

Chart Talk

Teachers can help students build confidence in their ability to comprehend content-area texts and make meaning of increasingly complex and abstract concepts by providing them with opportunities to make their thinking visible and share that thinking with other students. Chart talk provides all students time to reflect, and then share their thinking and questions with their peers.

Variations: This strategy can be done as a whole class, in groups or individually. You can use more than one prompt or question. It can be used at any point in a lesson; the placement might determine when the content is provided.

Uses:

- Motivate & engage students
- Inspire peer dialogue and argument
- Promote independent complex thinking
- Make connections to other content/contexts
- Provides time for Reflective Thinking without interruption
- Assess knowledge & check for understanding

Implementation:

1. Write the prompt or question atop the chart paper (for each group or for the class).
2. Give students time to silently consider the prompt (some students may want to write while others may not).
3. Provide a time limit for silence – this will provide time for ALL students to think, process, and reflect.
4. After silent time, provide an opportunity for students to record their thinking on their chart (If students will be creating charts as groups, then students should first record their individual thinking and ideas and then share with the group – these can then be taped or pasted to a group chart or upload to a digital chart.)
5. Provide the content to support the prompt (video, article, blog, sculpture, excerpt of text) and provide time for students to revise their chart(s). (*If you are doing this as a whole class revise the chart as prompted by the students' discussion - see variations above*)
6. Students share thinking (charts) with each other. Suggested sharing strategies: Gallery Walk or Each Teach.

Resource:

Ritchhart, R. & M. Church, K. Morrison (2011) *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. San Francisco, California: Jossey-Bass A Wiley Imprint.