Teach Intellectual

Habits of Discourse

Reading and writing float on a sea of talk. Learn how to navigate an intellectual exchange of ideas.

101 HABITS - CREATE CONVERSATION		
CORE HABIT	KEY DISCUSSION MOVES	
Project	Speak audibly and make eye contact with classmates, not just the teacher.	
Share in turn	 Speak in turn. Invite others in. 'We haven't heard from everyone yet. Would someone who hasn't spoken yet like a chance?" 	
Speak as an intellectual	Use classmates' names.Use complete sentences.Address questions succinctly.	
Listen as an intellectual	 Make eye contact with the speaker. Nod or affirm nonverbally. Turn to page if speaker references it (pause to give time to turn to page). 	
Take notes as an intellectual	 Write down/summarize key information. Evaluate the arguments. Annotate diagrams. Share exemplary student notes for students to see a model. 	
Build & Critique	Agree with all or parts of ideas and elaborate: • "I agree thatbut I would add" • "Mark's point is right, but and I think there is better additional evidence for it" Disagree • "Actually, there is evidence in the text that refutes that view." • "Respectfully, I have a different view." Examine evidence in a different way. • "I actually viewed that text differently."	



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201 HABITS – DEEPEN DISCOURSE		
CORE HABIT	KEY DISCUSSION MOVES	
Activate or Drop Knowledge	 "X is" "I've heard of X. It means" "I'd like to connect Leon's interpretation to the article we read about the Harlem Renaissance." 	
Revoice	 "What you're arguing is X." "If I understand you correctly, are you saying X [paraphrase argument]?" 	
Press for Reasoning	 "Why do you think [rephrase argument]?" "What evidence supports your argument?" "How do you know?" "Could you walk me through your thought process?" 	
Problematize	 Name or provoke debate: "It sounds like we're divided between X and Y. I think" Name contradictions: "Rene and Gabriel have opposite readings of X. I think" Play devil's advocate: "I'm going to play devil's advocate here. What if I argued" 	
Sophisticate	 Zoom in & out: "I want to focus on the connotations of X." "X is important because", "Y creates or makes Z in the text." Dive deeper into the text: "Let's turn to page XX. Does it support or challenge our theory?" Apply within different or new context/perspective: "What do you think would think about X?" Give a hypothetical: "What if" "I have a theory I'd like your opinions on" 	