STRIVE'S

PURPOSEFUL PARTNERS GUIDE



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Purposeful Partners in Middle School: Get Every Student Reading, Thinking, Talking, and Writing - Blog

Walk into almost any middle school classroom during partner work and you may see students sitting together, talking, and completing a task.

But look a little closer.

Are both students actually doing the thinking?

Is one student reading while the other waits? Is one student answering while the other agrees? Is the stronger student doing most of the work? Or are both students reading, thinking, talking, writing, explaining, questioning, and making meaning?

That is the difference between simply **putting students with a partner** and using **Purposeful Partners.**

Purposeful Partners intentionally pairs students so they can do more of the thinking, reading, talking, and writing. Partners are selected with data, explicitly taught how to work together, and given a clear purpose for each interaction.

And in middle school, that matters.

Students are being asked to read increasingly complex text, learn discipline-specific vocabulary, explain their reasoning, solve complex problems, discuss ideas, and produce evidence-based responses across every content area.

We don't want to make that thinking easier for students.

We want to create structures that help more students do it.

Why Purposeful Partners?

Think about a traditional whole-group discussion.

The teacher asks a question.

A few hands go up.

One student answers.

The teacher responds.

Then another question is asked.

Even in a highly engaging classroom, it is easy for some students to do a tremendous amount of thinking and talking while others do very little.

Purposeful Partners changes the ratio.

Instead of asking, **"How can I get more students to answer my questions?"** we begin asking:

"How can I get every student reading, thinking, talking, and writing about what they are learning?"

Purposeful Partners can help students:

- Make meaning from complex, grade-level text and tasks.
- Rehearse their thinking before whole-group discussion or independent writing.
- Explain their reasoning and support ideas with evidence.
- Listen to and build upon another student's thinking.
- Question, clarify, paraphrase, and respectfully challenge ideas.
- Strengthen comprehension, communication, critical thinking, and written responses.

But none of this happens simply because we say, **"Turn and talk to your partner."**

Purposeful Partners have to be planned and taught.

1. Choose Partners Purposefully

Not every student needs the same partner for every task.

Start with current evidence about your students and the demands of the upcoming learning.

Depending on the purpose, teachers might consider:

- Current reading and comprehension data
- Lexile ranges
- Content-area formative assessments
- Student writing and responses
- Background knowledge
- Oral language and English proficiency
- Student relationships and communication needs
- The complexity of the upcoming text or task

Then ask:

Who would benefit from working together for THIS learning?

Sometimes students benefit from working with someone relatively close to their current level of proficiency. At other times, a moderate difference in expertise allows one student to model, prompt, clarify, or extend the other's thinking.

The important thing is that **data is a starting point—not a permanent label.**

Purposeful Partners should be flexible. Change them as the task, evidence, and needs of students change.

2. Teach Students HOW to Be Partners

One of the biggest mistakes we can make is assuming middle school students already know how to work effectively with a partner.

They often don't.

And telling students to "work together" isn't the same as teaching them how. Start simple.

If students are partner reading, explicitly teach them the routine:

Partner A reads. Partner B follows along and supports. Switch.

The listening partner should have eyes on the text, follow the reading, and provide support when needed—not take over.

Then explicitly teach students how to discuss what they have read or learned.

A simple starting routine might be:

Think → Share → Switch and Share

As students become more proficient, deepen the routine:

Think → Share → Listen & Respond → Switch → Synthesize

Teach students what it sounds like to respond to someone else's thinking:

- I heard you say...
- I agree, and I would add...
- What evidence supports that?
- Can you explain what you mean by...?
- I see it differently because...

These are not just "discussion skills."

Students are learning how to make their thinking visible, support ideas, listen to reasoning, reconsider ideas, and communicate about academic content.

3. Give Both Partners Cognitive Work

This may be the most important part.

Before using partners, ask:
What will each student actually DO?

Partner time should increase the quality or amount of student thinking—not simply fill instructional time.

Start with the learning target and ask:
What will students read, discuss, solve, or write?

Then determine:

- **What will Partner A do?**
- **What will Partner B do?**
- **When will they switch?**
- **What will each student be responsible for thinking about or producing?**

Both students should carry meaningful cognitive work.
For example, instead of:
"Read the section together and answer the questions."

Try:
Partner A reads the first chunk while Partner B follows along. Switch for the next chunk.

Both students independently think about the question and mark evidence.

Partner A shares an idea and explains the evidence.
Partner B paraphrases, adds evidence, asks a question, or challenges the reasoning.

