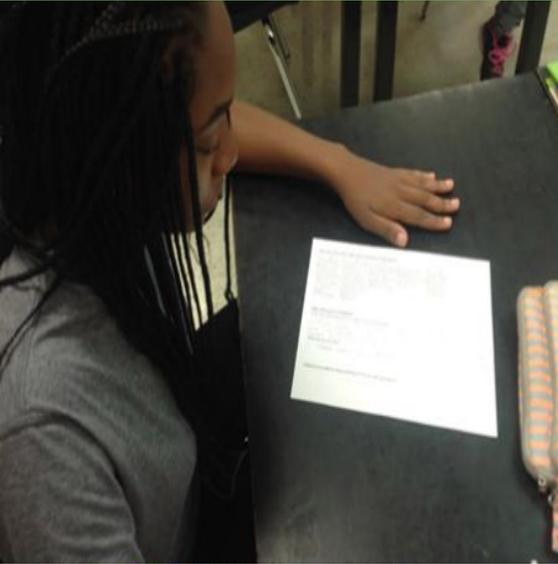


# Engaging Students through Talk

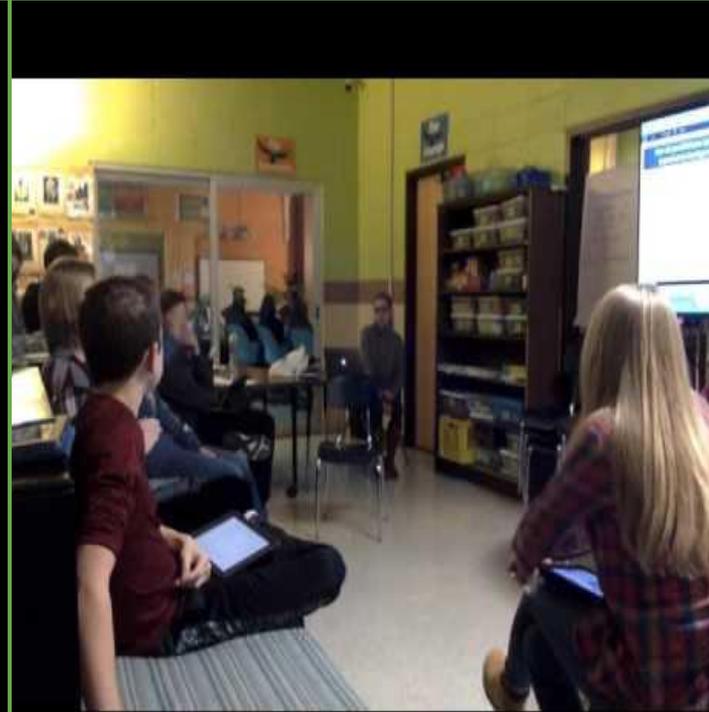
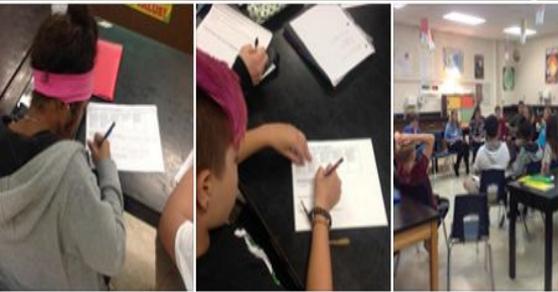


Why is student-led talk necessary?

How can I successfully prepare students for a Socratic Seminar?

What do I feel when I personally experience a Socratic Seminar?

What are my next steps?



[Video](#) showcases Socratic Seminar @ Horning Middle School

We do not learn from  
experience... we learn  
from reflecting on  
experience.

- John Dewey

But when we lower our expectations about their ability to contribute to meaningful dialogue, they in turn lower their expectations about themselves. When we expect them to behave as silly beings, they oblige. And then they retreat from us. We pigeonhole them at our own peril when we don't provide for them the forums they need to be profound: to experiment with ideas, to be wrong and survive the experience, to be intellectually resilient.

