ENGLISH LANGUAGE ARTS CONTENT MODULES

Note Catcher: Qualitative Analysis as a Foundation for Text-Based Instruction

ELA Content Module 3, Session 1

Grades 3-5

Do Now
He said to his friend, "If the British march By land or sea from the town to-night, Hang a lantern aloft in the belfry arch Of the North Church tower as a signal light,-- One if by land, and two if by sea; And I on the opposite shore will be, Ready to ride and spread the alarm Through every Middlesex village and farm, For the country folk to be up and to arm." Excerpt from "Paul Revere's Ride" Henry Wadsworth Longfellow **What makes this text complex?**

Session Objectives	Agenda
• Describe the four aspects of qualitative complexity and identify examples of each • Explain why it is important to consider qualitative factors when teaching a complex text	

Time	Task
10 min	Getting Started
40 min	Examining Complexity in our Shared Unit
10 min	Wrapping Up

Paul Revere's Ride

Henry Wadsworth Longfellow

Listen my children and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,
One if by land, and two if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

Then he said "Good-night!" and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

Meanwhile, his friend through alley and street
Wanders and watches, with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.

Then he climbed the tower of the Old North Church,
By the wooden stairs, with stealthy tread,
To the belfry chamber overhead,
And startled the pigeons from their perch
On the sombre rafters, that round him made

Masses and moving shapes of shade,--
By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town
And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,
In their night encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's tread,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay,--
A line of black that bends and floats
On the rising tide like a bridge of boats.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now he gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle girth;
But mostly he watched with eager search
The belfry tower of the Old North Church,
As it rose above the graves on the hill,
Lonely and spectral and sombre and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns.

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark

Struck out by a steed flying fearless and fleet;
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.
He has left the village and mounted the steep,
And beneath him, tranquil and broad and deep,
Is the Mystic, meeting the ocean tides;
And under the alders that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

It was twelve by the village clock
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.

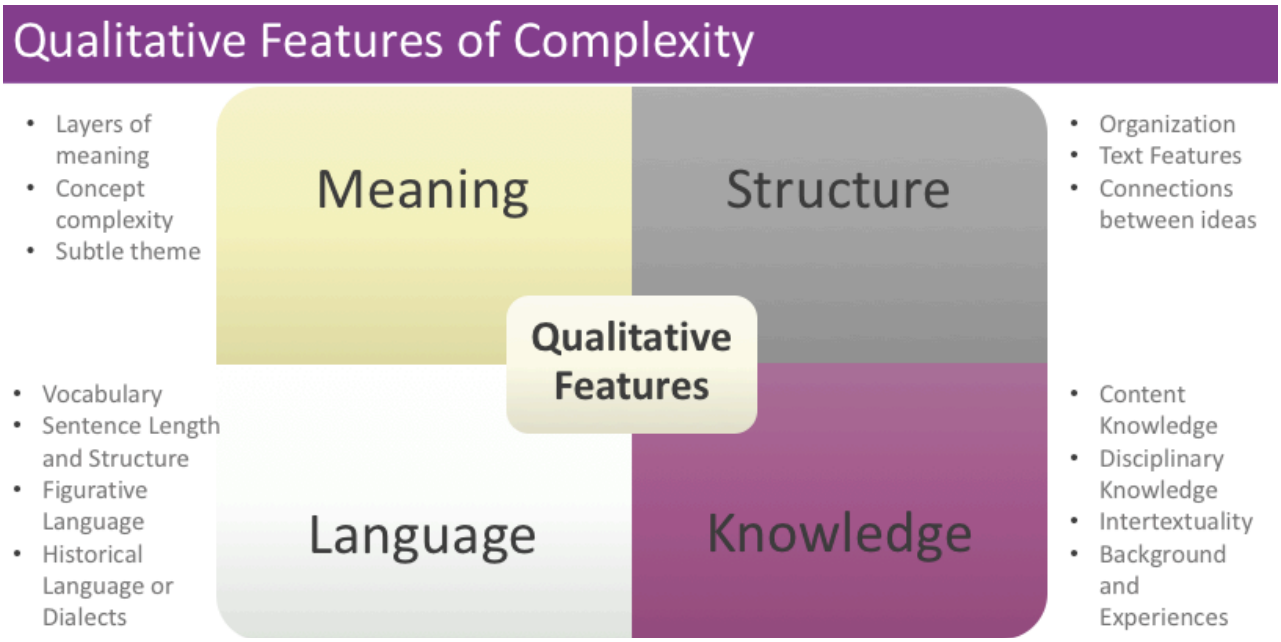
It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meeting-house windows, black and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadow brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket ball.

You know the rest. In the books you have read
How the British Regulars fired and fled,---
How the farmers gave them ball for ball,
From behind each fence and farmyard wall,

Chasing the redcoats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm,---
A cry of defiance, and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo for evermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere.



Find one example of each type of complexity in "Paul Revere's Ride"	
Meaning	**Structure**
Language	**Knowledge**

Let's Discuss!	
Question	**Response**
Explain why quantitative measures along (e.g. Lexile) cannot be used to measure a text's complexity.	
What are the qualitative features that make a text complex?	
How can analyzing text complexity support high-quality instruction?	

