Guidelines for Discussion

Name _____ Date _____

- Come to the discussion prepared. Complete the reading assignment, and bring the text, your smart notebook, and a pencil.

- Collaborate with peers to compose open-ended questions about the text (if not using a teacher-assigned guiding question).

- Choose a moderator, whose job is to keep the discussion moving forward.

- Participate in the discussion, being respectful of others, listening carefully, asking questions to help a speaker clarify an idea, and citing text evidence to support your points and inferences.

Ways to Contribute to a Discussion

- **Restate the speaker's idea.** If you would like to clarify an idea a classmate suggested, restate it in your own words and ask if that was the intended meaning. You can use phrases such as I heard you say < >. Does that sound about right?

- **Ask a question.** If you would like the speaker to elaborate on or clarify his or her thinking, or if you're curious about a speaker's take on a related issue, ask a question. Can you say more about < >? / I'm not sure what you meant when you said < >. Can you help me understand? / What do you think about < >?

- **Connect to the speaker's idea.** You can build on a speaker's idea by first connecting to it. I like the point you made about < >, and I have this to add. / I had a similar idea.

- **Offer a different view.** You can honor a speaker's contribution and then share your own perspective in a respectful way. I hear what you're saying about < >. I had a different thought when I read that part. / I have a different perspective on that scene.

- **Disagree respectfully.** Sometimes you will disagree with classmates, and that's fine as long as you can state your disagreement respectfully. Here are some prompts that can help you respectfully disagree: I didn't see it that way. Instead, I think < >. / I don't agree; I think it means < > because < >.

- **Refer to the text.** Always refer to the text to support your ideas and thinking during discussions. You can use these prompts to show you will be providing text evidence: When it says < >, I infer < > because < >. / Let's take a look at this description; it says a lot about the protagonist.