Observation Log for Co	ilab	orai	ive	סוס	2022	SIOII	3	CI	uss.					Da	ie.					IC	pic	•	 	 			
R.K.1 [With prompting of SL.K.1 Participate in colin small and larger group. L.K.6 [Use words and ph	labo Jps.	orati	ve (	con	vers	satio	ons '	with	n div	erse'	e po	artne	ers (	abo	ut [	kinc	derg	arte	en] t	-					nd (	adu	lts
Student Names	ex. Sarah																										
<b>Speaking and Listening</b>	J																										
[Follow agreed-upon rules for discussions]. (R.K.1, SL.K.1b)																											
[Continue a conversation through multiple exchanges]. (SL.K.1b)																											
[Use words and phrases acquired through conversations, reading and being read to, and responding to texts].																											

- 1. Do I listen carefully to my classmates when they speak?
- 2. Do I look directly at them so they can tell that I'm listening?
- 3. Does what I have to say related to what the rest of the class is talking about?
- 4. Do I help the idea grow bigger by staying on topic?
- 5. Do I take note of and use words and phrases I hear used in conversations?

•																		-							
R.1.1 Ask and answer questions a SL.1.1 Participate in collaborative L.1.6 Use words and phrases acque conjunctions to signal simple rela	conv	ersa hrou	tions igh c	with conve	dive ersati	erse p ions,	reac	ding (	and	bein	g rec	id to	, and	d resp	ond	ling t	o tex	cts, [ir	nclud	ding	using	g fred			
Student Names	ex. Sarah																								
Speaking and Listening			<u> </u>	<u> </u>																I			I		
Follow agreed-upon rules for discussions. (R.1.1, SL.1.1b)																									
Respond to the comments of others through multiple exchanges]. (\$L.1.1b)																									
[Respond to the comments of others through multiple exchanges]. (SL.1.1b)																									
[Ask questions to clear up any confusion] about the topics and texts under discussion. (SL.1.1c)																									
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships. (L.1.6)																									

Date:

Class:

Topic:

Questions to Prompt Thinking about Collaboration:

Observation Log for Collaborative Discussions

- 1. Do I listen carefully to my classmates when they speak?
- 2. Do I wait for a classmate to finish speaking before I share my ideas?
- 3. Do I keep my hand down while a classmate is speaking?
- 4. Does what I have to say relate to the text or topic my class is discussing?
- 5. Do I respond to a question or comment made by a classmate?
- 6. Do I ask questions when I'm confused?
- 7. Do I take note of and use words and phrases I hear used in conversations?

<b>Observation Log for Colle</b>	abor	ative D	)iscu	ssions	C	lass:_				Date	<b>:</b> :				To	pic:								_	
R.2.1 Ask and answer such qu																									
SL.2.1 Participate in collabora																									
L.2.6 Use words and phrases of	acquir	ed thro	ugh c	onverse	ations, ı	readir	ng an	d beir	ig rea	d to,	and	resp	ondi	ng to	texts	, [inclu	Jding	g usir	ng a	dject	tives	and	adv	erbs'	
to describe (e.g., When other	kids (	are hap	py the	at make	es me h	арру	)].		T					1		-									
Student Names	ex. Sarah																								
Speaking and Listening				<u>.</u>	<u> </u>								l.										U.		
Follow agreed-upon rules for																									
discussions. (R.2.1, SL.2.1a)																									
[Link their comments to the																									
remarks of others]. (SL.2.1b)																									
Ask for clarification as																									
needed about the topics																									
and texts under discussion.																									
(SL.2.1c)						-			-	-	-					-	<u> </u>	-							
Ask for further explanation																									
as needed about the topics and texts under discussion.																									
(SL.2.1c)																									
Use words and phrases			1		++		+																		
acquired through																									
conversations, reading and																									
being read to, and																									
responding to texts,		1																							
[including using adjectives		1																							
and adverbs to describe].		1																							
(1 2 6)		( I		I			1			1							1								

