



# Text Selection & Discussion Planning

August 2017

# Agenda

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- *How should I select texts for my units?*
- *How can I plan effectively for discussions?*
- Additional Thoughts & Questions

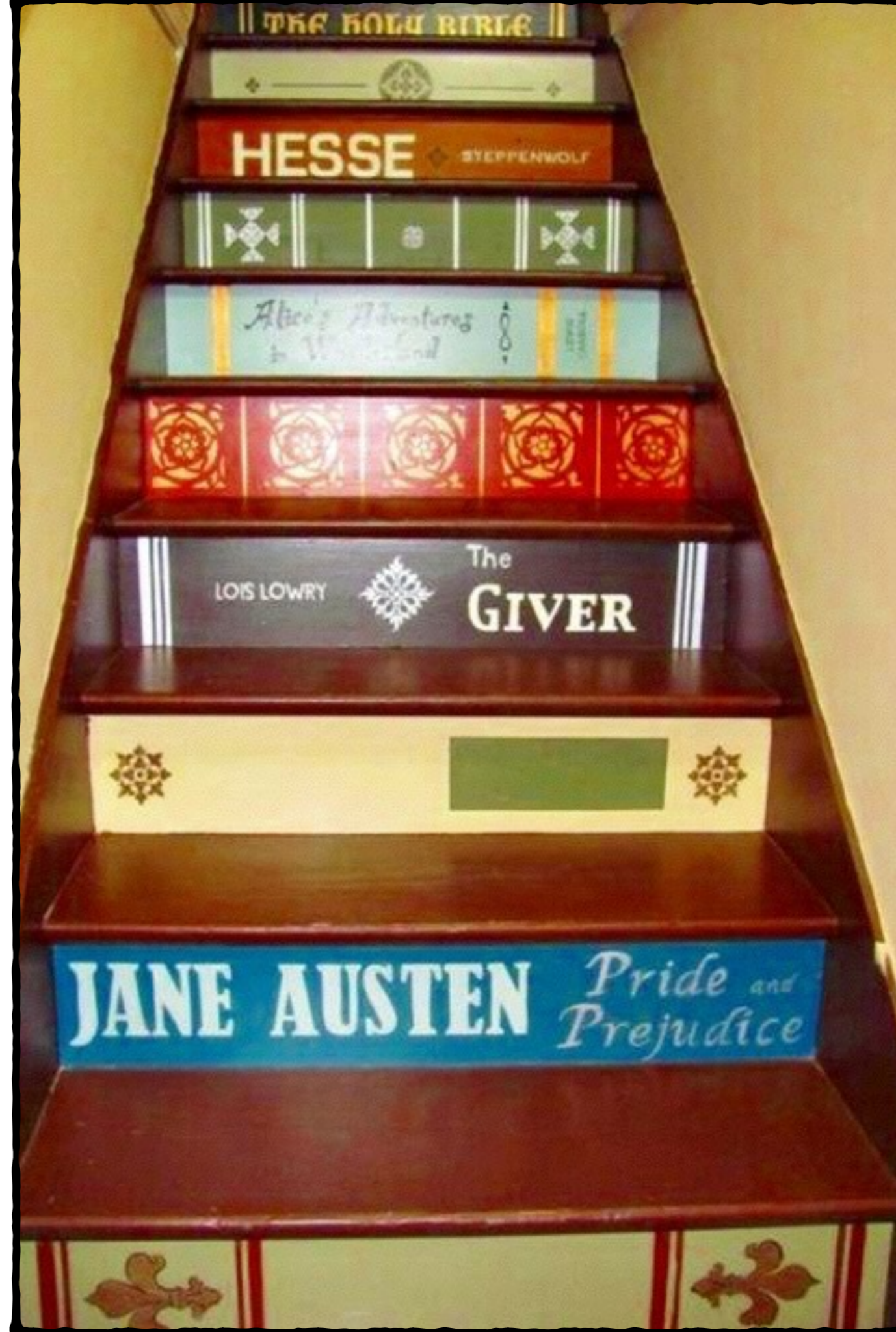


# The Purpose of a Text

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“A text is a tangible artifact or document appropriate for the participants’ current level of intellectual and social development. We have found it important that the text is tangible (in whole or in part) for common reference.”

