Week 1

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| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| Introduce the topic of discussion and the difference between responding and discussing.Set expectations for 100% participation and how discussion relates to the other Standards. | Introduce rubric for discussion and tell students that you will be modeling each step of the rubric for them, beginning tomorrow:Quality of Comments1. Text Dependent Responses
2. Active Listening
 | Review the “Quality of Comments” portion of the rubric.Model each item on the rubric using a very simple prompt like, “Why is ice cream a great dessert?”Model each item incorrectly (i.e. What NOT to do!) for students using the same prompt.Have students reflect on what they saw, both positive and negative. | Model what “Quality of Comments” portion of the rubric looks like. Use another simple prompt, such as: “What are five reasons we should shorten the school day?” Choose three students to participate in the model with you.You can “feed” them their responses for the sake of the model.Then have students break into groups of 3 and use the same discussion prompt to contribute at least one thought to the conversation.Debrief using this format:*What are great examples of a high- quality discussion in your group?**What are some not- so-great examples?**How can we improve conversations tomorrow?* | Model “Quality of Comments” portion of the rubric, using the prompt: “What are two pieces of advice that you have for incoming 4th graders?” (they can choose their own grade level or content area) Have 5 students participate in the model with you.Have students break into groups of 3 and use the same discussion prompt to contribute at least two on-topic, high- quality thoughts to the conversation.Choose one well- established group to model their conversation again to the class.Debrief using this format:*What are great examples of a high- quality discussion in your group?**What are some not- so-great examples?**How can we improve conversations tomorrow?* |

Week 2

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| Review the “Text Dependent Responding” portion of the rubric.Using a simple piece of text (such as a short and simple science article from the newspaper), model each item on the rubric using a very simple prompt that requires text- dependent responses.Model each time incorrectly (i.e. What NOT to do!) for students using the same prompt.Have students reflect on what they saw, both positive and negative. | Model what “Text Dependent Responding”portion of the rubric looks like. Use another simple piece of text and ask a simple question that requires a text- dependent response.Choose 3 students to participate in the model with you.You can “feed” them their responses for the sake of the model.Then have students break into groups of 3 and use the same discussion prompt to contribute at least one thought to the conversation.Debrief using this format:*What are great examples of a high- quality discussion in your group?**What are some not- so-great examples?**How can we improve conversations tomorrow?* | Model “Text Dependent Responding” portion of the rubric, using a portion of text that you are working on this week. Make sure your question requires a text- dependent response. Have 5 students participate in the model with you.Break students into groups of 3 and use the same discussion prompt to contribute at least two text dependent responses.Choose one well- established group to model their conversation again to the class.Debrief using this format:*What are great examples of a high- quality discussion in your group?**What are some not- so-great examples?**How can we improve conversations tomorrow?* | Review the “Quality of Comments” and “Text Dependent Responding” portions of the rubric with students. Stop and model items that you have seen them struggle with.Choose a group to model their conversation from yesterday while you model how to score the group, using the rubric. Stop and explain during the model what you are writing down.Now have another group model their conversation from yesterday – have the whole class score the discussion, using the rubric. Stop and discuss what you’re scoring as you go through the model. | Review the “Quality of Comments” and “Text Dependent Responding” portions of the rubric with students. Stop and model items that you have seen them struggle with.Now break students into groups of 3.Each group will now have a conversation around a prompt that requires text- dependent responses. (It is best to choose a simple passage from the text that you are reading this week)At the end of the conversation, the group will jointly score the group (using one rubric) on their discussion.Debrief using this format:*What are great examples of a high- quality discussion in your group?**What are some not- so-great examples?**How can we improve conversations tomorrow?* |