- 1. Do I listen carefully to my classmates when they speak?
- 2. Do I wait for a classmate to finish speaking before I share my ideas?
- 3. Do I keep my hand down while a classmate is speaking?
- 4. Does what I have to say add something new to the discussion of the text or topic?
- 5. Do I talk directly to the classmate who spoke last and try to build on her ideas? Do I give her the opportunity to respond? And then do I respond in turn to her?
- 6. Do I allow other classmates to join the conversation?
- 7. Do I ask classmates to explain what they mean when I don't understand?
- 8. Do I take note of and use words and phrases I hear used in conversations?

Observation Log for Collab	ora	tive	Discu	ıssioı	ns	CI	ass:					Da	te:					To	piq	::									
R.3.1 Ask and answer questions																													
SL.3.1 Engage effectively in a ra							ns (or	ne-o	n-one	e, in	gro	ups,	and	tea	cher	-led)	) witl	n div	erse	par	tners	on	[gra	de 3	] top	oics (	and '	texts	,
building on others' ideas and ex	press	ing t	heir ov	vn cle	early.																								
L.3.6 Acquire and use accurate														nd do	oma	in-sp	ecif	ic w	ords	and	phr	ases	, inc	ludin	ng th	ose '	that	sign	al
spatial and temporal relationshi	ps (e	.g., A	After di	nner :	that ı	night	we v	went	t look	king	for t	hem	)].																
Student Names	ex. Sarah																												
Preparation for Discussion																													
Come to discussions prepared, having read and researched material under study. (SL.3.1a)																													
Follow agreed-upon rules for discussions. (SL.4.1b)																													
Speaking																													
Ask [questions to check understanding of information presented.] (SL.3.1c) [Explicitly draw on that																													
preparation and other information known about the topic to explore ideas under discussion.] (R.3.1, SL.3.1a)																													
Use grade-appropriate conversational, [general academic, and domainspecific words and phrases, including those that signal spatial and temporal relationships]. (L.3.6)																													
Ask [questions to stay on					1					I									1	Ī									
topic.] (SL.3.1c)																													
Ask [questions to link their comments to the remarks of others]. (SL.3.1c)																													
Explain their own ideas and understanding in light of the discussion. (SL.3.1d)																													 

- 1. What is the topic or text being discussed and what questions can I contribute?
- 2. How can I prepare so that I will be ready to discuss this text or topic?
- 3. What are the rules for this discussion or collaboration?
- 4. What do I want to share in the discussion?
- 5. Did I stay on topic
- 6. After the discussion, can I share hat I learned from the members of the group?
- 7. What are those academic words or phrases I hear most often when discussing a text or topic?

