

Socratic Seminar

- **CCSS.ELA-Literacy.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions building on others' ideas and expressing their own clearly and persuasively.
 - **CCSS.ELA-Literacy.SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - **CCSS.ELA-Literacy.SL.11-12.1b** Work with peers to promote civil, democratic discussions
 - **CCSS.ELA-Literacy.SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - **CCSS.ELA-Literacy.SL.11-12.1d** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- **CCSS.ELA-Literacy.SL.11-12.3** 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.
- **CCSS.ELA-Literacy.SL.11-12.4** 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.

What it should like...	What it shouldn't look like...
<ul style="list-style-type: none"> ○ (A): drawing out quiet peers with names and questions ○ (A): using academic vocabulary—see today's goals below ○ (A): appropriate balance of give and take in conversation ○ A natural flow among students and ideas ○ Students prepared with notes and books ○ Eye contact, body facing speaker and clearly engaged ○ Honoring diversity of opinions ○ Awkward silences that are accepted as a natural part of process ○ Acknowledging and building on previous comments ○ Staying focused on text ○ Intentional teacher intervention tactics such as muting, redirection ○ Students taking turns as vocal leaders, facilitators, and/or intermittent participants ○ Being attentive to each other, calling on quiet voices, making dominant voices wait 	<ul style="list-style-type: none"> ○ Dominating voices ○ Interrupting peers ○ Treating it as a debate, trying to win and/or prove point ○ Resistant voices ○ Side conversations ○ Fiddling with papers, book, looking down, slouching ○ Plot summary ○ Ignoring who has participated and who has not ○ Discouraging comments, humor, and/or body language ○ Changing topics before students have had the chance to participate ○ STUDENTS WHO ARE RUDE IN ANYWAY (SIDE CONVERSATIONS, GIGGLING, DISTRACTING EYE CONTACT OR BODY MOVEMENTS) WILL BE DISMISSED FROM THE SOCRATIC SEMINAR AND EARN A 0

Today's academic vocabulary goals:

1. Using textual evidence seamlessly in conversation to support ideas
2. Using upgraded verbs in present tense
 - a. Using them correctly
 - b. Self-correcting without prompting from teacher
 - c. Correcting a peer **RESPECTFULLY**

A 45-50	ALL 4 A moves met; insightful self-initiated contributions
B 40-44	3 A moves met; self-initiated contributions
C 35-39	Some contribution, including 2 A moves; contributions may be too few or too much
D	Some contribution, only 1 A move; contribution not self-initiated

30-34	
F 25-29	Present, but disengaged