Switch.

Then partners synthesize their thinking before each student writes an individual response.

Now both students have something to receive, process, and produce.

That is purposeful partnering.

4. Use Purposeful Partners Across Content Areas

Purposeful Partners isn't just an ELA strategy.

The routine stays consistent while the content changes.

In ELA: Partners might analyze what a character's decision reveals, locate evidence, challenge interpretations, and prepare an individual written response.

In social studies: Partners might read a primary source, identify the strongest evidence supporting a historical claim, compare reasoning, and prepare for discussion.

In science: Partners might interpret data, explain a phenomenon, compare explanations, and revise their reasoning based on evidence.

In math: Partners might solve a problem independently, compare strategies, explain why a solution works, identify an error, or defend which approach is most efficient.

The question is not:

"Where can I fit partner work into my lesson?"

Instead ask:

"Where would talking, reading, reasoning, or problem-solving with another student strengthen the learning?"

Sometimes the answer will be: It wouldn't.

And that's okay.

A one-word response, simple recall question, or task students can accomplish more efficiently independently probably doesn't deserve five minutes of partner time.

Use partners when the interaction will make the thinking stronger.

5. Monitor the THINKING, Not Just the Behavior

When students are working with partners, circulate—but don't just look for whether students are quiet, compliant, and on task.

Listen for the learning.

Ask yourself:

- **Are both students reading, thinking, talking, and/or writing?**
- **Are students supporting their ideas with evidence or reasoning?**
- **Are they actually responding to one another?**
- **Is one student dominating or doing the work for the other?**
- **Are the supports helping students access the task while keeping the thinking with students?**

Then use what you see and hear.

Maybe students need another model.

Maybe they need a sentence frame.

Maybe the text needs to be chunked differently.

Maybe one partnership isn't working.

Maybe students are ready for less support.

Purposeful Partners should be diagnostic and flexible. What you learn while listening to students should influence what happens next.

From “Turn and Talk” to Purposeful Partners

Partner work doesn't become powerful because two desks are pushed together.

It becomes powerful when we intentionally design the interaction so both students have to think.

That means:

- **Choose partners intentionally.**
- **Teach students how to work together.**
- **Give both students meaningful cognitive work.**
- **Plan what they will read, think about, discuss, solve, or produce.**
- **Monitor the learning and adjust.**

The goal isn't more partner work.

The goal is **more students doing more of the learning.**

And when Purposeful Partners are working well, walk into a middle school classroom and you'll see exactly that:

- Students reading.
- Students thinking.
- Students explaining.
- Students listening.
- Students challenging ideas.
- Students using evidence.
- Students writing.

And, most importantly, **every student has a reason to engage.**

Ready to Try Purposeful Partners?

We've created a **STRIVE Purposeful Partners Middle School Guide** to help you move from simply pairing students to intentionally planning, teaching, and monitoring Purposeful Partners.

The guide includes tools for:

- **Using data to create flexible partners and groups**
- **Teaching partner reading, responses, and discussion**
- **Planning meaningful partner interactions**
- **Monitoring participation and cognitive engagement**
- **Adjusting partners and supports based on what you observe**

[Download the FREE Purposeful Partners Middle School Guide →]

Start small.

Choose one upcoming lesson.

Identify one place where students would benefit from reading, thinking, talking, or writing with another student.

Plan the interaction.

Teach the routine.

Then listen to what happens.

You may be surprised by how much more you hear from the students who used to be able to sit quietly while someone else did the thinking.

We must take care of the teachers, leaders, and coaches that take care of our children.

—Debbie

Our aim is simple: to provide as many helpful resources as possible to teachers, leaders, and coaches. Share this resource with a middle school educator who could use it, and let us know how you're using P**urposeful Partners** in your classroom!

PURPOSEFUL PARTNERS in Middle School: The Why, What, and How

PURPOSE: Purposeful Partners intentionally pairs students so they can do more of the thinking, reading, talking, and writing. Partners are selected with data, explicitly taught how to work together, and given a clear purpose for each interaction.

WHAT?

Purposeful Partners is a collaborative learning routine that combines strategic partnering with structured reading, writing, and discussion. Students work with a partner to make meaning from grade-level, complex text, build knowledge, explain their thinking, use evidence in speaking and writing, and learn from one another.

WHY?

- Increase the amount of reading, thinking, speaking, and writing every student does.
- Support students in accessing complex, grade-level text without removing the productive struggle.
- Strengthen fluency, comprehension, communication, critical thinking, and evidence-based responses.
- Create opportunities for students to rehearse ideas with a peer before whole-group discussion or independent writing.
- Give teachers a structure for monitoring participation, providing feedback, and adjusting supports.