Observation Log for Colle	aboı	<u>rativ</u>	e Di	<u>iscu</u>	<u> Issio</u>	ns	(	Clas	ss:				D	<u>ate</u>	: <u> </u>					Top	<u> </u>									
R.4.1 Refer to details and exar	mple	s in a	text	t whe	en e	xpla	ining	g wh	at th	e te	xt sa	ys ex	kplic	itly a	nd v	vher	n [dr	awin	g inf	erer	nces	from	n the	e tex	t].					
SL.4.1 Engage effectively in a	rang	e of	collo	abor	ative	e disc	cussi	ons	(one	-on-	one,	in g	roup	s, ar	nd te	each	er-le	ed) w	vith c	diver	se p	artne	ers o	n [g	rade	e 4] to	opic	s, tex	ĸts,	
and issues, building on others'	ideo	as and	d ex	press	sing t	their	owr	n cle	arly.																					
L.4.6 Use grade-appropriate g	gener	ral ac	cade	emic	and	d dor	mair	n-spe	cific	wor	ds a	nd p	ohras	ses, i	nclu	dina	tho	se th	at si	anal	[pre	ecise	act	ions	, em	otion	ns, or	stat	es of	f
being (e.g., quizzed, whined,																														
preservation)].			- /						- 1-			- 1-	(	, - ,		,			, -			0 -								
preservaneriji.																														
	두																													
	Sarah																													
Student Names	. S																													
	ë.																													
Preparation for Discussion																														
Come to discussions prepared,																														
having read and researched																														
material under study. (SL.4.1a)																														
Follow agreed-upon rules for																														
discussions. (SL.4.1b)																														
[Carry out assigned roles].																														
(SL.4.1b)																														
Speaking																														
[Pose specific questions].																														
(SL.4.1c)																														
Explicitly draw on that																														
preparation and other																														
information known about the																														
topic to explore ideas under																														
discussion. (R.4.1, SL.4.1a)																														
Use grade-appropriate general																														
academic and domain-																														
specific words and phrases,																														
including those that signal																														
[precise actions, emotions, or																														
states of being]. (L.4.6)								ļ																	ļ					
Listening							_																							
[Respond to specific questions																														
to clarify or follow up on																														
information]. (SL.4.1c)																														
[Make comments that																														
contribute to the discussion]																														
and link to the remarks of																														
others. (SL.4.1c)	<u> </u>							}																						
[Review the key ideas																														
expressed]. (SL.4.1d)																														
Explain their own ideas and																														
understanding in light of the																														
discussion (SL 4.1d)	1	1		1		1	1	1	ı	I			ı	ı				1	1		1	1		ı	1		1			1

- 1. What is the topic or text being discussed and what questions can I contribute?
- 2. How can I prepare so that I will be ready to discuss this text or topic?
- 3. What are the rules for this discussion or collaboration?
- 4. What questions do I want to ask in the discussion?
- 5. Am I prepared to answer other's questions?
- 6. After the discussion, what key ideas did I learn and how did my understanding of the topic deepen?
- 7. What are those academic words or phrases I hear most often when discussing a text or topic?

Observation Log for Collab	<u>orativ</u>	<u>re Di</u>	<u>iscu</u>	ssior	IS	Clas	s:				Do	ıte:					To	pic:								
R.5.1 [Quote accurately] from a SL.5.1 Engage effectively in a rar				_					•					_							n (ar	rade	51 tc	nics	text	2
and issues, building on others' ide								011 0	,,,,,	11 910	, ops,	ario	1100	01101	1001	******	arro	130 P	<i>,</i> (1111	0.5 0	[9.	aao	0] 10	,p103	, 10/(1	٥,
L.5.6 Use grade-appropriate gen								word	ds ar	nd ph	rase	s. inc	cludir	na th	ose t	hat s	sianc	al [cc	ontra	st. ac	dditid	on, a	nd o	ther	loaic	:al
relationships (e.g., however, alth												-,		.5				. [		.,		,			5	
		T	Ť																							
Student Names	ex. Sarah																									
Preparation for Discussion																										
Come to discussions prepared, having read and researched material under study. (SL.5.1a)																										
Follow agreed-upon rules for discussions. (SL.5.1b)																										
Carry out assigned roles (SL.5.1b)																										
Speaking																										
Pose specific questions. (SL.5.1c)																										
Explicitly draw on that preparation [by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion]. (R.5.1, SL.5.1a)																										
Use grade-appropriate general academic and domain-specific words and phrases, including those that signal [contrast, addition, and other logical relationships. (L.5.6)																										
Listening																										
Respond to specific questions by making comments that contribute to the discussion. (SL.5.1c)																										
[Elaborate] on the remarks of others. (SL.5.1c)																										
Review the key ideas expressed. (SL.5.1d)																										
[Draw conclusions] in light of information and knowledge gained from the discussions.																										

