

**Vertical Progression:**

<b>Kindergarten</b>	<p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g. <i>listening to others and taking turns speaking about the topics and texts under discussion</i>).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ol>
<b>1st Grade</b>	<p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g. <i>listening to others and taking turns speaking about the topics and texts under discussion</i>).</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and the texts under discussion.</li> </ol>
<b>2nd Grade</b>	<p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g. <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>).</li> <li>b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and the texts under discussion.</li> </ol>

**Students will demonstrate command of the Standard by:**

- Increasing vocabulary usage in social and academic conversations in a growing range of topics, texts, and ideas
- Listening to others
- Taking turns speaking about the topics and texts under discussion
- Discussing ideas and working with others to create new thinking
- Articulating their own ideas
- Responding to the comments of others
- Asking questions to clear up any confusion

### Vocabulary:

- Comments
- Confusion
- Conversations
- Exchange
- Listening
- Participation
- Questions
- Rules for discussions
- Speaking
- Text
- Topic
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### Discussion Questions/Sentence Stems:

#### Agreement

- “I agree with \_\_\_\_\_ because \_\_\_\_\_.”
- “I like what \_\_\_\_\_ said because \_\_\_\_\_.”
- “I agree with \_\_\_\_\_; but on the other hand, \_\_\_\_\_.”
- “Why do you agree with \_\_\_\_\_?”

#### Disagreement

- “I disagree with \_\_\_\_\_ because \_\_\_\_\_.”
- “I’m not sure I agree with what \_\_\_\_\_ said because \_\_\_\_\_.”
- “I can see that \_\_\_\_\_; however, I disagree with (or can’t see) \_\_\_\_\_.”
- “Why do you disagree with \_\_\_\_\_?”

#### Clarifications

- “Could you please repeat that for me?”
- Paraphrase what you heard and ask, “Could you explain a bit more, please?”
- “I’m not sure I understood you when you said \_\_\_\_\_. Could you say more about that?”
- “Why do you think that?”
- “What’s your evidence?”
- “How does that support our work at \_\_\_\_\_?”

#### Confirmation

- “I think \_\_\_\_\_.”
- “I believe \_\_\_\_\_.”

#### Confusion

- “I don’t understand \_\_\_\_\_.”
- “I am confused about \_\_\_\_\_.”

#### Extension

- “I was thinking about what \_\_\_\_\_ said, and I was wondering what if \_\_\_\_\_.”
- “This makes me think \_\_\_\_\_.”
- “I want to know more about \_\_\_\_\_.”
- “Now I am wondering \_\_\_\_\_.”
- “Can you tell me more about \_\_\_\_\_?”
- “Can you tell me more about what \_\_\_\_\_ is thinking?”

#### Review

- “I want to go back to what \_\_\_\_\_ said.”
- “How did your understanding of the topic deepen?”

- “What key ideas did you learn?”

\*Adapted from Institute for Learning: [http://ifl.pitt.edu/index.php/educator\\_resources/accountable\\_talk](http://ifl.pitt.edu/index.php/educator_resources/accountable_talk)

**Additional Questions:**

- What are the rules for this discussion or collaboration?
- How does what you have to say relate to the text or topic the class is discussing?
- What can you do when you are confused?
- Why do you think I asked you this question?

**Sample Instructional Strategies**

- 1) Create a specific plan for introducing students to habits of discussions. Introduce 1-2 habits at a time, first modeling how they can be used and then allowing students several opportunities to practice.
- 2) Have students sit in a circle at the meeting area rather than audience-style, facing you. It helps students recognize that the goal is for them to talk with one another.
- 3) Create opportunities by discussing books, artifacts, and experiences that relate to content area topics the class is studying. Model the discussion competencies you expect students to demonstrate.
- 4) Use various strategies (i.e. Turn and Talk, Fishbowl Discussions, Socratic Seminar, etc.) that require students work with different people in various contexts to solve problems, develop ideas, or improve each other’s work.
- 5) Help students explore complex issues and engage in discussions by asking open-ended, text-dependent questions.
- 6) Establish classroom routines and norms that encourage and facilitate a variety of discussion formats.
- 7) Provide students with sentence stems to respond to a comment or to clear up confusion such as “I agree with what \_\_\_\_\_ said about \_\_\_\_\_, but disagree that\_\_\_\_\_.” or “Can you give me another example?”
- 8) Use rubrics and checklists to show what success looks like in a discussion and have students reflect and analyze on how effectively they participated in the discussion. (Examples provided below. Teachers can consider using these examples with students, if adapting the language to be more student-friendly.)

**Collaborative Discussion Rubric - Assessed Standard(s): SL.1.1/SL.1.3**

*Comprehension and Collaboration*

	<b>2-Point Participation</b>	<b>1-Point Participation</b>	<b>0-Point Participation</b>
<b>Collaboration</b> SL.1.1.a	Student collaborates well with peers to promote discussions, often following agreed-upon rules for discussions.	Student collaborates with peers, occasionally following agreed-upon rules for discussions.	Student does not collaborate with peers, rarely following agreed-upon rules for discussions.
<b>Response to Others</b> SL.1.1.b/SL.1.3	Student responds well to others by often engaging in the following: builds on others' talk in conversations by responding to the comments of others through multiple exchanges; asks and answers questions about what a speaker says in order to gather additional information or clarify something.	Student responds to others, occasionally engaging in the following: builds on others' talk in conversations by responding to the comments of others through multiple exchanges; asks and answers questions about what a speaker says in order to gather additional information or clarify something.	Student does not respond to others, rarely engaging in the following: builds on others' talk in conversations by responding to the comments of others through multiple exchanges; asks and answers questions about what a speaker says in order to gather additional information or clarify something.
<b>Response to Evidence</b> SL.1.1c	Student responds thoughtfully to evidence by often engaging in the following: asks questions to clear up confusion, as needed, about the topics and texts being discussed.	Student responds occasionally to evidence by engaging in the following: asks questions to clear up confusion, as needed, about the topics and texts being discussed.	Student does not respond to evidence, rarely engaging in the following: asks questions to clear up confusion, as needed, about the topics and texts being discussed.

**Speaking and Listening Checklist**

**Assessed Standard: SL.1.1/SL.1.3**

*Comprehension and Collaboration in Discussion*

<b>Collaboration</b>	Did I follow the rules for discussion?	<input type="checkbox"/>
<b>Response to Others</b>	Did I build on others' talk by responding to their comments, more than once?	<input type="checkbox"/>
	Did I ask and answer questions about what a speaker said, to get more information?	<input type="checkbox"/>
<b>Response to Evidence</b>	Did I ask questions to clear up confusion?	<input type="checkbox"/>