“Checking In”

Name

School

Thoughts on paragraph/connections

Name

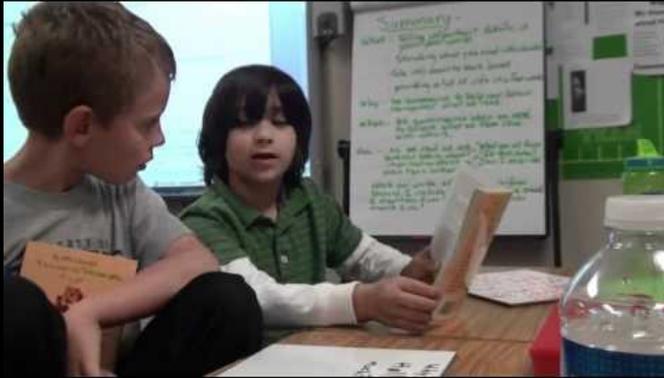
School

“Checking In”



"We get what we model." (Culterize. Every Student. Every day. Whatever it takes.)





Third Graders - Student-Led  
Literature Discussion



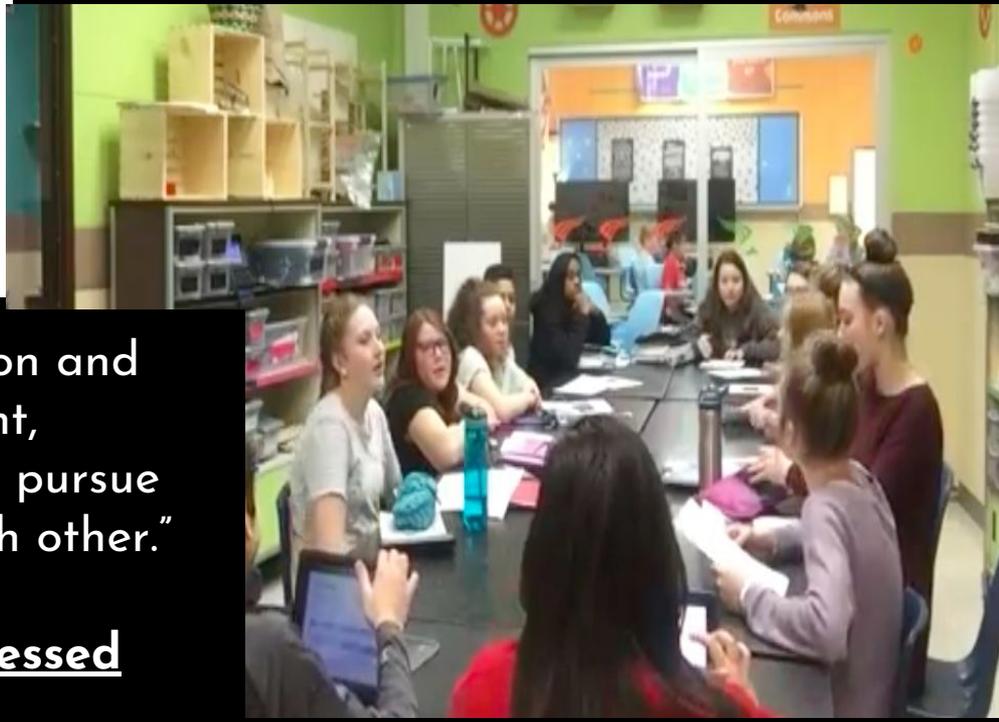
Second Graders - Student-Led  
Literature Discussion



We ask questions as we work.

Math Talk: Second Grade Classroom

# Student-Led Discourse in Action...

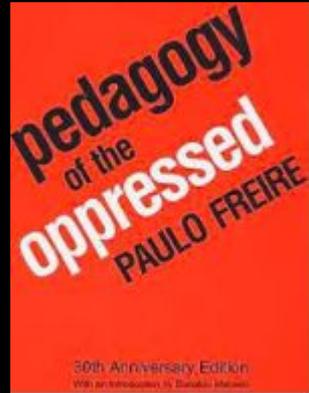


Knowledge emerges only through invention and reinvention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other.”

— Paulo Freire, Pedagogy of the Oppressed

# Mutual humanization =

Students also seen as teachers, people with important things to contribute and teach others.