- 1. What is the topic or text being discussed and what questions can I contribute?
- 2. How can I prepare so that I will be ready to discuss this text or topic?
- 3. What are the rules for this discussion or collaboration?
- 4. During the discussion, did I contribute by adding comments or elaborating on other's remarks?
- 5. After the discussion, what key ideas did I learn and how did my understanding deepen?
- 6. What are those academic words or phrases I hear most often when discussing a text or topic?

Observation Log for Co	llab	orat	ive	Disc	CUSS	ions		Clo	ass:					Dat	le:					To	pic	·•								
R.6.1 [Cite textual evidence	to su	ogqu	rt ar	nalys	is] of	wha	t the	tex	ct say	ys ex	plici	tly a:	s we	ll as	infer	enc	es d	rawr	fror	n the	e tex	ct.								
SL.6.1 Engage effectively in	a rar	nge d	of co	llab	orati	ve di	scus:	sion	s (or	ne-or	n-on	e, in	grou	Jps,	and	tead	cher	-led)	with	n div	erse	par	tners	on	[grad	de 6]	top	ics,	texts.	,
and issues, building on othe																														
L.6.6 Acquire and use accu	rately	y gra	ide-c	appr	oprio	ate ge	ener	al a	ıcad	emi	c an	d do	mai	n-sp	ecifi	c wc	ords	and	phro	ises.										
	Sarah																													l
	a																													l
Student Names																														l
	e×.																													İ
																														İ
Preparation for Discussion			J	<u> </u>			<u> </u>																							
-						1			1		ı															1				
Come to discussions																														l
prepared, having read and																														İ
researched material under																														İ
study. (SL.6.1a)							-																							
Follow rules for [collegial discussions]. (SL.6.1b)																														
[Set specific goals and																														
deadlines]. (SL.6.1b) [Define individual roles as																														
needed]. (SL.6.1b)																														
Speaking																														
Pose specific questions.																														
(SL.6.1c)																														
Explicitly draw on that																														l
preparation [by referring to																														l
evidence on the topic, text,																														l
or issue to probe and reflect on ideas under discussion].																														l
(R.6.1, SL.6.1a)																														l
Acquire and use accurately																														
grade-appropriate general																														l
academic and domain-																														l
specific words and phrases.																														l
(L.6.6)																														l
Listening																														
Respond to specific																														
questions (with elaboration																														l
and detail] by making																														l
comments that contribute																														l
[to the topic, text, or issue																														l
under discussion]. (SL.6.1c)																														
Review the key ideas																														l
expressed. (SL.6.1d)			-																											
[Demonstrate understanding																														l
of multiple perspectives																														l
through reflection and																														l
paraphrasing]. (SL.6.1d)	L	1	I	Ī	I	1																								

- 1. What topic, text, or issue is being discussed?
- 2. What questions can I contribute?
- 3. How can I best prepare to discuss this text, topic, or issue?
- 4. What are the rules and roles for this discussion or collaboration?
- 5. What are the words specific to each subject area that I must learn and use accurately when discussing the content of these classes?

Observation Log for Colle	abor	ativ	e D	iscu	ssio	ns	(	Clas	s:				D	ate	: _				_	Top	oic:_						
R.7.1 Cite [several pieces] of t SL.7.1 Engage effectively in a and issues, building on others' L.7.6 Acquire and use accura	rang idea	e of a	collo d exp	abores:	ative sing t	disc their	cussi owr	ons (e	one arly.	-on-	one,	in g	roup	s, ar	nd te	each	er-le	ed) w	vith c	diver				opic	s, tex	xts,	
Student Names	ex. Sarah																										
Preparation for Discussion																											
Come to discussions prepared, having read and researched material under study. (SL.7.1a)																											
Follow rules for collegial discussions. (SL.7.1b)																											
[Track progress toward specific goals and deadlines]. (SL.7.1b)																											
Define individual roles as needed. (SL.7.1b)																											
Speaking																											
Pose questions that [elicit] elaboration. (SL.7.1c)																											
Explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (R.7.1, SL.7.1a)																											
Acquire and use accurately grade-appropriate general academic and domainspecific words and phrases. (L.7.6)																											
Listening																											
Respond to others' questions and comments with [relevant observations and ideas that bring the discussion back on topic as needed]. (SL.7.1c)																											
[Acknowledge new information expressed by others]. (SL.7.1d)																											
[When warranted, modify their																											

