

LEARNING PROGRESSION

Learning Target:

I can follow group discussion rules, including

- Listening respectfully
- Connecting my comments to the comments of others

Teaching/Learning Procedures:

1. Ask students what listening respectfully looks like and list examples of behaviors that can be observed that show listening respectfully. For example:
 - a. Looking at the person who is speaking
 - b. Leaning in toward the speaker
 - c. Using body language to indicate agreement or to encourage the speaker to continue
 - d. Refraining from interrupting to allow the person speaking to continue
2. Solicit student volunteers to model examples and non-examples of listening respectfully.
3. Ask students how they can connect their comments to the comments of others. List appropriate strategies on the board. If students have difficulty coming up with appropriate strategies, provide them with sentence starters such as:
 - a. "I basically agree with what ____ just said, but I'd like to add."
 - b. "____ has a good point, but I'd like to offer a different possibility."
 - c. "I have another piece of evidence to support ____'s claim."
4. Solicit student volunteers to model examples and non-examples of connecting comments to the comments of others.
5. Organize students into small groups of 3-4 students, provide them with a simple topic such as "What's your favorite TV show and why?" and allow them to practice listening respectfully and connecting their comments to the comments of others for 7-10 minutes.

Guided Practice Procedures (different day):

1. Organize seating so students can see and communicate with one another.
2. Introduce the practice task:
 - a. Discussion topic—something engaging that everyone can participate in such as a current event, movie everyone has seen, etc.
 - b. To ensure that everyone participates, provide each student with 3 of something—3 M & Ms, 3 poker chips, 3 pennies—and inform students that to ensure that everyone participates, each time they contribute meaningfully to the discussion they are to eat/remove one of the objects. When their 3 are gone, they cannot speak again until everyone has contributed 3 times.
 - c. Remind students about listening respectfully and connecting their comments to the comments of others and inform them that they are having a GROUP discussion and NOT a teacher asks/students answer session. Therefore, you (the teacher) will ask the initiating question and remain silent thereafter. You will also code the discussion to assess whether or not each student is practicing listening respectfully and connecting comments to comments of others.
 - d. Debrief by asking each student to self-assess how s/he did in respect to the learning targets. Follow this up by providing each student with your assessment from the coding of the discussion. Finally, have each student compare his/her self-assessment to your coding and set a goal for improvement.

Learning Target:

I can contribute to a group discussion by using evidence from the text and logical reasoning to support my ideas.

Procedures: [This assumes students can already make a claim, cite specific evidence to support a claim, and use reasoning to explain how the evidence supports the claim.]

1. Explain and, if desired, briefly model with a different, previously studied literary text, how a text can have more than one theme or central idea so themes and central ideas can be stated as claims that can be supported by textual evidence and reasoning.
2. Have students read a short story or a significant passage from a literary text that they have not have read or discussed previously.
3. Ask students to determine individually: [Again, this assumes they have some experience determining theme or central idea.]
 - a. A plausible theme or central idea for this text/passage
 - b. 2-3 pieces of evidence that supports this theme or central idea
 - c. Logical reasons how/why these pieces of evidence support the theme or central idea
4. Remind students about the rules for group discussion, as well as about expectations for participation, and then ask an initiating question such as, "What message do you think the author is trying to convey in this short story/passage? In other words, what themes or central ideas do you see in the short story/passage? And, what makes you think this?"
5. Allow sufficient time for students to discuss. If necessary, repeat the practice of providing three objects to ensure everyone participates and no one dominates.
6. Do not participate in the discussion. If necessary, ask an additional question to get the discussion back on track, but do not make this a habit. Do not stop the discussion to correct misconceptions, etc.
7. When the discussion is completed, debrief. At this time, ask students how they think the discussion went, what they learned, etc., AND correct any misconceptions that may have emerged during the discussion.

Sample Coding Chart

| | | | |
|---|--|---|---|
| Mary   | Felipe   | Andre   | April   |
| Susan   | | | Liam   |
| Cecil   | Lucy   | Roger   | Faith   |