

## **Graded Discussion on "The Survivor" in THE GRAND SEDUCTION**

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### **Graded Discussions**

The purpose of a graded discussion is to include all students in a scholarly conversation about a text. Prior to the discussion, each student is responsible for reading the assigned story and for creating original questions to ask of other students. Each time we do this exercise, we will sit in a circle and students will both ask and answer questions about the story.

Students will be evaluated according to the attached rubric.

For each story, required preparation includes:

#### **1. Writing two literal questions.**

Literal questions help us understand the facts of the story. You can ask specific questions about *who, what, when, where, and how* of the text or you can ask broader questions concerning the plot line of the material that we have read. Literal questions generally show whether or not you have read the story and are familiar with the basic plot. Do not ask trivial questions. The goal is not to stump others in the discussion group; the goal is to highlight key moments in the plot.

e.g.) In what country and era did the story take place?

#### **2. Writing two inferential questions.**

Inferential questions show that you have understood and thought about the story. These are generally *why* questions and their answers are not revealed in the plot. You should be looking for symbols, themes, concepts, motivations and interpretations to inspire you to come up with these questions. The purpose is to stimulate deeper thinking about the characters' motivations and the consequences of their actions.

e.g.) Why did the author make specific reference to the clothing of the characters?

#### **3. Writing two applied questions.**

Applied questions apply the text to the larger world of knowledge and human experience. How does the story relate to our society? What important issues concerned the author? The main point is to find the themes and messages in the story and relate them to our world. Applied questions cannot be answered with simple Yes/No responses; ask questions which will probe, explore and help us identify various themes of the story.

e.g.) Why do you think that the author seemed to believe that greed is a greater driving force than love? Is this true?

e.g.) Is our current society still obsessed with making and spending money to keep up appearances? If so, in what way?

**Format:**

Students will sit in a circle and one student will volunteer or will be called upon to start the conversation with a literal question. We will devote the first five minutes of the conversation to asking and answering literal questions and after that only inferential and applied questions may be asked and answered.

**Roles of students and teacher:**

The role of each student is to listen, ask and discuss. Students are responsible for leading the conversation, keeping the discussion on track and giving everyone a chance to speak. Because it is essential that everyone has the opportunity to participate, students must raise their hands and be called upon before speaking. Students may also only ask one question and answer one question until everyone in the room has also done so; this ensures that no one dominates the conversation and that all voices are heard equally.

The role of the teacher is to sit in on the discussion, observe, and record participation.

## Graded Discussion Rubric

Expectations	R	Level 1	Level 2	Level 3	Level 4
<p><b><i>Listening to Understand</i></b> Select and use the most appropriate active listening strategies when participating in a wide range of situations</p> <p>Extend understanding of oral texts, including complex and challenging texts, by making insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them (O1)</p>	Absent or insufficient listening skills.	<p>Limited use of active listening strategies.</p> <p>Demonstrates limited understanding of oral conversations and makes few connections.</p>	<p>Adequate use of active listening strategies.</p> <p>Demonstrates adequate understanding of oral conversations and makes some connections.</p>	<p>Considerable use of active listening strategies.</p> <p>Demonstrates considerable understanding of oral conversations and makes good connections.</p>	<p>Excellent use of active listening strategies.</p> <p>Demonstrates thorough understanding of oral conversations and makes insightful connections.</p>
<p><b><i>Speaking to communicate</i></b> Use speaking skills and strategies appropriately to communicate with audiences for a variety of purposes. (O2)</p>	Absent or insufficient oral communication skills.	Limited oral communication skills.	Adequate oral communication skills.	Considerable oral communication skills.	Excellent oral communication skills.
<p><b><i>Reflecting on Skills and Strategies</i></b> Demonstrate insight into their strengths and weaknesses as listeners and speakers, and practise the strategies they found most helpful before, during, and after listening and speaking to improve their oral communication skills (O3)</p>	<p>Absent or insufficient knowledge of the skills and strategies.</p> <p>Absent or insufficient explanation of next steps.</p>	<p>Demonstrates limited knowledge of the skills and strategies.</p> <p>Provides limited explanation for next steps.</p>	<p>Demonstrates adequate knowledge of the skills and strategies.</p> <p>Provides explanation and shows some analysis for next steps.</p>	<p>Demonstrates considerable knowledge of skills and strategies used in this task.</p> <p>Shows considerable analysis for next steps.</p>	<p>Describes multiple skills and strategies used in this task.</p> <p>Shows thorough analysis for next steps.</p>

Comments: