

Chapter 2

TAKE ACTION!

Use this reproducible to apply your learning and, potentially, as a springboard for professional development work.

1. Think about an upcoming lesson that requires deep thinking where students might benefit from more discussion about the content. Determine the (1) learning target, (2) content, and (3) speaking and listening skills you want students to apply during their discussions.

Learning Target	Content	Speaking and Listening Skills

2. Use the framework to outline the focus lesson, application of learning, look-fors during observation, feedback, and enduring understandings to consider during reflection.

<p>Focus Lesson Description</p> <ul style="list-style-type: none"> • Content learning target • Speaking and listening learning target 	
<p>Application of Learning</p> <ul style="list-style-type: none"> • Group configuration (small group, pairs, triads) • Text used during discussion • Other resources 	
<p>Observation and Record Keeping</p> <ul style="list-style-type: none"> • Look-fors (one content target and one speaking and listening learning target; one or two other skills that were introduced in the past) 	
<p>Feedback</p> <ul style="list-style-type: none"> • Will you provide whole-group, small-group, or individual feedback? 	
<p>Reflection</p> <ul style="list-style-type: none"> • How will students reflect on their learning (journal writing, talk among group through use of prompt, share in whole group)? 	

3. Engage students in student-led discussions about a text or topic related to the content you are learning about. While students are participating in discussion, select and take notes using the observation and record-keeping chart you prefer. How will these charts improve the quality of feedback students receive?