

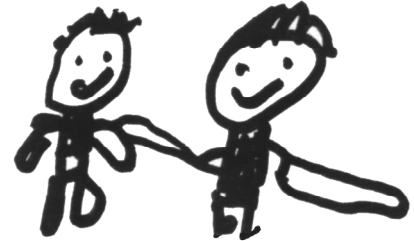
Read-Talk-Write Read-Talk-Draw Read-Talk-Perform Read-Talk-Map

The goals of read-talk-write and its' variations are for students to increase reading for understanding, listening skills, comprehension, working collaboratively, developing note taking skills, and learning to share information in their own words.

Read

The first step is having the students read or listen to the same selection. This can be done by:

- silently reading a selection to themselves.
- listening to the teacher (or student) read a selection to the class.
- listening to an audio or video tape of a selection.
- learning about a topic using a panoramic book.



The selection can be non-fiction or fiction.

Talk

After finishing reading or listening to a selection, the students are paired up with an A and B designation. It is important that the paired students are physically facing each other during the *Talk* phase. The A student begins the process by sharing everything they know about the selection they read (or listened to) while B listens. Then they are instructed to switch their roles after a specified amount of time. The B student shares everything they know about the selection to A including anything new or what they have previously heard. It is helpful to provide a specified amount of time (an unusual number such as 23 seconds is very effective). A timer can be effective. It is important for the student sharing to keep speaking if they are the student talking. Before students are paired the teacher could pair with a student to model the procedure to the whole class. This provides a platform to model how one thinks.

Write (Draw; Perform; Map)

After completing the *Talk* phase, students then write what they have learned from *Read* and *Talk* elements of the procedure. They write without looking at the text they just read or listened to. Variations of the *Write* phase include drawing, mapping, or performing.

Extensions

Vocabulary

Vocabulary development through various procedures including word cards with student illustrations, Paired Vocabulary Brainstorming, Dancing Definitions, Synonym Triplets, or others could proceed Read-Talk-Write to support the writing.

Debrief

The students are led by the teacher or a student through a inquiry reflection on what they did including identifying an understanding of the procedure, sharing their writing, and/or what they have done successfully. This could be followed by peer editing to deepen the knowledge.

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