

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: “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	<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"> ▪ “Evaluate.” “Build.” “Agree/Disagree.” ○ Revoice—prompt students to strategically paraphrase other students’ reasoning. <ul style="list-style-type: none"> ▪ 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]?” ○ Press for Reasoning —justify your answer with evidence, key terms, vocab <ul style="list-style-type: none"> ▪ “Why/why not?”; “How do you know?”; “Prove it.”; “What text evidence supports this idea?” • (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: “[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 ___?”