

Elevating Student Voices Through Rigorous Academic Discussion:
A Unit of Study for the Middle School English Language Arts Classroom

by
Emily O'Brien

A capstone submitted in partial fulfillment of the requirements for the degree of
Master of Arts in Education.

Hamline University

Saint Paul, Minnesota

August 2023

Capstone Project Facilitator: Jana Lo Bello Miller
Content Expert: Andres Gonzalez

TABLE OF CONTENTS

| | |
|---|----|
| Project Summary..... | 4 |
| Unit Plan..... | 6 |
| Stage 1 – Desired Results..... | 6 |
| Stage 2 – Assessment Evidence..... | 7 |
| Stage 3 – Learning Plan..... | 8 |
| Daily Lesson Plans..... | 11 |
| Week 1, Lesson 1: Introduction to Academic Discussion..... | 11 |
| Week 1, Lesson 2: Developing Academic Discussion Norms..... | 13 |
| Week 1, Lesson 3: Developing Academic Discussion Norms, Day 2..... | 15 |
| Week 1, Lesson 4: Academic Discussions about Literature..... | 18 |
| Week 1, Lesson 5: Formative Assessment 1..... | 20 |
| Week 2, Lesson 6: Preparing for Academic Discussion- Thinking about Characters..... | 22 |
| Week 2, Lesson 7: Bringing Evidence to an Academic Discussion..... | 24 |
| Week 2, Lesson 8: Preparing for Academic Discussion- Thinking about Authors..... | 26 |
| Week 2, Lesson 9: Bringing Evidence to an Academic Discussion..... | 28 |
| Week 2, Lesson 10: Formative Assessment- Rubric Rows One and Two..... | 30 |
| Week 3, Lesson 11, Developing Questions for Academic Discussion..... | 31 |
| Week 3, Lesson 12: Asking and Responding to Questions in Academic Discussion..... | 34 |
| Week 3, Lesson 13: Developing Questions for Academic Discussion..... | 36 |
| Week 3, Lesson 14: Formative Assessment- Rubric Rows One, Two, and Three..... | 38 |

| | |
|--|----|
| Week 4, Lesson 15: Paraphrasing What Others Say..... | 39 |
| Week 4, Lesson 16: Putting it All Together..... | 41 |
| Week 4, Lesson 17: Nonverbal Cues..... | 43 |
| Week 4, Lesson 18: Summative Assessment Day 1..... | 45 |
| Week 4, Lesson 19: Summative Assessment Day 2..... | 46 |
| Supporting Materials..... | 47 |
| Student Discussion Survey..... | 48 |
| Essential and Supporting Questions Anchor Chart..... | 49 |
| For the Birds Question Box..... | 50 |
| Sharing and Responding to Ideas Resource..... | 51 |
| Academic Discussion Rubric..... | 52 |
| Talking About Books Anchor Chart..... | 53 |
| Preparing for Discussions- Examining Characters Graphic Organizer..... | 54 |
| Supporting Ideas with Evidence Chart..... | 55 |
| Preparing for Discussions- Author Choices Graphic Organizer..... | 56 |
| Paraphrasing in Discussion Anchor Chart..... | 57 |
| Academic Discussion Checklist..... | 58 |
| References..... | 59 |

Project Summary

Middle schoolers are incredibly socially driven students. As teachers, this can either be used to our advantage or can quickly cause a descent into chaos in the classroom. This project was developed in response to the research question: *how can student voices be elevated through rigorous academic discussion in a middle school English Language Arts classroom?* The project itself is a curricular unit plan with the purpose of building a strong foundation of academic discussion skills in students so that their social tendencies can be guided in productive ways throughout the course of the year with each student knowing that their voice belongs in the classroom. Students will work to become skilled in both speaking and listening by developing norms, being guided through specific routines, receiving concrete feedback, and engaging in self-reflection throughout this four week unit. Although the focus of the unit will be specifically on speaking and listening skills, literacy will be woven into each lesson in order for students to specifically learn to have strong discussions about their reading. The unit serves as a basis for book clubs, writing groups, guided reading groups, and more.

The unit is divided into four weeks of instruction focused on the four components of the standard SL.6.1. Given that speaking and listening standards are typically given less emphasis than reading, writing, and language standards in ELA instruction, this unit is based on the 6th grade standard, although it is intended to be used in all middle school grades (6-8). The 7th and 8th grade standards for SL.1 vary only slightly in wording. 7th and 8th grade teachers may use their discretion to adapt or extend certain lessons in order to push students into more rigorous tasks aligned with those specific grade level standards.

In addition to the strong basis on the speaking and listening standard 1, this unit also centers the Accountable Talk (AT) guidelines that call for students to be accountable to

community, knowledge, and rigor. Both SL.6.1 and these AT guidelines were used to develop the rubric for assessing students in this unit. An Understanding by Design (UbD) method was used to write the unit plan. Following this summary, there is a unit plan broken into three stages: desired results, assessment evidence, and learning plan. After the learning plan, there are daily lesson plans, as well as a supporting materials section in which all student facing materials can be found.

Ultimately, beginning the year with a strong emphasis on speaking, listening, as well as literacy, students will understand their voices to be central to the learning process. Students will understand that through speaking as well as listening to their peers, their understanding of literature will deepen, their confidence in taking risks will grow, and their connection with their classmates will strengthen.

Unit Plan

Stage 1 – Desired Results

Content Standards:

The standards guiding the unit are drawn from the Common Core State Standards, Grade 6. For Speaking and Listening Standard 1, the wording of the 7th grade and 8th grade standards are nearly identical, with some increased rigor seen within parts a-d. 7th and 8th grade teachers could choose to stick to using the 6th grade standards for this unit, or could look for ways to push students, making some adjustments based on the 7th and 8th grade wording.

Power Standards

- **SL.6.1.a-d:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Supporting Standards

- **RL.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.6.2:** Determine a theme or central idea of a text and how it is conveyed through particular details.
- **RL.6.3:** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

| | |
|---|--|
| <p>Understandings:</p> <p>Students will understand that:</p> <ul style="list-style-type: none"> ● Academic discussions can help deepen understanding of classroom content. ● Academic discussions require different skills than everyday conversations. ● Academic discussions skills can build confidence and community. | <p>Essential Question:</p> <p>How do you have a strong academic discussion?</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> ● What is an academic discussion? ● What makes an academic discussion different from any other conversation? ● What norms must be followed in an academic discussion? ● What do successful speakers and listeners do in an academic discussion? |
|---|--|

| |
|---|
| <p>Student objectives:</p> <ul style="list-style-type: none"> ● Students will be able to communicate ideas, information, and questions effectively in classroom discussions. ● Students will be able to respond to ideas, information, and questions presented by others in ways that move the discussion forward (clarifying, questioning, challenging, adding to). ● Students will be able to demonstrate understanding of what others are saying in a discussion through paraphrasing. ● Students will be able to demonstrate active listening strategies such as tracking and nonverbal responses when peers are talking in classroom discussions. |
|---|

Stage 2 – Assessment Evidence

| | |
|--|---|
| <p>Performance Task(s):</p> <ul style="list-style-type: none"> ● Small group discussion based on a shared literary reading. This will take place in a fishbowl format in | <p>Other Evidence:</p> <ul style="list-style-type: none"> ● Written notebook reflections and discussion preparation. ● Daily conferences with informal feedback during group |
|--|---|

| | |
|--|---|
| <p>which one group at a time will have a 5-7 minute discussion after preparing for it previously.</p> <ul style="list-style-type: none"> • Student discussions will be assessed based on the “Academic Discussion Rubric” found in the supporting materials for the unit. | <p>practice discussion.</p> <ul style="list-style-type: none"> • Weekly formative assessment focusing on individual components of the performance task rubric with personalized feedback. • Pre and post reflective surveys demonstrating student understanding of their individual growth. |
|--|---|