Week 3

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| **Day 11** | **Day 12** | **Day 13** | **Day 14** | **Day 15** |
| Review the “Active Listening” portion of the rubric.Using a simple piece of text (such as a short and simple social studies/history article from the newspaper), model each item on the rubric using a very simple prompt that requires text- dependent responses.Model each time incorrectly (i.e. What NOT to do!) for students using the same prompt.Have students reflect on what they saw, both positive and negative. | Model what “Active Listening” portion of the rubric looks like. Use another simple piece of text and ask a simple question that requires a text- dependent response.Choose 3 students to participate in the model with you.You can “feed” them their responses for the sake of the model.Then have student break into groups of 3 and use the same discussion prompt to contribute at least one thought to the conversation.Debrief using this format:*What are great examples of a high- quality discussion in your group?**What are some not- so-great examples?**How can we improve conversations tomorrow?* | Model “Active Listening” portion of the rubric, using a portion of text that you are working on this week. Make sure your question requires a text- dependent response. Have 5 students participate in the model with you.Break students into groups of 3 and use the same discussion prompt to contribute at least two text dependent responses.Choose one well- established group to model their conversation again to the class.Debrief using this format:*What are great examples of a high- quality discussion in your group?**What are some not- so-great examples?**How can we improve conversations tomorrow?* | Review the “Quality of Comments”, “Text Dependent Responding” and “Active Listening” portions of the rubric with students. Stop and model items that you have seen them struggle with.Choose a group to model their conversation from yesterday while you model how to score the group, using the rubric. Stop and explain during the model what you are writing down.Now have another group model their conversation from yesterday – have the whole class score the discussion, using the rubric. Stop and discuss what you’re scoring as you go through the model. | Review the “Quality of Comments”, “Text Dependent Responding” and “Active Listening” portions of the rubric with students. Stop and model items that you have seen them struggle with.Now break students into groups of 3.Each group will now have a conversation around a prompt that requires text- dependent responses. (It is best to choose a simple passage from the text that you are reading this week)At the end of the conversation, the group will jointly score the group (using one rubric) on their discussion.Debrief using this format:*What are great examples of a high- quality discussion in your group?**What are some not- so-great examples?**How can we improve conversations tomorrow?* |

Week 4

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| **Day 16** | **Day 17** | **Day 18** | **Day 19** | **Days 20 and 21** |
| Review the “Quality of Comments”, “Text Dependent Responding” and “Active Listening” portions of the rubric with students. Stop and model items that you have seen them struggle with.Now break students into groups of 3.Each group will now have a conversation around a prompt that requires text- dependent responses. (It is best to choose a simple passage from the text that you are reading this week)At the end of the conversation, the group will jointly score the group (using one rubric) on their discussion.Debrief using this format:*What are great examples of a high- quality discussion in your group?**What are some not- so-great examples?**How can we improve conversations tomorrow?* | Model how to give individual feedback, using the rubric.Complete 3 models with different students so that the class has a full understanding of how to tactfully give individual scores and feedback.Break students into groups of 3. Each group will now have a conversation around a prompt that requires text- dependent responses. (It is best to choose a simple passage from the text that you are reading this week)At the end of the conversation, the group will score each participant individually.Debrief using this format:*What are great examples of a high- quality discussion in your group?**What are some not- so-great examples?**How can we improve conversations tomorrow?* | Model how to give individual feedback, using the rubric.Complete 2 models with different students so that the class has a full understanding of how to tactfully give individual scores and feedback.Break students into groups of 3. Each group will now have a conversation around a prompt that requires text- dependent responses. (It is best to choose a simple passage from the text that you are reading this week)At the end of the conversation, the group will score each participant individually.Debrief using this format:*What are great examples of a high- quality discussion in your group?**What are some not- so-great examples?**How can we improve conversations tomorrow?* | Assign new groups of at least 5 participants per group.Prompt students to respond to a text-dependent question relating to this week’s text.Monitor and provide specific feedback as you listen into conversations and debriefings.Highlight 2 groups that have provided excellent discussion and feedback and have them model their discussion and feedback for the class.Debrief using this format:*What are great examples of a high-quality discussion in your group?**What are some not-so-great examples?**How can we improve conversations tomorrow?* | Students will stay in same groups as yesterday.Prompt students to respond to a text- dependent question relating to this week’s text.Monitor and provide specific feedback as you listen into conversations and debriefings.Highlight 1 group that has provided excellent discussion and feedback and have them model their discussion and feedback for the class.Debrief using this format:*What are great examples of a high- quality discussion in your group?**What are some not- so-great examples?**How can we improve conversations tomorrow?* |