

CHALK TALK:

Discourse That Delivers

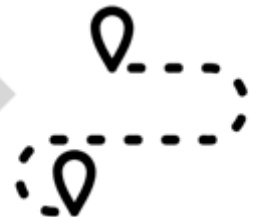
Presented by: Tonya Gurley and
Kristen Dixon



**TO RECEIVE CREDIT FOR THIS SESSION,
MAKE SURE YOU COMPLETE THE
SURVEY AT THE END**



Northwest ISD
Professional Learning Expectations
A Culture of Learning

- P** PARTICIPATE POSITIVELY 
- L** LISTEN FOR AND SHARE DIFFERENT PERSPECTIVES WITH RESPECT 
- N** NAVIGATE LEARNING WITH A GROWTH MINDSET 
- I** IDENTIFY HOW YOU WILL APPLY THIS LEARNING TO YOUR WORK 
- S** SET GOALS AND PLAN NEXT STEPS 
- D** DEMONSTRATE PROFESSIONALISM 

**PROFESSIONAL
LEARNING
NORMS HELP US
SECURE A WIN!**

LEARNING TARGET

Today I will explore the importance of student discourse.

so I can increase student achievement, engagement, and thinking.

I know I'll have it when I have practiced strategies for student discourse and am ready to apply this in my classroom.



AGENDA

WHY STUDENT
DISCOURSE?

TYPES OF STUDENT
DISCOURSE

LET'S CHAT!



WHY DISCOURSE?



**"THE PERSON DOING
THE TALKING IS THE
PERSON DOING THE
LEARNING." —
DOUGLAS FISHER**

**WHO DOES
MOST OF THE
TALKING IN
YOUR
CLASSROOM?**

DISCOURSE DRIVES THINKING!

**DEVELOPS
ACADEMIC LANGUAGE**

**INCREASES
RETENTION OF CONTENT**

**INCREASES OWNERSHIP
AND ENGAGEMENT**

**BUILDS
DEEP UNDERSTANDING**

**MAKES
CONNECTIONS**

WHAT DO YOU NOTICE?

Academic Discourse

IN ONE SENTENCE:

- Academic discourse uses dialogue within the learning environment in order to gain and communicate deeper understanding of content through reasoning, argument, explanation, or questioning of ideas.

RESEARCH:

- John Hattie's research states that Classroom Discussion has an [effect size of 0.82](#). Anything over 0.40 has an impact on student learning which can lead to more than one year's growth in one year's time. This means that the typical student who routinely engages in meaningful classroom discussions has the potential to gain two years of academic growth in one year.
- Rich academic discourse contributes to authentic participation, ownership of learning, and challenges student thinking. (ASCD Express, Volume 14, Issue 22)

WHAT'S THE POINT?

- To build language, knowledge, and deeper understanding through discussing content verbally.
- Rich academic discussions can be powerful tools to build:
 - Reinforces literacy skills such as listening and speaking
 - Academic vocabulary to construct and communicate meaning
 - Critical thinking skills, creativity, engagement, and motivation
 - Content understanding and aid in retaining information
 - Empathetic relationships and understand multiple perspectives
- Academic discourse is grounded in norms and used by learners to participate, think critically and reflect on ideas, as opposed to a simple conversation.

HOW IS ACADEMIC DISCOURSE USED BY TEACHERS?

Teachers use academic discourse:

- To create student-centered learning opportunities
- To formatively assess learning through student conversations and questions
- To build and reinforce academic language and skills
- To expose students to conversational cues and structures
- To meet the diverse needs of each student through a variety of speaking and listening skills.
- To support the social-emotional capacity and development of students

HOW IS ACADEMIC DISCOURSE USED BY STUDENTS?

Students use academic discourse:

- To learn from peers through classroom interactions and problem solving
- To listen and communicate with others
- To provide opportunities for new thinking
- To explore unique perspectives, support ideas, and provoke critical thinking
- To practice using academic content vocabulary

TALK MOVES

Mastering the Talk Moves: Building a Culture of Classroom Conversation

Introduction for Teachers: Build Culture One Step at a Time

- 😊 Introduce moves individually to give students time to learn the hand signals, sentence starters, and the cognitive meaning behind each action.
- 😊 Use these moves to create a classroom environment where students are regularly expected to listen and respond to one another's ideas.



ANSWER



Purpose
Indicates a student has had enough time to think and is ready with an answer.

Starters
I have an idea...
I'm thinking...
I'm ready to answer.

REPEAT



Purpose
Shows the student heard a classmate and can restate their point.

Starters
I can paraphrase what ___ said.
I heard what ___ said and can revoice it.

CLARIFY



Purpose
Reiterating a peer's response to make it more clear.

Starters
He is saying that...
In other words...
Another way to say it is...

CONFUSED



Purpose
Indicates the student is unsure of the question, the answer, or the conversation content.

Starters
Could you say that again?
I don't understand.
I'm not following the conversation.

SUPPORT



Purpose
Used to offer proof or evidence from a text or source.

Starters
In the text it states...
For example...
That's true because...

AGREE



Purpose
Shows agreement with a peer's statement.