Stage 3 – Learning Plan

| Lesson | Time | Title/Central Text | Standard |
|---------------|--------|--|---|
| Week 1 | | | |
| 1 | 55 min | Pre-Unit Survey Introduction to Academic Discussion | <p>SL.1.b <i>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</i></p> <p>Accountable Talk Principle: <i>Accountability to Community</i></p> |
| 2 | 55 min | Developing Norms for Small Group Discussion Watch: Pixar Short “For the Birds” | |
| 3 | 55 min | Developing Norms for Large Group Discussion Watch: Pixar Short “Presto” | |
| 4 | 55 min | Academic Discussions about Literature Text: <i>The Name Jar</i> by Yangsook Choi | |
| 5 | 40 min | Formative Assessment- Rubric Row One Text: <i>The Name Jar</i> by Yangsook Choi | |
| Week 2 | | | |
| 6 | 55 min | Preparing for Academic Discussion- Thinking about Characters Text: <i>Last Stop on Market Street</i> by Matt de la Peña | <p>SL.1.a <i>Come to discussions prepared, having read or studied required</i></p> |

| | | | |
|---|--------|--|--|
| 7 | 55 min | Bringing Evidence to an Academic Discussion Text: <i>Last Stop on Market Street</i> by Matt de la Peña | <i>material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</i> |
| 8 | 55 min | Preparing for Academic Discussion- Thinking about Authors Text: <i>The Dark</i> by Lemony Snicket | |
| 9 | 55 min | Bringing Evidence to an Academic Discussion Text: <i>Crown, An Ode to a Fresh Cut</i> by Derrick Barnes and Gordon C. James | |
| 10 | 40 min | Formative Assessment- Rubric Rows One and Two Text: <i>Crown, An Ode to a Fresh Cut</i> by Derrick Barnes and Gordon C. James | |
| Week 3 *shortened for Labor Day holiday | | | |
| 11 | 55 min | Developing Questions for Academic Discussion Text: “ <i>New House</i> ” from <i>First French Kiss</i> by Adam Bagdasarian | SL.1.c <i>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</i> |
| 12 | 55 min | Asking and Responding to Questions in Academic Discussion Fishbowl practice Text: “ <i>New House</i> ” from <i>First French Kiss</i> by Adam Bagdasarian | |
| 13 | 55 min | Developing Questions for Academic Discussion Text: “ <i>The Gumball Machine</i> ” from <i>First French Kiss</i> by Adam Bagdasarian | |
| 14 | 40 min | Formative Assessment- Rubric Rows One, Two, and Three Text: “ <i>The Gumball Machine</i> ” from <i>First French Kiss</i> by Adam Bagdasarian | Accountable Talk Principle: <i>Accountability to Community</i> <i>Accountability to Knowledge</i> |
| Week 4 | | | |
| 15 | 55 min | Paraphrasing What Others Say Text: “ <i>Little League</i> ” from <i>First French Kiss</i> by Adam Bagdasarian | SL.1.d <i>Review the key ideas expressed and demonstrate understanding</i> |
| 16 | 55 min | Putting it All Together Text: “ <i>Little League</i> ” from <i>First French Kiss</i> by Adam Bagdasarian | |

| | | | |
|----|--------|--|--|
| 17 | 55 min | Nonverbal Cues Fishbowl practice Text: “ <i>My Tutor</i> ” from <i>First French Kiss</i> by Adam Bagdasarian | <i>of multiple perspectives through reflection and paraphrasing.</i> Accountable Talk Principle: <i>Accountability to Community</i> <i>Accountability to Rigor</i> |
| 18 | 55 min | Summative Assessment Day 1 Text: “ <i>My Tutor</i> ” from <i>First French Kiss</i> by Adam Bagdasarian | SL.1.a-d Accountable Talk Principles: <i>Accountability to Community</i> <i>Accountability to Knowledge</i> <i>Accountability to Rigor</i> |
| 19 | 40 min | Post- Unit Survey Summative Assessment Day 2 Text: “ <i>My Tutor</i> ” from <i>First French Kiss</i> by Adam Bagdasarian | |

Note. Unit plan template from Wiggins and McTighe (2011).

Daily Lesson Plans

| | |
|---------------------------------|--|
| Lesson Number/Title: | Week 1, Lesson 1: Introduction to Academic Discussion |
| Time: | 55 minutes |
| Materials Needed: | <p>Student Discussion Survey Essential and Supporting Questions Anchor Chart</p> <p>*Students should be placed into groups of four who they will be with throughout this unit. Group members should be assigned A, B, C, and D.</p> |
| Warm Up (15 minutes) | <p>Introduce students to the warm up task of the survey.</p> <p>Purpose: to demonstrate knowledge and opinions they have going into the unit.</p> <p>Name the importance of academic discussion in ELA class this year- students will be expected to speak and listen like middle schoolers, just like they will be expected to read and write like middle schoolers!</p> <p>Give students time to complete the discussion survey independently.</p> |
| Mini Lesson (10 minutes) | <p>Teaching Point: Today I am going to teach you that having strong academic discussions in class can lead to students understanding the material better.</p> <p>Introduce the essential question: <i>how do you have a strong academic discussion?</i></p> <p>Begin filling out the “Essential Questions” anchor chart with student ideas for each supporting question. Leave space for additions in following lessons.</p> <p>SAY: Throughout this unit, you are all going to learn and practice skills that you can use in academic discussions. Today, the focus is simply on getting used to sharing ideas and listening closely to each other.</p> |

| | |
|---|---|
| | <p>Introduce the discussion style for today:</p> <p>SAY: Today’s discussion style will be simple and will focus on all voices being heard. Student A will share their answer for question 1, followed by the other group members. Then move onto question 2. After everyone has shared their answer to a question, feel free to respond to each other if you have thoughts!</p> |
| <p>Independent Practice (15 minutes)</p> | <p>Student discussion groups share their survey answers.</p> <p>Teachers: use this time to monitor and begin observing group strengths and challenges, noticing which groups may need extra support or more challenges in future classes.</p> |
| <p>Mid-Lesson Teach (takes place partway through independent practices) (5 minutes)</p> | <p>Call on a student to share something that one of their group members has said in their discussion so far.</p> <p>SAY: At the end of an academic discussion, you should know just as much about what your group members said as what you said yourself- this is a sign of strong listening. At the end of class today, you’ll be challenged to recall what others said!</p> |
| <p>Share (10 minutes)</p> | <p>Challenge students to listen closely to others. Let students know this challenge will be repeated throughout the week.</p> <p>*you may model the later rounds today so students know what to expect moving forward.</p> <p>Round 1: ask 3 students to share something that someone in their group said using the sentence frame:</p> <ul style="list-style-type: none"> ● _____ shared that _____. <p>Round 2: ask 1 student to share something that one of the previous students just shared using the sentence frame:</p> <ul style="list-style-type: none"> ● _____ said that _____ shared that _____. |