ENGLISH LANGUAGE ARTS CONTENT MODULES

Note Catcher: Defining Close Reading in the Guidebooks

ELA Content Module 3, Session 2

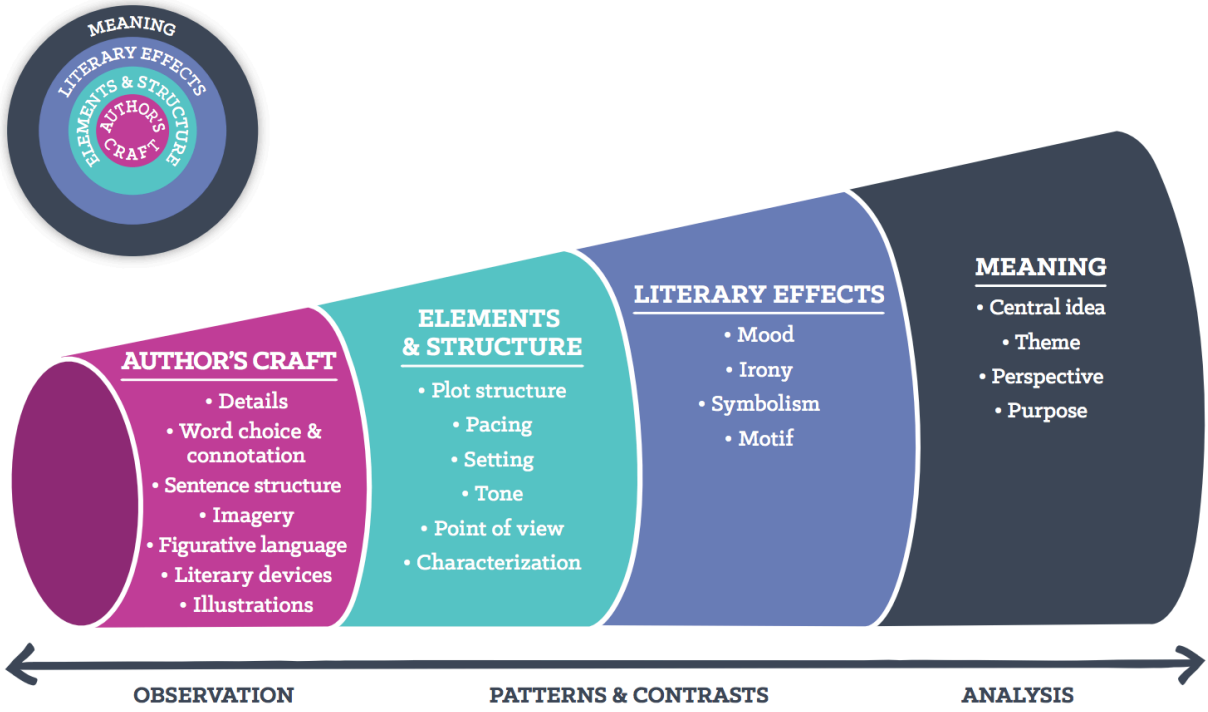
Grades 3-5

Do Now	
Text: 'Twas the night before Christmas, and all through the house Not a creature was stirring, not even a mouse The stockings were hung by the chimney with care In hopes that St. Nicholas soon would be there.	**Questions:** 1. When and where does the poem take place? What evidence from the text makes you think so? 2. What tone does the poem have? What words and phrases in the text make you think so?
How do these text-based questions work together? **How does the second question build from the first one?**	

Session Objectives	Agenda
• Recognize the four circles of understanding within the Reader's Circles • Explore what the Reader's Circles can look like in the Guidebooks • Explain how the Reader's Circles in the Guidebooks helps all students make meaning of complex text	

Time	Task
5 min	Getting Started
35 min	Examining Reader's Circles in "Paul Revere's Ride"
15 min	Analyzing Reader's Circles with the Anchor Text "The Lion, the Witch, and the Wardrobe"
5 min	Reflect & Wrap Up

Reader's Circles



How would you describe Reader's Circles?

Paul Revere's Ride

Henry Wadsworth Longfellow

1 Listen my children and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

2 He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,--
One if by land, and two if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

3 Then he said "Good-night!" and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

4 Meanwhile, his friend through alley and street
Wanders and watches, with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.

5 Then he climbed the tower of the Old North Church,
By the wooden stairs, with stealthy tread,
To the belfry chamber overhead,
And startled the pigeons from their perch
On the sombre rafters, that round him made
Masses and moving shapes of shade,--
By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town
And the moonlight flowing over all.

6 Beneath, in the churchyard, lay the dead,
In their night encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's tread,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay,--
A line of black that bends and floats
On the rising tide like a bridge of boats.

7 Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now he gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle girth;
But mostly he watched with eager search

The belfry tower of the Old North Church,
As it rose above the graves on the hill,
Lonely and spectral and sombre and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns.

8 A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet;
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.
He has left the village and mounted the steep,
And beneath him, tranquil and broad and deep,
Is the Mystic, meeting the ocean tides;
And under the alders that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

9 It was twelve by the village clock
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.

10 It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meeting-house windows, black and bare,
Gaze at him with a spectral glare,

As if they already stood aghast
At the bloody work they would look upon.

11 It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadow brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket ball.

12 You know the rest. In the books you have read
How the British Regulars fired and fled,---
How the farmers gave them ball for ball,
From behind each fence and farmyard wall,
Chasing the redcoats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

13 So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm,---
A cry of defiance, and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo for evermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere.

Paul Revere's Ride: Discussion Questions	
How would you describe the initial atmosphere of the poem (in stanzas 2-7)? Support your answer with evidence from the poem.	
How would you describe the atmosphere in the second half of the poem (stanzas 8-13)? Support your answer with evidence from the poem.	

Paul Revere's Ride: Discussion Questions (continued)	
What do the 'spark' and 'flame' represent in stanza 8? How are they related?	
Did Paul Revere really start a fire? Explain.	
Use evidence from the text to support your thinking!	

Discuss: What does Paul Revere's ride do? Why was his ride so important to the American Revolution?

Capture Your Learning	
Question	**Response**
What are the Reader's Circles and how do they live in the Guidebooks?	
How does the sequence of tasks and questions in the Guidebooks support building understanding of the text?	
Why is it important to implement the Guidebooks with integrity?	

Note Catcher: Re-Thinking the Role of TDQs

ELA Content Module 3, Session 3

Grades 3-5

Do Now	
Text: Twas the night before Christmas, and all through the house Not a creature was stirring, not even a mouse The stockings were hung by the chimney with care In hopes that St. Nicholas soon would be there.	**Questions:** 1. What tone does the poem have? 2. What words and phrases in the text make you think so?
Create an exemplar student response: 1. 2.	

Session Objectives	Agenda
• Understand what a text-dependent question is and the criteria for what makes a strong text-dependent question • Understand the criteria for strong student responses to text-dependent questions • Use the Student Look-Fors and the student response criteria to distinguish between exemplar and non-exemplar student responses to text-dependent questions	

Time	Task
10 min	Getting Started
20 min	What makes a good TDQ?
25 min	Evaluating Student Responses
5 min	Capture Your Learning

NON-Text-Dependent Questions	Text-Dependent Questions
In "Casey at the Bat," Casey strikes out. Describe a time when you failed at something.	What makes Casey's experiences at bat humorous?
In "Letter from a Birmingham Jail," Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.	What can you infer from King's letter about the letter that he received?
The Lion, the Witch, and the Wardrobe tells the story of four siblings who have many adventures in Narnia. Write about an adventure that you have taken with your family.	In *The Lion, the Witch, and the Wardrobe,* how and why does Edmund change?