Starters
That's what I was thinking.
I believe that as well.
___ is on the right track.

DISAGREE



Purpose
A respectful way to indicate an alternative opinion or response.

Starters
I respectfully disagree with...
I have a different thought.
Another way to look at it is...

ADD ON



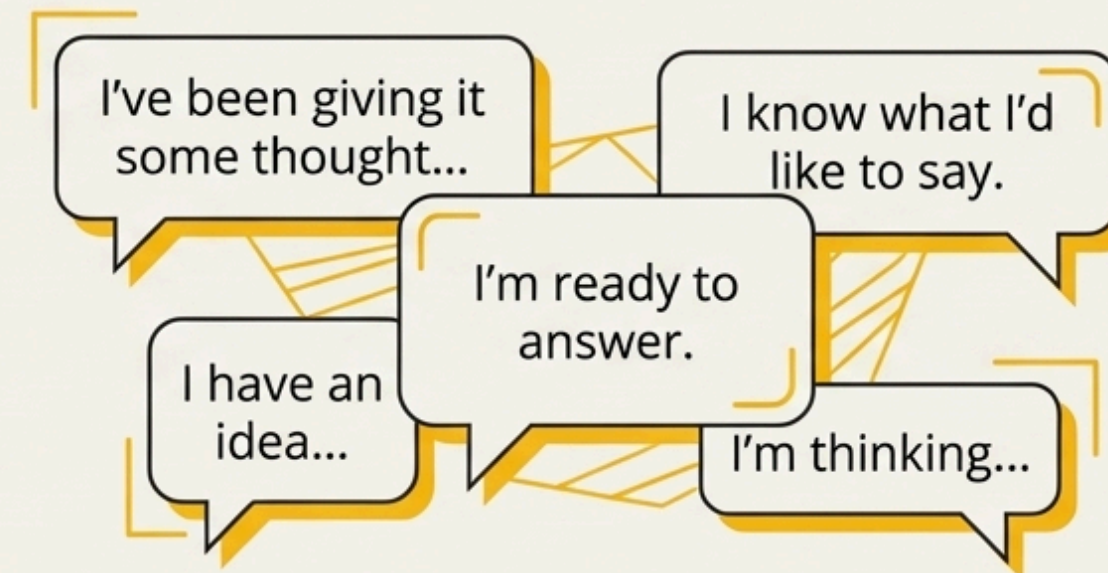
Purpose
Indicates a student wants to build upon or add to a peer's original idea.

Starters
I would add that...
Building on what ___ said,
I can add...
In addition...



ANSWER

Used to indicate that a student has had enough time to think and is prepared with an answer.



NotebookLM





REPEAT

Reveals the student heard what a classmate said and can successfully restate it.

I can restate what he said.

I can paraphrase what ____ said.

I heard what ____ said and can revoice it.

I heard ____ say that...

I listened and can repeat it.

NotebookLM





CONFUSED

Indicates a student is unsure of the question, the answer, or the content of the conversation.

HELP! I'm lost.

I'm not following the conversation.

I need someone to repeat and/or clarify what was said.

Could you say that again?

I don't understand.