| | |
|--|---|
| Lesson Number/Title: | Week 1, Lesson 2: Developing Academic Discussion Norms |
| Time: | 55 minutes |
| Materials Needed: | Essential Questions Anchor Chart Student Notebooks- 1 per student to keep throughout the unit For the Birds Question Box (cut questions apart) |
| Warm Up (5 minutes) | Students independently answer the warm up question in their notebooks when they enter class. Warm Up Question: What makes an academic discussion different from any other conversation? |
| Mini Lesson (10 minutes) | Call on a few students to share their answers from the warm up question. Teaching Point: Today I am going to teach you that academic discussions are different from regular conversations. Their purpose is to help you learn! Ask all students to write your definition of an academic discussion in their notebook: <ul style="list-style-type: none"> • <i>An academic discussion is a discussion about a specific topic or text. The purpose of an academic discussion is to share, question, and challenge ideas in order to gain more understanding about the topic.</i> Add this definition to the Essential Questions Anchor Chart (Supporting Question 1) SAY: Today you will be beginning to draft the norms- or rules- your group will follow during academic discussions. Remember that in our discussions, we are accountable to our community. Our groups are like little communities and norms hold us accountable. As you write your norms, you should keep in mind what it will really take to be able to have a discussion that helps everyone in your group deepen their understanding of a topic. |
| Independent Practice (20 minutes) | First 10 minutes: students work in groups to begin developing 4-5 norms for their group discussions. Teachers should float to each group pushing them to be more specific and develop solid norms specifically for the purpose of academic discussions. Each student should have the norms written in their notebook. |

| | |
|---|--|
| | <p>After Mid-Lesson Teach: Students use their For the Birds Question Box to begin an academic discussion about the video shown. Student B begins. Students should work to follow the norms they developed at the beginning of independent practice time.</p> |
| <p>Mid-Lesson Teach (10 minutes)</p> | <p>Show the Pixar Short "For the Birds"</p> <p>Introduce question box protocol: students take turns grabbing a question from the box and answer it. After a student answers, other students are free to ask questions or share their own ideas about the question. Today, Student B will begin. Remind students to follow the norms they just developed.</p> |
| <p>Share (10 minutes)</p> | <p>Challenge students to listen closely to others.</p> <p>Round 1: ask 3 students to share something that someone in their group said using the sentence frame:</p> <ul style="list-style-type: none"> • _____ shared that _____. <p>Round 2: ask 1 student to share something that one of the previous students just shared using the sentence frame:</p> <ul style="list-style-type: none"> • _____ said that _____ shared that _____. |

| | |
|---------------------------------|--|
| Lesson Number/Title: | Week 1, Lesson 3: Developing Academic Discussion Norms, Day 2 |
| Time: | 55 minutes |
| Materials Needed: | Essential Questions Anchor Chart Student Notebooks Sharing and Responding to Ideas Resource- one copy displayed at each table- will remain there throughout the unit as a resource |
| Warm Up (5 minutes) | Look back at the norms written yesterday. Put a star by the norm that you think would most help you and your group have good academic discussions. Then, under the norms write a sentence saying WHY you chose that one. |
| Mini Lesson (10 minutes) | Add a few of the students' norms to the Essential Questions Anchor Chart (Supporting Question 3) Point out that yesterday, many groups did a great job sharing ideas, but not many had actual discussions. Teaching Point: Today I am going to teach you that in order to have a good academic discussion, people must respond to others' ideas. SAY: what is the difference between going around in a circle to share ideas and having a discussion. <ul style="list-style-type: none"> ● Looking for an answer: in a discussion, people respond to others and build on ideas. Point students to the Sharing and Responding to Ideas Resource at each of their tables. SAY: Today, we are going to watch a short video. Then, you will have time to write some ideas they have before you practice sharing and responding in your groups. Sometimes having time to think about and write out our ideas first can help our discussions keep going. Watch Pixar Short " Presto " |

| | |
|--|--|
| | <p>SAY: I am going to share an idea I have about the video. First I'm going to look at the resource at my table to think about how I could start my sentence.</p> <p>SAY: <u>I noticed that</u> the rabbit in the video tricks the man. <u>This makes me think that</u> he is really smart.</p> <p>Ask a volunteer to try responding to your idea using a sentence stem from the anchor chart.</p> <p>Today, students will have a few minutes (5-10) to write down at least three ideas they have about the video in their notebooks. Then as they share them, they should focus on ensuring that others in the group respond to what was shared.</p> <p>Display the discussion protocol:</p> <ul style="list-style-type: none"> ● Student A shares, Student B responds ● Student B shares, Student C responds ● Student C shares, Student D responds ● Student D shares, Student A responds ● Repeat if time remains |
| <p>Independent Practice (25 minutes)</p> | <p>(Rewatch video if needed)</p> <p>First 5-10 minutes: students independently write at least 3 ideas in their notebook.</p> <p>Students follow the discussion protocol to share and respond to ideas.</p> |
| <p>Mid-Lesson Teach (5 minutes)</p> | <p>Remind students to be following the norms they developed. Ask groups to pause, return to their norms and reflect as a group how they are doing.</p> |
| <p>Share (10 minutes)</p> | <p>Challenge students to listen closely to others.</p> <p>Round 1: ask 3 students to share something that someone in their group said using the sentence frame:</p> <ul style="list-style-type: none"> ● _____ shared that _____. |

| | |
|--|--|
| | <p>Round 2: ask 1 student to share something that one of the previous students just shared using the sentence frame:</p> |
|--|--|

- _____ said that _____ shared that _____.

| | |
|---------------------------------|---|
| Lesson Number/Title: | Week 1, Lesson 4: Academic Discussions about Literature |
| Time: | 55 minutes |
| Materials Needed: | <i>The Name Jar</i> by Yangsook Choi Essential Questions Anchor Chart Student Notebooks Sharing and Responding to Ideas Resource Academic Discussion Rubric, row 1 Talking About Books Anchor Chart |
| Warm Up (5 minutes) | Warm Up Question: What are some things you can discuss when you are talking with other people about a book? |
| Mini Lesson (10 minutes) | Teaching Point: Today I am going to teach you that academic discussions can help us better understand the books we read. Ask a few students to share their warm up answers. Display “Talking About Books” anchor chart- add any ideas students had from warm up that aren’t represented Read Aloud: first half of <i>The Name Jar</i> by Yangsook Choi SAY: like yesterday, you will first have some time to write your ideas about the book so far. If you already have ideas flowing, you should write them right away! If you are struggling to come up with ideas, use this anchor chart, or the “Sharing and Responding to Ideas” anchor chart to help you generate thoughts. Remind students that after a person shares an idea, others in the group should practice responding. They will use the same protocol as yesterday. |
| Independent | First 5-10 minutes: students independently write their ideas in their notebooks. |

| | |
|---|---|
| Practice (25 minutes) | <p>After students are done writing, they should begin their discussions. Today, the student D should begin sharing.</p> <p>Display the discussion protocol:</p> <ul style="list-style-type: none">● Student A shares, Student B responds● Student B shares, Student C responds● Student C shares, Student D responds● Student D shares, Student A responds● Repeat if time remains |
| Mid-Lesson Teach (5 minutes) | <p>Tell students that at the end of class, one group is going to be chosen to share their academic discussion skills in a fishbowl, so other groups have a chance to hear them. Remind students to revisit the norms their group developed.</p> |
| Share (10 minutes) | <p>Invite a strong group to sit in the middle of the room. Other students should form a circle around them. Display row one of the Speaking and Listening Rubric. Tell the members of the outer circle that they should be watching the conversation and noticing how the members are doing with following discussion norms.</p> <p>Ask one member of the center group to share an idea from their notebook to begin their conversation. Allow their conversation to go on for 3-5 minutes.</p> <p>Model giving feedback using row one of the rubric.</p> |

