
- 2
- 1

What does the text mean?
How does the text work?
What does the text say?
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: 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.”
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
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