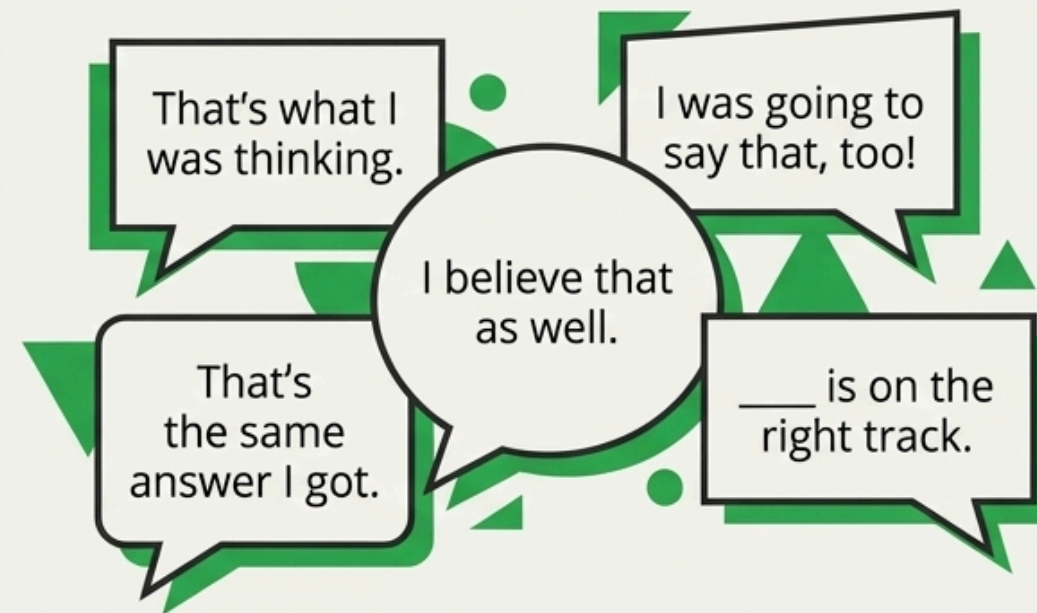
NotebookLM





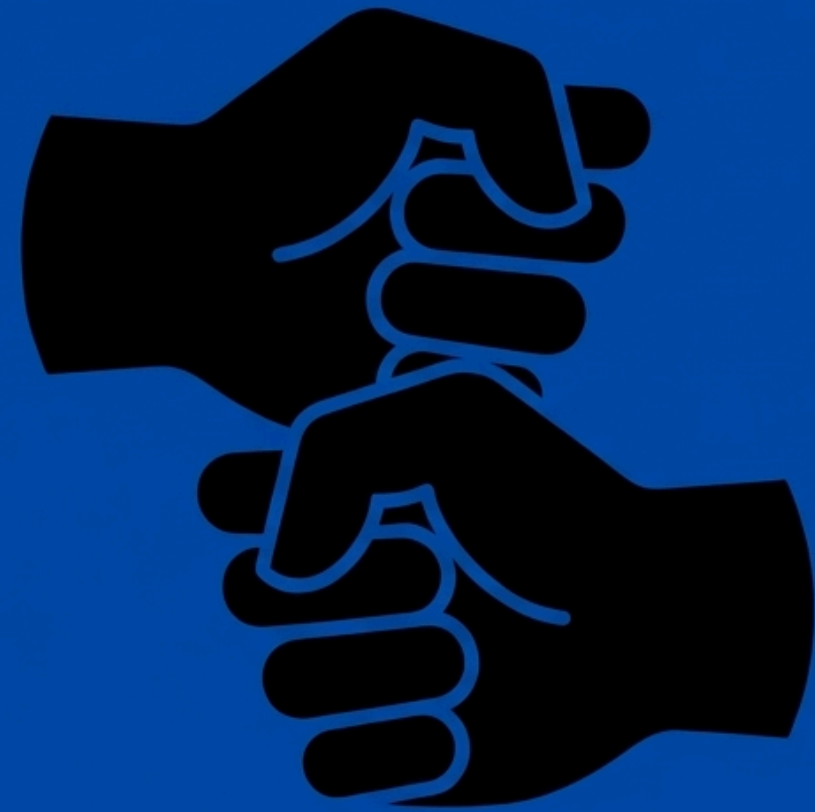
AGREE

Allows a student to show agreement with a speaker without interrupting the flow of conversation.



NotebookLM





ADD ON

Represents that a student would like to add or build onto a peer's original idea.

In addition...

Building on what ___ said, I can add...

When ___ said that, it made me think about...

I would add that...

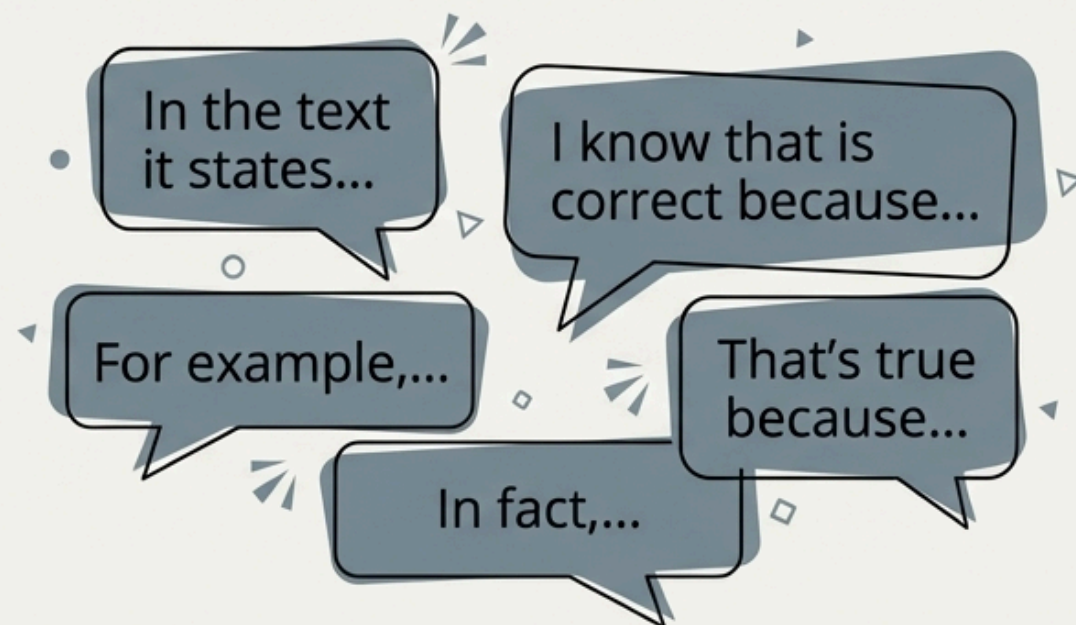
NotebookLM





SUPPORT

Students use their hands to reveal that they can offer proof or concrete evidence for an idea.



NotebookLM





DISAGREE

A respectful way to indicate an alternative opinion or divergent response to the current thread.

I have a different thought.

I'm wondering about...