| | |
|--|--|
| Lesson Number/Title: | Week 1, Lesson 5: Formative Assessment 1 |
| Time: | 40 minutes |
| Materials Needed: | <i>The Name Jar</i> by Yangsook Choi Essential Questions Anchor Chart Student Notebooks Sharing and Responding to Ideas Resource Academic Discussions Rubric, row Talking About Books Anchor Chart |
| Warm Up (5 minutes) | Warm Up Questions: What is one thing you are doing really well with in academic discussions so far? What is something you need to keep working on in academic discussions? |
| Mini Lesson (10 minutes) | Display row one of the Speaking and Listening Rubric. SAY: Today we will have our first formative assessment. This will give you an idea of how you are doing with you academic discussion so far. Specifically we will focus on following the norms we developed earlier this week. As I read the rest of our story today, be sure to start thinking about those great ideas you might share with your group. Remind students of their resources (Sharing and Responding to Ideas Resource and Talking About Books Anchor Chart) Read Aloud the second half of <i>The Name Jar</i> by Yangsook Choi |
| Formative Assessment (25 minutes) | First 5-10 minutes: students independently write their ideas in their notebooks, using anchor charts as resources. After students have written, groups begin their discussions. Student A should begin. |

Display the discussion protocol:

- Student A shares, Student B responds
- Student B shares, Student C responds
- Student C shares, Student D responds
- Student D shares, Student A responds
- Repeat if time remains

Assessment: as groups discuss, stop by each group making anecdotal notes using row one of the speaking and listening rubric for each student.

| | |
|---------------------------------|--|
| Lesson Number/Title: | Week 2, Lesson 6: Preparing for Academic Discussion- Thinking about Characters |
| Time: | 55 minutes |
| Materials Needed: | <i>Last Stop on Market Street</i> by Matt de la Peña Preparing for Discussions- Examining Characters Graphic Organizer Sharing and Responding to Ideas Resource |
| Warm Up (5 minutes) | Warm Up Questions: What makes a discussion interesting? How do we keep a discussion going? |
| Mini Lesson (10 minutes) | <p>Teaching Point: Today I am going to teach you that when we prepare well for an academic discussion, we can help make it interesting so it doesn't die down.</p> <p>SAY: Last week, we were really just getting comfortable sharing ideas and following norms. Sometimes though I noticed that our conversations weren't all that interesting- we were just naming things we noticed in the stories rather than really sharing interesting ideas. When we take the time to think and prepare for a discussion though we can come up with some really interesting thoughts that will spark great discussion. Today we'll do this by thinking about two characters in the book <i>Last Stop on Market Street</i> by Matt de la Pena.</p> <p>Before the read aloud, let's focus our minds. Group members A and B, I want you to focus on the character CJ. Group members C and D, I want you to focus on Nana. Right now, just start to notice things about each character.</p> <p>Read Aloud: <i>Last Stop on Market Street</i> by Matt de la Pena.</p> <p>Display "Preparing for Discussions- Examining Characters" Graphic Organizer</p> <p>Model filling in an example</p> <ul style="list-style-type: none"> ● Character Trait: CJ feels frustrated ● Why: His experiences are different from other kids his age ● My thinking: He isn't understanding what his Nana is teaching him yet. He just wants to fit in. |

| | |
|---|--|
| | <p>SAY: See how this type of preparation leads to ideas way more interesting than just “CJ is frustrated.” This would allow my group to have a whole conversation about feeling different from others, or appreciating what you have. It could go in many different ways!</p> |
| <p>Independent Practice (25 minutes)</p> | <p>First 10 minutes: Students independently prepare their thinking in their notebooks by filling out their own graphic organizer either about CJ or about Nana.</p> <p>Discussion: Starting with student A, students share an idea from their notebook preparation. After a student shares an idea, others respond. Once the discussion of that idea dies down, student B shares an idea. Students should use their Sharing and Responding to Ideas Resource to help them.</p> |
| <p>Mid-Lesson Teach (5 minutes)</p> | <p>Pause students to remind them to focus back on their norms from last week. Ask groups to flip back to their norms page in their notebooks.</p> |
| <p>Share (10 minutes)</p> | <p>Students stand up and mingle around the room with music on. When the music stops, they find a partner close to them who is not in their discussion group. Each partner shares one thing their group talked about in their discussion.</p> <p>Go through as many rounds as time allows.</p> |

| | |
|--|--|
| Lesson Number/Title: | Week 2, Lesson 7: Bringing Evidence to an Academic Discussion |
| Time: | 55 minutes |
| Materials Needed: | <i>Last Stop on Market Street</i> by Matt de la Peña Sharing and Responding to Ideas Resource Supporting Ideas with Evidence Chart- 1 per group Post It Notes |
| Warm Up (5 minutes) | Warm Up Question: When you are asked to find evidence of something, what does that mean? |
| Mini Lesson (10 minutes) | <p>Teaching Point: Today I am going to teach you that in order to keep discussions focused and important, we have to ground them in evidence. We have to be accountable to knowledge.</p> <p>SAY: Remember that our goal of academic discussion is always to deepen our understanding of a topic. Sometimes it can be easy for our conversations to turn into conversations about crazy ideas that don't really have a strong connection to the topic anymore. That is why it is so important to always come back to finding text evidence to support our ideas- if you can do that, then it is a sign that it is a great idea to talk about.</p> <p>One idea I heard yesterday about our story <i>Last Stop on Market Street</i> was that CJ just wants to be like his peers. I heard a lot of groups make connections to this idea in their real lives. Let's check to be sure this discussion topic is rooted in text evidence.</p> <p>Reread the first five pages of the book again. Ask students to identify evidence of this idea.</p> <p>Put a sticky note with a quote from the book next to that idea on the Supporting Ideas with Evidence Chart</p> |
| Independent Practice (25 minutes) | <p>First 15 minutes: Students work in groups to add sticky notes with quotes that support each idea on the chart. *Tell students that many of these ideas should have more than one post it note, but that all group members must agree before it can be put down.</p> |

| | |
|-------------------------------------|---|
| | <p>Discussion (after Mid-Lesson Teach): Pose the question- <i>which idea on the chart is the most important in the book? Why do you think this?</i> Student B begins, others respond.</p> |
| Mid-Lesson Teach (5 minutes) | <p>SAY: I'm noticing that some ideas are filled with evidence to back them up and others might only have one or two post it notes. This might help you understand which ideas are super important in the book and which ones might not be as big.</p> |
| Share (10 minutes) | <p>Students stand up and mingle around the room with music on. When the music stops, they find a partner close to them who is not in their discussion group. Each partner shares one thing their group talked about in their discussion.</p> <p>Go through as many rounds as time allows.</p> |