Based on these examples (and non-examples), how would you describe text-dependent questions? What distinguishes a TDQ from a non-TDQ?

Compare Student Responses	
Student Response #1	**Student Response #2**
The atmosphere at the beginning of the poem is very serious and gloomy. The poet uses many words and phrases that help me to understand this atmosphere. For example, the poet says that it is silent, lonely, somber, and still. All of these words are very serious. The poet also says that the Old North Church is near a graveyard, and mentions the graves and the dead multiple times. Talking about death makes the scene feel gloomy. These words and descriptions in the first half of the poem work together to create a very gloomy and serious atmosphere.	The atmosphere at the beginning of the poem is sad. I think it's sad because the poet talks about graves and the dead. Usually people get upset when they think about graveyards and they might be thinking about their family members who have passed away. So I think that in the beginning of the poem, the poet is trying to make us feel sad.

Standards Progression: Reading Standard 1 *Louisiana Student Standards*				
Grade 2	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences from the text.

Student Look Fors:

Look at the bolded phrases in stanza 8. What does Paul Revere's ride do? Why is his ride important to the American Revolution?

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet:
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And **the spark struck out by that steed, in his flight,**
Kindled the land into flame with its heat.

- **Student Look-Fors (from Grade 4: American Revolution Unit, Lesson 18):**
  - Students should understand that the spark was small, but it started a fire. Similarly, Paul Revere's ride might seem like a small event, but it signaled the start of the Revolutionary War. The colonists had a growing need for freedom from Great Britain. Due to Revere's actions, the colonists were warned and ended up being successful in battle, which helped to encourage the rebellion (i.e., it "spread like wildfire") and continue the fight for freedom.
  - Guiding questions and prompts include :
    - "What does the word 'that' reference?" (Answer: *a spark*)
    - "Why does the poet follow the statement 'That was all!' with 'And, yet!'?" (Answer: *Something small like a spark did something huge, like start a fire across the land.*)
    - "Did Paul Revere really start a fire? What do these phrases mean?" (Answer: *Paul Revere didn't start a fire, but his ride did help stir up the American colonists, which led to the start of the American Revolution.*)

3 Criteria for Strong Student Responses

- ☐ Responds directly to the question asked with a valid assertion drawn from the text.
- ☐ Selects evidence provided from the text that is **relevant** (evidence supports the assertion) and **sufficien**t (enough evidence is given to support the assertion).
- ☐ Is able to clearly articulate a relevant and valid connection between the evidence given and the assertion.

Look at the bolded phrases in stanza 8. What does Paul Revere's ride do? Why is his ride important to the American Revolution?

Gallery Walk: Evaluate Student Responses Does the response capture the key look fors? Does it meet the three criteria? Why/why not?
Student Response #1: According to stanza 8, Paul Revere's ride started the American Revolution. This event was important to the American Revolution because he made sure that the colonists got out and fought against the British. Without Paul Revere, they might not have won.
Student Response #2: Paul Revere's ride was important to the American Revolution because it started a big fire. The poet says that there was a spark that turned the land into a flame. When the colonists were fighting the British, their gunfire might have caused the land to catch on fire and then the colonists won.
Student Response #3: According to stanza 8, Paul Revere's ride was a small but important event that started the American Revolution. The poet says that Paul Revere's ride was a spark that created a flame. He did not really start a fire, but he warned the colonists and helped them to beat the British that night. After that battle, the colonists were determined to keep fighting and win the war. So, even though his ride was not a huge event, it was important to the American Revolution because it helped the colonists continue and win their fight for freedom, which was a big deal. This is what the poet meant by a small spark that kindled a flame.
Student Response #4: According to stanza 8, Paul Revere's ride was a small event that started the entire American Revolution. After Paul Revere's ride, the colonists were able to beat the British and were inspired to keep fighting until they won freedom. The poet says that this event was like a spark that created a flame.

Capture Your Learning	
Question	**Response**
What is a text-dependent question?	
How do text-dependent questions and tasks support students in understanding complex texts?	
What are the criteria for a strong student response?	

Note Catcher: Unpack Direct Vocabulary Instruction in the Guidebooks

ELA Content Module 3, Session 4

Grades 3-5

Do Now
1. Read "Paul Revere's Ride" (beginning on the next page). 2. Highlight vocabulary words you think may be important to teach within this text. 3. Be ready to explain: Which words did you highlight, and why?

Session Objectives	Agenda
• Explain what direct vocabulary instruction is • Apply a 5-step protocol for explicitly teaching vocabulary • Distinguish between words that require relatively more time and attention from those that require relatively less time and attention	

Time	Task
8 min	Getting Started
35 min	Direct Vocabulary Instruction Example and Practice
12 min	How to Determine Which Words Merit More Time and Attention
5 min	Reflect & Wrap Up

Paul Revere's Ride
Henry Wadsworth Longfellow

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Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,
One if by land, and two if by sea;
And I on the opposite shore will be,
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Through every Middlesex village and farm,
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Then he said "Good-night!" and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

Meanwhile, his friend through alley and street
Wanders and watches, with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.

Then he climbed the tower of the Old North Church,
By the wooden stairs, with stealthy tread,
To the belfry chamber overhead,
And startled the pigeons from their perch
On the sombre rafters, that round him made
Masses and moving shapes of shade,--

By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town
And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,
In their night encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's tread,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay,--
A line of black that bends and floats
On the rising tide like a bridge of boats.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now he gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle girth;
But mostly he watched with eager search
The belfry tower of the Old North Church,
As it rose above the graves on the hill,
Lonely and spectral and sombre and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns.

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And beneath, from the pebbles, in passing, a spark
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That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.
He has left the village and mounted the steep,
And beneath him, tranquil and broad and deep,
Is the Mystic, meeting the ocean tides;
And under the alders that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

It was twelve by the village clock
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And felt the damp of the river fog,
That rises after the sun goes down.

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Swim in the moonlight as he passed,
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Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadow brown.

And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket ball.

You know the rest. In the books you have read
How the British Regulars fired and fled,---
How the farmers gave them ball for ball,
From behind each fence and farmyard wall,

Chasing the redcoats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm,---
A cry of defiance, and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo for evermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere.

Convey/explain the meaning of the word “defiance” using your own words and/or pictures.	
Make Connections: “defiance”	
Describe two situations when someone might display defiance.	Brainstorm as many antonyms for the word “defiance” as you can.
Application: Generate a new sentence using the word “defiance”.	