- Importance of discussions in improving comprehension
- Student reading at or below grade level were most positively affected by student-led discussion approach

# What **type of student discourse** makes a difference in **achievement**?

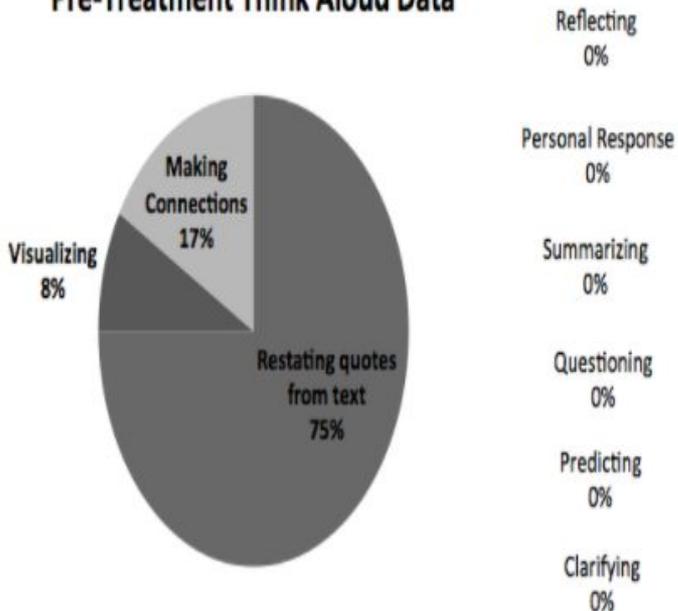


- Students building off of each other's thinking/responses
- Students asking questions of each other
- Authentic questions by instructors

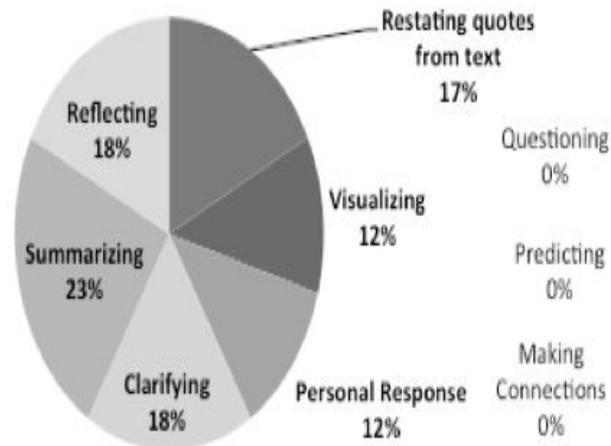
# Small glimpse at my research...from an 8th grade science classroom...

What do you notice? What inferences can you make? How might this impact your instruction?

**Figure 4:**  
**Student 1**  
**(Reading below grade level)**  
**Pre-Treatment Think Aloud Data**



**Figure 41:**  
**Student 1**  
**(Reading below grade level)**  
**Post-Treatment Think Aloud Data**



# Science example - GMOs/Biology

What do you notice?

How could your next Socratic Seminar be crafted? Why?



What is the deeper meaning for students/teacher?



**Strategy  
Alert**

## Goals:

1. Engaging and investing students in the reading/discussion
2. Turning the power over to the students

## Today's Examples:

- You Should Be in Pictures - What do you notice? What if you were in these pictures? What resonates with you from the image(s)? Why?
- Anticipation Guide