| | |
|--|---|
| Lesson Number/Title: | Week 2, Lesson 8: Preparing for Academic Discussion- Thinking about Authors |
| Time: | 55 minutes |
| Materials Needed: | <i>The Dark</i> by Lemony Snicket Preparing for Discussions- Author Choices Graphic Organizer Sharing and Responding to Ideas Resource |
| Warm Up (5 minutes) | Warm Up Question: What decisions do authors have to make when they write a story? |
| Mini Lesson (10 minutes) | <p>Teaching Point: Today I am going to teach you that one way to have powerful discussions about books is to talk about the author and the choices they made in their writing.</p> <p>Read Aloud: <i>The Dark</i> by Lemony Snicket</p> <p>SAY: When writing this story, the author made a lot of interesting choices. Turn to the person next to you- what about this book was interesting to you? How is it different from other books?</p> <p>Notice that “the dark” speaks in the book (point out personification).</p> <p>Display Preparing for Discussions- Author Choices Graphic Organizer and model filling in the first row.</p> <ul style="list-style-type: none"> • Students should copy this on their organizer. <p>Tell students that today they will begin by trying to fill in one or two more rows on their own. They can use the copy of the book on their desks if they need to. Then they will have a discussion about their ideas.</p> |
| Independent Practice (25 minutes) | <p>First 10-15 minutes: Independent discussion prep. Students complete their graphic organizers.</p> <p>Discussion: Students follow discussion protocol, starting with student C sharing an idea from their notebook.</p> |
| Mid-Lesson | Remind students to use their Sharing and Responding to Ideas sentence frames to ensure their responses add to |

| | |
|-------------------------------|---|
| Teach (5 minutes) | the discussion. Remind students not to just simply say “I agree” or “I disagree,” but try to say why or add something to the discussion. |
| Share (10 minutes) | <p>Students stand up and mingle around the room with music on. When the music stops, they find a partner close to them who is not in their discussion group. Each partner shares one thing their group talked about in their discussion.</p> <p>Go through as many rounds as time allows.</p> |

| | |
|---------------------------------|--|
| Lesson Number/Title: | Week 2, Lesson 9: Bringing Evidence to an Academic Discussion |
| Time: | 55 minutes |
| Materials Needed: | <i>Crown, An Ode to a Fresh Cut</i> by Derrick Barnes and Gordon C. James Preparing for Discussions- Author Choices Graphic Organizer Sharing and Responding to Ideas Resource |
| Warm Up (5 minutes) | Warm Up Question: What is something that makes you feel confident? Why do you think it makes you feel that way? |
| Mini Lesson (10 minutes) | <p>Teaching Point: Today I am going to teach you that oftentimes, the choices that author’s make are aimed to teach the readers something or show them a lesson. This is called the theme of a book, and it makes for a great discussion topic.</p> <p>Return to the “Preparing for Discussions- Author Choices” chart from yesterday about <i>Darkness</i>.</p> <p>SAY: As I think about why this author would have “darkness” speak, using that personification, I wonder what he is trying to show us about darkness? Darkness is usually scary and unknown. Maybe by having it talk, it makes it less scary. I’m thinking that maybe the author is trying to show us that when we face our fears, they often become less scary.</p> <ul style="list-style-type: none"> ● Write this idea down under the chart using the heading “Theme Ideas.” <p>As you read aloud the next story, ask students to start thinking about why the author may have written this book and made the choices about characters and plot that he did.</p> <p>Read Aloud: <i>Crown, An Ode to a Fresh Cut</i> by Derrick Barnes and Gordon C. James</p> <p>Guide students to set up another “Preparing for Discussions- Author Choices” graphic organizer.</p> |

| | |
|--|--|
| | Let students know that today they won't be having a discussion. Rather, they will be doing very serious preparation work in order to have a great discussion tomorrow that will be their next formative assessment. |
| Independent Practice (25 minutes) | Students work to complete their graphic organizers in their notebooks, noticing the author's choices, finding evidence, and exploring their own thinking. After students are done with the graphic organizers, they should jot some theme ideas in their notebooks. |
| Mid-Lesson Teach (5 minutes) | Remind students to be considering why authors made the choices they did- what themes are being shown? |
| Share (10 minutes) | Students stand up and mingle around the room with music on. When the music stops, they find a partner close to them who is not in their discussion group. Each partner shares one idea they wrote in their notebook. Go through as many rounds as time allows. |

| | |
|--|--|
| Lesson Number/Title: | Week 2, Lesson 10: Formative Assessment- Rubric Rows One and Two |
| Time: | 40 minutes |
| Materials Needed: | <i>Crown, An Ode to a Fresh Cut</i> by Derrick Barnes and Gordon C. James Sharing and Responding to Ideas Resource Preparing for Discussions- Author Choices Graphic Organizer |
| Warm Up (5 minutes) | Warm Up Question: What are some ways in which you have improved in your academic discussion skills so far? |
| Mini Lesson (10 minutes) | Display rows one and two of the Speaking and Listening Rubric. SAY: Today we will have a formative assessment- this will give you an idea of how you are doing with your academic discussion so far. Today, be sure to focus on following your norms and providing evidence of your ideas. Remember, you prepared many great ideas yesterday in class. Ask students to take out their notebooks and open up to their preparation work yesterday. As you read aloud the story again, they can add to their notebook if needed. Read Aloud: <i>Crown, An Ode to a Fresh Cut</i> |
| Independent Practice (25 minutes) | First 5 minutes: students independently prepare for discussion. After students have written, groups begin their discussions, starting with student A Assessment: as groups discuss, stop by each group making anecdotal notes using rows one and two of the speaking and listening rubric. |

| | |
|---------------------------------|--|
| Lesson Number/Title: | Week 3, Lesson 11, Developing Questions for Academic Discussion |
| Time: | 55 minutes |
| Materials Needed: | <i>First French Kiss</i> by Adam Bagdasarian Essential and Supporting Questions Anchor Chart |
| Warm Up (5 minutes) | Warm Up Question: Think about a time when something in your life changed. Maybe you moved to a new home or a new school. What were your emotions like at the time? |
| Mini Lesson (10 minutes) | <p>Teaching Point: Today I am going to teach you that once you have interesting ideas about a text, you can use them to help develop great questions.</p> <p>SAY: Let’s look back at our supporting questions for this unit. Under supporting question 4, we could add that successful listeners are curious about what others say in an academic discussion, and successful speakers ask thoughtful questions during an academic discussion.</p> <p>Show students two questions:</p> <ul style="list-style-type: none"> ● Do you think Will was sad when he had to move? ● How do you think Will was feeling when he had to move? <p>ASK: What differences do you notice between these two questions?</p> <ul style="list-style-type: none"> ● Point out that the first one is a yes/no question and really only allows people to think about one thing- sadness. The second question is open ended and can lead to all sorts of different ideas and thoughts. <p>Read Aloud: “<i>New House</i>” from <i>First French Kiss</i>, pages 25-27. Tell students that as you read, you will be writing down thoughts you have about the characters and the author just like you practiced last week. Write those ideas and think aloud on chart paper as you read.</p> <p>Ideas to write:</p> |