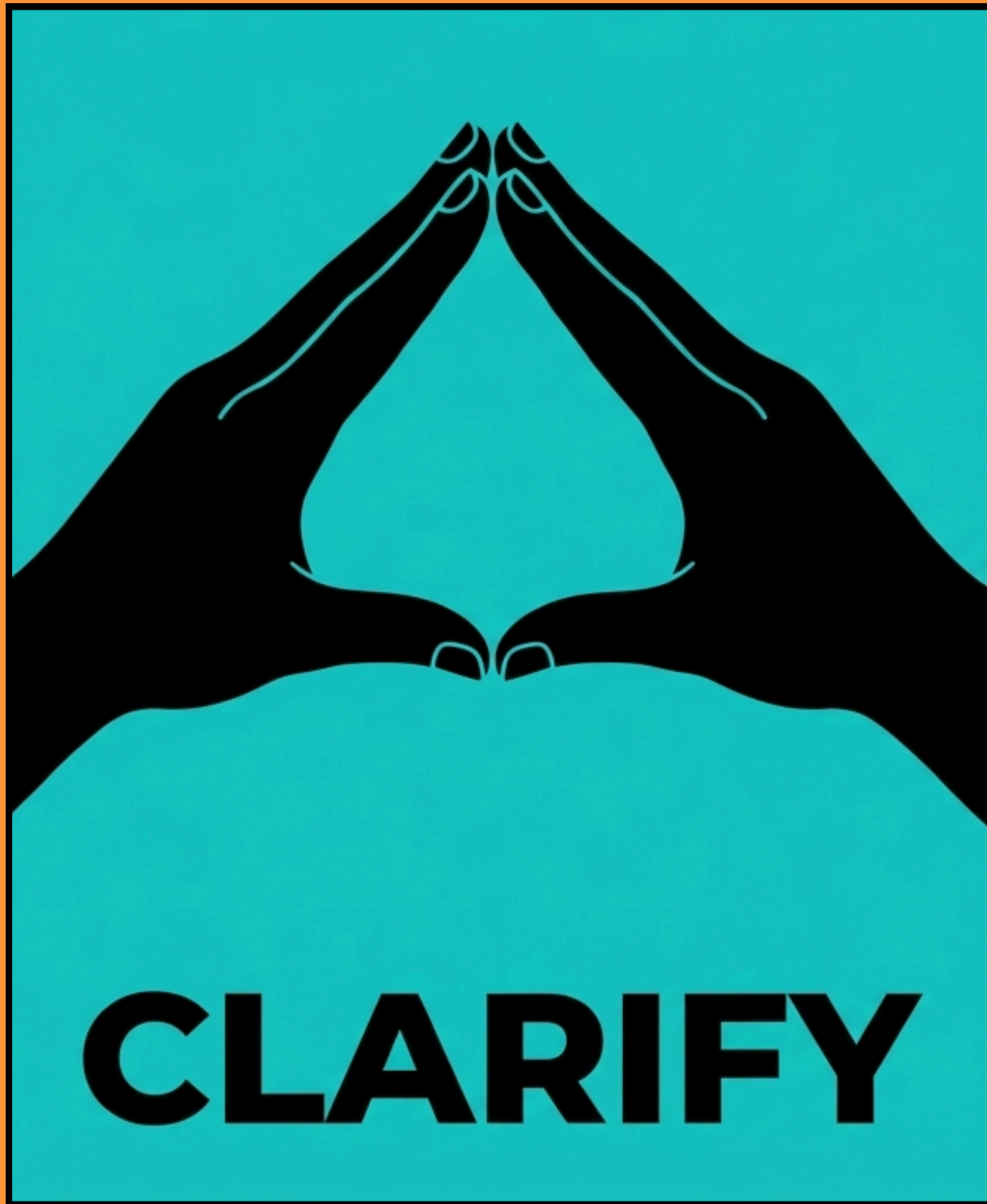
I hear what ___ is saying, but what about...

I respectfully disagree with...

Another way to look at it is...

NotebookLM





Symbolizes how one student can reiterate a peer's response more clearly, refining the group's understanding.

I know what ____ means. He's saying...

Another way to say it is...

He is saying that...

In other words...

I get it. ____ means that...

NotebookLM



GRAND CONVERSATION



LEAD4WARD STRATEGIES



LET'S CHAT!



instructional strategies playlist

MOVEMENT AND DISCOURSE

Texas Two-Step

Purpose

Students help each other remember critical information associated with key words, concepts, topics, skills, or texts.

Materials

- List of words, concepts, topics, skills, assessment questions, or texts to review in each round
- [Texas Two-Step](#) template ([English/Spanish](#))
- Music

Instructions

1. Select slide(s)/music prompt(s) and project for students to see (if using the provided template).
2. Organize students into line A and line B, facing each other.
3. Present an important word, concept, topic, skill, assessment question, or text.
4. Students do the [Texas Two-Step](#):
 - Step 1 – Line A students share everything they know about the concept in 30 seconds.
 - Step 2 – Line B students add at least 1 more idea.
5. Present another important word, concept, topic, skill, assessment question, or text.
6. Line A and B students switch roles, sharing what they know in a [Texas Two-Step](#).
7. Play country music as students get a new partner:
 - Line A students take 1 step to the right, then line B students take 1 step to the right.
 - The last person in line A and the last person in line B walk through the middle to the other end.
 - Now each person should have a new partner!
8. Present another word, concept, topic, skill, assessment question, or text to continue the [Texas Two-Step](#).
9. Observe students' thinking and clarify/verify as appropriate.

