

## Carbon TIME Studying Student Work Conversations Participant Tool

Participants: Use this Tool individually as you study the Teacher's student work samples. Focus on the purpose the Teacher has identified.

Teacher:	Teacher's Purpose:
<p><i>What did you notice in these student work samples that informs the study purpose?</i></p> <p><b>I noticed...</b></p>	
<p><i>What questions do you have that may help us think more deeply about this study's purpose?</i></p> <p><b>I wonder...</b></p>	
<p><i>What scaffolding (instructional tasks, talk, or questions) might advance student understanding and 3D performances?</i></p> <p><b>I wonder what would happen if we...</b></p>	

The Carbon TIME teacher and participants consider: **What scaffolding (instructional tasks, talk, or questions) might advance student understanding and 3D performances?**

The Three Questions, Four Questions, and Carbon TIME Discourse Routine provide scaffolding across all units.

**Scaffolding Suggestions Table**

<b>Pretest</b>	<b>Expressing Ideas and Questions Tool</b>	<b>Predictions and Planning Tool</b>	<b>Evidence-Based Arguments Tool</b>	<b>Explanations Tool</b>	<b>General Explanations</b>	<b>Posttest</b>
<ul style="list-style-type: none"> <li>• <i>What area(s) of focus might advance understanding during this unit?</i></li> <li>• <i>What strategies might help students reflect on their own learning?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What discourse strategies might help all students recognize similarities and diversity among their ideas?</i></li> <li>• <i>What discourse strategies might help all students converge on ideas and questions that will move the unit forward?</i></li> <li>• <i>What strategies might help students reflect on their own learning?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What discourse strategies might help all students apply knowledge from previous unit(s) to make informed predictions?</i></li> <li>• <i>What big ideas need to be emphasized in upcoming lessons?</i></li> <li>• <i>What discourse strategies might help all students converge on predictions that will move the unit forward?</i></li> <li>• <i>What strategies might help students reflect on their own learning?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What discourse strategies might help all students recognize patterns in data, draw accurate conclusions, and develop unanswered questions that cross scales?</i></li> <li>• <i>What discourse strategies might help all students converge on evidence-based arguments that will move the unit forward?</i></li> <li>• <i>What strategies might help students reflect on their own learning?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What discourse strategies might help all students develop an explanation that answers the Three Questions?</i></li> <li>• <i>What big ideas need to be emphasized in upcoming lessons?</i></li> <li>• <i>What discourse strategies might help all students converge on explanations that will move the unit forward?</i></li> <li>• <i>What strategies might help students reflect on their own learning?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What discourse strategies might help all students apply understandings to new examples?</i></li> <li>• <i>What big ideas need to be emphasized in upcoming lessons?</i></li> <li>• <i>What discourse strategies might help all students generalize patterns across all explanations?</i></li> <li>• <i>What strategies might help students reflect on their own learning?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What area(s) of focus might advance understanding during the next unit?</i></li> <li>• <i>What strategies might help students reflect on their own learning?</i></li> </ul>