



**ALL-ED**

All Learners Learning Every Day

# ***Developing Literacy through Small Group Rigorous Discussions***

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## **AGENDA**

Goals

Learning Structures: Independent, **Group Learning**, and Table Talk

Part I Common Core Standards Progression

Part II Rigor and Access (**2 x 2 x 2 questions, Pair Compare**)

Part III Building Comprehension (**Sum it Up**)

Part IV Building Argument (**CRED**)

Part V Review

Next Steps & Questions

### **Things to look for as we participate:**

- Use of group learning as formative assessment.
- Eliminate management problems such as social loafing, copying, and confusion.
- Promote rigorous conversations (through action patterns using roles, rounds, rules, and time).
- Increase effectiveness of group learning through giving inclusive directions.

## **NEXT STEP IDEAS**

- 1. Use Common Core Standards in goal setting and action patterns.
- 2. Use group learning routine with a graphic organizer.
- 3. Use a group learning routine instead of table talk.
- 4. Give inclusive directions.

## Sum-It-Up

Instructional Purpose: Build a Summary

Ask students to share summaries in using a domino share. Each person in the group must repeat the summary that was heard and “up-it” by adding a detail, vocabulary word, or question. The group finishes with a written summary that a reporter will share. Use a domino share to hear summaries from everyone in the group.

### How is Sum it Up like a mirror?



#### What is it?

A summary is clear and undistorted distillation of a reading, lecture, or experience. Summaries are about the author’s arguments and details; they are not the place for personal opinions or judgments.

#### Criteria for a High Quality Summary

- Conveys accurate information
- Includes important parts (but does not include too much or too little)
- Could be used by someone to gain everything they need to know about the text
- Reports information without opinion or exaggeration
- Uses the style and words of the summarizer, not the author of the text

#### Summary sentence starters

- According to the (author, speaker or leader)....
- So, what I am hearing is....
- The bottom line, then, seems to be
- I’d like to check for understanding, are you saying that....
- So, what the author is saying is ...
- In other words...
- The gist of it is ...

#### How to make a summary

1. Substitute synonyms for existing words
2. Combine thoughts presented in multiple sentences into one sentence

#### Sum it Up Routines (or tools for all subjects)

These directions may be used with domino discover or talk, think, open, exchange.

3-2-1 Ask students to write the numbers 3, 2, 1 on the left side of their paper with a few lines in between each number. Prompt students to write three of something, two of something, and then one of something. These prompts will help students determine what to put into a summary. For example, three characteristics of the topic understudy, two debates, challenges, or questions about the topic, and one reason something is important to the topic. This routine can be used to summarize a small group discussion or a lesson as an exit card.

Acronyms Creating acronyms for concepts, cycles, protocols, sequences, and systems is a way to summarize and to remember things. To create an acronym, write

### How is Sum it Up like a Sieve?



done the important facts, underline the first letter of each fact, arrange the letters into a word that you can pronounce and remember. (For example, PEMDAS, HOME for Great Lakes).

**Headlines** Ask students, "If you were to write a headline for this topic or issue right now that captured the most important aspect that should be remembered, what would that headline be?" The routine can be used quite effectively with think-pair-share. For example, at the end of a class the teachers can ask the class, "Think about all that we have been talking about today in class. If you were to write a headline for this topic or issue right now that captured the most important aspect that should be remembered, what would that headline be?" Next, the teacher tells students, "Share your headline with your neighbor." The teacher might close the class by asking, "Who heard a headline from someone else that they thought was particularly good at getting to the core of things?" (From Artful Thinking, Harvard, Project Zero <http://pzweb.harvard.edu/tc/headlines.cfm> )

**Exclusion** Ask students to draw lines through words that could be eliminated in a summary. Ask students to circle key words that should stay in the summary. Ask students to consider new words that would combine the ideas behind the circled words. Ask students to write a summary using the circled words and new words representing combinations of ideas.

### **Verb Suggestions**

Precise verbs will result in better summaries. These verbs invite students to interact with the content.

Analyze	Critique	Interview
Argue against	Decide between	Invent
Argue for	Deduce	Justify
Assess	Defend	Modify
Blend	Develop	Organize
Categorize	Devise	Plan
Choose	Evaluate	Predict
Classify	Expand	Rank
Combine	Explain	Recommend
Compare	Find support for	Retell
Compose	Formulate	Revise
Construct	Identify	Show Simplify
Contrast	Imagine	Suppose
Create	Infer	Why did
Criticize	Interpret	

Wormeli, R. (2005). *Summarization in Any Subject*. Alexandria, VA: Association for Supervision and Curriculum Development.