| | |
|--|--|
| | <ul style="list-style-type: none"> ● Will's parents seem to be on opposite sides during this move. ● It's interesting that there is so much negative emotion about the move when it seems like they are moving to a nicer neighborhood and house. ● There seems to be a lot of confusion from Will, like he's not sure how to feel. <p>SAY: For the last two weeks we have practiced sharing our ideas and responding to others, but now we're going to practice writing questions to learn what others think and keep the conversation going.</p> <p>Model how to turn thoughts and ideas from reading into discussion questions. Draw arrows from the ideas above to a question you could ask:</p> <ul style="list-style-type: none"> ● Will's parents seem to be on opposite sides during this move→ What might this tell us about their relationship? ● It's interesting that there is so much negative emotion about the move when it seems like they are moving to a nicer neighborhood and house→ Why would some of Will's family be upset about moving into this nicer area? ● There seems to be a lot of confusion from Will, like he's not sure how to feel→ What kinds of things might be confusing Will about this move? |
| <p>Independent Practice (25 minutes)</p> | <p>Students work independently to read the remaining pages of the story (pg. 28-30). As they read, they should stop to jot down interesting thoughts and ideas in their notebooks.</p> <p>After they are done reading, they should add their questions for the group about those ideas.</p> <p>Remind students that they will not be discussing today, but rather preparing for a discussion tomorrow.</p> |
| <p>Mid-Lesson Teach (5 minutes)</p> | <p>Remind students that if they are struggling to find ideas to write, they could try stopping every half page and thinking about what they are noticing or wondering.</p> <p>Remind students that tomorrow they will use their questions for their group discussions.</p> |
| <p>Share (10 minutes)</p> | <p>Students stand up and mingle around the room with music on. When the music stops, they find a partner close to them who is not in their discussion group. Each partner shares one idea and question they wrote in their notebook.</p> |

| | |
|--|--|
| | <p>Go through as many rounds as time allows.</p> |
|--|--|

| | |
|--|---|
| | <p>*Select a group to discuss in a fishbowl tomorrow and let them know they will be doing that.</p> |
|--|---|

| | |
|---------------------------------|--|
| Lesson Number/Title: | Week 3, Lesson 12: Asking and Responding to Questions in Academic Discussion |
| Time: | 55 minutes |
| Materials Needed: | <i>First French Kiss</i> by Adam Bagdasarian Sharing and Responding to Ideas Resource |
| Warm Up (5 minutes) | Warm Up Question: What do you think the author of <i>New House</i> wants us to be feeling at the end of the story? Feel free to look back at the last two paragraphs of the text! |
| Mini Lesson (10 minutes) | <p>Ask for a few students to share their thinking from the warm up question to get everyone's minds back in the text.</p> <p>Teaching Point: Today I am going to teach you that thoughtful questions can lead to great discussions.</p> <p>Invite one group up for a fishbowl.</p> <p>Display the third row of the Academic Discussion Rubric. Let the students outside of the fishbowl know that their role will be to listen to the group discussion inside and notice how they are doing using the rubric.</p> <p>Fishbowl groups follows discussion protocol:</p> <ul style="list-style-type: none"> ● Student A shares an idea and asks the related question ● Students B, C, and D respond ● Student B shares an idea and asks the related question ● Repeat <p>After fishbowl, model sharing feedback using the rubric. Ask a few other students to share feedback</p> |
| Independent Practice | Groups engage in discussion using their ideas and questions in their notebooks from the day before. |

| | |
|-------------------------------------|---|
| (25 minutes) | |
| Mid-Lesson Teach (5 minutes) | Remind students that when responding to questions, they should be backing up their answers with evidence, pointing to specific words in the text that support what they are saying. |
| Share (10 minutes) | Students stand up and mingle around the room with music on. When the music stops, they find a partner close to them who is not in their discussion group. Each partner shares something interesting their group discussed. Go through as many rounds as time allows. |

| | |
|---------------------------------|--|
| Lesson Number/Title: | Week 3, Lesson 13: Developing Questions for Academic Discussion |
| Time: | 55 minutes |
| Materials Needed: | “ <i>The Gum Ball Machine</i> ” from <i>First French Kiss</i> by Adam Bagdasarian |
| Warm Up (5 minutes) | <p>Warm Up Question: Think of a time when you got something you wanted. How did it feel? Was it what you imagined it would be? Was there any disappointment?</p> |
| Mini Lesson (10 minutes) | <p>Teaching Point: Today I am going to remind you that once you have interesting ideas about a text, you can use them to help develop great questions.</p> <p>Read Aloud: First page of <i>The Gum Ball Machine</i> (page 39 in <i>First French Kiss</i>)</p> <p>Stop to jot an idea:</p> <ul style="list-style-type: none"> ● It seems weird that this whole story is going to be about a kid getting a gumball machine. <p>Keep reading until the end of the first paragraph on page 40.</p> <p>Stop to jot an idea:</p> <ul style="list-style-type: none"> ● Will’s thoughts seem to be spiraling very quickly from his original excitement. <p>SAY: Remember that after we have interesting ideas, we can transform those into great questions to bring up in our discussions.</p> <p>Model the first idea:</p> <ul style="list-style-type: none"> ● It seems weird that this whole story is going to be about a kid getting a gumball machine→ why do you think the author saw this as an important story to tell? <ul style="list-style-type: none"> ○ Remind students that thinking about the author can be a great way to generate discussion. |

| | |
|--|---|
| | <p>Think-Pair-Share: students try writing a question to go with the second idea.</p> <p>Ask a few students to share out, recording ideas on the stop and jot paper.</p> <p>Remind students that today is an independent day for them to prepare for discussion tomorrow.</p> |
| Independent Practice (25 minutes) | <p>Students work independently to read the remaining pages of the story (pg. 40-42). As they read, they should stop to jot down interesting thoughts and ideas.</p> <p>After they are done reading, they should add their questions for the group about those ideas.</p> |
| Mid-Lesson Teach (5 minutes) | <p>Remind students that if they are struggling to find ideas to write, they could try stopping every half page and thinking about what they are noticing or wondering.</p> <p>Remind students that tomorrow they will use their questions for their group discussions.</p> |
| Share (10 minutes) | <p>Students stand up and mingle around the room with music on. When the music stops, they find a partner close to them who is not in their discussion group. Each partner shares one idea and question they wrote in their notebook.</p> <p>Go through as many rounds as time allows.</p> |

| | |
|--|---|
| Lesson Number/Title: | Week 3, Lesson 14: Formative Assessment- Rubric Rows One, Two, and Three |
| Time: | 40 minutes |
| Materials Needed: | <p><i>“The Gum Ball Machine”</i> from <i>First French Kiss</i> by Adam Bagdasarian</p> <p>Sharing and Responding to Ideas Resource</p> <p>Academic Discussions Rubric, Rows 1-3</p> |
| Warm Up (5 minutes) | <p>Warm Up Question:</p> <p>What is one thing you know about asking good questions in an academic discussion?</p> |
| Mini Lesson (10 minutes) | <p>Display rows one, two, and three of the Academic Discussion Rubric.</p> <p>Tell students that today they will have a chance to show what they know about academic discussions. As they have discussions with their groups, you will be coming around making notes on the rubric. They will get feedback next week.</p> <p>Ask students to take out their notebooks and open up to their preparation work yesterday. As you read aloud the story again, they can add to their notebook if needed.</p> <p>Read Aloud: <i>“Gum Ball Machine”</i> from <i>French Kiss</i> by Adam Bagdasarian</p> |
| Independent Practice (25 minutes) | <p>First 5 minutes: students independently prepare for discussion.</p> <p>After students have written, groups begin their discussions, starting with student A</p> <p>Assessment: as groups discuss, stop by each group making anecdotal notes using rows one and two of the speaking and listening rubric.</p> |