General Protocol for Explicitly Teaching Vocabulary

From the ELA Guidebooks 2.0 Vocabulary Guide

General Protocol for Explicitly Teaching Vocabulary[3]

1. **Presentation**: Present the word or phrase in context.
2. **Definition**: Guide students to use context clues, word parts (i.e., prefixes, root words, suffixes), or word relationships (e.g., synonyms, antonyms, etc.) to develop a student-friendly definition.
3. **Explanation**: Ask students to explain the word or phrase orally or in writing with words and/or pictures.
4. **Connections**: Help students make connections. For example:
   a. Have students classify or compare the new word and phrase with other known words (e.g., identify synonyms or **word families** or write analogies).
   b. Show a short video that illustrates a real-life context.
   c. For English language learners, connect the word to the home language or identify **cognates**.
5. **Application**: Direct students to use the word or phrase in new contexts. For example:
   a. Ask students to answer questions about the text that require them to use the word or phrase.
   b. Have students participate in wordplay or games with the word or phrase, such as acting out the meaning.

What specific actions did we take to address the steps outlined in this process?

Let's Practice! "fled"		
Step	**Planning Considerations**	**Your Task or Question for "fled"**
Step 1: Presentation Present the word or phrase in context.	1. How will you present the word or phrase in context? Consider: • Display or reread the sentence from the shared text. • *Optional:* Create or find an additional example of the word used in context.	
Step 2: Definition Guide students to develop a student-friendly definition.	1. Write a student-friendly definition of the word as it's used in this text. 2. Determine if students are able to figure out the word's meaning, or if you should provide the definition. Consider: • Are there useful context clues? • Are there any word parts? • Might you provide synonyms or antonyms?	Student-Friendly Definition: How will you guide students to define the word?
Step 3: Explanation Ask students to explain the word or phrase orally or using words/pictures.	1. How will you prompt students to explain the word's meaning? 2. Will they do this orally or in writing using words/pictures?	

Let's Practice! "fled"		
Step	**Planning Considerations**	**Your Task or Question for "fled"**

Step 4: Connections
 	
Help students make connections.
	Ideas for Making Connections:
	• Have students classify or compare the new word with other known words.
	  ○ Write analogies
	  ○ Word families
	  ○ Generate synonyms or antonyms
	  ○ Word sorts
	• Show a short video (or picture) that illustrates a real-life context.
	• For English language learners, connect the word to the home language or identify cognates.	

Step 5: Application Direct students to use the word or phrase in new contexts.	Ideas for Application: • Ask students to answer questions about the text that require them to use the word or phrase. • Have students participate in wordplay or games with the word or phrase, such as acting out the meaning. • Ask students to write a new sentence using the word (that demonstrates understanding of the meaning).	

Excerpt from "Which Words Do I Teach and How?"

By David Liben

Teaching words in context and developing students' ability to learn word meaning from context is a rich, essential part of vocabulary instruction. However, choosing the words to spend time on in the context of a complex text—how to sift and winnow those words judiciously and effectively—can be a struggle for teachers. Hiebert (2009) describes three general criteria for determining which words to choose for intensive teaching: 1) words needed to fully comprehend the text, 2) words likely to appear in future texts from any discipline, and 3) words that are part of a word family or semantic network. These criteria serve as useful guideposts, but truly knowing when to stop and teach in context, when to prepare students in advance, and when to teach words more intensively is challenging for even the most seasoned educators. In preparing a text for instruction, teachers frequently find themselves asking, "Which words do I teach, and how much time do I give to this?"

Words that can be quickly explained should be explained in the moment of encounter. This often includes concrete words, words with single meanings, and words reflecting meaning or shades of meaning that are part of the students' experiences. The explanation will enhance and not impede comprehension because it was swift and unobtrusive (Biemiller 2010). Words that need more explanation will ideally be taught in context, and then reinforced after, as these explanations will be more elaborate and time-consuming (Beck McKeown and Kucan 2007, Biemiller 2007). This includes words that are abstract, words with multiple related meanings, and words reflecting meanings or shades of meaning that are likely not part of the students' experience.

The above content is from *Liben, D. (2013). Which Words Do I Teach and How? Retrieved from https://achievethecore.org/content/upload/Liben_Vocabulary_Article.pdf*. This third party content may not be available under the CC-BY license.

Article Source: Liben, D. (2013, Winter). Which Words Do I Teach and How? Retrieved from https://achievethecore.org/content/upload/Liben_Vocabulary_Article.pdf

Revisit "Paul Revere's Ride"	
Identify a word that merits LESS time	**Identify a word that merits MORE time**
Explain your rationale.	*Explain your rationale.*

Capture Your Learning	
Question	**Response**
What is direct vocabulary instruction and what does it look like?	
Name and explain each of the 5 steps outlined in the General Protocol for Explicitly Teaching Vocabulary.	
How do you distinguish between words to spend more or less time on?	

Note Catcher: Speaking and Listening

ELA Content Module 3, Session 5

Grades 3-5

Do Now
Think about text-based discussions your students have engaged in this year. • What makes a discussion successful? • What makes a discussion unsuccessful?

Session Objectives	Agenda
• Identify characteristics of a high-quality classroom conversation • Describe five steps in preparing for classroom conversations that are productive • Explain how effectively planning classroom conversations can increase your students' understanding of a text, as well as their ability to communicate that understanding	

Time	Task
5 min	Getting Started
10 min	Classroom Conversation Case Study
40 min	Preparing for Classroom Conversations
5 min	Capture Your Learning

Case Study: "Paul Revere's Ride" Conversation

The following transcript is an excerpt of a 4th grade classroom conversation as part of the American Revolution unit. In lessons 17-18, students closely read "Paul Revere's Ride" by Henry Wadsworth Longfellow. Below is a transcript of the beginning of a discussion that centers on analyzing the effect that Paul Revere's Ride had on the colonists and the war.

Teacher: Over the last two days we've been reading the poem *Paul Revere's Ride*. We've read the poem several times, written summaries and analyzed the author's word choice by determining how it impacts the meaning of the text. Today, we're going to dive even deeper into the meaning of the text by looking at a shift that occurs and what it means about Paul Revere's Ride. Does everyone have a copy of the poem out to refer to?

Students take out copies of the text.

Teacher: So, let's quickly review. Who can summarize the first half of the poem?