## Conversation Lines or Echo the Leader

Instructional Goal: Build basic conversation skills

Sometimes it is important to help students develop turn taking skills and how to begin and continue a conversation. This scaffolding may need to be done prior to the *Elbow Partner Exchange*. To begin, place students in two straight lines (one will be line A and the other line B) sitting or standing across from a partner. Ask students to shake hands with their partner and share their name to make sure everyone has a partner. Then students take turns completing a short conversation that is written out on the board or projected. When the teacher points to line A the whole line says the written statement or question. Then line B answers. The conversation continues for about four to six lines. Then partners are invited to finish the conversation by adding lines. The dialogs created can be shared with the class. All dialogs will begin with the same four to six lines and then the ending will be unique. This establishes expectations for an exchange and helps students learn question starters that deepen a conversation.

For example:

Line A: I think \_\_\_\_\_

Line B: Interesting, I also think (or I disagree with) \_\_\_\_\_ . What makes you think that?

Line A: I think \_\_\_\_\_ because \_\_\_\_\_ . Why do you agree/disagree?

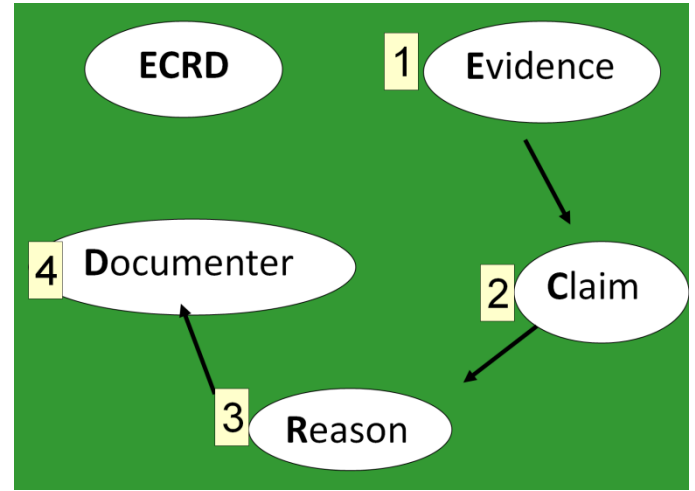
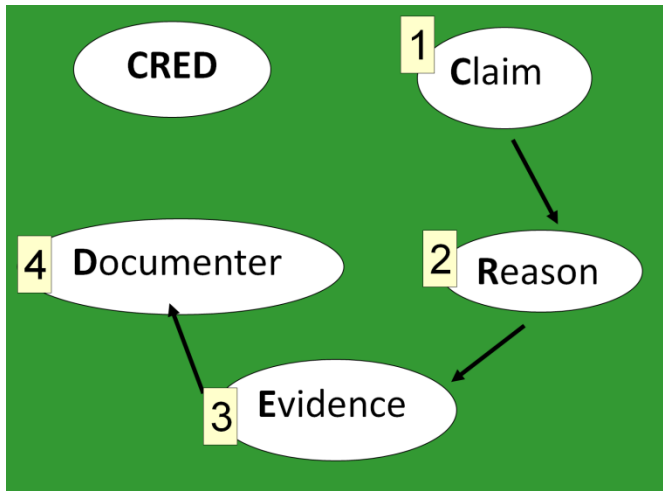
Line B: I agree/disagree \_\_\_\_\_ because \_\_\_\_\_ . What are your next steps?

**Four As**

*Instructions: As you read, jot down notes on the 4 As below. When your group has completed the notes, each member of the group shares each A in a round (Round 1: Agree, Round 2: Aspire, etc.). When all the rounds are completed, discuss points of similarity and difference. (Modified from*

<p>One quote from the text you <b>Agree</b> with from the text</p>	<p>One quote that you'd like to <b>Argue</b> against from the text</p>
<p>One (or two) questions that need to be Asked and <b>Answered</b>. (Part(s) of the text that needs clarification or explanation)</p>	<p>One quote that you <b>Aspire</b> to in your work</p>

## Building an Argument through Roles and Rounds: CRED or ECRD



- **C stands for claim.** This is a claim that could be made based on evidence from a text, document, or situation.
- **R stands for reasoning.** Adding reasoning is essential to making arguments. *The reasoning part of an argument is the “because” part of the argument.*
- **E stands for evidence.** *Evidence provides proof of your reasoning.* The most common type of evidence is the example.
- **D stands for documenter.** The documenter records the argument with all of its parts, the assertion, the reason, and the evidence.

Claim	Reason	Evidence	Rating * Star = most credible argument, ✓ Check = arguments that represent different viewpoints, + Plus = most accurate interpretation of the source

## Is your argument credible?

<b>Evidence</b>			
1.			6.
2.			7.
3.			8.
4.			9.
5.			10.
<u>Evidence #</u>	<u>Claim</u>	<u>Reason(s)</u>	<b>Evaluate Documented Arguments</b> + Plus = most accurate interpretation of the source (Name) = Label whose point of view the argument represents ★ Star = most credible argument

