





Teachers and students will share equal opportunities to participate during explicit instruction, engage in discussions, and complete productive group work either in whole class or small group activities (Archer & Hughes, 2011; Frey, Fisher & Everlove, 2009). Teachers and students will share talking time and follow agreed upon rules for discussions when they:

- Listen actively to determine speaker’s purpose and confirm understanding
- Speak purposefully by organizing information in ways that clearly communicate to a listener
- Wait for a turn to speak and use respectful communication, acceptable word choices, and appropriate voice tones and levels
- Reflect before reacting to others’ input
- Share dialogue that follows the topic under discussion and honor a sense of timing to ensure that everyone participates
- Identify expectations for purposeful outcomes and produce a response or product either orally or in a written or digital format.

Clearly the expectations for speaking and listening skills represent more formal communication habits than many teachers and students use during classroom discussions.

Therefore, implementing these standards will likely require teachers adjust classroom teaching and practice as they:

- Incorporate more explicit language instruction, particularly focusing on grammar
- Model and use correct grammar that includes subject-verb agreement and complete sentences
- Share the talking time by allowing students to interact more and express ideas and respond orally to text-dependent questions
- Demonstrate how to respond to text-dependent questions using text evidence to support answers and validate opinions in discussions
- Incorporate more small group, differentiated instruction and collaborative practice
- Organize lesson content in ways that follow topics sequentially through thought-provoking progressions
- Select practice activities that support structured and focused collaborative conversations
- Delay written responses until students have received sufficient teaching and practice that includes collaborative discussions to enhance their comprehension.



Archer, A. & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*, The Guilford Press, New York: NY