

## Habits of Academic Discussion Guide

*Below you will find a list and trajectory of the habits of discussion most often used during discussion—these are directly aligned to Common Core Speaking & Listening Standards and are generally listed in order of teaching them.*

LEARNING TO CONTRIBUTE (CCSS SL 8.1)		
CORE HABIT	IDEAL STUDENT ACTIONS	TEACHER TALK MOVES
<b>Project</b>	<ul style="list-style-type: none"> <li>Speak audibly in a professional tone, and shift body to make eye contact with classmates.</li> </ul>	<ul style="list-style-type: none"> <li>Put hand to ear or move to opposite side of the room.</li> <li>“Project!” or “Strong voice!”</li> <li>“Speak in a professional tone.”</li> <li>“Speak to your peers.”</li> </ul>
<b>Share in turn</b>	<ul style="list-style-type: none"> <li>Speak in turn.</li> </ul>	<ul style="list-style-type: none"> <li>“Give her a chance to finish her point.”</li> <li>“One voice at a time.”</li> </ul>
<b>Speak as a professional</b>	<ul style="list-style-type: none"> <li>Use classmates’ names.</li> </ul>	<ul style="list-style-type: none"> <li>“With whom do you agree?”</li> </ul>
	<ul style="list-style-type: none"> <li>Use complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>“Speak in complete sentences.”</li> </ul>
	<ul style="list-style-type: none"> <li>Address question succinctly.</li> </ul>	<ul style="list-style-type: none"> <li>Point to timer.</li> <li>“Complete your point and give a peer the floor in 15 secs.”</li> </ul>
<b>Listen as a professional</b>	<ul style="list-style-type: none"> <li>Track speaker with hands down.</li> <li>Nod or snap professionally.</li> </ul>	<ul style="list-style-type: none"> <li>Gesture at students to track speaker and/or hands down.</li> <li>Model appropriate snapping / stop inappropriate snapping.</li> </ul>
	<ul style="list-style-type: none"> <li>Turn to page if speaker references</li> <li>Pause to give time to turn to page and scan to confirm class is ready.</li> </ul>	<ul style="list-style-type: none"> <li>Model turning to page/line (ex: use document camera).</li> <li>“Destiny, give the class a moment to find the page and confirm that everyone is with you.”</li> </ul>
<b>Take notes as a professional</b>	<p><b>Observer (during discussion):</b></p> <ul style="list-style-type: none"> <li>Copy down key information.</li> <li>Annotate diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>Model or select strong student to model strong note-taking.</li> <li>“If you are not currently participating in the discussion, you should be taking notes.”</li> </ul>
	<p><b>Participant (after discussion):</b></p> <ul style="list-style-type: none"> <li>Write down/summarize key information.</li> </ul>	<ul style="list-style-type: none"> <li>Provide time at the end for key takeaways to be recorded.</li> <li>Show-call / cold call for a strong summary/key info.</li> <li>“Students in the discussion should be engaging completely with their peers; prioritize speaking, not note-taking.”</li> </ul>
LEARNING TO BUILD (CCSS SL 9.1 & 9.4)		
CORE HABIT	IDEAL STUDENT ACTIONS	TEACHER TALK MOVES
<b>Argue from Evidence</b>	<ul style="list-style-type: none"> <li>Utilize textual or numerical evidence to justify claim.</li> </ul>	<ul style="list-style-type: none"> <li>“Support that” or “Prove that” or “Justify.”</li> <li>“What evidence backs up your argument?”</li> </ul>
	<ul style="list-style-type: none"> <li>Connect textual evidence to the argument.</li> </ul>	<ul style="list-style-type: none"> <li>“How does that quote support your argument?”</li> <li>Gesture for student to keep going.</li> </ul>
	<ul style="list-style-type: none"> <li>Show your work/explain your thinking.</li> </ul>	<ul style="list-style-type: none"> <li>“Can you show us what you did to determine that?”</li> <li>Put work on the document camera.</li> </ul>
<b>Acknowledge</b>	<ul style="list-style-type: none"> <li>“That’s an interesting point about--”</li> <li>“I like Destiny’s thinking about--”</li> </ul>	<ul style="list-style-type: none"> <li>“Acknowledge what Destiny said.”</li> <li>“What about Destiny’s point do you find interesting?”</li> </ul>
<b>Go Deeper</b>	<ul style="list-style-type: none"> <li>Support peer’s ideas with evidence.</li> <li>“If we look at p. 141... this supports what Destiny is saying--”</li> <li>“I agree with Destiny’s thinking about...as on p. 12 Poe writes--”</li> </ul>	<ul style="list-style-type: none"> <li>“We should probably explore Destiny’s thinking more. Can anyone provide evidence to support what she said?”</li> <li>“What evidence can we use to develop Destiny’s comment? ‘From where in the text did Destiny get that idea?’</li> <li>“How does it connect to Destiny’s thinking?”</li> </ul>
	<ul style="list-style-type: none"> <li>“I want to zoom in on Destiny’s evidence; I think it’s interesting that Poe uses ‘slaughtered’ instead of ‘killed’ because--”</li> <li>“I’d like to zoom in on ‘red’ because I think it connotes violence--”</li> </ul>	<ul style="list-style-type: none"> <li>“There is juicy diction in Destiny’s quote. Let’s zoom in.”</li> <li>“What are the connotations of that word?”</li> <li>“Why would Poe use ‘slaughtered’ instead of ‘killed?’”</li> <li>“Why did Destiny use the word ‘hopeful’ in her comment?”</li> </ul>
<b>Critique</b>	<ul style="list-style-type: none"> <li>Agree with parts of ideas but not all.</li> <li>“I agree that...but--”</li> <li>“While Destiny’s point is right, I’m not sure it will get us to the best answer.”</li> <li>“Actually, there is evidence in the text that refutes that view.”</li> </ul>	<ul style="list-style-type: none"> <li>“How are Destiny’s and Amir’s thoughts similar/different?”</li> <li>“What specifically do you agree with and disagree with?”</li> <li>“It seems we have a debate between Amir’s position and Destiny’s position. With whom do you agree?”</li> <li>“Is there evidence to refute Destiny’s thinking?”</li> </ul>
	<ul style="list-style-type: none"> <li>Examine evidence in a different way.</li> <li>“I actually viewed that text differently.”</li> </ul>	<ul style="list-style-type: none"> <li>“Who looked at that evidence differently?”</li> </ul>