A student responds with a brief accurate summary.

Teacher: And what was the initial atmosphere like in the first half of the poem? What are a couple of words that helped us understand that?

Tyler: The first half of the poem was kind of spooky and quiet. The poet used words like 'somber' and 'silence' a lot.

Teacher: Good! And how about the second half, after Paul Revere gets his signal and starts off on his horse? What was the atmosphere like then?

Mya: All of the sudden it became louder and a little exciting. The poet used words like 'bleating' and 'blowing,' and talked about fire.

Teacher: You're right, there is definitely a difference between the tone of the first and second halves. With that in mind, here's our discussion question: What does Paul Revere's ride do to the colonists? Take a minute to think, look back at your text, and then we'll share ideas. *(teacher waits until most students seem ready to proceed)* Jasmine?

Jasmine: I think that Paul Revere's ride woke people up.

Teacher: So you think that Paul Revere caused people to wake up. It was the middle of the night, after all. But can you expand on what you mean? I think he woke them up in a bit of a different way.

Jasmine: I think he, like, woke them up so that they wanted to finally fight against the British.

Teacher: Can anyone add to Jasmine's idea?

Brian: Yes, I can. I think what Jasmine is saying is that Paul Revere's ride caused people to really 'wake up' and, you know, made them want to fight the British even if they might not have wanted to fight before. He kind of got them fired up and ready to fight and started the Revolutionary War.

Teacher: That's a very interesting idea, Brian, what evidence do you have to support it?

Brian: Well, it says in the second to last stanza that after Paul Revere's ride, the farmers gave the British 'ball for ball,' which means they fought well.

Teacher: OK, so we know that his ride helped them to fight in that one battle. But you and Jasmine said that his ride helped them want to start an entire war. Can anyone find evidence that what they're saying is true?

Jessica: Yes, in the last stanza the poet says that Paul Revere's warning was 'a voice in the darkness, a knock at the door, and a word that shall echo for evermore!'

Teacher: Are there any other lines that go along with this idea of Paul Revere's ride inspiring colonists to fight against the British and start a war?

Juan: He also says in stanza 8 that Paul Revere's ride was like a spark that kindled an entire fire. Not a real fire, but his ride was one small thing that inspired colonists and spread throughout the colonies. The 'fate of a nation was riding that night' means that the whole war was depending on this moment and that we wouldn't have a nation without it.

Teacher: Thanks, Juan. I think you're right – this shows that it was important to our country's entire history. Let's underline the lines in stanza 8 about the spark kindling a fire in the poem, starting with "And beneath…" all the way to the word "heat."

Students underline.

Teacher: Now I'm going to ask you to have a short conversation with your elbow partner for two minutes. Summarize what we have just discussed – why was Paul Revere's ride so important to the American Revolution?

Students discuss for two minutes.

Teacher: Okay, let's hear from April and Joshua. Why was Paul Revere's ride so important to the American Revolution?

April: Well, we think it was so important because he woke people up and made them interested in fighting back against the British.

Teacher: Joshua, can you say more about that?

Joshua: Well, before there were a lot of colonists who may not have really wanted to fight the British, but after his ride, they fought and won a big battle. Then they were able to see that they could win, and they were inspired to keep going.

Teacher: Let's hear from some other groups. Does anyone have anything to add? I'll record our ideas on this chart.

Other groups share ideas.

Teacher: It seems like you have done some really good thinking about the importance of Paul Revere's ride to the American Revolution. Now we're going to do some thinking about how the language in the poem itself mirrors the thoughts and actions of the colonists in real life. Let's move into our table groups for this one.

Students move into 4-person groups. The teacher writes 2 new questions on the board.

Teacher: Before we begin, let's take out our conversation stems to help us prepare for this discussion.

Students take out Conversation Stems

Teacher: Remember, we have been working on elaborating on other's ideas. Which conversation stems on your sheet might help you to build off or add on to what your classmates are saying?

Malik: This one: "Adding to what you said,…"

Trinity: Here's another one; "I agree, and I want to add that..."

Teacher: Excellent. I'd like everyone to put a check mark next to those two and try to use at least one of them in your group conversation today.

Students put check marks next to those two Conversation Stems.

How do you prepare for text-based conversations? *From the Guidebooks "Classroom Conversation Guide"*	
Step 1	Know the Text
Step 2	Create a Supportive Environment
Step 3	Establish Norms and Procedures
Step 4	Purposeful Planning
Step 5	Use Talk Moves

Student Look Fors: Discussion Questions

What does Paul Revere's ride do for the colonists? Why was his ride important to the American Revolution?

Guiding Questions and Prompts (from Grade 4: American Revolution Unit, Lesson 18):

- "Did Paul Revere really start a fire? What do the phrases in stanza 8 mean?" (Answer: *Paul Revere didn't start a fire, but his ride did help stir up the American colonists, which led to the start of the American Revolution.*)

Student Look-Fors:

- Students should understand that the spark was small, but it started a fire. Similarly, Paul Revere's ride might seem like a small event, but it signaled the start of the Revolutionary War. The colonists had a growing need for freedom from Great Britain. Due to Revere's actions, the colonists were warned and ended up being successful in battle, which helped to encourage the rebellion (i.e., it "spread like wildfire") and continue the fight for freedom.

Summarize: **What are the key understandings students should demonstrate in this conversation?**

Video Analysis	
What norms and procedures are evident in this lesson?	How does the teacher hold students accountable to meeting these expectations?

Teacher Talk Moves[1]

Use these prompts during discussions to guide students in taking ownership of their thinking and meeting the following goals.

Goal One: Students clearly express their ideas through writing or speaking.

- Take 60 seconds to write your response or share your answer with a partner.
- What do you think about ____?
- How did you answer (the question)?
- What is the most important idea you are communicating?
- What is your main point?

Goal Two: Students listen carefully and clearly understand others' ideas presented in writing or speaking.

- Let me see if I heard you correctly. You said ____.
- I heard you say ____. Is that correct?
- Put another way, you're saying ____.
- Say more about ____.
- I'm confused when you say ____. Say more about that.
- Give me an example.
- Who can rephrase what ____ said?

Goal Three: Students provide evidence and explanation to support their claims.

- What in the text makes you think so?
- How do you know? Why do you think that?
- Explain how you came to your idea.

Goal Four: Students establish new ways of thinking by elaborating on or challenging the thoughts of others.