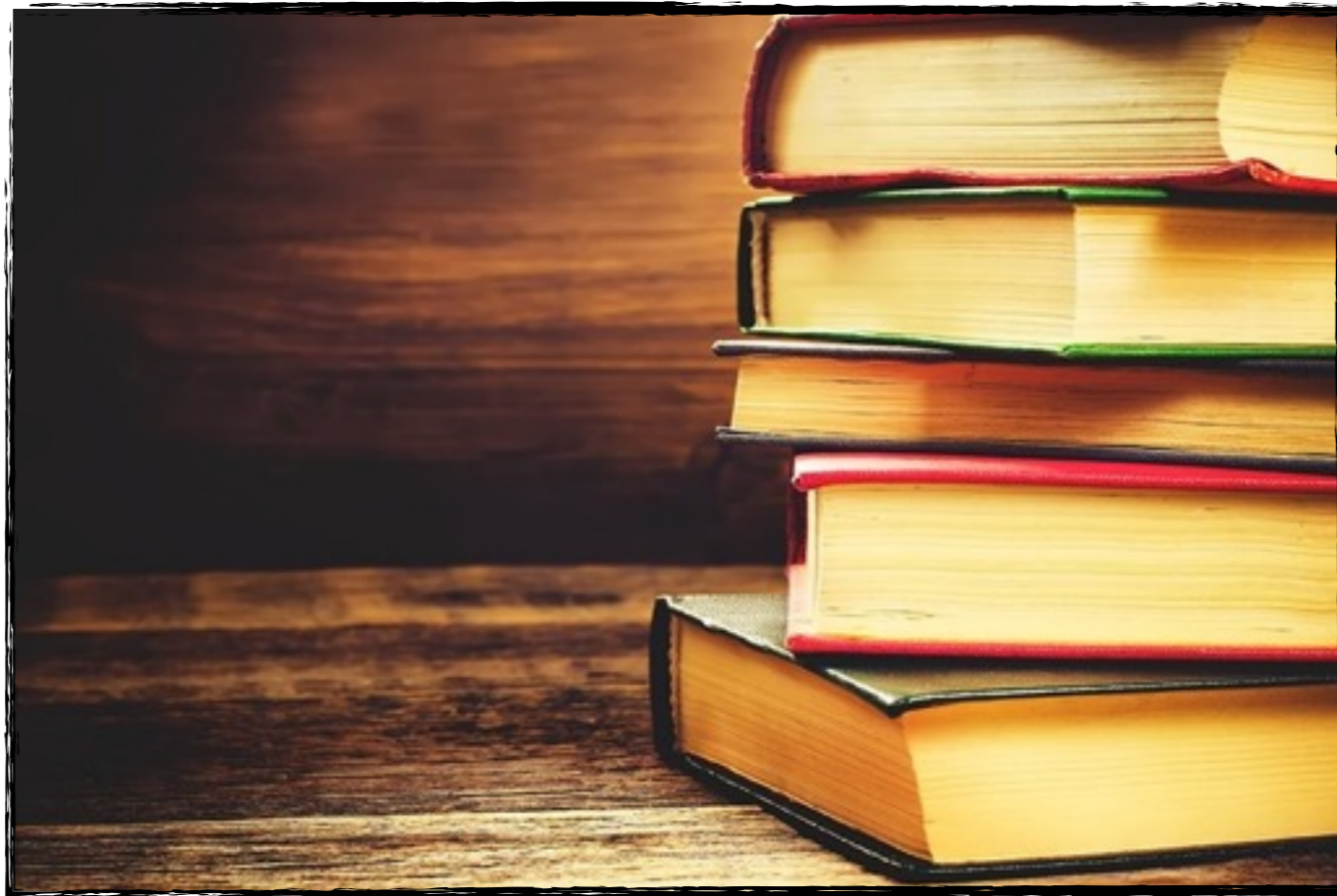
- The National Paideia Center



# Text Selection

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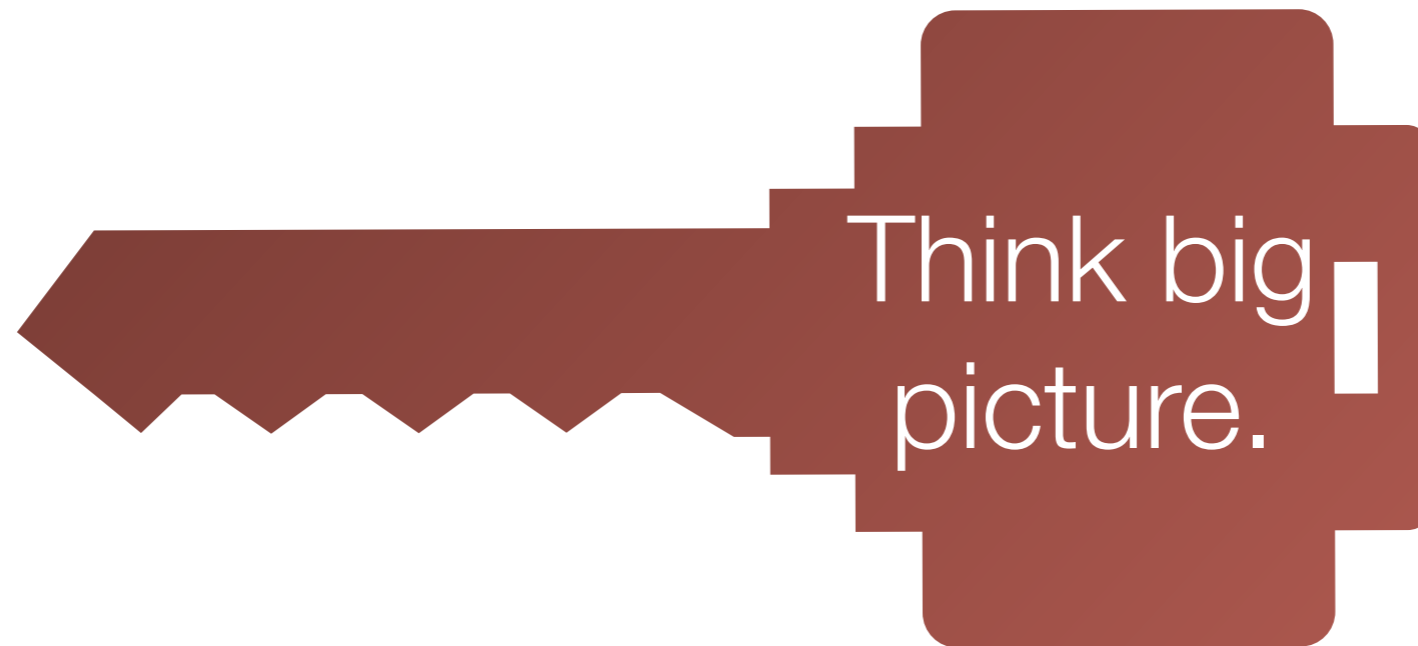
- In general, what are the criteria you use to select texts for your course?



# Approach to Text Selection

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- *How should I select texts for my **units**?*

