

PURPOSEFUL, ACCOUNTABLE TALK UNIT OF STUDY

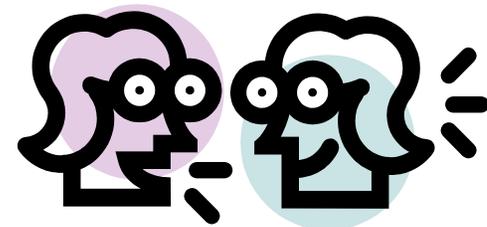


Goals:

Students will be able to...

- understand that purposeful, accountable talk includes telling others your ideas, making your thinking clear to others, being open to hearing something new, & negotiating understanding with others (what makes a good conversation?)
- utilize think time to formulate thoughts
- be aware of and reflect on own participation in conversations
- actively listen with intent to classmates and teacher (park own thinking, during activity)
- reference the text/activity during discussions
- effectively enter conversations (using sentence stems to help, rehearse with friend first, write out thoughts prior to- preparing for)
- use a variety of tools to demonstrate understanding before, during, & after reading/activity (such as reflection journals, post-it notes, graphic organizers, text coding)
- respond during discussions in a way that furthers the conversation (focusing on the topic, negotiating meaning, furthering meaning, participation patterns, language to use, demanding evidence from others, requiring justification, pressing for clarification, challenging misconceptions, using others' statements)
- respect others' opinions during conversations (listen, think, compare, share; nonverbals; no sidebars)
- reference classroom anchor charts to support talk (behavioral, academic)
- evaluate own participation in conversations (too much? too little? effective? ineffective? respectful?)
- utilize the skills of purposeful, accountable talk across the curriculum
- apply understandings from conversations outside of the classroom environment (dinner table conversations, additional research, etc.)

NOTE: The following minilessons are not in sequential order. It is simply a menu from which you can choose those minilessons that your students demonstrate a need for. The list is not all-inclusive, but represents many skills of accountable talk that students need for effective classroom discussion that increases understanding.



Student will be able to:	Thinking Behind Goal:	Possible Minilesson:	Minilesson Explained:
Understand what purposeful, accountable talk is and how it is used.	Students need to understand the difference between talk and purposeful, accountable talk. P/A talk includes sharing your ideas with others, making your thinking clear, & being open to hear and engage in dialogue with others so that a newer, stronger understanding can be created. Setting ground rules is like establishing an informal contract with all members of the classroom and sets the expectation. By having students co-create the rules, buy-in occurs.	Setting Ground Rules & Creating Buy-in	Create 2 webs of ideas- one related to “listening” and one to “talking”. Provide students w/ post-its. They brainstorm words/phrases that come to mind when considering those 2 words. Provide time to write. Then, students pair up and share their thinking. They choose 2 words to share with the group. Teacher records ideas. Together, group the ideas into categories. From the categories, have students work with a partner to create “ground rules” for conversations in class. Post the negotiated ground rules on the wall where purposeful, accountable talk will happen most often. Anchor Chart: Ground Rules for Discussion Evidence of Learning: Individuals' contributions' to webs; Group ground rules created
		Good Discussion	Students individually consider someone in their lives they enjoy talking with. Why do they enjoy talking with this person? What is it that makes a great conversation? Students write their reflections down. Together in small groups, students create a list of ingredients that make up a great discussion. They share out their ideas and a class poster of the elements of good discussions is created. Anchor Chart: What Makes A Great Conversation? Evidence of Learning: Individual reflections; Group recipes
Utilize “Think Time” after an activity, question, or comment in order to formulate thoughts	Students need quiet think time in order to reflect on an activity or discussion so they can prepare to respond. Waiting between 5 and 10 seconds before responding can yield great benefits- pausing invites thinking.	Wait Time	Read a provocative piece of literature to students (or an activity that evokes wonder). Play “Pass the Hat”: Ask students to record their “I wonder” questions on slips of paper. Put them in a container. Passing the container around, each student takes turns pulling a slip out and reading it. The student reader then invites someone to respond. The rule is, the reader must wait 10 seconds before inviting a responder so that everyone can think about the posed question. After the first person responds, s/he invites another person to respond. When responses start to wane, move on to another “I wonder” question. Evidence of Learning: Individual “I wonder” questions; Individual oral responses
Be aware of and reflect on own participation in conversations	It is an expectation that ALL students contribute to discussions and share their thinking. Therefore, students need to become aware of how often they are participating in the discussion as well as the quality of their responses in order to further their own thinking. This does not necessarily mean that students must always share their thinking verbally. They can also demonstrate understanding and share thoughts through written responses & body language.	Participation	After first gathering data on the participation patterns of students (through basic checkmarks on a seating chart), arrange the physical environment or students in order to encourage more discussion. One way to reveal participation patterns to students is through the use of counters. For example, when a discussion is formed, each student can be afforded three counters. When the student wants to contribute to the discussion, s/he moves the counter up, signifying one response. At the end of the discussion, have students journal about the experience. Did s/he use all of the counters and need more? Did s/he not use any? Have students set participation goals for themselves. Evidence of Learning: Individual counters used; Individual reflections of participation