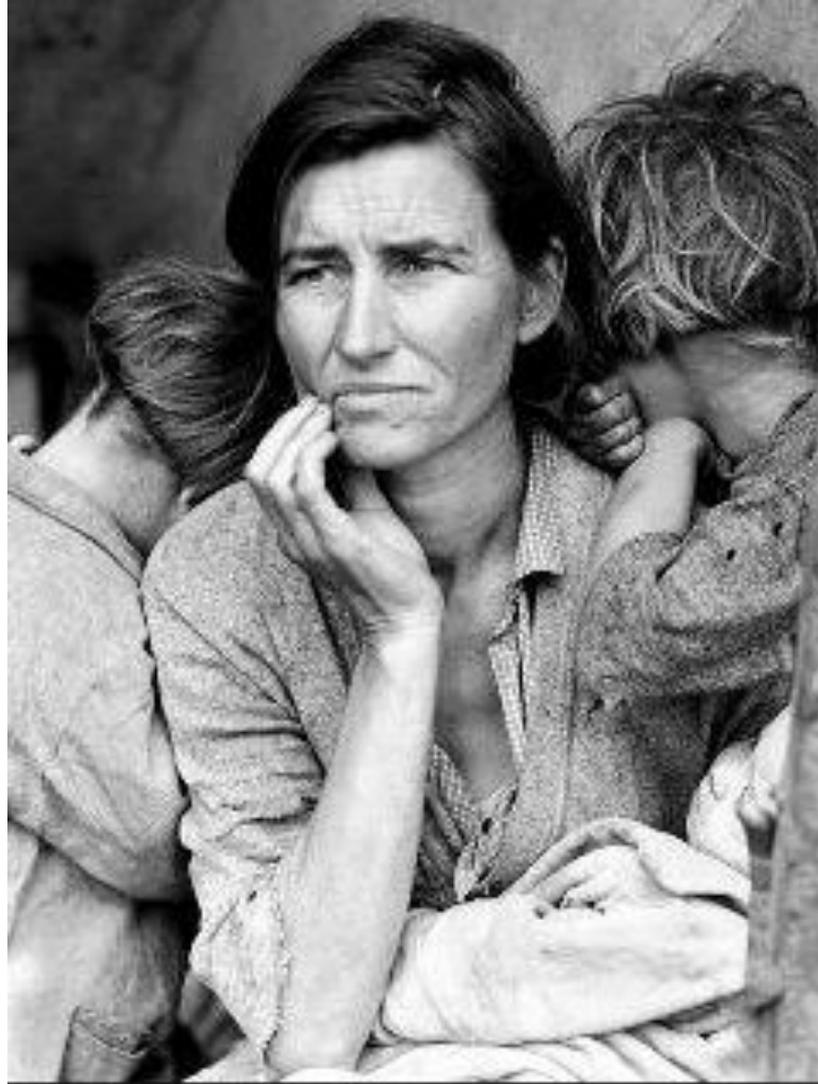
Link to [music](#)











# Anticipation Guide

**SA** = Strongly Agree, **A** = Agree,

**D** = Disagree, **SD** = Strongly Disagree

1. \_\_\_\_\_ Humans have a huge impact on the environment.
2. \_\_\_\_\_ Handling the situations displayed in the images would be very difficult for me.
3. \_\_\_\_\_ The federal government should play a large role in preventing or responding to economic or environmental crises.

# Assessment/Feedback?

## Group Discussion Norms

Name: Anthony P.

| Group Norm       | Advanced  | Proficient  | Approaching  | Beginning   |
|------------------|---|---|--|---|
| speaking         | clearly <sup>bits</sup> where student found information       | Talks, is confident and puts in opinion                 | talks or makes comment                                 | cannot speak in group                                 |
| let others speak | makes good comments, let always give others a chance to speak | keeps the conversation relatively evened out            | lets others speak occasionally                         | dominates the conversation, does not let anyone speak |
| body language    | is always paying attention                                    | mostly pays attention, seems knowledgeable about topic. | seems to sometimes pay attention and agree with others | does not pay attention, does not make eye contact     |

## Peer Feedback:

Name of person you are observing:

Your name:

Record a check for each time your partner contributed in a meaningful way: \_\_\_\_\_

On a scale of 1-5, with 5 being the highest, how well did your partner do at the following:

### **Communication and Discussion Skills –**

\_\_\_\_\_ Stay focused on the discussion?

\_\_\_\_\_ Invite other people into the discussion?

\_\_\_\_\_ Share airtime equally with others (didn't talk more than was fair to others)?

\_\_\_\_\_ Listen to others respectfully?

\_\_\_\_\_ Enter the discussion in a polite manner using a variety of sentence starters?

\_\_\_\_\_ Move the discussion to a deeper level using thoughtful questions?

### **Claim, Evidence, and Reasoning –**

\_\_\_\_\_ *Cite reasons* and *evidence* to support his/her statements?