- Who can add to what X said?
- Who agrees/disagrees with X?
- Who wants to challenge what X said? Why?
- How does that idea compare with X's idea?
- What do you think about X's idea?
- Whose thinking has changed as a result of this conversation? How and why has it changed?
- Now that you've heard ____(summarize the conversation so far)____, what are you thinking? What are you still wondering about?

Wait time is useful for meeting each conversation goal. Allow enough time after asking a question for students to think through their responses and before responding to student responses to encourage students to add more information.

[1] Adapted from https://www.nsta.org/conferences/docs/2015SummerInstituteElementary/NineTalkMovesFromTERC.pdf.

Let's Discuss!	
What are the characteristics of a high-quality classroom conversation?	
How do the five planning steps we discussed today ensure text-based conversations are productive?	

ENGLISH LANGUAGE ARTS CONTENT MODULES

Note Catcher: Preparing to Teach

ELA Content Module 3, Session 6

Grades 3-5

Do Now
When you teach a lesson, how do you know that students have achieved the goals you've set? What types of evidence of student learning (i.e. assessments, writing pieces, work samples) do you find most helpful in measuring student progress?

Session Objectives	Agenda
• Explain the process and purpose of the Inquiry Cycle • Understand the characteristics of actionable evidence of student learning • Begin the Inquiry Cycle: create a plan for leading a discussion and collecting evidence of student learning	

Time	Task
5 min	Getting Started
10 min	Understanding the Inquiry Cycle
35 min	Preparing to Teach and Collect Evidence
10 min	Reflect & Wrap Up

ENGLISH LANGUAGE ARTS CONTENT MODULES

Planning a Productive Classroom Conversation

Inquiry Cycle Question: *Can my students cite relevant and specific textual evidence to support conclusions drawn from a text?*

Name: **Grade:**
Unit: **Lesson(s):**

STEP ONE: Ensure you have a deep understanding of the text or topic under discussion and student look-fors.

Text *What text will students read to prepare for this discussion?*	**Big Idea** *What is the "big idea" you want students to understand about this text?*
Student Look Fors *What do you want to hear students talking about in this discussion?*	

STEP TWO: Create an environment which supports all students in engaging in productive conversations.

Grouping	
How will you group students for this discussion?	**Why? How does this grouping support all students in engaging in the discussion?**

Look at the Conversation Stems Resource Sheet for your grade level. Below list at least 2 conversation stems that may be helpful to your students during this discussion.

Conversation Stem	Purpose

STEP THREE: Establish consistent norms and procedures for conversations.

Below, list the norms your class will use for this conversation (Use previously established norms or see the *Conversations* Approach Guide for sample norms). Underline the norm(s) you will focus on during this lesson.

STEP FOUR: Identify the purpose of and provide guiding questions for each conversation.

The purpose of this discussion is to deepen student understanding of the text through conversation. From the Guidebook lesson you have chosen, what is the text- based focusing question for this discussion? What other guiding or probing questions may you need to ask?

STEP FIVE: Guide conversations with "talk moves" to determine student understandings and misconceptions.

Read through the "Teacher Talk Moves" Sheet. Below list at least 3 teacher talk moves that may be helpful during this discussion.

Talk Move	Purpose

Evidence Collection Guide

Below is an example evidence collection tool based on the classroom discussion about the poem *Paul Revere's Ride.* You will create your own version of this document by inserting your discussion question for the text your students will be discussing.

Important notes:

- Students will record their thinking on this sheet ***after*** the classroom conversation.
- Student responses should be brief, and take no more than 10 minutes to complete.

Name: _____ Date: _____

Reflect on what you have learned from carefully reading the text and from our discussion. Then, briefly respond to the question below.

Questions:

What did Paul Revere's ride do for the colonists?

Why was Paul Revere's ride important to the American Revolution?

Your Response:

Paul Revere's ride motivated and inspired the colonists to finally fight back against the British. He woke the people up to fight and they won a battle, which made them more confident and able to launch a war against the British. His ride was what started the American Revolution, which makes it very important. Without Paul Revere, the colonists may have never fought back, and we might not have the United States today.

Complete the following chart. Choose at least 2 pieces of evidence from the text to support your answer and briefly explain how each piece of evidence supports your answer to the question.

Evidence from the text (quote or write in your own words)	Stanza #	How this evidence supports my answer
And beneath, from the pebbles, in passing, a spark *Struck out by a steed flying fearless and fleet;* *That was all! And yet, through the gloom and the light,* *The fate of a nation was riding that night;* *And the spark struck out by that steed, in his flight,* *Kindled the land into flame with its heat.*	8	This shows that Paul Revere's ride was a small event but it started a 'flame.' It is not talking about an actual fire, but about how the ride inspired and motivated colonists to fight.
You know the rest. In the books you have read *How the British Regulars fired and fled,---* *How the farmers gave them ball for ball,* *From behind each fence and farmyard wall*	13	This confirms how the British lost the battle. They 'fired and fled' or ran away, and the colonists (including farmers) put up a good fight.

ENGLISH LANGUAGE ARTS CONTENT MODULES

Name: _____ Date: _____

Directions: Reflect on what you have learned from carefully reading the text and from our discussion. Then, briefly respond to the question below.

Question:

Your Response:

Complete the following chart. Choose at least 2 pieces of evidence from the text to support your answer and explain how each piece of evidence supports your answer to the question.

Evidence from the text (quote or write in your own words)	Page # Para-graph	How this evidence supports my answer

Capture Your Learning	
Question	**Response**
What is the cycle of inquiry and what purpose does it serve?	
Name and briefly explain the 5 “steps” in the cycle of inquiry.	
What are your three next steps before we meet again in Module 4?	

CONVERSATIONS

The goal of English language arts (ELA) is for all students to read, understand, and express their understanding of complex, grade-level texts. Whether listening to texts read aloud, engaging in conversations with peers or the teacher, or delivering a formal presentation, oral language plays a critical role in the development of this goal. Across grades K-12, the standards for speaking and listening ask students to have a variety of productive conversations in different groupings with diverse partners (SL.1), listen actively to develop understanding of a text, topic, or idea (SL.2 and SL.3), present their evidence-based ideas formally to various audiences (SL.4), and use visuals and language during collaboration that are appropriate to the task (SL.5 and SL.6).