SEE IT IN ACTION

Classroom Management

- Rehearse the movement in step 6 before adding the academic content.
- Consider using the hallway or a larger common area for this strategy.
- Remind students there will be no harm or humiliation for incorrect answers because correcting mistakes is a sign of intelligence!

Differentiation

- Promote access by allowing students to preview the prompts/questions or allowing the use of teacher/student notes.
- Promote access by allowing students to use vocabulary journals or visual supports.
- Provide response support by offering word banks or thinking stems to answer the prompts.

Think It Up!

- Have students think more deeply about the concept by responding to a [Think It Up](#) prompt as an exit ticket or journal entry:
 - **Make a connection** among the words, concepts, topics, or skills.
 - **Summarize** one idea you know better after this activity than you did before.
- Encourage students to use lead4ward's Thinking Stems ([English/Spanish](#)) to frame their responses, if needed.



instructional strategies playlist

MOVEMENT AND DISCOURSE

Stand, Stick, or Stray

Purpose

Students take a stand to share and defend their opinions but are willing to consider other points of view.

Materials

- Question or issue
- Signs around the room designated for each point of view

Instructions

1. Present students with a question or issue that can be answered from various points of view:
 - pro – con – neutral
 - always true – never true – sometimes true
 - extremely important – somewhat important – not important
2. Students take a **stand** by moving to an area of the room reflecting their opinion.
3. Student groups huddle to develop 3 reasons to justify/defend their point of view.
4. Randomly select one person from each group to share their 3 reasons.
5. After all groups have shared, allow a few minutes of classroom discussion.
6. Students may then **stick** to their original point of view or **stray** to a new point of view.
7. Students partner with someone near them to justify why they stayed or strayed.
8. Observe students' thinking and clarify/verify as appropriate.

⚙️ Classroom Management

- Model how to use discussion stems to respectfully communicate varying points of view such as, "I respect the idea you have about _____, but I would like to offer another point of view. Have you ever thought about _____?"
- Ask students to take a stand, one group at a time, to avoid movement chaos.

🧑‍🎓 Differentiation

- Promote access by previewing the question/issue with a supportive peer/adult or providing a summary of the content.
- Promote access by providing visual cues associated with the content or allowing the use of teacher/student notes.
- Provide access support by offering response/thinking stems to justify where they are standing.

💬 Think It Up!

- Have students think more deeply about the concept by responding to a [Think It Up](#) prompt as an exit ticket or journal entry:
 - **Summarize** the arguments from each group.
 - **Predict** how a controversial issue can be discussed in a way that promotes respect.
- Encourage students to use lead4ward's Thinking Stems ([English/Spanish](#)) to frame their responses, if needed.



instructional strategies playlist

MOVEMENT AND DISCOURSE

Café Conversations

Purpose

Students write responses, sketch visuals, write summaries on paper “tablecloths,” and roam to evaluate, add to, and discuss other’s ideas.

Materials

- Paper “tablecloths” for desks (bulletin board paper)
- Markers
- Prompts or questions for each café

Instructions

Round 1: Think, Talk, Write

1. Organize students into groups of 3-4.
2. Place bulletin board paper over desks to create paper tablecloths.
3. Provide students with a prompt or question.
4. Students discuss potential answers.
5. Students write their final, individual responses on their paper tablecloth.

Round 2: Think, Talk, Sketch

1. Students roam to another section of the room to form a new group.
2. Students read and discuss the written responses.
3. Students place check marks beside the ideas with which they agree and question marks beside ideas they challenge.
4. Provide a second prompt or question.
5. Students discuss potential sketches to visually represent their responses.
6. Students sketch a variety of visuals on their paper tablecloth.

Round 3: Think, Talk, Summarize

1. Students roam to another section of the room to form a new group.
2. Students view and discuss the written responses and visuals.
3. Students place check marks beside the ideas with which they agree and question marks beside ideas they challenge.
4. Students discuss how to summarize the importance of the concept represented in the previous two questions in a hashtag response.
5. Students write their final hashtag summaries on their paper tablecloth. (Students may have different hashtags.)
6. Observe students’ thinking and clarify/verify as appropriate.

SEE IT IN ACTION ▶

⚙️ Classroom Management

- Model ways to respond on the “tablecloth.”
- Role-play how students should appropriately stroll to each new “café.”

🧑🏫 Differentiation

- Promote access by providing an idea/word bank, response/sentence stems, or visual supports.
- Promote access by allowing students to use teacher/student notes or partnering students with a supportive peer.
- Provide response support by allowing students to dictate their ideas to a scribe.

💬 Think It Up!

- Have students think more deeply about the concept by responding to a [Think It Up](#) prompt as an exit ticket or journal entry:
 - Evaluate all the responses you read and viewed, and select the best written response, the best visual, and the best hashtag summary.
- Encourage students to use lead4ward’s Thinking Stems ([English/Spanish](#)) to frame their responses, if needed.