\_\_\_\_\_ Demonstrate that he/she had given thoughtful consideration to the topic and developed  
*a personal statement?*

|   | <b>Grade 6</b>  | <b>Grade 7</b>   | <b>Grade 8</b>  | <b>Grades 9-10</b>   | <b>Grades 11-12</b>   |
|---|---|--|---|--|---|
| 1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.c | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.         |
| 2 | Interpret information presented in diverse media and formats (visually, quantitatively, orally), and explain how the ideas clarify a topic, text, or issue under study.   | Analyze the main ideas and supporting details presented in diverse media and formats (visually, quantitatively, orally), and explain how the ideas clarify a topic, text, or issue under study.                              | Analyze the purpose of information presented in diverse media and formats (visually, quantitatively, orally) and evaluate the motives (social, commercial, political) behind its presentation.                              | Integrate multiple sources of information presented in diverse media or formats (visually, quantitatively, orally), evaluating the credibility and accuracy of each source.  | Integrate multiple sources of information presented in diverse formats and media (visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among data. |

|   |   |   |  |   |  |
|---|---|---|--|---|--|
| 3 | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.  | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.  | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.                              | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.   | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  |
| 4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |

## Literacy Discourse

|         | Teacher's Role  | Prompting   | Explaining Thinking  | Building Student Responsibility Within the Community   |
|---------|---|---|--|--|
| Level 0 | Teacher is at the front of the room and dominates conversation.   | Teacher is the only questioner. Questions serve to keep students listening to the teacher. Students give short answers and respond to the teacher only.                           | Teacher questions focus on correctness. Students provide short answer-focused responses. Teacher may give answers.   | Culture supports students keeping ideas to themselves or just providing answers when asked.  |
| Level 1 | Teacher encourages the sharing of ideas and directs speaker to talk to the class, not to the teacher only.  | Teacher questions begin to focus on student thinking and less on answers. Only teacher asks questions.  | Teacher probes student thinking somewhat. Teacher may fill in an explanation. Students provide brief descriptions of their thinking in response to teacher probing.                    | Students believe that their ideas are accepted by the classroom community. They begin to listen to one another supportively and to restate in their own words what another student has said.                   |
| Level 2 | Teacher facilitates conversations between students, and encourages students to ask questions of one another.  | Teacher uses intentional prompting and facilitates some student-to-student talk. Students ask questions of one another with prompting from teacher.                               | Teacher probes more deeply to learn about student thinking. Students respond to teacher probing and volunteer their thinking. Students begin to defend their thinking.                 | Students believe they are readers, learners, and thinkers and that their ideas and the ideas of their classmates are important. They listen actively so they can contribute significantly.                     |
| Level 3 | Students carry the conversation themselves. Teacher only guides from the periphery of the conversation. Teacher waits for students to clarify thinking of others. | Student-to-student talk is student initiated. Students ask questions and listen to responses. Many questions call for justification. Teacher prompting may still guide discourse. | Teacher follows student thinking closely. Teacher asks students to talk about contrasting thoughts. Students defend and justify their thinking with little prompting from the teacher. | Students believe that they are reading and thinking leaders and can help shape the thinking of others. They help shape others' thinking in supportive, collegial ways and accept the same support from others. |

# BLACK SUNDAY

The shocking story of the biggest dust storm in American history BY LAUREN TARSHIS



Catherine Hattrup, age 5

**C**atherine Hattrup was sure the world was coming to an end.

It was Sunday, April 14, 1935. Nine-year-old Catherine was enjoying a quiet afternoon at her grandmother's house near Kinsley, Kansas. Suddenly, Catherine's grandmother rushed inside.

"Oh my!" her grandmother cried. "There's a terrible black cloud. And I have no idea what it is!"

For hundreds of miles around, people saw the same awful sight. The sky was black.

Was it a thunderstorm? Was it a tornado? No. It was a dust storm—the biggest in

U.S. history. A cloud of dust 200 miles wide sped across the land at 65 miles per hour.

What would happen when it hit?

**PAUSE AND THINK:** Why did Catherine's grandmother rush inside?

## Changes to the Land

Parts of Kansas are in an area called the Southern Plains. This area is flat and treeless.

For thousands of years, the land was covered by **prairie** grass. Prairie grass was strong and sturdy. It could survive the area's harsh weather—frozen winters, roasting

summers, and terrible **drought**.

