

Talk It Out

Invite, consider, record, and compare ideas.

6.1.D "participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the four moves each group member must perform. Circle the instruction that prevents invented disagreement.

A Student-Led Discussion

Choose a question and lead the discussion

Work in a group of three or four. Each person needs this worksheet and a pencil. Choose: How could our class improve independent-work time? Or: How could we make the classroom library easier to use? Prepare one suggestion and a reason. Choose a first facilitator, then pass that job to the next person after each round.

Everyone does these moves

1. Invite a named classmate to suggest a change and explain why it would help. Each person gives a suggestion and a reason.
2. Restate a classmate's idea accurately. Ask a follow-up question, build on the idea, or explain a concern with a reason. Let the classmate correct your restatement.
3. Pause so everyone writes their own brief notes: names, suggestions and reasons. Include at least two classmates.
4. Compare proposals. Each person names an agreement and a disagreement, with the people's actual positions. Check these statements with the group.

Use honest comparisons

Listen before responding and invite anyone who has not spoken. Disagreement can be about a detail, such as when or how to act, and it may be resolved during the talk. Do not invent a disagreement. If none has occurred, record that honestly and discuss a contrasting proposal or a possible drawback before checking again. Finish by explaining how a classmate's suggestion affected your thinking.

2 ANSWER WITH EVIDENCE Use the passage

1 Why does each student keep notes instead of leaving all the writing to a group recorder?

2 How can you show that you considered a suggestion even when you disagree?

3 What should you do if everyone seems to agree?

3 YOUR TURN Your own words

Hold the discussion described above. Each student completes their own record with short notes, then checks it with the group. Written guesses about a discussion do not replace participation.

1. Gather suggestions during the discussion

Record at least two classmates' names, suggestions and reasons. Also note whom you invited to speak and the question you asked.

2. Compare positions

Record one agreement and one actual disagreement, including who held each view. Check with the speakers. If none occurred, record that, discuss an alternative, and report the result honestly.

3. Reflect after listening

Name one suggestion you considered and explain how it changed or confirmed your thinking. Give a reason.

PART 1 • READ AND MARK

Underline the four moves each group member must perform. Circle the instruction that prevents invented disagreement. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Why does each student keep notes instead of leaving all the writing to a group recorder?	Each student practices note-taking and has a record of classmates' suggestions and reasons to compare.
2	How can you show that you considered a suggestion even when you disagree?	Restate it accurately, ask a follow-up question or explain a specific concern with a reason, and let the speaker correct your understanding.
3	What should you do if everyone seems to agree?	Record that honestly, then discuss a contrasting proposal or drawback and check again. Do not invent a disagreement.

PART 3 • YOUR TURN (SAMPLE ANSWER)**Zoe's notes and response (fictional discussion)**

Maya: quiet reading first, to settle the class. Luis: partner reading first, to help with hard words. Both want everyone to understand the text. They disagree about starting alone or with a partner. After discussing both needs, they propose quiet reading followed by a partner check.

I asked Luis why partners should go first and restated his reason. I initially preferred only quiet reading. His concern about hard words led me to support a partner check afterward. My notes record both initial positions, not just the final choice.

TEACHER ASSESSMENT NOTES

Observe every student inviting a suggestion, considering another idea, taking individual notes, and identifying accurately represented agreements and differences. Pause for note-taking. Rotate facilitation; other skills belong to everyone. Use a second discussion if a child has not yet practiced a skill. If all agree, offer a contrasting proposal for genuine consideration, without forcing students to claim views they do not hold. Scribe or provide communication supports when needed. The example is illustrative, not a script to copy.