HOW?

1. Identify Purposeful Partners Using Data

Use available student evidence to create intentional partnerships and groups rather than relying on convenience or groups based on behavior.

- Review current reading (Lexile levels) and content-area formative assessment data.
- Consider the demands of the upcoming text/task and the strengths and needs students bring.
- Create pairs with differing levels of expertise or proficiency when that support will help both students.
- Consider oral language and English proficiency for multilingual learners; same-language partnerships and translanguaging may be useful.
- Monitor the partnership and regroup when the data or task suggests a different match.

FULL RESOURCE LINK → Identifying Purposeful Partners and Groups by Data

2. Teach Purposeful Partners

Do not assume students know how to be productive partners. Teach, model, practice, monitor, and revisit the routine.

- Explain why the class uses Purposeful Partners.
- Teach what the reader/listener/discussant does and sounds like.
- Model active listening, asking for help, paraphrasing, adding on, respectfully challenging an idea, and using evidence.
- Teach students to switch roles so both partners read, think, talk, and write.
- Use checklists, sentence frames, timers, brief teacher conferences, and feedback as needed.

FULL RESOURCE LINK → Teaching Purposeful Partners (reading/listening and speaking/writing)

3. Plan for Purposeful Partner Reading, Writing & Discussion

Plan the partner interaction as part of the lesson—not as an add-on. Be clear about what students will receive, process, and produce. <u>What deserves the time for purposeful partners? What does not deserve the time?</u>

- Identify the learning target and the purpose for partnering.
    - What will students read, discuss, solve, or write? Select the text, section, question, prompt, or writing task.
- What will Partner A do? What will Partner B do? What will they read? What will they respond to? When will they switch? Decide exactly what Partner A and Partner B will do—and when roles will switch. Both partners should have roles. What is my role? Why is my partner's role?
- Anticipate scaffolds, then plan what you will monitor while students work.
- As students work, listen and look for:
    - Both partners reading, thinking, talking, and writing
    - Ideas supported with evidence or clear reasoning
    - Active listening, questioning, paraphrasing, and adding on
    - One partner dominating, completing the work, or withdrawing

After the interaction: Give brief feedback, invite students to reflect on how well the partnership worked, and regroup or reteach when needed.

FULL RESOURCE LINK → Plan for Purposeful Partners

QUICK TEACHER CHECK

☐ Did I choose partners intentionally for this text/task?

☐ Do students know the purpose and the routine?

☐ Will both partners do meaningful reading, thinking, talking, and/or writing?

☐ Have I planned the question, prompt, or product—not just the pairing?

☐ Do my supports help students access the task while keeping the thinking with students?

☐ What will I listen for, look for, or collect to decide what to do next?

PURPOSEFUL PARTNERS AND GROUPS

Using Data to Create Purposeful Partners and Groups for Complex Text & Complex Tasks

RESEARCH FOUNDATION Adapted from the Fuchs & Fuchs Peer-Assisted Learning Strategies (PALS) approach developed at Vanderbilt University. PALS uses performance data to rank students, divide the class into two halves, and pair students across the halves so partners differ in performance without creating unnecessarily large skill gaps. STRIVE extends this idea into a flexible A–D grouping structure for middle school complex text and complex tasks.

1. Start with Current Data

- **Choose the data that shows students reading and comprehension proficiency.**
  - Lexile ranges
  - State assessment data
  - Content formative assessments (reading grade level text and answering questions and/or written responses)
- **Rank-order students from highest to lowest based on current literacy proficiency**. Use multiple sources of information, such as assessment data (i.e., Lexile range), classroom performance, and teacher observation.
  - Divide the list into two equal groups:
    - Group A: Students in the upper half
    - Group B: Students in the lower half
    - Pair the first student in Group A with the first student in Group B, the second student in Group A with the second student in Group B, and continue down the lists.
      - Example with 10 students:
        - Student 1 partners with Student s
        - Student 2 partners with Student 7
        - Student 3 partners with Student 8
        - Student 4 partners with Student 9
        - Student 5 partners with Student 10
    - Review the proposed partnerships and adjust them when necessary. Consider:
      - Student relationships and personalities
      - Language and communication needs
      - Attendance patterns
      - Individual learning or behavioral needs
      - Whether both students will participate and benefit
      - If there is an odd number of students, create one group of three or have one student join a partnership that will provide a supportive and productive learning environment.
    - Teach and model partner-work expectations. Both students should have opportunities to think, speak, read, write, explain their reasoning, and ask questions.
    - Monitor the partnerships. Make adjustments if one student consistently dominates, completes the work for the other student, or prevents the partner from participating.
    - Revisit the partnerships periodically as students' skills, confidence, and needs change and keep the ranked list private. Partnerships should be presented to students as purposeful learning teams—not as "high" and "low" groups
    - Use the data as a starting point, not a permanent label. Purposeful Partners are flexible and should change as students, tasks, and evidence change.