But by the late 1800s, the Southern Plains had changed.

The U.S. government was working to turn the American wilderness into towns, cities, and farms. The government took a lot of land from Native Americans. It gave that land to white **settlers** for free or for very little money.

The settlers ripped up the prairie grass and planted crops. Miles and miles of land were turned into wheat farms.

**PAUSE AND THINK:** What did the U.S. government do? Why?

### CLICK WORDS FOR MORE!

#### VOCABULARY

**prairie:** a large, flat area with very few trees

**drought:** a long period of very dry weather

**settlers:** people who make a home in a new place

**Great Depression:** the time period from 1929 to 1939, when many people lost their jobs and their money

**gritty:** full of tiny pieces of

[Action Scholastic](#) - An AMAZING differentiated resource! Students love it!

VIDEO

GO TO  
WEB VIEW

## Double-Entry Journal

### Critical analysis of the text:

Who is telling us these facts?

What are the qualifications of this person to tell us this information? Explain.

What is he/she have to gain from telling us this information?

| What the text says... | What I think... |
|-----------------------|-----------------|
|                       |                 |

My Name:

Below - My work that represents me and my thoughts....

| <b>What did I learn?</b> | <b>What questions do I have for myself and others?</b> |
|--------------------------|--|
|                          |  |

These are my take-aways from today's student-led Socratic Seminar:

- 1.
- 2.
- 3.



- What is the human impact on the environment?
- How do photographs and/or stories of a moment in time increase our understanding of an event, person, or location?
- What roles should the federal government play in preventing or responding to economic or environmental crises?

# Technology Integration - Cyber Outer Circle

What are you thinking? What connections are you making? What questions do you have?



When poll is active, respond at [Pollev.com/nancyroncke167](https://Pollev.com/nancyroncke167)



Text **NANCYRONCKE167** to **37607** once to join



No responses received yet. They will appear here...



# Reflection



We do not learn from  
experience... we learn  
from reflecting on  
experience.

- John Dewey

## Important Literacy Resources

Click on the buttons below to access the live links.

<https://newsela.com/>

Newsela.com has free, leveled texts for all disciplines! Articles are updated daily! All HMS teachers have Newsela PRO accounts!

**Newsela link** to speeches: at various reading levels!

[informationisbeautiful.net](http://informationisbeautiful.net)

Dedicated to distilling the world's data, information and knowledge into beautiful, interesting and, above all, useful visualizations, infographics and diagrams.

[www.readworks.org](http://www.readworks.org)

Readworks.org has free, leveled texts for all readers! Assessment and planning ideas are embedded within the site.

<http://www.commonlit.org/>

Commonlit.org has it all! Find free, high-quality reading materials to supplement many texts. Site is organized by texts and essential questions!

**Scope Scholastic**

Scope Scholastic Magazine is highly engaging for all readers!

**Word Generation**

Get ready to be blown away by this free site, created by professors at Harvard University! Interdisciplinary texts organized by content areas and Common Core State Standards. Many of our teachers are using these resources to help students prepare for interdisciplinary Socratic seminars. Click on tabs and then the triangle to download all the free texts/ideas!

[www.textproject.org](http://www.textproject.org)

Amazing site organized by renowned researcher, Freddy Hiebert. Look here for vocabulary resources, videos, webinars, free leveled texts, research....everything!!!

**FYI for Kids**

Free site, found on textproject.org. Free, leveled interdisciplinary expository texts on almost any subject you can imagine!

**Action Scholastic**

Action Scholastic Magazine has differentiated texts on highly engaging topics. Short video clips, along with read-aloud components are embedded in many of the articles. Password (for students) = hawkpride1

My website of engaging literacy resources!

# Checking Out



“Checking Out”

Name

One thing you will try with your students

Name

“Checking Out”

# Engaging Students through Talk

Nancy Roncke

[nroncke@waukesha.k12.wi.us](mailto:nroncke@waukesha.k12.wi.us)

262-970-3490



Other resources: <https://goo.gl/ocndRm>,  
<http://jeffzwiers.org/tools>,  
<http://hawkliteracy.weebly.com>.

