

Habits of Discussion Scope & Sequence

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

LEARNING TO SHARE (Start in Grades K-1)		
CORE HABIT OF DISCUSSION	IDEAL STUDENT ACTIONS	TEACHER TRAINING OR PROMPTING to encourage these actions
Listen & talk only in turn SL.K.1.A, SL.1.1.A	<ul style="list-style-type: none"> Track the speaker Hands down when someone is speaking Do not interrupt 	<ul style="list-style-type: none"> Teacher models hands down Teacher eye contact, hand movement Teacher prompts students to give peers a chance to think/talk
Speak Audibly SL.K.6	<ul style="list-style-type: none"> Students speak audibly 	<ul style="list-style-type: none"> Teacher prompts: "Loud and proud"
Speak in Complete Sentences SL.1.6, SL.2.6	<ul style="list-style-type: none"> Restate the question in the response; no incomplete sentences 	<ul style="list-style-type: none"> Teacher non-verbal: fingers pursed together, and then spread apart (like pulling gum apart)
Interact Peer-to-Peer: direct answers to the group SL.3.1.A	<ul style="list-style-type: none"> Look at every group member when giving an answer, not just the teacher 	<ul style="list-style-type: none"> Nonverbal prompts: fingers pointing to eyes and then to the rest of the group Teacher prompts: "Tell him."
LEARNING TO BUILD (Start in Grades 1-3)		
CORE HABIT OF DISCUSSION	IDEAL STUDENT ACTIONS	TEACHER TRAINING OR PROMPTING to encourage these actions
Elaborate on your answer SL.3.1.D, SL.4.1.D, SL.5.1.D	<ul style="list-style-type: none"> Teacher prompts students to give a more developed answer Students prompt students 	<ul style="list-style-type: none"> Teacher prompts students to give a more developed answer: "Tell me more." Teachers gestures for student to keep going.
Build Off another's answer SL.K.1.B, SL.1.1.B, SL.2.1.B	<ul style="list-style-type: none"> Responses build off of what the previous student said; comments are not in isolation 	<ul style="list-style-type: none"> "Build off that." "Tell me more about what ____ said." "Can you tell me more about what ____ is thinking?"
Evaluate others' responses (Agree/disagree/somewhat agree) SL.4.1.D, SL.5.1.D	<ul style="list-style-type: none"> Thumbs up/side/down Students saying "I agree with what you said because..." and "I somewhat agree with what you said but..." 	<ul style="list-style-type: none"> Teach the stems of agree/disagree/somewhat disagree: "I agree with what you said because..." and "I somewhat agree with what you said but..." Teacher prompts this nonverbal: "Do you agree..." Teacher then asks "Why do you think that..." Teacher prompts the group: "What do you think about that?" "Do you agree?"
Peer Praise	<ul style="list-style-type: none"> Praise each other's work or thinking 	<ul style="list-style-type: none"> Teacher prompts for praise: "What did you like about Jason's answer?" "Could someone offer some praise for that answer?"
Prompt Peers with Universal Prompts: SL.4.1.C, SL.5.1.C	<ul style="list-style-type: none"> "Tell me more." "What in the story makes you think that?" "Why is that important?" "Why do you think that?" Repeat the original question 	<ul style="list-style-type: none"> Teacher trains: "So now we're at a point where if you don't agree you need to prompt that student with a universal prompt."
Hint, Don't Tell: cue peers to help them in their response	<ul style="list-style-type: none"> Give a hint to another student to find the answer without telling them Prompt a peer to make a 	<ul style="list-style-type: none"> Teacher could say, "I want you to help your neighbor" or "Instead of telling the answer you could have prompted like this..." Teacher could tie in another lesson: "Remember in

SL.5.1.C	connection (to another text, to a life experience)	read aloud this morning what we did? How can you tie that in/use that here?"
No Hands: aid the conversation without raising their hand	<ul style="list-style-type: none"> ○ Understand wait time, and know when to prompt a peer in the conversation 	<ul style="list-style-type: none"> ○ Teacher non-verbal: they back away in their chair and reach out their hands to the students to encourage them to continue the conversation)
SL.5.1.C		
Lead: facilitate the conversation from start to finish	<ul style="list-style-type: none"> ○ Stay focused on the core question ○ Identify when the sharing strays from the core questions and redirect conversation 	<ul style="list-style-type: none"> ○ No teacher action (just signs of watchful oversight) ○ Signs of re-directing a literature circle that's off-task. ○ Teacher intervenes: "What is our core question? Are you answering that question?"
SL.4.1.B, SL.5.1.B		
Come Prepared in Writing: use written response to aid discussion	<ul style="list-style-type: none"> ○ Use written responses done during independent reading to guide the discussion 	<ul style="list-style-type: none"> ○ Prompt: "As you were writing, I noticed that many of you wrote _____. What were you thinking?"
SL.3.1.A, SL.4.1.A, SL.5.1.A		

* NOTE: CCCS SL Standards 2 & 3 are embedded in Read Aloud (see Chapter 4), and Standards 4 & 5 are addressed on Social Studies & Science Classes.