

HOW TO TEACH DISCUSSION

Discussion is the action or process of talking about something in order to reach a decision or to exchange ideas. Every discussion should be rooted in specific information and examples from the text that students have read, therefore making their discussions text dependent.

THE PARTS OF A DISCUSSION



QUALITY COMMENTS

- Comments are appropriate
- Comments propel the conversation
- Comments are connected to the content
- Comments are timely



TEXT DEPENDENT RESPONSES

- Responses are linked to specifics from the text
- Responses are linked to other comments within the discussion
- Responses are linked to previous conversations



ACTIVE LISTENING

- Posture and demeanor demonstrates respect
- Eye contact is given to the speaker
- Listeners take notes

RESPONSE VS. DISCUSSION

How is a response different from a discussion?

A **response** is given in the moment

A **discussion** takes place after the teacher and students have prepared notes

A **response** is used to confirm whether students got the "right" or "wrong" answer

A **discussion** is the back-and-forth exchange of ideas typically around the gray area of a topic and is used to "talk out" ideas

Feedback for a **response** is clipped and often only a couple of words

Feedback during a **discussion** is extended and leads to follow-up questions and deeper conversation

During a **response**, the student directs his answer to the teacher

During a **discussion**, the student directs his responses to his peers

A correct **response** does not require complete sentences

A strong **discussion** requires extended sentences, use of proper academic language and vocabulary from the text

HOW TO TEACH DISCUSSION

10-DAY PLAN FOR TEACHING DISCUSSION

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Introduce the difference between responding (short blips of information typically directed to the teacher) and discussion (Quality Comments, Text Dependent Responses, Active Listening)	Teach what Quality Comments are Model for the class examples and non-examples of Quality Comments Debrief Quality Comments	Break students into groups of three to practice giving Quality Comments to each other, using a very simple prompt/topic Provide feedback to small groups and debrief	Teach what Text Dependent Responses are Model for the class examples and non-examples of Text Dependent Responses Debrief Text Dependent Responses	Break students into groups of three to practice Text Dependent Responses, using a very simple prompt/topic Provide feedback to small groups and debrief
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Break students into groups of three to practice Quality of Comments and Text Dependent Responses simultaneously Provide feedback to small groups and debrief	Teach Active Listening Model for the class examples and non-examples of Active Listening Debrief Active Listening	Break students into groups of three to practice Quality of Comments, Text Dependent Responses and Active Listening simultaneously, using a very simple prompt/topic Provide feedback to small groups and debrief	Repeat Day 8 until firm	Provide more intense prompts/topics for practice Firm-up Quality of Comments, Text Dependent Responses and Active Listening through practice and focused feedback Repeat Day 10 as needed

NOTE

When introducing a new part of a discussion on Day 2, Day 4 and Day 7 of the plan above, remember to refer to the front page of this tab to teach and model all components of a discussion.