2. Build Groups of Four: A–D

Create heterogeneous groups of four that include a range of performance. Within each group, designate:

A — Higher-performing: student within the group
B — Medium-high: student
C — Medium: student
D — Lower-performing: student within the group

The A–D structure gives the teacher several purposeful pairing options without having to rebuild groups every time the task changes.

3. Choose the Pairing Based on the Purpose

Pairing	Best Used For	Why
A + B | C + D	Complex text or complex tasks when students benefit from working with a partner closer to their current level.	Keeps the cognitive work appropriately demanding while allowing partners to process, discuss, and problem-solve together.
A + C | B + D	Differentiation / strategic support.	Creates a moderate difference in expertise so one student can model, prompt, clarify, or extend thinking without an extreme gap.
A + D | B + C	Differentiation when a larger range of support is purposeful.	Creates a wider performance span. Use intentionally and monitor so the stronger student does not take over the thinking or task.

Important: The pairing should match the purpose of the lesson. “Higher” and “lower” describe current performance on relevant evidence—not fixed student ability.

4. Use Professional Judgment—Data Does Not Make the Final Decision

- Behavior and self-regulation: Avoid pairings likely to interfere with either student's ability to engage. PALS guidance explicitly recommends adjusting data-based pairs when behavior, student needs, or the ability to work together make a pairing ineffective.
- Attendance: A student who is frequently absent may need a pairing plan that does not repeatedly leave another student without a productive partner. Consider placing two students with attendance concerns in positions where they can join an established pair/triad when present rather than making one another's participation dependent on attendance.
- Relationships and social dynamics: Do not force a pairing simply because the scores line up. Shift partners when students do not work productively together.
- Instructional gap: If the difference between two students is so large that the partnership is not mutually productive, choose a closer match.
- Multilingual learners and other student needs: Consider oral language, English proficiency, background knowledge, communication needs, and appropriate scaffolds along with academic performance.

5. Plan for Absences: Use a Roving Partner

Identify a student who is academically strong, flexible, and able to self-regulate as a roving partner. This student can:

- Fill in when a student is absent.
- Join another pair to create a temporary group of three.
- Work independently when appropriate and then move where support is needed.
- Help keep the routine functioning without requiring the teacher to redesign every group.

6. Keep Purposeful Partners Flexible

- Change the pairing when the purpose changes: complex task, differentiated support, reading, writing, or discussion.
- Monitor who is doing the reading, thinking, talking, and writing. Both partners must remain cognitively engaged.
- Revisit the data regularly and regroup as students progress.
- Teach students that A–D is a teacher planning tool—not a status or identity. Student labels should not be publicly displayed or used as fixed ability groups.

QUICK PLANNING ROUTINE

1. What is the complex text or complex task?

2. What current evidence is most relevant to this task?

3. Who are my A, B, C, and D students within each flexible group?

4. Which pairing best matches today's purpose: A+B / C+D, A+C / B+D, or A+D / B+C?

5. What student factors require an adjustment?

6. Who is my roving partner if attendance changes the plan?

7. What will I monitor to know whether the pairing is working?

Teaching Purposeful Partners

Purpose Purposeful Partners gives every student structured opportunities to read, think, talk, and write. Partners are selected intentionally, taught how to work together, and given a clear task for each interaction.

PART 1: Teaching Purposeful Partner Reading

Before asking students to answer questions or discuss a prompt, teach them a simple routine for reading text together. The goal is straightforward: both students read the text, follow along, support one another when needed, and make meaning as they go.

Keep Partner Reading Simple

Step	What students do
1. Partner A Reads	Partner A reads the assigned chunk aloud. Partner B follows along in the text and listens.
2. Partner B Supports	Partner B helps if Partner A gets stuck on a word or loses the place. The goal is support—not taking over the reading.
3. Switch	At the teacher-designated stopping point, Partner B reads the next chunk aloud while Partner A follows along and supports. Continue switching through the text.