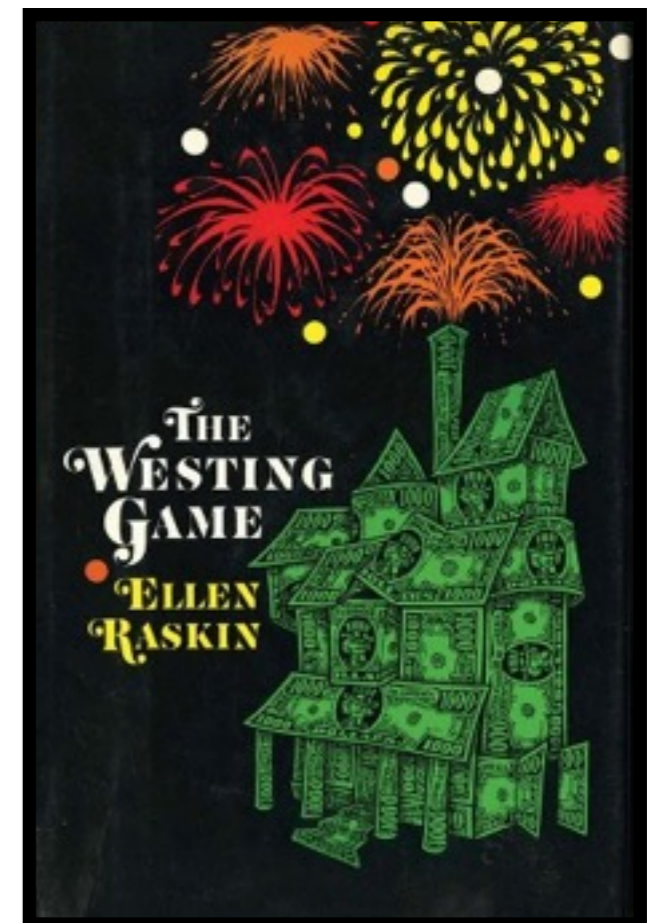
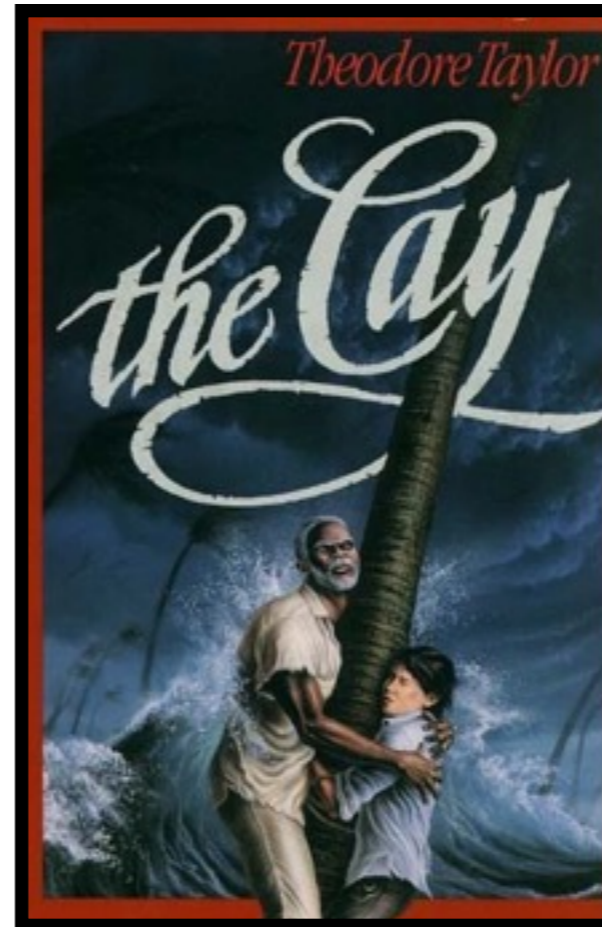


- Does this text help to advance the long-term goals of my course?
- Am I choosing this text because it would be interesting or fun to discuss for a single class session?

# Example with 6th Grade English

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- Overarching Course Goal:
- Students will recognize all people are made in the image of God and empathize more effectively with others as a result.
- Novel Selections:
- *The Cay* by Theodore Taylor
- *The Westing Game* by Ellen Raskin



# Key Question

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What are the ideas and values that are most important to my course?



# Criteria for Text Selection

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Ideas & Values	Rigor
Relevance	Complexity