- 1. What topic, text, or issue is being discussed?
- 2. What questions can I contribute?
- 3. What rules and roles are central to this discussion or collaboration?
- 4. What am I learning, and how does it require me to change my position or perspective?
- 5. What are the words specific to each subject area that I must learn and use accurately when discussing the content of these classes?

Questions from Jim Burke's The Common Core Companion: The Standards Decoded

Observation Log for Co	llab	orati	ive I	Disc	USS	ions	5	CI	ass:					Da	te:					To	opic	::			 		
R.8.1 Cite the textual evider SL.8.1 Engage effectively in	a rar	nge o	of col	llabo	orativ	ve di	iscus	sion	is (or	ne-o																texts	i,
and issues, building on othe															•												
L.8.6 Acquire and use accu	rately	/ grad	de-a	ppro	opric	ate g	ener	ral c	acac	demi	c ar	nd do	omai	ın-sp	ecit	C W	ords	and	phro	ases.							
Student Names	ex. Sarah																										
Preparation for Discussion																											
Come to discussions prepared, having read and researched material under study. (SL.8.1a)																											
Follow rules for collegial discussions and [decision-making]. (SL.8.1b)																											
Track progress toward specific goals and deadlines. (SL.8.1b)																											
Define individual roles as needed. (SL.8.1b)																											
Speaking			•	•	•	•	•																				
[Pose questions that connect the ideas of several speakers]. (SL.8.1c)																											
Explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (R.8.1, SL.8.1a)																											
Acquire and use accurately grade-appropriate general academic and domainspecific words and phrases. (L.8.6)																											
Listening																											
Respond to others' questions and comments with relevant [evidence], observations, and ideas. (SL.8.1c)																											
Acknowledge new information expressed by others. (SL.8.1d)																											
When warranted, [qualify or justify their own views in light of the evidence presented]. (SL.8.1d)																											

- 1. What topic, text, or issue is being discussed?
- 2. What questions can I contribute?
- 3. What rules and roles are central to this discussion, collaboration, or decision?
- 4. What evidence, observations, or ideas are most important to consider in the discussion?
- 5. What are the words specific to each subject area that I must learn and use accurately when discussion the content of these classes?

Observation Log for Collabor	<u>ativ</u>	e Di:	SCU:	<u>ssior</u>	าร	С	lass:	<u></u>				Dat	e: _					Top	<u>ic:_</u>								
R.9-10.1 Cite [strong and thorough] SL.9-10.1 Initiate and participate ef																										1	
[grades 9-10]topics, texts, and issue		,		_							•				_					,			-  -				
L.9-10.6 Use general academic and																			colle	ane d	and (	care	er re	adine	عدد او	vel1	
E.7 10.0 030 general academic and	3 001	Hall	300	CITIC	***	23 GI	и рі	11 030	3, [30	moi		JI JP	Cakii	19 01	i i d ii j	101111	ig ai	1110	COIIC	go c	aria (	caro	CI IC	adiric	733 10	· v Oij.	-
Student Names	ex. Sarah																										
Preparation for Discussion																											
Come to discussions prepared, having read and researched material under study. (SL.9-10.1a)  [Work with peers to set rules] for collegial																											
discussions and decision-making. (SL.9-10.1b)																											
Set clear goals and deadlines. (SL.9-10.1b)																											
Establish individual roles as needed. (SL.9-10.1b)																											
Speaking																											
[Propel conversations] by posing and responding to questions that [relate the current discussion to broader themes or larger ideas]. (SL.9-10.1c)																											
Explicitly draw on that preparation by referring to evidence [from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas]. (R.9-10.1, SL.9-10.1a)																											
[Actively incorporate others into the discussion]. (SL.9-10.1c)																											
Use general academic and domain- specific words and phrases, [sufficient for speaking and listening at the college and career readiness level]. (L.9-10.6)																											
Listening																											
[Clarify, verify, or challenge ideas and conclusions]. (SL.9-10.1c)																											
[Respond thoughtfully to diverse perspectives. (SL.9-10.1d)																									ightharpoonup		
Summarize points of agreement and disagreement]. (SL.9-10.1d)																									ightharpoonup		
When warranted, qualify or justify their own views and [understanding]. (SL.9-10.1d)																											
[Make new connections] in light of the evidence and [reasoning] presented.																											

