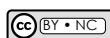


Implementing norms and routines for classroom discourse and work

Every content area has norms and practices for how people construct and share knowledge. These norms and practices vary across subjects but often include establishing hypotheses, providing evidence for claims, and explaining one’s reasoning to others. Teaching students these norms and practices, showing why they are important, and providing opportunities to use them is crucial for building understanding and capability in a given subject. Teachers name these norms and practices as students use them, provide scaffolds, model, and then offer opportunities for students to use the norms and practices. Norms and routines for classroom discourse and work are different from organizational routines that are used to manage time, space, materials, and student participation. While these two types of norms and routines are related to one another, norms and routines specific to classroom discourse and work are focused squarely on supporting students to engage in academic work in ways that are unique to the subject matter being studied. For example, the norm of citing textual evidence is a subject-specific norm critical to discourse and work in English language arts, whereas a system for completing and using reading logs is an organizational routine often used in language arts classrooms. Additional examples of each type of norm or routine are shown below.

Norms and routines for classroom discourse and work	Organizational norms and routines
<p>English language arts:</p> <ul style="list-style-type: none"> Writers generate drafts, which they revise and edit multiple times, often using feedback from others. Readers identify textual evidence for their claims. 	<ul style="list-style-type: none"> When submitting a piece of writing, staple early drafts behind the final piece. Teachers create book boxes with individual students so that they can quickly and easily access “just-right” texts.
<p>Mathematics:</p> <ul style="list-style-type: none"> Listening in mathematics involves thinking about others’ ideas and ensuring that you are convinced by their thinking. 	<ul style="list-style-type: none"> Listen and ask questions before disagreeing with an idea.
<p>Science:</p> <ul style="list-style-type: none"> Scientific claims are justified by observational evidence and scientific reasoning. 	<ul style="list-style-type: none"> When working in small groups to carry out investigations, group members may take on specific roles to ensure data is being collected in a systematic way.
<p>History:</p> <ul style="list-style-type: none"> In history, we analyze and evaluate sources to gather evidence that enables us to answer a central historical question. 	<ul style="list-style-type: none"> Students work with a primary source individually or in pairs, using a set of questions to guide their analysis.

We use the term “norms” to refer to a widely shared and accepted standard for work in a discipline. Subject-specific norms exist outside of individual classrooms and are often the standards of a discipline. This is not determined by a single teacher in a classroom, but by the broad community of disciplinary experts. It is through routines or practices that a norm is regularly carried out in a particular context and content area.



Advancing justice through implementing norms and routines for classroom discourse and work

Norms and routines for discourse and work are important for supporting students to engage in content area work. They make explicit for students the ways of thinking and working that are privileged by the disciplines and help position students as competent sense-makers in the content area. However, teachers must recognize when and how norms and routines for discourse and work may marginalize children. Because content area norms and routines often reflect dominant power and privilege, they can marginalize the skills and perspectives some students bring to classrooms. When choosing and implementing norms and routines for discourse and work, teachers should consider carefully which norms and routines to introduce, whom they privilege, and how to teach them.

Decomposition of implementing norms and routines for classroom discourse and work

PREPARE		IMPLEMENT		
Investigate	Analyze	Introduce	Practice	Maintain/Revise
<ul style="list-style-type: none"> Examine norms central to the discourse and work of the field Identify norms and routines necessary for classroom discourse and work Investigate other established norms and routines in the larger school context for connections across subjects and classes Learn about students' prior knowledge of norms and routines 	<ul style="list-style-type: none"> Understand relationships between disciplinary norms and social and political power Consider the social and power implications of establishing specific norms/routines in the classroom Prioritize, sequence, and pace the introduction of norms and routines across the year Anticipate challenges students might have enacting the norm/routine 	<ul style="list-style-type: none"> Name and explain the norm/routine Justify the norm/routine Demonstrate/model the norm/routine Create public artifacts to serve as shared resources Support students in making connections and distinctions between the disciplinary norm/routine and others in the school and beyond 	<ul style="list-style-type: none"> Provide repeated opportunities for students to enact the norm/routine with guidance Provide specific feedback to students on their use of the norm/routine Use scaffolds and supports as students practice 	<ul style="list-style-type: none"> Reference artifacts and use cues to revisit norms and routines Acknowledge students' use of a norm or routine Recognize when a norm/routine is not working as intended and develop revisions/improvements Support students in making connections across multiple norms and routines as more are introduced Provide opportunities for students to reflect on the impact of the norm/routine on their individual and collective learning

Visual representation of implementing norms and routines for classroom discourse and work