The English Language Arts Guidebooks 2.0 lessons provide multiple opportunities for students to develop their oral language ability and to engage in productive conversations. Productive conversations allow students to express their ideas through writing or speaking, listen carefully and understand the ideas presented in writing or speaking, provide evidence to support their claims, and establish new ways of thinking by elaborating on or challenging the thoughts of others.[1]

What does a productive conversation look like? Academic Discussions: Analyzing Complex Texts

The following steps help teachers to prepare for classroom conversations that are productive.

STEP ONE: Ensure you have a deep understanding of the text or topic under discussion and student look-fors.

Prior to engaging in the unit, read all the texts in the unit and review the unit assessments. Doing this will better equip you to focus on and pull out the big ideas of each text so that student conversations focus on what is most important for students to understand. Prior to engaging in a particular conversation, review the student look-fors provided in the Teaching Notes. These are exemplar responses aligned to the grade-level standards. They capture the thinking students should be expressing during the conversation.

Materials

- Access the Text Access page from the unit page to locate all the texts in the unit.
- Access the Assessment Overview page from the unit page to locate the prompts for the end of unit assessments.
- Use the **unit road map** to capture your thinking from the text and assessment review.

STEP TWO: Create an environment which supports all students in engaging in productive conversations.

During the unit, prioritize classroom conversations. This means setting up an environment in which all student ideas are valued and heard and carving out time for classroom conversations. Students must feel safe both to share their ideas at the risk of being wrong and to revise their thinking based on the ideas of others. This also means that lessons might take longer than indicated. The suggested pacing is a guide, not a mandate. If the suggested pacing for a slide is 15 minutes out of a 45-minute lesson, the same ratio of time (e.g., 30 minutes out of 90-minute lesson) should be considered when determining lesson timing.

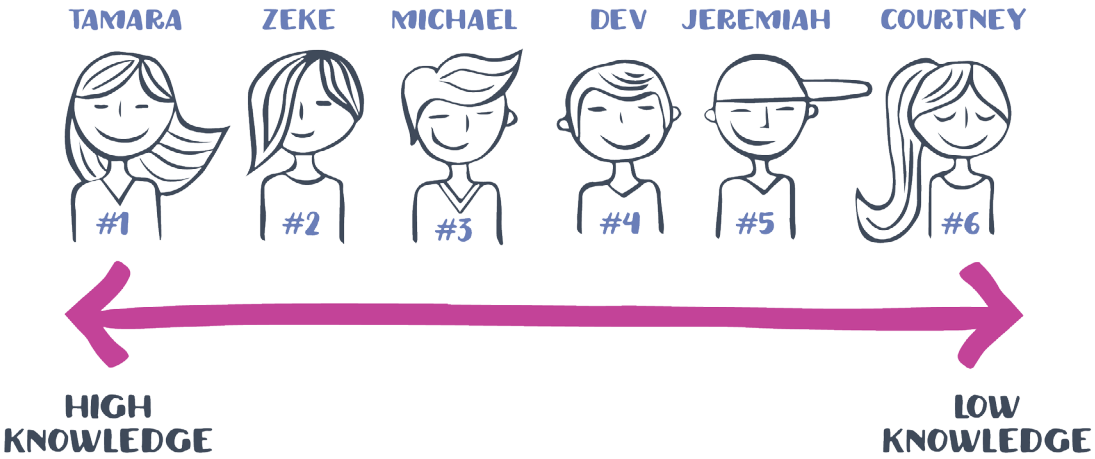
Throughout the guidebook lessons, it says, "Divide the class into pairs/groups using an established classroom routine." Be sure to structure student groups in different configurations purposefully throughout the units. There are many factors to consider when pairing/grouping students, such as content knowledge, social skill levels, and language proficiency. Student grouping needs to be varied and groups should sometimes be self-selected based on common interests.

Homogenous groups or same-ability groups work well for specific tasks like problem solving. For example, two students learning English as a new language might collaborate in their home language as they work on tasks to be completed in English. Heterogeneous groups or mixed-ability groups work well for cooperative learning experiences, as all students get the chance to develop their thinking and language abilities. For example, a cooperative learning experience might be one in which each team

1 Michaels, S., & O'Connor, C. (2012). *Talk Science Primer* [PDF]. Cambridge, MA: TERC. Retrieved from https://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf

member is assigned a task based on his or her ability to accomplish and share with the rest of the team. When grouping students with different abilities, be sure that each student is held accountable for demonstrating understanding. For example, a student learning English as a new language can orally dictate a response while a student with higher English proficiency writes the response. Students canthen swap roles for the next task.

To form heterogeneous groups, start by identifying the task to be completed. Use that knowledge to determine which factor is most important for the success of the group work. For example, if the task is a debate, students' social skill levels might be more important for the success of the group work than content knowledge. Create a continuum from high-to-low for the selected factor. For each class of students, place the names in order on the continuum. Then, number the names. Start grouping students so that the ability levels are more closely matched. For example, out of a class of 24 students, place student #1 with student number #13, student number #2 with student number #14, and so on.



Once all students have been matched, look at the groups and consider other factors. For example, placing an extremely extroverted student with an extremely introverted student may not be a very productive grouping even if they are more closely matched in content knowledge. If you have English language learners in your classroom, also consider students' language proficiency when forming pairs and groups. Similar to the numbering system above, students with high language proficiency are best paired with students with intermediate language proficiency and students with low language proficiency also pair well with students with intermediate language proficiency. Balance any mismatched pairing/groups.

Materials

- **Example** of how to structure an environment for conversations

STEP THREE: Establish consistent norms and procedures for conversations.

Part of establishing a safe environment for student conversations is establishing agreed-upon norms and procedures for classroom conversations at the beginning of the school year that will apply every time there is a conversation. These norms and procedures should be presented, discussed, and modeled with students to ensure there is agreement. These norms and procedures should also be posted in the classroom or provided to students.

Sample norms and procedures:

- I will be listening for both what you say (knowledge/content) and how you say it (skills/behaviors).
- Each member in a pair/group is held accountable for contributing to the group (e.g., one student writes a response while another student revises and edits the response, or each group member completes and shares an individual task (assigned based on individual levels of language proficiency) with the team).
- Every conversation will begin with setting a goal for the conversation and end with a reflection on our success in meeting that goal.

As students engage in conversations throughout the year, provide feedback on the extent to which they uphold the norms and follow the procedures. As needed, provide explicit instruction on norms or procedures that need improvement. For example, if most students are having difficulty using academic language in their conversations, script what students say during a conversation and share the script with the class. Discuss ways to improve future conversations using the conversation stems or provide sentence frames/models of turn-taking to guide student conversations during group work.

