

# **K-3 Literacy Pilot: MoMEntum Common Professional Learning #5.1**



Read A Loud as a Scaffold for  
Collaborative Conversations

# Learning Intentions

Educators will:

- understand the strength of read-aloud as scaffold to collaborative conversations.
- be able to explain why collaborative conversations are valuable.
- be able to name some instructional strategies they might try out in their classroom.

# Collaborative Conversations

## Collaborative conversations:

- are characterized by purposeful talk focused around topics and texts appropriate to the grade level and discipline.
- are discussions between students.
- encourage exchanges of ideas.

# Collaborative Conversations

Constructing meaning is a primary goal of collaborative conversations. Collaborative conversations:

- build knowledge,
- increase vocabulary, and
- support thinking by identifying evidence.

# Collaborative Conversations

## Instructional Strategies to Support

**To promote collaborative conversations teachers will need to:**

- teach rules of discussion and model.
- use a variety of grouping patterns.
- provide opportunities for students to engage in structured conversations about texts or topic study.

# Collaborative Conversations

## Instructional Strategies to Support

- Employ routines and protocols for collaborative conversations.
- Teach sentence starters or frames to help students learn to share their thinking.
- Use graphic organizers and note taking strategies.

# Collaborative Conversations Instructional Strategies to Support

## Purposeful Talk Sentence Starters

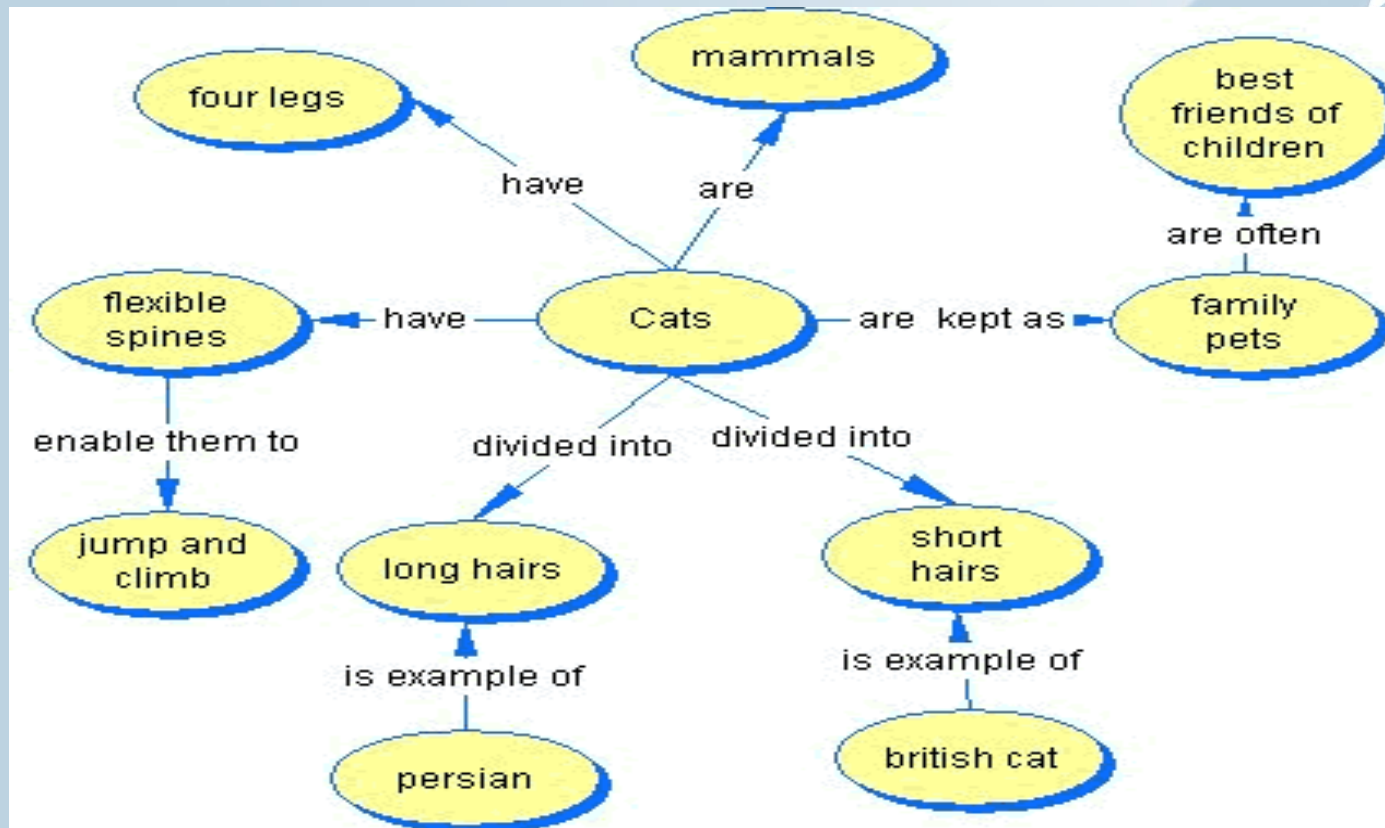
- I agree with you...
- I disagree with you...
- I can add on...
- I have evidence...