- 1. What is the topic, text, or task and what questions might I ask to help contribute to the discussion?
- 2. How can I prepare for the discussion, so I know what I want to say and have evidence or information to offer during the discussion?
- 3. What questions can I jot down before and throughout the discussion to help me participate in this conversation?
- 4. What is my assigned role in this group discussion?
- 5. What are the key words or sentence frames used to express the "thinking moves" in this subject area?

Questions from Jim Burke's The Common Core Companion: The Standards Decoded

Observation Log for Collabor	Cla	ss:_				D	ate:					To	pic	: <b>:</b>						_						
R.11-12.1 Cite strong and thorough text the text leaves matters uncertain]. SL.11-12.1 Initiate and participate effectexts, and issues, building on others' ide L.11-12.6 Use general academic and d	tively i	in a r d exp	ange ressin	of co g thei	llabo ir owr	rative	e disc arly c	cussio and p	ns (o ersua	ne- o Isively	n- on	ie, in	group	os, ar	nd tea	achei	r-led)	with	diver	se po	artner	s on	grad			
Student Names	ex. Sarah																									
Preparation for Discussion	•																<u> </u>	<u> </u>	<u> </u>							
Come to discussions prepared, having read and researched material under study. (SL.11-12.1a)  Work with peers [to promote civil, democratic discussions and decision-making]. (SL.11-12.1a)  Set clear goals and deadlines. (SL.11-12.1b)																										
Establish individual roles as needed. (SL.11-12.1b)																										
Speaking																										
Propel conversations by posing questions that probe reasoning and evidence. (SL.11-12.1b)  Explicitly draw on preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (R.11-12.1, SL.11-12.1a)  Promote divergent and creative perspectives. (SL.11-12.1c)																										
Use general academic and domain-specific words and phrases, sufficient for speaking and listening at the college and career readiness level (L.11-12.6)																										
Listening		1	1		T	1		•			•				•											
Ensure a hearing for a full range of positions on a topic or issue. (SL.11-12.1c)																										
Clarify ideas and conclusions. (SL.11-12.1c)																										
Verify ideas and conclusions. (\$L.11-12.1c)																										
Challenge ideas and conclusions. (SL.11-12.1c)																										
Propel conversations by responding to questions that probe reasoning and evidence. (SL.11-12.1c)																										
Respond thoughtfully to diverse perspectives. (SL.11-12.1d)		L																								
[Synthesize comments, claims, and evidence made on all sides of an issue]. (SL.11-12.1d)																										
[Resolve contradictions when possible]. (SL.11-12.1d)																										
[Determine what additional information or research is required to deepen the investigation																										

- 1. What is the topic, text, or task and what questions might I ask to help contribute to the discussion?
- 2. How can I prepare for the discussion, so I know what I want to say and have evidence or information to offer during the discussion?
- 3. What are the different perspectives (people, other texts, sources) I need to include in my discussion?
- 4. How can I assess the evidence or reasoning used by others in the discussion or the texts I am examining?
- 5. What are the key words or sentence frames used to express the "thinking moves" in this subject area?