Vote with Your Feet

Purpose

Students move to a part of the room that reflects their response and explain their “vote” to others in the group.

Materials

- Question for students’ vote
- Answer choice signs (optional)
- Chart paper (optional)
- Markers (optional)

Instructions

1. Pose a question to the whole class that allows for various correct responses.
2. Label sections of the room with responses based on the question posed (examples below).

Math	Science
Question: Which math concept are you MOST confident?	Question: Which science concept do you think is most important?
Label 1: CONVERSIONS Label 2: AREA Label 3: VOLUME Label 4: ANGLES Label 5: CIRCUMFERENCE	Label 1: FORCE Label 2: NEWTON’S 3 LAWS Label 3: ENERGY
Social Studies	ELAR
Question: Which cause of the revolution do you think was the most important?	Question: Which fictional character would you want to be part of your family?
Label 1: PROCLAMATION 1763 Label 2: INTOLERABLE ACTS Label 3: STAMP ACT Label 4: MERCANTILISM Label 5: LACK OF REPRESENTATION Label 6: ECONOMICS	Label 1: HESTER PRYNNE Label 2: HUCK FINN Label 3: JAY GATSBY Label 4: SCOUT FINCH Label 5: JOHN PROCTOR

3. Students **vote with their feet** and move to the area of the room that reflects their answer.
4. Students huddle into small groups within their area, summarize the concept, and justify their vote by developing a list of reasons.
5. Ask for student pop-out responses.
6. Observe students’ thinking and clarify/verify as appropriate.

⚙️ Classroom Management

- Require each student to orally explain and write their justifications so that each student participates fully.
- Model or role-play how students should move into selected areas of the room to cast their vote.