# Collaborative Conversations Instructional Strategies to Support

- Capture ideas and questions generated during conversations i.e. concept map.
- Use techniques for students to analyze conversations.



# Collaborative Conversations Instructional Strategies to Support Concept Map



# Read – Aloud In Action

While viewing a read –aloud video please jot down the comprehension prompts the teacher employed to encourage collaborative conversations.

<https://www.youtube.com/watch?v=nznO1BMtahw>

Did these prompts encourage students to:

- build knowledge?
- increase vocabulary?
- support their thinking with evidence from the text?

Please be prepared to have a conversation.

# Collaborative Conversations

## Instructional Strategies to Support

Natural Language	What you are doing as a listener/thinker/talker	Why learners do this when talking purposefully
<ul style="list-style-type: none"><li>• “Oh, yeah...”</li><li>• “That ‘s what I thought, and ...”</li><li>• “Me too, because...”</li><li>• “That’s just like...”</li><li>• “ I agree with you because...”</li></ul>	Agreeing	<ul style="list-style-type: none"><li>• To support an idea</li><li>• To cite more evidence</li><li>• To make the idea bigger or stronger</li></ul>

# Collaborative Conversations

## Instructional Strategies to Support

Natural Language	What you are doing as a listener/thinker/talker	Why learners do this when talking purposefully
<ul style="list-style-type: none"><li>• “No, no...”</li><li>• “Wait, but...”</li><li>• “I don’t think...”</li><li>• “But...”</li><li>• “I disagree with you because...”</li></ul>	Disagreeing	<ul style="list-style-type: none"><li>• To offer a different opinion</li><li>• To clarify something the speaker misunderstood or did not hear</li></ul>

# Collaborative Conversations

## Instructional Strategies to Support

<b>Natural Language</b>	<b>What you are doing as a listener/thinker/talker</b>	<b>Why learners do this when talking purposefully</b>
<ul style="list-style-type: none"><li>• “Yeah, and...”</li><li>• “Oh, and then...”</li><li>• “That’s because...”</li><li>• “ And also...”</li><li>• “ I can add on...”</li></ul>	Adding on to an idea	<ul style="list-style-type: none"><li>• To support and idea</li><li>• To cite more evidence</li><li>• To make the idea bigger and stronger</li><li>• To give explanation or example</li></ul>

# Collaborative Conversations

## Instructional Strategies to Support

Natural Language	What you are doing as a listener/thinker/talker	Why learners do this when talking purposefully
<ul style="list-style-type: none"><li>• “I don’t get you!”</li><li>• “ Could you say that again?”</li><li>• “Could you say more about that?”</li><li>• “What do you mean?”</li><li>• “Why?”</li></ul>	Clarifying meaning	<ul style="list-style-type: none"><li>• To clarify something the speaker misunderstood or did not hear</li><li>• To clear up confusion</li></ul>

# Collaborative Conversation Prompts

## Predicting Prompts

- What do you think the story will be about? What makes you think that?
- How do you think the setting will influence the plot and characters? What makes you think that?
- What are you thinking now? Why?
- Do you wonder what might happen next? Are there clues about what was going to happen?

# Collaborative Conversation Prompts

## Synthesizing Prompts:

- What was the author's message?
- How did this change the way you think about ...
- What lessons does the main character learn?
- What new understandings do you have? What events in the story changed your thinking?
- What is the story really about?



# Collaborative Conversation Prompts

## Analyzing Prompts:

- What is the problem and how is it solved?
- How is the genre helping you think about what to expect in the book?
- What was the author's purpose in writing the book?
- What do the character's actions tell about her?

# Connections to Hattie and Duke Research

## John Hattie

**Direct Instruction:** .59 effect size  
learning intentions  
modeling  
guided instruction  
providing scaffolds

Classroom discussions .82 effect size

Concept mapping .60 effect size

Metacognitive Strategies .69 effect size

## Nell Duke

Read A Loud

Explicit Instruction

Modeling/demonstration

# Debrief/ Closure

## Debrief: Learning

Which collaborative conversation instructional strategies will you incorporate into your read alouds?

## Closure: Process

In what ways did preparing for a read –aloud assist your learning today?

# Try It On

- Teach the procedures for effect turn and talk. Involve your coach.
- Listen carefully to what children are talking about during the discussion about the text. Capture the conversation. Co-teach with technology or literacy coach.
- Reread a text several times to students and note the way the discussion evolves with each reading. Discuss at a post-conference with your coach..

# Try It On

- Have your coach visit during the read-aloud to note how much work the kids are doing to make meaning compared to the teacher talk. Discuss at a post-conference.
- Have your coach visit during the read- aloud to note student participation during the discussion. Discuss at a post-conference.
- Fall in love with a text and then read it to your class without making any explicit teaching points. Discuss with your coach at post conference.