

K-12 UNIVERSAL DISCOURSE ONE-PAGER

Facilitate Discourse

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| <p>Activate</p> | <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> ● As needed, activate SEL strategy to regulate during productive struggle: <i>"If you get stuck and start to feel tough emotions, remember your regulation strategy toolbox (*point to poster of regulation toolbox*)." </i> |
| <p>Launch</p> | <p>LAUNCH THE DISCOURSE CYCLE</p> <ul style="list-style-type: none"> ● Set the Culture and Call to Action: Tie to class values/norms and state the expectations; inspire students to participate in a brave space. <ul style="list-style-type: none"> ○ <i>"Before we launch into discourse, take a look back at our norms--we all agreed that we want to feel [name 1 or 2 feeling words that best fit] in this class. What are the actions we can take during this discourse to help us all feel X?"</i> ● Start with your prioritized high-rigor question ● Follow the sequence: Everybody Writes, Turn & Talk, Cold Call, Volleyball |
| <p>Maximize</p> | <p>MAXIMIZE STUDENT TALKING & THINKING Let students drive 95% of the discourse:</p> <ul style="list-style-type: none"> ● Strategically call on students based on what you are/aren't hearing in responses and who you are/aren't hearing from ● 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> ● Affirmation: Affirm what students are doing well to support class norms and/or diversity of voice, culture of error, and engagement. ● (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. |
| <p>Deepen</p> | <p>DEEPEN & STRETCH IT 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"> ● Accountability: Challenge and prompt students to strengthen discourse, step forward to participate, and engage deeper in the discourse. |

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| | <ul style="list-style-type: none"> ● Drop new knowledge: “[new knowledge]. How does this connect to...?” ● Problematize (create tension) <ul style="list-style-type: none"> ○ Name the debate: “Some of you say X. Some of you say Y. What do you think?” ○ Provoke debate: “[Name] would say this [name alternative argument]. How would you respond?” ○ Highlight contradictions: “These two ideas are contradictory. How can we make sense of this?” ○ Feign ignorance: “I don’t understand. I was thinking...” ● Sophisticate (add complexity) <ul style="list-style-type: none"> ○ Zoom in/Zoom out: “What do we associate with ___? What’s the effect of this choice?” ○ Narrow the focus: “Let’s test our hypothesis against pages ___ - ___. Review and see if they support or challenge our view.” ○ Apply within different or new context/perspective: “What’s another way we could think about this?” “What would ___ think about this?” ○ Give a hypothetical: “What if...” ○ Generalize: “So what’s the emerging rule we could apply to all problems like this one?” |
| 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"> ○ “Stamp this for us—what do we need to remember about ___?”, “How has our thinking changed?” ○ “Why does this matter?”, “What does this enable us to do?” ● Stamp the Skill <ul style="list-style-type: none"> ○ “What steps did we take to ___?”, “How did we ___?” ● Stamp the Culture: Have students reflect and/or teacher stamps what they did well to support meaningful discourse. (Align to what you prompted to “Set the Culture” at start of discourse.) <ul style="list-style-type: none"> ○ “Look back to our class norms. To what extent did you feel this way during our discussion, and what actions contributed to this?” ○ “I noticed that too. When we [name 1-2 key actions] during discourse, it helps us all feel more [name emotion].” OR “...it helps create a brave space where we can all feel safe to share our ideas.” |