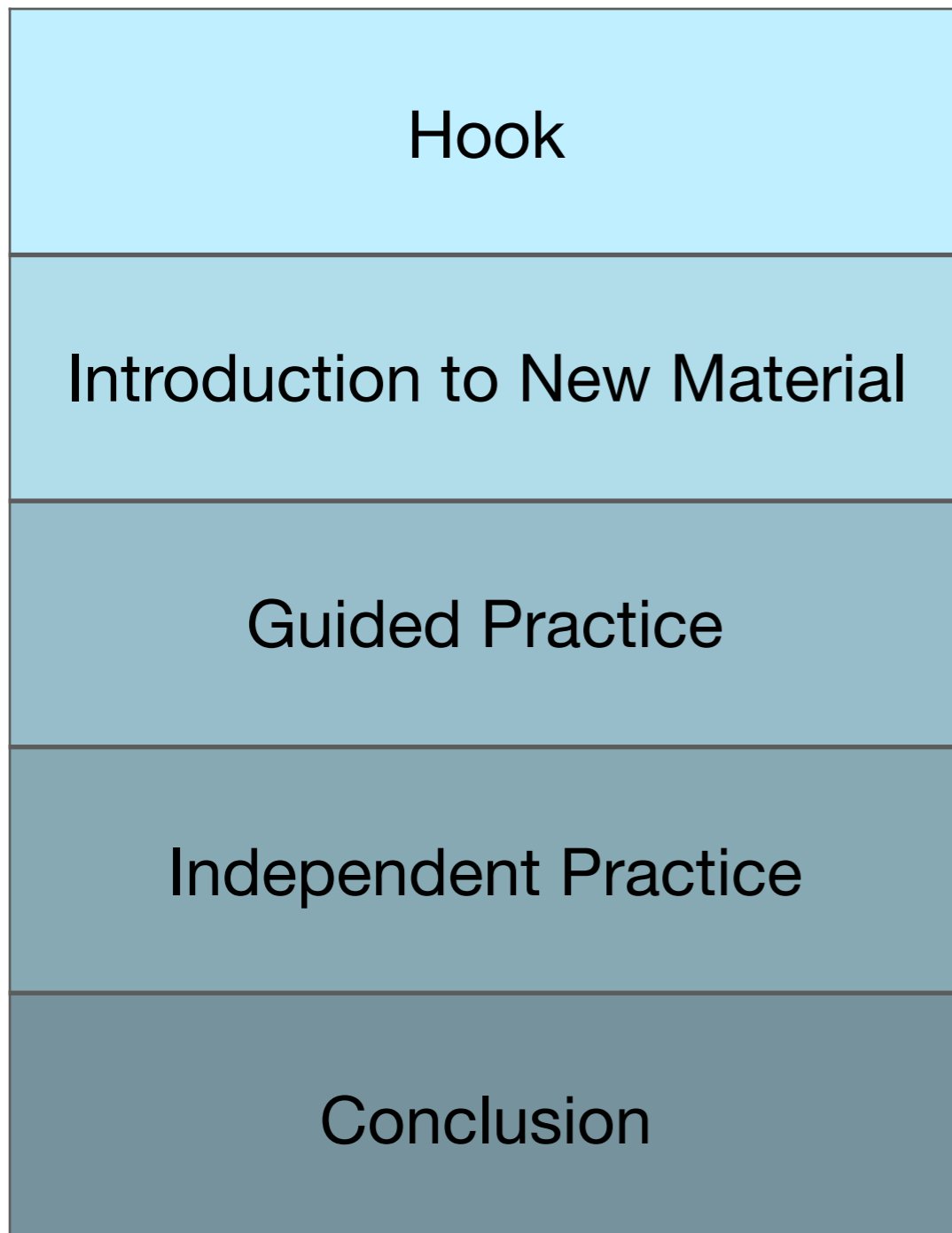
# Criteria for Text Selection

<b>Rigor</b>	<b>Relevance</b>	<b>Complexity</b>
<p>The text is “not easily disposed of”; it is beyond the ability of most participants to fully understand it through a single reading or by him/herself.</p>	<p>The text relates to the key ideas and values of the unit, as well as the participants’ lives.</p>	<p>The text is nuanced enough to be considered and evaluated from multiple perspectives.</p>