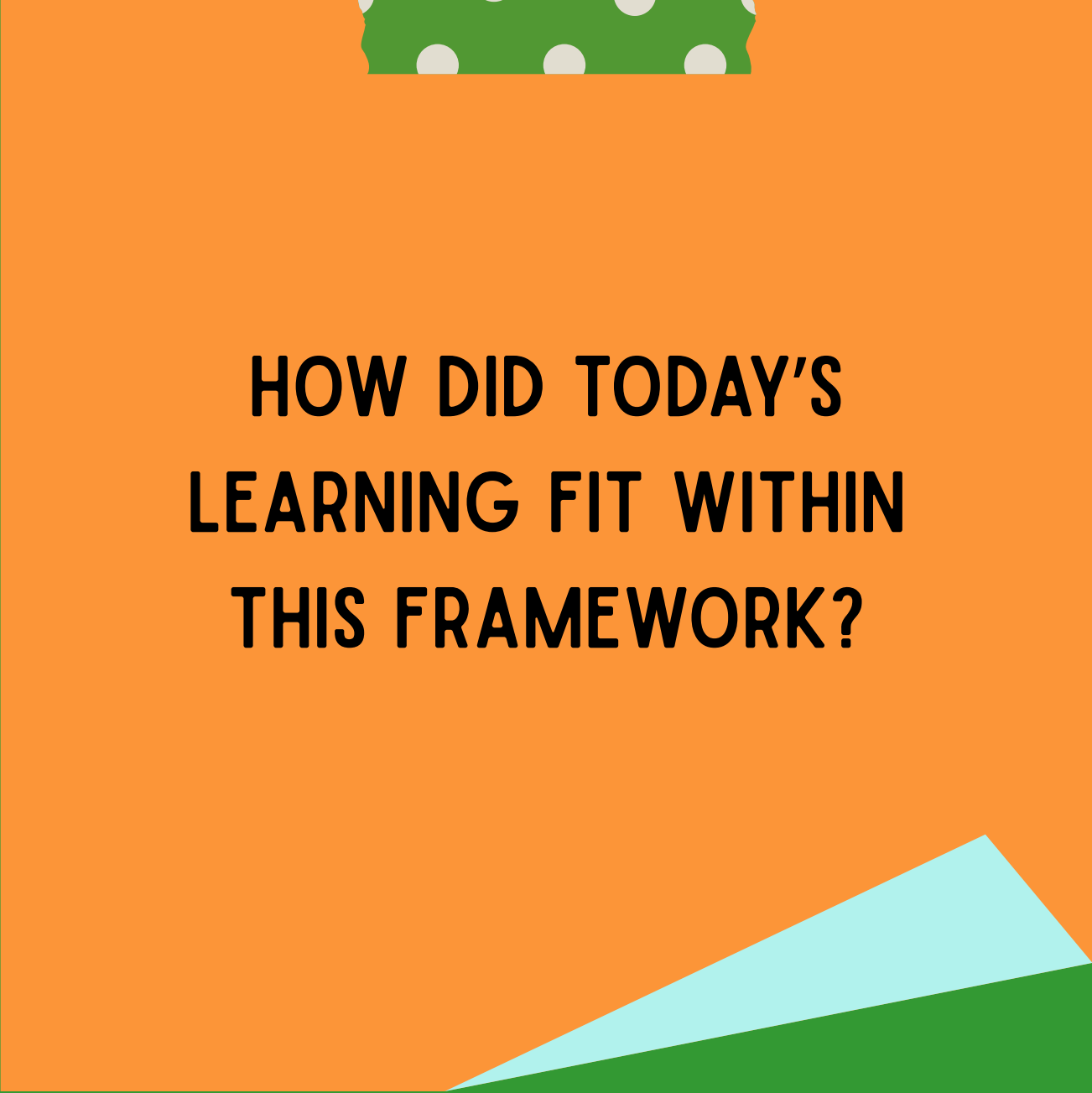
🧑‍🤝‍🧑 Differentiation

- Promote access by allowing students to preview the question or think through an answer with a supportive adult.
- Promote access by providing a quick written or visual summary of each concept or allowing the use of student/teacher notes.
- Provide response support by offering thinking stems, dictating a response to a scribe, and/or using speech-to-text or word prediction support.

💬 Think It Up!

- Have students think more deeply about the concept by responding to a **Think It Up** prompt as an exit ticket or journal entry:
 - **Sequence** the labeled concepts from the ones you know least to the ones you know the best. Find a friend to coach you on the one you know the least.
- Encourage students to use lead4ward’s Thinking Stems ([English/Spanish](#)) to frame their responses, if needed.





HOW DID TODAY'S LEARNING FIT WITHIN THIS FRAMEWORK?

Academic Discourse

IN ONE SENTENCE:

- Academic discourse uses dialogue within the learning environment in order to gain and communicate deeper understanding of content through reasoning, argument, explanation, or questioning of ideas.

RESEARCH:

- John Hattie's research states that Classroom Discussion has an [effect size of 0.82](#). Anything over 0.40 has an impact on student learning which can lead to more than one year's growth in one year's time. This means that the typical student who routinely engages in meaningful classroom discussions has the potential to gain two years of academic growth in one year.
- Rich academic discourse contributes to authentic participation, ownership of learning, and challenges student thinking. (ASCD Express, Volume 14, Issue 22)

WHAT'S THE POINT?

- To build language, knowledge, and deeper understanding through discussing content verbally.
- Rich academic discussions can be powerful tools to build:
 - Reinforces literacy skills such as listening and speaking
 - Academic vocabulary to construct and communicate meaning
 - Critical thinking skills, creativity, engagement, and motivation
 - Content understanding and aid in retaining information
 - Empathetic relationships and understand multiple perspectives
- Academic discourse is grounded in norms and used by learners to participate, think critically and reflect on ideas, as opposed to a simple conversation.

HOW IS ACADEMIC DISCOURSE USED BY TEACHERS?

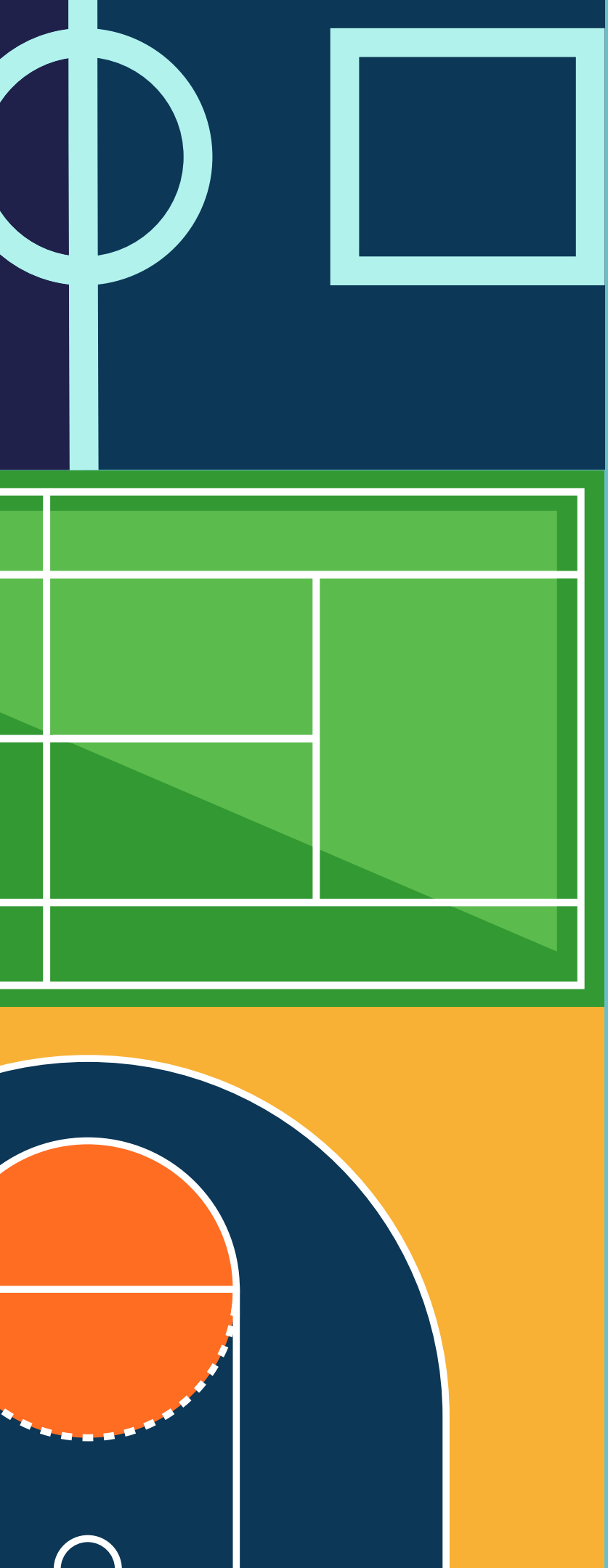
Teachers use academic discourse:

