

K-12 UNIVERSAL DISCOURSE ONE-PAGER

Facilitate Discourse	
Activate	<p>ACTIVATE KNOWLEDGE (PRIOR TO & DURING DISCOURSE, AS NEEDED)</p> <ul style="list-style-type: none"> • Use a word wall and/or resource/text: <i>“Use your notes. Turn to ___”</i> • Recall: <i>“Think back to ____. What do we already know about ___?”</i> • Drop knowledge/vocab: <i>“Some additional context is... How does this support/shift our thinking?”</i>
Launch	<p>LAUNCH THE DISCOURSE CYCLE</p> <ul style="list-style-type: none"> • Start with your prioritized high-rigor question • Follow the sequence: Everybody Writes, Monitor, Turn & Talk, Cold Call, Volleyball
Maximize	<p>MAXIMIZE STUDENT TALKING & THINKING</p> <p>Let students drive 95% of the discourse:</p> <ul style="list-style-type: none"> • Strategically call on students • Use universal prompts (students and teachers): <ul style="list-style-type: none"> ○ Generate debate: <ul style="list-style-type: none"> ▪ <i>“Evaluate.” “Build.” “Agree/Disagree.”</i> ○ Revoice—prompt students to strategically paraphrase other students’ reasoning. <ul style="list-style-type: none"> ▪ Teacher: <i>“If I hear you correctly, you seem to be saying X. Is that correct?”</i> ▪ Student: <i>“Are you really saying [paraphrase or re-work their argument to see if they still defend it]?”</i> ○ Press for Reasoning —justify your answer with evidence, key terms, vocab <ul style="list-style-type: none"> ▪ <i>“Why/why not?”; “How do you know?”; “Prove it.”; “What text evidence supports this idea?”</i> • (When needed) Teach habits of discussion: <ul style="list-style-type: none"> ○ Rollout, model or give reminder of a specific habit of discussion prior to launching discourse. ○ Prompt/praise students to use habits of discussion with each other.
Deepen	<p>DEEPEN & STRETCH IT</p> <p>When you have an ‘almost there’ response or want to draw out additional nuances or complexity, use prepared prompt(s) to push for depth & precision</p> <ul style="list-style-type: none"> • Drop new knowledge: <i>“[new knowledge]. How does this connect to...?”</i> • Problematize (create tension) <ul style="list-style-type: none"> ○ Name the debate: <i>“Some of you say X. Some of you say Y. What do you think?”</i> ○ Provoke debate: <i>“[Name] would say this [name alternative argument]. How would you respond?”</i> ○ Highlight contradictions: <i>“These two ideas are contradictory. How can we make sense of this?”</i> ○ Feign ignorance: <i>“I don’t understand. I was thinking...”</i> • Sophisticate (add complexity) <ul style="list-style-type: none"> ○ Zoom in/Zoom out: <i>“What do we associate with ___? What’s the effect of this choice?”</i> ○ Narrow the focus: <i>“Let’s test our hypothesis against pages ___-___. Review and see if they support or challenge our view.”</i> ○ Apply within different or new context/perspective: <i>“What’s another way we could think about this?”</i> <i>“What would ___ think about this?”</i> ○ Give a hypothetical: <i>“What if...”</i> ○ Generalize: <i>“So what’s the emerging rule we could apply to all problems like this one?”</i>
Stamp	<p>STAMP IN STUDENT VOICE</p> <ul style="list-style-type: none"> • Stamp the Content and/or Purpose <ul style="list-style-type: none"> ○ <i>“Stamp this for us—what do we need to remember about ___?”</i>, <i>“How has our thinking changed?”</i> ○ <i>“Why does this matter?”</i>, <i>“What does this enable us to do?”</i> • Stamp the Skill <ul style="list-style-type: none"> ○ <i>“What steps did we take to ___?”</i>, <i>“How did we ___?”</i>