Materials

- Example norms:
  - » http://www.lawanddemocracy.org/discussionnorms.htm
  - » http://www.edchange.org/multicultural/activities/groundrules.html
  - » http://www.litcircles.org/Discussion/teaching.html
  - » http://edprodevelopment.com/wp-content/uploads/conversation-norms.docx
- Establishing classroom norms:
  - » Participation Protocol for Academic Discussions
  - » Planning for Turn and Talk
  - » Implementing Turn and Talk
- Give students access to the conversation stems (example) and prompt them to use them during conversations.
- Prompt students to reflect on the success of their conversations through the discussion reflection.

STEP FOUR: Identify the purpose of and provide guiding questions for each conversation.

Prior to engaging in a conversation, identify the purpose of the conversation and its connection to the unit focus or the text under study. Identify the main conversation question as well as the guiding questions and prompts included in the Teaching Notes with the lesson. Review how these questions lead to the student look-fors in the Teaching Notes. Consider your students and adapt and/or add questions that will most directly lead to students providing responses similar to the student look-fors. During the conversation, explicitly state the purpose of the conversation for students and remind students of the conversation norms.

Materials

- Review the student look-fors in the Teaching Notes that go with the conversation. These provide content expectations for the conversation.

STEP FIVE: Guide conversations with "talk moves" to determine student understandings and misconceptions.

Engaging in productive classroom conversations can help students develop more complex thought and can reveal their misunderstandings. Use these conversations as an opportunity to keep track of and guide student learning. As students reveal their misunderstandings, it is important to help them revise their thinking. Having illogical conversations or conversations about inaccurate content could harm rather than support student learning.

As students engage in conversations, be sure to monitor what they are saying and how they are saying it.[2] If students are not providing responses similar to the student look-fors for the lesson, use "talk moves" to guide them to explain their reasoning, revise their responses, or think more deeply about the text or topic under discussion. Keep track of students' progress in conversations by tracking student responses and/or scripting conversations. Be sure to provide feedback to students as suggested in Step Three.

Materials

- Use a discussion tracker (example), provided in the Additional Materials for the lesson. Adapt the discussion tracker to include the specific expectations for your students.
- View this video of a teacher using a discussion tracker in the classroom.
- Read pages 13-20 of this article[3] about using talk moves in the classroom.
- Access teacher talk moves to guide students in more productive conversations.
- See the use of talk moves in action in an English language development classroom.

2 Students learning English as a new language should be encouraged to engage in conversations with imperfect language. Hold them accountable for what they are saying and support them in how they are saying it.

3 Michaels, S., & O'Connor, C. (2012). *Talk Science Primer* [PDF]. Cambridge, MA: TERC. Retrieved from https://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf

Teacher Talk Moves[1]

Use these prompts during discussions to guide students in taking ownership of their thinking and meeting the following goals.

Goal One: Students clearly express their ideas through writing or speaking.

- Take 60 seconds to write your response or share your answer with a partner.
- What do you think about ____?
- How did you answer (the question)?
- What is the most important idea you are communicating?
- What is your main point?

Goal Two: Students listen carefully and clearly understand others' ideas presented in writing or speaking.

- Let me see if I heard you correctly. You said ____.
- I heard you say ____. Is that correct?
- Put another way, you're saying ____.
- Say more about ____.
- I'm confused when you say ____. Say more about that.
- Give me an example.
- Who can rephrase what ____ said?

Goal Three: Students provide evidence and explanation to support their claims.

- What in the text makes you think so?
- How do you know? Why do you think that?
- Explain how you came to your idea.

Goal Four: Students establish new ways of thinking by elaborating on or challenging the thoughts of others.

- Who can add to what X said?
- Who agrees/disagrees with X?
- Who wants to challenge what X said? Why?
- How does that idea compare with X's idea?
- What do you think about X's idea?
- Whose thinking has changed as a result of this conversation? How and why has it changed?
- Now that you've heard ____(summarize the conversation so far)____, what are you thinking? What are you still wondering about?

Wait time is useful for meeting each conversation goal. Allow enough time after asking a question for students to think through their responses and before responding to student responses to encourage students to add more information.

[1] Adapted from https://www.nsta.org/conferences/docs/2015SummerInstituteElementary/NineTalkMovesFromTERC.pdf.

Conversation Stems for Grades 3-5[1]

If you want to express your ideas clearly...

Listener Prompt	Speaker Response
• What do you think about ____? • How did you answer __[the question]__?	
• What is the most important idea you are communicating? • What is your main point?	• Overall what I'm trying to say is ____. • My whole point in one sentence is ____.

If you want to make sure you are listening carefully and clearly understand the ideas presented...

Listener Prompt	Speaker Response
• You said ____. Did I hear you correctly? • I heard you say ____. Is that correct? • Put another way, are you saying ____?	• Yes/no. I said ____.
• Tell me more about ____. or Say more about ____. • I'm confused when you say __. Say more about that. • Give me an example.	• Sure. I said __[restate what was said and add further explanation or examples]__. • An example is ____ because __[explain why]__.
• Who can rephrase what X said?	• X said ____.

If you want to dig deeper and provide evidence to support your claims...

Listener Prompt	Speaker Response
• What in the text makes you think so? • How do you know? Why do you think that? • Explain how you came to your idea.	• According to the text ____. This means ____. • If you look at ____, it says ____. This means ____. • I think ____ because ____.

If you want to establish new ways of thinking by elaborating on or challenging the thinking of others...

Listener Prompt	Speaker Response
• Who can add to what X said?	• Adding to what X said, ____. • I agree, and I want to add ____.
• Who agrees/disagrees with X?	• What X said supports what I am saying because ____. • I agree/disagree with X because ____. • I see it similarly/differently because ____.
• How does that idea compare with X's idea? • What do you think about X's idea?	• X's point ____ is important/flawed because ____.
• Whose thinking has changed as a result of this conversation? How and why has it changed?	• Before I thought ___, but now I think ___ because ___. • My new thinking is ____ because ____.
• Now that you've heard __[summarize the conversation so far]__, what are you thinking? What are you still wondering about?	• I still think ____, but now I wonder ____.

[1] Adapted from Michaels, S., & O'Connor, C. (2012). *Talk Science Primer* [PDF]. Cambridge, MA: TERC. Retrieved from https://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf

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