- To create student-centered learning opportunities
- To formatively assess learning through student conversations and questions
- To build and reinforce academic language and skills
- To expose students to conversational cues and structures
- To meet the diverse needs of each student through a variety of speaking and listening skills.
- To support the social-emotional capacity and development of students

HOW IS ACADEMIC DISCOURSE USED BY STUDENTS?

Students use academic discourse:

- To learn from peers through classroom interactions and problem solving
- To listen and communicate with others
- To provide opportunities for new thinking
- To explore unique perspectives, support ideas, and provoke critical thinking
- To practice using academic content vocabulary

A decorative graphic on the left side of the slide, consisting of a dark blue vertical bar. At the top, there is a white circle with a vertical line through its center and a white square. Below these, there is a green rectangular area with a white grid pattern. At the bottom, there is an orange rectangular area with a white circle and a white line.

“Students learn best when they have opportunities to discuss, debate, and explain their thinking.” — John Hattie



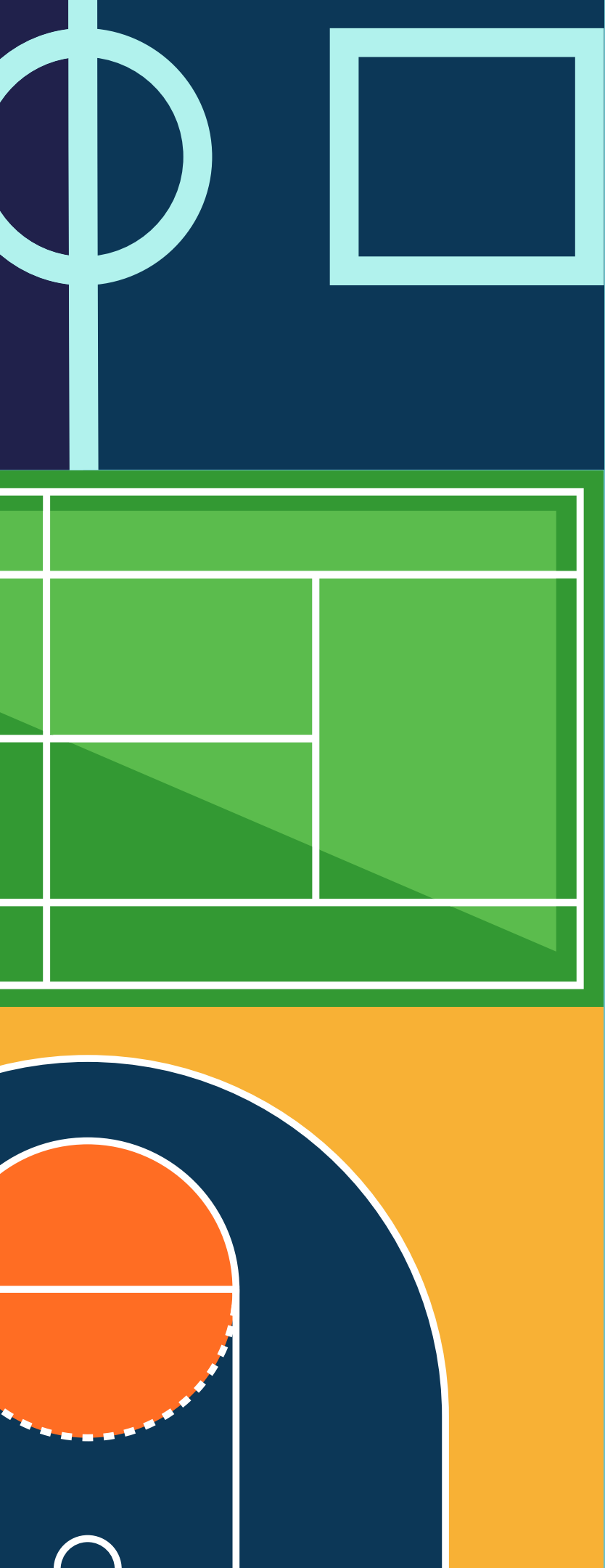
WANT ATTENDANCE CREDIT?

To receive attendance credit for all sessions, you **must fill** out the feedback form after each session. You can get to the feedback form by using the tinyurl below or scanning the QR code. Please do so within 30 minutes of the session ending. You will receive a copy of your response, so you can make sure you did your survey and to check attendance. **Save this for your records!**

<https://tinyurl.com/ENGAGE26FB>

SCAN HERE ➤





THANK
YOU!