

Benefits of using discussion practices when TMSJ.

Strategies to Support Discourse When Planning the SJML	
5 Practices—Mathematics Discourse	Social Justice Discourse
Anticipating likely student responses to challenging mathematical tasks and questions to ask students who produce them	Anticipating likely student points of view and asking questions that help students identify specific points of agreement and disagreement
Monitoring students' actual responses to the tasks (while students work on the tasks in pairs or small groups)	Monitoring students' ideas or positions to keep them focused on and grounded in the topic
Selecting particular students to present their mathematical work during the whole-class discussion	Selecting particular students to share their outcomes or decisions with support so that diverse perspectives and voices are represented
Sequencing student responses that will be displayed in a specific order	Sequencing student responses so that different perspectives and opposing points are shared and valued
Connecting different students' responses and connecting the responses to key mathematical ideas	Connecting different student responses and perspectives to help students identify places where compromise might be possible, or if they should "agree to disagree"