Literacy Discourse: One-Pager

This one-pager maps out the key components of a discussion-based ELA class.

	Facilitate Discourse	
Activate	**ACTIVATE KNOWLEDGE (PRIOR TO & DURING DISCOURSE, AS NEEDED)** • **Use a word wall and/or resource/text:** *"Use your notes. Turn to ___"* • **Recall:** *"Think back to ___. What do we already know about ___?"* • **Drop knowledge/vocab:** *"Some additional context is… How does this support/shift our thinking?"*	
Launch	**LAUNCH THE DISCOURSE CYCLE** • **Start with your prioritized high-rigor question** • **Follow the sequence:** Everybody Writes, Turn & Talk, Cold Call, Volley (multiple students speak before the teacher does)	

Maximize	**MAXIMIZE STUDENT TALKING & THINKING**
	 Let students drive 95% of the discourse:
	 • **Strategically call on students:**
	   o Call on students who are 'further off' and 'partially there' first.
	   o Call on students who are 'almost there' to push the group forward.
	   o Call on originally incorrect students to stamp new understanding.
	 • **Use universal prompts (students and teachers):**
	   o Revoice (student or teacher) —prompt students to strategically paraphrase other students' reasoning.
	     ▪ Teacher: *"If I hear you correctly, you seem to be saying X. Is that correct?"*
	     ▪ Student: *"Are you really saying [paraphrase or re-work their argument to see if they still defend it]?"*
	   o Press for Reasoning (student or teacher) —justify your answer with evidence, key terms, vocab
	     ▪ *"Why/why not?"; "How do you know?"; "Prove it."; "What text evidence supports this idea?"*
	   o Open up the debate (teacher):
	     ▪ *"Evaluate." "Build." "Agree/Disagree."*
	 • **(When needed) Teach habits of Discussion:**
	   o Rollout, model or give reminder of a specific habit of discussion prior to launching discourse.
	     ▪ See *"Habits of Academic Discussion Guide"* for guidance and a list and examples of various habits
	   o Prompt/praise students to use habits of discussion with each other.	

Deepen	**DEEPEN & STRETCH IT**
	 When you have an 'almost there' responses, use your scripted prompt(s) to push the class:
	 • **Drop new knowledge:** *"[new knowledge]. How does this connect to…?"*
	 • **Problematize** (create tension)
	   o Name the debate: *"Some of you say X. Some of you say Y. What do you think?"*
	   o Provoke debate: *"[Name] would say this [name alternative argument]. How would you respond?"*
	   o Highlight contradictions: *"These two ideas are contradictory. How can we make sense of this?"*
	   o Play devil's advocate: *"I disagree. I actually think…"* or *"Who can play devil's advocate?"*
	   o Feign ignorance: *"I don't understand. I was thinking…"*
	 • **Sophisticate** (add complexity)
	   o Zoom in/Zoom out: *"What do we associate with __? What's the effect of this choice?"*
	   o Narrow the focus: *"Let's test our hypothesis against pages _-_. Review and see if they support or challenge our view."*
	   o Apply within different or new context/perspective: *"What's another way we could think about this?" "What would ___ think about this?"*
	   o Give a hypothetical: *"What if…"*	

Stamp	**STAMP IN STUDENT VOICE**
	 • **Stamp the Content and/or Purpose**
	   o *"Stamp this for us—what do we need to remember about ___?", "How has our thinking changed?"*
	   o *"Why does this matter?", "What does this enable us to do?"*
	 • **Stamp the Skill**
	   o *"What steps did we take to ___?", "How did we ___?"*	