Teacher Directions

- Choose the text and identify clear stopping points or chunks before students begin.
- Tell students who will read first and where they will switch.
- Model what it looks and sounds like to read, follow along, and help a partner appropriately.
- Keep both students in the text. The listening partner should track the words and be ready to take over at the switch.
- Circulate and listen. Support decoding, fluency, vocabulary, or meaning as needed without doing the reading for students.
- For complex text, model a short section when necessary, then release the reading to partners as quickly as appropriate so students do the heavy lifting.

Simple Teacher Language

“Partner A, read this section aloud. Partner B, follow along with your eyes on the text and help if your partner gets stuck. When you reach the stopping point, switch. Partner B reads the next section while Partner A follows along. Both of you are responsible for reading and understanding the text.”

PART 2: Teaching Purposeful Partner Responses & Discussion

Once students can read productively with a partner, explicitly teach them how to use the partnership to answer questions, respond to prompts, discuss ideas, and support their thinking with evidence.

Teaching move	What the teacher does
Explain the purpose	Tell students that partners help everyone make meaning, rehearse ideas, use evidence, and learn from another person.
Name the roles	State exactly what Partner A and Partner B will do. Both partners must have meaningful work.
Model it	Demonstrate a short round with a student or colleague. Show both productive and unproductive partner behavior.
Practice briefly	Use an accessible prompt so students can focus on the routine before applying it to complex text or writing.
Switch roles	Teach a clear signal for switching so both students read, listen, explain, question, and write.
Reflect and reteach	Ask what helped the partnership work, give specific feedback, and practice again when needed.

Start Simple: A 3-Step Response & Discussion Routine

Teach this simple routine first. Once students can use it independently, move into the five-step routine below to deepen listening, responding, and synthesis.

Step	Action	What students do
1	Think	Both partners read, write, or prepare an idea before talking.
2	Share	Partner A shares an idea and points to evidence or explains the reasoning. Partner B listens and prepares to respond or add on.
3	Switch and Share	Partner B shares an idea and points to evidence or explains the reasoning. Partner A listens and prepares to respond or add on.

Move to the 5-Step Response & Discussion Routine

Post and practice the same five steps until students can use them independently.

Step	Action	What students do
1	**Think**	Both partners read, write, or prepare an idea before talking.
2	**Share**	Partner A shares an idea and points to evidence or explains the reasoning.
3	**Listen and respond**	Partner B listens, paraphrases, asks a question, adds on, or respectfully challenges the idea.

Step	Action	What students do
4	**Switch**	Partner B shares and Partner A listens and responds.
5	**Synthesize**	Partners name what they agree on, what changed in their thinking, or what they will write or do next.

Language Students Can Use

Share and support	Listen and respond
I think _____ because _____.	I heard you say _____.
The text shows _____, which suggests _____.	I agree and would add _____.
One detail that supports my thinking is _____.	Can you explain or show evidence for _____?

Middle School Examples

Use these examples to model the same five-step routine with content students are actually expected to read, discuss, and write about. The content changes; the partner routine stays consistent.

Middle School ELA - Literature

Text/Task: After reading a section of a short story or novel in which a character makes an important decision, students analyze what the decision reveals about the character.

Partner Prompt: What does the character's decision reveal about the character? Use evidence from the text to support your thinking.

Step	Action	What it looks like in this lesson
1	Think	Both partners reread the relevant section. Each independently marks one detail and prepares an idea: "The character's decision reveals _____ because _____."
2	Share	Partner A shares an interpretation and points to a specific word, action, or detail from the text as evidence.
3	Listen and respond	Partner B paraphrases the idea, then adds evidence, asks for clarification, or respectfully offers another interpretation. Example: "I heard you say the character is courageous. I would add _____ because the text says _____."
4	Switch	Partner B shares a different or expanded interpretation with evidence. Partner A listens and responds.
5	Synthesize	Partners decide what the strongest interpretation is and why. Each student then prepares or writes an individual response using the discussion and evidence.

Teacher modeling move: Model one complete round first. Make the thinking visible: point to the evidence, demonstrate a strong listen-and-respond move, switch roles, and show students how the final synthesis is stronger than either first response alone.

Middle School Social Studies - American Revolution

Text/Task: Students read a grade-level primary or secondary source about colonial grievances and the growing conflict with Great Britain.

Partner Prompt: Which grievance or event most contributed to the colonists' argument for independence? Use evidence from the source to support your reasoning.