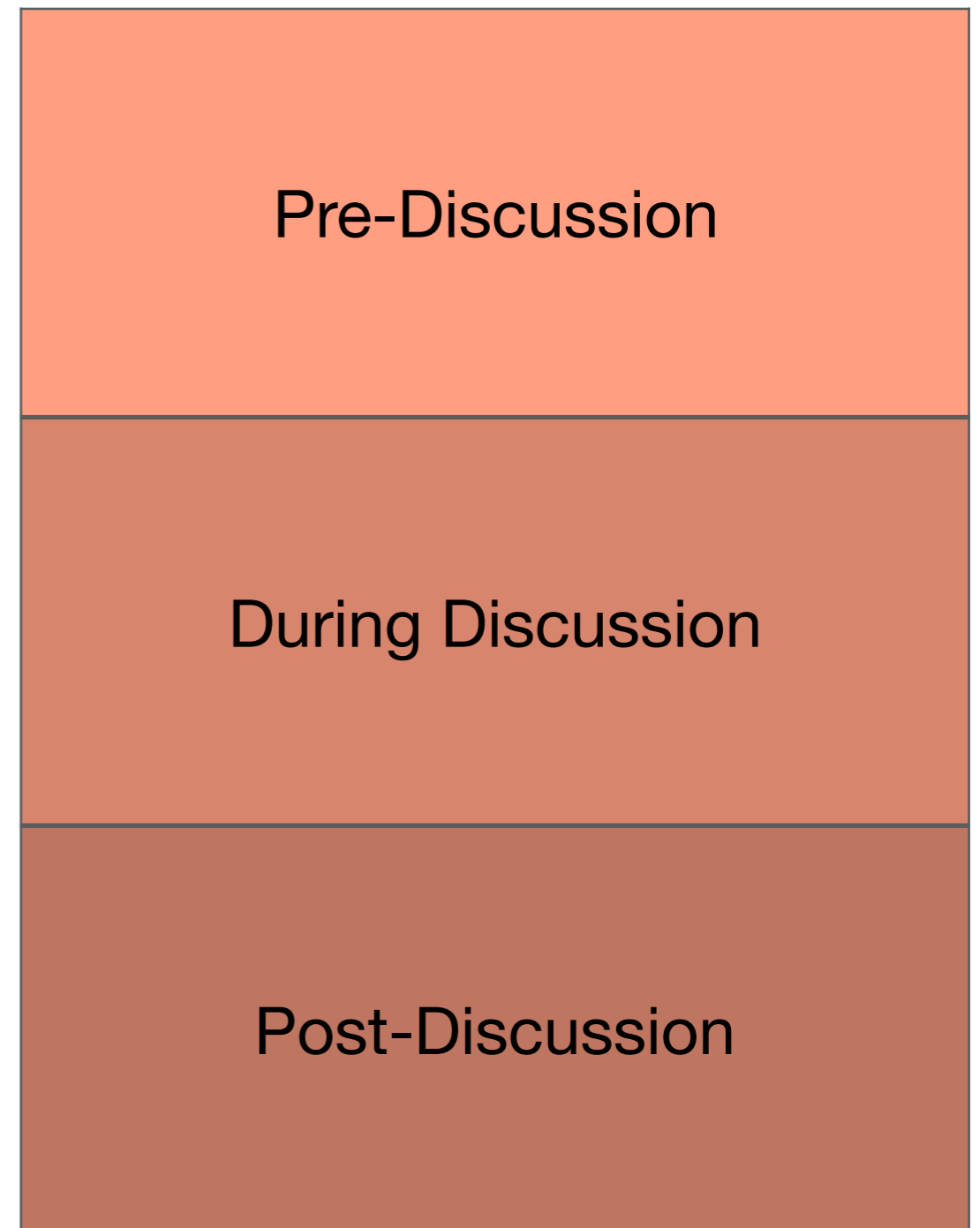
# Discussion Planning

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## Traditional 5-Step Planning



## Discussion Planning



# 5-Step vs. Discussion Planning

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## 5-Step Lesson Plan

- Clearly aligned with objective(s) selected for the day
- Offers extensive practice to students
- Can feel repetitive and uninspiring to learners

## Discussion Planning

- Allows for creativity and flexibility with activities
- Bundles multiple objectives together to be addressed simultaneously
- Can still feel repetitive and uninspiring **without variety**

# Discussion Planning

<b>Pre-Discussion</b>	<b>During Discussion</b>	<b>Post-Discussion</b>
<p>How will students prepare for the <b>content</b> of the discussion?</p> <p>How will students prepare for the <b>process</b> of having a discussion?</p>	<p>How will I facilitate and support the students' discussion?</p> <p>How will I observe and potentially track the discussion?</p>	<p>What will the students do to demonstrate what they learned from discussion?</p>

# Example Plan

<b>Pre-Discussion</b>	<b>During Discussion</b>	<b>Post-Discussion</b>
<p>Students will complete an anticipation guide on related topics.</p> <p>Students will then develop debatable questions using sentence starters.</p>	<p>I will encourage students to start by sharing their questions with the whole group.</p> <p>I will track discussion using the oval and make copies to share tomorrow.</p>	<p>Students will compose a short essay response for homework this evening.</p>

# Additional Thoughts and Questions?

