

## TEACHER DIRECTIONS

# Text Talk Time

CCSS: RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.5, RI.9-10.6, SL.9-10.1, SL.9-10.3, SL.9-10.6, RI.11-12.1, RI.11-12.2, RI.11-12.4, RI.11-12.5, RI.11-12.6, SL.11-12.1, SL.11-12.3, SL.11-12.6

Text Talk Time requires students to come to class prepared for structured discussion after reading an excerpt from *The New Jim Crow*. These whole-class discussions are structured to facilitate rich dialogue, active listening and use of textual evidence. The group setting challenges students to analyze the text through collaborative discussion, and gives students an opportunity to practice answering essential questions they may later write about.

Text Talk Time supports civil discourse. Students work together to making meaning of *The New Jim Crow*. The structure makes it less likely that particular students will dominate or feel overpowered, reinforcing the values of respect and equity.

1. Have students bring their copies of the excerpt to the discussion, along with the notes they took during reading and two or three critical questions they created on their own.
2. You may need to guide students until they feel comfortable composing their own text-dependent questions. Refer to Teaching Students to “Challenge the Text” with *The New Jim Crow* for help in this area.
3. Arrange your classroom for whole-class discussion and go over the expectations for Text Talk Time, for example, when students can talk, how to signal if they have something to say and so on.
4. The teacher is there only to facilitate. The discussion is driven by student questions and responses. As students ask and answer each other’s questions, facilitate and monitor the discussion for equal participation.
  - Build in appropriate “wait time” to allow students to generate follow-up questions and responses.
  - Remind students to explain their reasoning and point to or quote from the excerpt when doing so.
  - Challenge students to consider and evaluate the soundness of each other’s arguments. What are their claims? How do they support their point? Is this evidence relevant? Sufficient? Convincing?
5. Close by having students summarize the discussion. Ask what they learned and how they better understand the excerpt after discussing it with their peers. Finally, ask students what could be improved in the next Text Talk Time.

English language learners: Text Talk Time benefits English language learners by requiring that they use academic language to articulate their thoughts. To reduce English language learners’ anxiety when speaking to the whole group, consider forming smaller circles of four to six students.