Step	Action	What it looks like in this lesson
1	Think	Both partners read or reread the selected source. Each identifies one grievance/event and marks evidence that shows why it mattered.
2	Share	Partner A names a grievance/event and explains why it contributed to the push for independence, citing evidence from the source.
3	Listen and respond	Partner B paraphrases Partner A's reasoning, then adds another piece of evidence, asks a question, or challenges the reasoning. Example: "I heard you say taxation was most important because _____. How does the source show that colonists viewed this as a violation of their rights?"
4	Switch	Partner B presents a grievance/event and supporting evidence. Partner A listens and responds.
5	Synthesize	Partners compare their evidence and identify the grievance/event they can support most strongly. Each student prepares to discuss or write a claim supported by evidence from the source.

Teacher modeling move: Model one complete round first. Make the thinking visible: point to the evidence, demonstrate a strong listen-and-respond move, switch roles, and show students how the final synthesis is stronger than either first response alone.

Keep the Routine Consistent Across Content Areas

- Think first so every student has something to contribute.
- Require evidence or reasoning during the Share step.
- Teach Partner B to do more than agree: paraphrase, add on, question, or respectfully challenge.
- Switch so both students carry the cognitive load.
- End with synthesis that prepares students for the next discussion, task, or individual writing.

Purposeful Partner Planning Tool

Use this tool to plan a partner interaction as part of the lesson. Be clear about what students will receive, how they will process it together, and what they will produce. Purposeful Partner time should increase the quality or amount of student thinking—not simply fill time.

1 Choose a Worthwhile Purpose

Begin with the learning target, then decide whether partnering will help students do something more successfully or more deeply than they would do alone.

Learning target

_____

What will students read, discuss, solve, or write

_____

Partner time is worthwhile when students need to

- ☐ make meaning from a complex text or task
- ☐ rehearse an idea before writing or whole group discussion
- ☐ compare reasoning evidence or possible solutions
- ☐ question clarify paraphrase or build on another person's thinking

Partner time may not be needed when

- ☐ the task is only recall or a one word response
- ☐ students have nothing specific to read think about discuss or produce
- ☐ the same goal can be met more efficiently through brief independent work

Why does this interaction deserve time with a partner

_____

2 Design the Partner Interaction

Plan what each partner will do, how the roles depend on one another, and when students will switch. Both students should carry meaningful cognitive work.

Partner A	Partner B
First role or action	**First role or action**
After the switch	**After the switch**

What signal will tell students to switch or move to the next step

_____

What will partners produce or be ready to share at the end

_____

3 Anticipate Support and Monitor Learning

Choose only the supports students need to enter the task and stay engaged. Keep the reading thinking talking and writing with the students.

Possible barriers	Planned support
Vocabulary background knowledge fluency language attention or task clarity	Chunking modeling sentence frames visuals rereading role cards timing or a brief conference

What I Will Listen and Look For

☐ **Both partners are engaged** Each student is reading thinking talking or writing—not waiting for the other person to do the work.

☐ **Ideas include evidence or reasoning** Students explain how they know, point to the text, or make their reasoning visible.

☐ **Partners respond to one another** Students listen, question, paraphrase, clarify, add on, or respectfully challenge ideas.

☐ **Participation is balanced** Neither student dominates, completes the work for the other person, or withdraws from the interaction.

What evidence will I collect or remember from this interaction

_____

What will I do if one or both partners are not productively engaged

_____

4 Reflect Respond and Plan the Next Step

End the interaction by reinforcing what worked, gathering student reflection, and deciding whether students need another opportunity, a different partner structure, or additional teaching.

☐ Give brief specific feedback about the learning and the partner behavior

☐ Ask students how well they listened contributed and supported their thinking

☐ Name an effective move students should repeat next time

☐ Regroup reteach or adjust the support when the interaction was not productive

What did students learn or produce

_____

What worked well in the partnership

_____

What will I adjust next time

_____

Student Reflection

How well did I work with my partner today?

☐ Not yet ☐ Sometimes ☐ Most of the time ☐ Yes consistently

One thing I did well as a partner was _____

Next time I will _____

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Value Statements

- Data-Driven Instruction: With STRIVE's resources educators can effectively plan, teach, and assess the content they teach, leveraging data to inform instruction and support student success.
- Professional Development: STRIVE provides extensive professional development opportunities, including virtual and on-site PD, designed to improve literacy achievement and advance teacher and student success.
- Evidence-Based Practices: STRIVE is deeply committed to utilizing research-based methods and practices, ensuring that teachers, leaders, and coaches are equipped with effective and scientifically supported strategies.

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