## LEARNING TO LEAD I (CCSS SL 11.1)

CORE HABIT	IDEAL STUDENT ACTIONS	TEACHER TALK MOVES
<b>Clarify</b>	<ul style="list-style-type: none"> <li>“Can you clarify your argument for me? Are you suggesting that--?”</li> <li>“I’m confused. Can you say more about--?”</li> <li>“Destiny, I was with you up until your point about violence, but I do not understand where you went from there.”</li> </ul>	“Something is unclear here. Who can help us clarify with a question?”
<b>Crystalize Key Terms</b> <small>(Particularly “Shady” Terms)</small>	<ul style="list-style-type: none"> <li>“Before we continue, we must define what Locke means by <i>rational</i>--”</li> <li>“We can’t answer this question until we agree on a definition of <i>fairness</i>. I propose that <i>fairness</i> is--”</li> <li>“I think authors have very different interpretations of <i>crazy</i>, can we be more precise with what Salinger means by <i>crazy</i>?”</li> </ul>	“I don’t think we should move forward until we’ve agreed upon a definition of the term <i>fairness</i> . Can we agree on a definition?”
<b>Seek Consensus</b>	<ul style="list-style-type: none"> <li>“Can we all agree that--?”</li> <li>“Is there common ground in the viewpoints discussed?”</li> </ul>	“We’re closing in on this discussion. What conclusions can we agree upon?”
<b>Summarize at Important Moments</b>	<ul style="list-style-type: none"> <li>“Ok, so far we’ve established that--”</li> <li>“We’ve done a nice job answering this question. Let’s start wrapping up: what are the key takeaways?”</li> </ul>	“We’ve covered a lot of ground. Who can summarize the conversation thus far?”
<b>Synthesize</b>	<ul style="list-style-type: none"> <li>“One pattern I’m noticing in the comments that have been made is--”</li> <li>“I’m noticing a trend in the comments thus far. Like Destiny, Timothy, and Shadaija seem to be getting at--. So, could we say that Poe is really commenting on how one negotiates his/her identity?”</li> </ul>	“There seems to be a pattern in our thinking thus far. Who can identify a trend in our thinking?”

## LEARNING TO LEAD II (CCSS SL 11.1)

CORE HABIT	IDEAL STUDENT ACTIONS	TEACHER TALK MOVES
<b>Play Devil’s Advocate</b>	<ul style="list-style-type: none"> <li>“I want to play devil’s advocate...”</li> <li>“For the sake of argument, I want to offer a different perspective--”</li> <li>“You know, one could have a different reaction to this evidence--”</li> </ul>	“That’s a controversial point. Who can play devil’s advocate?”
<b>Reset Conversation</b>	<ul style="list-style-type: none"> <li>Shift conversation back to initial prompt.</li> <li>“We’ve gotten off-track. Can someone connect back to the question?”</li> <li>“Can we go back to Destiny’s point?”</li> <li>“That’s an interesting point. But I think we’ve moved on too quickly. Let’s talk more about what Destiny said.”</li> </ul>	“I think we’ve gotten off-track. Can someone connect this back to the question?”
<b>Shift Focus</b>	<ul style="list-style-type: none"> <li>“Clearly we all agree here; let’s move on to--”</li> <li>“We’ve answered this question thoroughly. Let’s shift our focus to--”</li> <li>“How can we approach this question in a different way?”</li> </ul>	“We’ve exhausted this. Who can move us in a new direction?”
<b>Set the Parameters</b>	<ul style="list-style-type: none"> <li>“While I think we could take this in many different directions, let’s focus our attention on--”</li> <li>“There are obviously many ways we could interpret this, but let’s begin with a feminist lens; it strikes me as what the text most calls for.”</li> <li>“I’m hearing two dominating ideas, let’s limit our focus to these two.”</li> </ul>	“This is a complex question. How could you narrow the scope of this discussion?”
<b>Illuminate Unresolved Issues</b>	<ul style="list-style-type: none"> <li>“I think we can all agree that...but I think we haven’t fully made sense of why Poe closes with the house caving in.”</li> </ul>	“What conclusions can you agree upon, and which will remain unresolved today?”
<b>Puncture Groupthink</b>	<ul style="list-style-type: none"> <li>“I notice that everyone is saying that this is a critique of modernity, but there’s another way to look at this--”</li> <li>“It seems to me that we are all essentially saying the same thing. Can we find a new perspective?”</li> </ul>	“I notice a lot of agreement. Who can shake up the group’s thinking?”

### ANYTIME TEACHER TALK MOVES

*\*Talk moves to be utilized for any Core Habit of Discussion, in order of least to most invasive\**

- **Spotlight:** Highlight student move: “What made Destiny’s move so effective?”
- **Repair:** Allow students to miss move: “We just missed a move. What is it?”
- **Post:** Preemptively point out opportunity for move: “What should we do in this moment?”
- **Model:** Model move (explicitly name move to promote transferability)