| | |
|---------------------------------|---|
| Lesson Number/Title: | Week 4, Lesson 15: Paraphrasing What Others Say |
| Time: | 55 minutes |
| Materials Needed: | Paraphrasing in Discussion Anchor Chart “ <i>Little League</i> ” from <i>First French Kiss</i> by Adam Bagdasarian Essential and Supporting Questions Anchor Chart |
| Warm Up (5 minutes) | Warm Up Question: How do you know if someone is really listening to what you say? |
| Mini Lesson (10 minutes) | <p>Teaching Point: Today I am going to teach you that one way you can show someone you are listening to them is by paraphrasing what they say in discussions.</p> <p>SAY: Let’s add this to our supporting questions anchor chart. One thing successful speakers and listeners do in discussions is paraphrase what others say.</p> <p>Read aloud first page of “<i>Little League</i>” from <i>First French Kiss</i></p> <p>Give students two minutes to jot down a couple of ideas they are having so far.</p> <p>SAY: Now I am going to ask a few of you to share your ideas with the class. When you do, I want you to pay close attention to how I paraphrase the idea. Watch, I am going to be using some sentence starters from this anchor chart (display Paraphrasing in Discussion Anchor Chart)</p> <p>Have one student share, and paraphrase using a sentence stem from the chart. Ask the student who shared how they felt after being paraphrased.</p> <p>If students are catching on, ask students to paraphrase after two more ideas or continue modeling if needed.</p> <p>Read aloud next page of “<i>Little League.</i>”</p> |

| | |
|--|--|
| | Tell students that during independent practice time today, they will first spend a few minutes writing their ideas in their notebooks. Then you will display a speaking protocol to use to practice paraphrasing. |
| Independent Practice (25 minutes) | <p>First, give students 5-10 minutes to prepare ideas in their notebooks.</p> <p>Then display protocol for paraphrasing practice: Student A shares, Student B paraphrases Student B shares, Student C paraphrases Student C shares, Student D paraphrases Student D shares, Student A paraphrases</p> <p>Continue as time allows</p> |
| Mid-Lesson Teach (5 minutes) | SAY: Remember that paraphrasing is an important way to not just show you are listening, but to make sure you understand. If someone paraphrases your idea incorrectly, be sure to clarify what you meant. Then they should try again to make sure they get it now. |
| Share (10 minutes) | <p>Mix and Mingle: Students stand up and walk around the room as music plays.</p> <p>When the music stops, students should pair up with someone near them who is not in their discussion group. Each partner should answer the question: what was your experience like practicing paraphrasing?</p> <p>Repeat as time allows.</p> |

| | |
|--|--|
| Lesson Number/Title: | Week 4, Lesson 16: Putting it All Together |
| Time: | 55 minutes |
| Materials Needed: | Paraphrasing in Discussion Anchor Chart <i>"Little League"</i> from <i>First French Kiss</i> by Adam Bagdasarian Academic Discussion Checklist |
| Warm Up (5 minutes) | Warm Up Question: Make a list. What are some discussion skills you have gained throughout this unit? |
| Mini Lesson (10 minutes) | <p>Teaching Point: Today I am going to teach you that what an idea is shared in a discussion, there are many ways to respond to it.</p> <p>SAY: Over the past several weeks, we have learned about many different ways you can add to a discussion. Some include (write down on poster/board):</p> <ul style="list-style-type: none"> ● Agreeing/disagreeing ● Providing evidence ● Asking a question ● Paraphrasing <p>Today in your discussion, your goal is to try doing all of these things- see if you can get them all "checked off" by the end of your time. Remember, that on Thursday and Friday of this week, you'll have your final assessment. Your group will be in a fishbowl having one final discussion, and it will be graded using our rubric. As you work today, I will be giving you some feedback.</p> <p>Read aloud the ending of <i>"Little League"</i></p> |
| Independent Practice (25 minutes) | <p>Students take 5-10 minutes to write their ideas and prepare for discussion.</p> <p>Student B begins the discussion by sharing an idea. Others respond in various ways. When the conversation dies</p> |

| | |
|-------------------------------------|---|
| | down, Student C should share a new idea. |
| Mid-Lesson Teach (5 minutes) | Ask students to look all the way back in their notebooks to their norms from the very beginning of the unit. Do a quick check in- how is your group doing with these? |
| Share (10 minutes) | <p>Mix and Mingle: Students stand up and walk around the room as music plays.</p> <p>When the music stops, students should pair up with someone near them who is not in their discussion group. Each partner should answer the question: which response types were you able to try today?</p> <p>Repeat as time allows.</p> |

| | |
|--|---|
| Lesson Number/Title: | Week 4, Lesson 17: Nonverbal Cues |
| Time: | 55 minutes |
| Materials Needed: | <p>“<i>My Tutor</i>” from <i>First French Kiss</i> by Adam Bagdasarian</p> <p>Academic Discussion Rubric</p> <p>Essential and Supporting Questions Anchor Chart</p> |
| Warm Up (5 minutes) | <p>Warm Up Question:</p> <p>Look at the Academic Discussion Rubric on the board. What category do you most need to focus on practicing today before our assessment tomorrow?</p> |
| Mini Lesson (10 minutes) | <p>Teaching Point: Today I am going to teach you that in discussions, it doesn’t only matter what we say, but also what our bodies are doing in order to show others we are actively listening.</p> <p>Ask a student to come up to the front of the room and act out being a <i>terrible</i> listener. Ask other students to notice their body language and what it shows.</p> <p>Think-Pair-Share: What are some physical signs that someone is engaged in a conversation with you? Make a list as a class of things to remember. Add to Essential and Supporting Questions Anchor Chart.</p> <p>SAY: Today is the day for us to prepare for our final discussions. We are going to read aloud one more story, and then you will have work time to prepare all of your great ideas that you will bring to your group for discussion tomorrow.</p> <p>Read Aloud: “<i>My Tutor</i>” from <i>First French Kiss</i> by Adam Bagdasarian</p> |
| Independent Practice (25 minutes) | <p>Students work independently to jot ideas in their notebooks for the assessment tomorrow.</p> <p>Remind students to prepare great questions to ask their classmates that go along with their ideas.</p> |
| Mid-Lesson | Remind students that their ideas should all be supported by evidence. If they haven’t already, encourage students |

| | |
|-------------------------------------|---|
| Teach (5 minutes) | to add quotes from the text to their notebooks. |
| Share (10 minutes) | Groups come together to discuss the following questions: <ul style="list-style-type: none">● How are you feeling going into the assessment tomorrow?● What strengths do you have as a group?● What will you need to focus on as a group tomorrow? |

| | |
|--|--|
| Lesson Number/Title: | Week 4, Lesson 18: Summative Assessment Day 1 |
| Time: | 55 minutes |
| Materials Needed: | “ <i>My Tutor</i> ” from <i>First French Kiss</i> by Adam Bagdasarian Academic Discussion Rubric |
| Warm Up (5 minutes) | Warm Up Question: How have you improved in your academic discussion skills throughout this unit? |
| Assessment Introduction (5 minutes) | Have students set up in a circle around the room. Tell students that each group will have a chance to come to the middle of the circle. When your group is in the middle, your goal is to have a discussion just like you have been doing throughout this unit. Be sure you are speaking up so everyone can hear! Students on the outside, your job is to listen carefully and think of <i>positive</i> feedback you can share with the group- focus on what parts of the rubric you notice them doing well! |
| Summative Assessment Fishbowls (40 minutes) | While each group is discussing, use a rubric to jot notes about each student in the group. After 2 or 3 groups have gone, allow time for a brain break. Complete as many group discussions as time allows. |

| | |
|---|---|
| Lesson Number/Title: | Week 4, Lesson 19: Summative Assessment Day 2 |
| Time: | 40 minutes |
| Materials Needed: | <i>“My Tutor”</i> from <i>First French Kiss</i> by Adam Bagdasarian Academic Discussion Rubric |
| Summative Assessment Fishbowls (as needed) | Complete any fishbowl discussions that were not completed the previous day. Use Academic Discussion Rubric to grade group discussions. |
| Student Discussion Survey | Students independently complete the Student Discussion Survey |

Supporting Materials

Student Discussion Survey

What have you been taught about talking during class?