Student will be able to:

Thinking Behind Goal:

Possible Minilesson:

Minilesson Explained:

<p>Prepare for entering discussions and demonstrate understanding in written form</p>	<p>Less-confident students need tools to help them prepare for upcoming discussions. Since it is an expectation to participate, students should be allowed the proper scaffolding in order to be successful. This especially applies to ELL students. Students can process their thinking aloud, get partner feedback, and strengthen or change their thinking this way. Tools for written expression are also excellent sources of informal assessment.</p>	<p>Dress Rehearsal</p>	<p>When in a discussion, use four steps to scaffold discussion participation for students. 1) Pose a question/idea to the group 2) Allow independent think time 3) Have students “build a conversation” with a partner about the question/idea 4) Listen to student groups and choose a successful pair to share their conversation as a springboard for whole group discussion. Anchor Chart: “Dress Rehearsal” (Listen To Question/idea, Think About It, Build A Conversation With A Partner, & Share Your Conversation With The Group) Evidence of Learning: Partner conversations; Individual contributions to class discussion</p>
		<p>Journal Jot</p>	<p>Before, during, or after a discussion, students can react to an activity or text by taking several quiet, uninterrupted minutes to jot down their thinking. This can include thoughts, feelings, surprises, ideas, connections, enjoyable parts, important parts, questions, confusions, etc. This is a great tool for launching class or small group discussion. Often, journal jots are recorded in reading journals (RJs) or dialogue journals (DJs). Anchor Chart: “What Are You Thinking?” (with examples of modeled response options) Evidence of Learning: jots in journals; individual contributions during discussion</p>
		<p>Thinking Organizers</p>	<p>A variety of thinking organizers can be utilized before, after, and even during a class, small group, or partner discussion. This includes question guides, 2 column notes, Cornell notes, T-charts, thinkmarks, and any other organizer that corresponds with the content being taught. The organizer should NOT be cumbersome, but SHOULD require higher-level thinking. Anchor Chart: “Tools That Aid Our Discussion” (with examples of organizers added as introduced and modeled by teacher and used by students) Evidence of Learning: thinking on the organizer; individual contributions during discussion</p>
		<p>Text Marking</p>	<p>Provide students with a copy of the text being used. Students “track their thinking” as they read. There are no limits, but thoughts could include questions, feelings, connections, inferences, important ideas, surprises, predictions, new words, etc. Coding the text with symbols is also used. Ex: exclamation point indicating surprising information or a star indicating a V.I.P. (very important point). Symbols must be accompanied by thoughts or they may lose their meaning. Students can add more thoughts after discussion. Ex: “N” signifying new learning. This activity is particularly powerful to encourage students to directly reference the text when talking, which is important for credibility in a discussion. Anchor Chart: “Text Marking” (enlarged piece of text with examples of text marking that’s been modeled by teacher) Evidence of Learning: tracks of students’ thinking</p>

Student will be able to:

Thinking Behind Goal:

Possible Minilesson:

Minilesson Explained:

Actively listen with intent to classmates and teacher	In order for meaningful discussions to occur, students must unselfishly listen to one another. This includes respectful body language, interest in the whole discussion instead of just own comments, referencing other speakers, connecting comments, and avoiding sidebar conversations and interruptions. This will enable students to fully benefit from the exchange of ideas.	Park Your Thinking & Talking Sticks	Develop a couple of statements for students to agree or disagree with (based on something read or an activity). Ex: The wolf had no choice but to eat the three pigs. Open the discussion with the rule that only the person with the “talking stick” may speak; all others must park their thinking by jotting it down on post-its. Once everyone has had an opportunity to contribute to the discussion, students can elect to add their parked thinking to the anchor chart or share it with a partner (if they think the thinking can grow the conversation even more- most thinking will be replicated during discussion). Anchor Chart: “Park Your Thinking About ____ Here” Evidence of Learning: individual contribution during discussion; thinking on chart
		Turn, Talk, & Report	Choose some provocative quotations related to previous/upcoming learning, such as “When we lose the right to be different, we lose the privilege to be free”- Charles Evans Hughes. Students turn and discuss the quote and its meaning with a partner. Students then report out not their own thinking, but their <i>partner's</i> thinking. Evidence of Learning: students' summarizations
		Piggybacking	During a discussion, provide students with a “Piggybacking” anchor chart that lists language stems to use. It can include language for agreeing, disagreeing, adding onto, or clarifying an idea. Ex: “Me, too because...” “I agree with you because...” “I think differently because...” “That’s because...” “I can add...” “Could you say more about that?” and “Why?” Challenge students to connect at least one of their comments using the stems. Anchor Chart: “Piggybacking” Evidence of Learning: stems used; teacher’s observations