What is an academic discussion?

During classes are you more comfortable sharing ideas out loud or listening to teachers/classmates share their ideas?

- a. Sharing my ideas
- b. Listening to others' ideas
- c. Both
- d. Neither

How important do you think talking with your classmates is to your learning?

- a. Not important at all
- b. A little important
- c. Very important

True or false- talking through your ideas before writing is helpful to you.

- a. True
- b. False

True or false- writing first before sharing ideas out loud is helpful to you.

- a. True
- b. False

How comfortable are you speaking with classmates about academic topics during class?

- a. Not at all comfortable
- b. It depends on the situation
- c. Pretty comfortable

Essential and Supporting Questions Anchor Chart

| | |
|---|---|
| <p><i>Essential Question:</i> How do you have a strong academic discussion?</p> | |
| <p>Supporting Question 1: What is an academic discussion?</p> | <p>Supporting Question 2: What makes an academic discussion different from any other conversation?</p> |
| <p>Supporting Question 3: What norms must be followed in an academic discussion?</p> | <p>Supporting Question 4: What do successful speakers and listeners do in an academic discussion?</p> |

For the Birds Question Box

| |
|---|
| What lesson do you think this short video is trying to teach? |
| What is something that made you laugh in this video? |
| Who do you like more in the video, the big bird or the small birds? Why? |
| Who do you think is the “bad guy” in this video? |
| Tell about a time in your life when you related to a character in this video. |
| How could the birds have handled their problem differently? |
| Do you think making short films like this would be a fun job? Why or why not? |
| There are no words spoken in this video. What effect does that have on someone watching it? |
| If the birds in the video did talk, what do you think they would say? |
| Would you rather be the big bird or one of the little birds in this situation? Why? |

Sharing and Responding to Ideas Resource**Sharing Ideas:**

- I noticed that...
- This got me thinking that...
- In my opinion,...
- What was interesting to me was that...
- Something that stood out to me was...
 - I'm curious about...because...
 - I wonder if...

Responding to Ideas:

- I agree with you because...
- I disagree with you because...
- What you said made me think...
- That is an interesting idea because...
- I hadn't thought of that before. Now I am thinking that...
 - To add to what you said,...
- Another example of what you just said is...

Academic Discussion Rubric

| | 0 | 1 | 2 | 3 | 4 |
|---|--|---|--|--|---|
| <p>Following Discussion Norms:</p> <p><i>SL.6.1.b</i></p> <p><i>Accountability to Community</i></p> | Student does not participate or shows a lack of respect for others in discussion. Student is frequently off topic. | Student participates minimally but does not fully engage in discussion. Student may be off topic often. | Student participates in discussion and shows respect to peers. Student may occasionally steer the group off topic. | Student actively engages in discussion, acting as a leader in the group, consistently showing respect. Student stays on topic throughout the discussion. | Student actively engages in discussion, showing respect. In addition, the student actively engages other students, inviting all members into the discussion and clearly valuing their ideas. Student stays on topic throughout the discussion |
| <p>Preparedness and Citing Evidence:</p> <p><i>SL.6.1.a</i></p> <p><i>Accountability to knowledge and rigor</i></p> | Student has not reviewed the materials necessary to prepare for discussion. | Student is only able to point to simple facts from materials, but does not expand on ideas. | Student is able to use reference materials to guide simple discussion. | Student is able to reference materials and uses them to expand their own ideas in discussion. | Student is not only able to expand on required materials, but brings in other examples to discussion as well. |
| <p>Asking and Answering Questions:</p> <p><i>SL.6.1.c</i></p> <p><i>Accountability to community and knowledge</i></p> | Student does not ask or answer any relevant questions in discussion. | Student answers questions when asked directly. | Student answers questions when asked directly, and attempts to ask at least one question. | Student asks and answers questions, keeping the discussion moving. | Student asks and answers questions, paying close attention to introducing new ideas and engaging all members. |
| <p>Paraphrasing the Perspectives of Others:</p> <p><i>SL.6.1.d</i></p> <p><i>Accountability to community and rigor</i></p> | Student is unable to demonstrate understanding of others' ideas/ perspectives. | Student is able to repeat what other members said. | Student is able to repeat what others said and add to those ideas by agreeing or disagreeing. | Student is able to paraphrase what others said, and respond to those ideas by expanding on them or challenge them. | Student is able to paraphrase the ideas of multiple group members, synthesizing them into novel insights about the topic. |

Talking About Books Anchor Chart

| What Can We Talk About When Discussing Books? | |
|--|---|
| Characters | <ul style="list-style-type: none"> ● Character traits ● Relationships between characters ● Opinions about characters |
| Setting | <ul style="list-style-type: none"> ● How the setting affects the story ● Interesting parts of the setting ● Why the author chose the setting |
| Plot | <ul style="list-style-type: none"> ● Important events ● Predictions for what is to come |
| Theme | <ul style="list-style-type: none"> ● What the author wants us to learn ● Why the author wrote the story ● How the characters learn lessons |
| Connections | <ul style="list-style-type: none"> ● Similarities and differences between the story and our real lives ● Similarities and differences between us and different characters |

Preparing for Discussions- Examining Characters Graphic Organizer

| Character | Traits | Why are they like this? | My thinking: |
|------------------|---------------|--------------------------------|---------------------|
| | | | |
| | | | |

Supporting Ideas with Evidence Chart

CJ feels
different from
his peers.

Nana sees the
positive side
of everything.

Nana is
extremely
patient with
CJ.

CJ is very
curious.

Preparing for Discussions- Author Choices Graphic Organizer**Book Title:** _____

| Author Choices: | Evidence: | Why? |
|------------------------|---|--------------------------------|
| The author chose to... | I know this because the book says, | Maybe they did this because... |
| The author chose to... | I know this because the book says, | Maybe they did this because... |
| The author chose to... | I know this because the book says, | Maybe they did this because... |

Paraphrasing in Discussion Anchor Chart

Paraphrasing is...

- Restating someone else's ideas in your own words

Paraphrasing can help you...

- Show someone you are listening to them
- Make sure you understand someone's ideas

Paraphrasing can sound like...

- So what you're saying is...
- It sounds like you think that...
- To clarify, you mean that...
- I can tell you think _____ because you said...

Academic Discussion Checklist

As you have a discussion with your group, check off all the things that you do to contribute!

_____ I shared an idea

_____ I provided evidence to support an idea

_____ I responded to another idea by agreeing or disagreeing

_____ I asked a question

_____ I paraphrased what someone else said

REFERENCES

Bagdasarian, A. (2005). *First French kiss*. HarperCollins Canada Ltd.

Barnes, D. (2022). *Crown: An ode to the fresh cut*. Walker Books Ltd.

Choi, Y. (2003). *The name jar*. Perfection Learning.

De la Pena, M. (2017). *Last stop on market street*. Puffin.

Snicket, L. (2013). *The dark*. Hodder Children's Books.

Wiggins, G., & McTighe, J. (2011). *The understanding by Design Guide to creating high-quality units*. ASCD.