Talk Read Talk Write

Four phases around one prompt and one text: talk first, then read, then talk again with evidence, then write. The second talk is where a claim gets qualified or corroborated.

What it is

Students begin by talking about the prompt with what they already think. They read the text. They talk again, this time using evidence from the text. Then they write. The writing should show that the reading changed, sharpened, or backed the first idea — not that the first idea was simply copied down.

The steps

1. **Talk.** Talk about the prompt. A stem such as “I think… because…” gets a first claim into the air before anyone opens the text.
2. **Read.** Read the text. Students mark a detail that stands out and note where it is (page or line).
3. **Talk again.** Talk using evidence from the text. Stems such as “According to the text…” and “This shows…” push the conversation off opinion and onto the source.
4. **Write.** Write a response you can stand behind. A stem such as “In the text, ___. This suggests ___.” keeps the sentence sourced.

When to use it

Use Talk Read Talk Write when the work of the day is a text — a document, a short passage, a map with a caption — and you want talk and writing both grounded in that text. It is especially useful when students can talk fluently about a topic but their writing still sounds like a guess.

Quick tip. Do not skip the second talk. The first talk is a first claim; the second talk is where students have to contextualize a detail or corroborate it with the page in front of them.

Talk Read Talk Write is a structure from Nancy Motley.

STUDENT ORGANIZER

Talk Read Talk Write

Name: _____ **Date:** _____ **Period:** _____

Prompt: _____

Stems: Talk — I think… because… · Read — One detail that stands out is… · Talk again — According to the text… / This shows… · Write — In the text, ___. This suggests ___.

TALK · NOTES

What do you think, and why? Use the stem if it helps.

READ · EVIDENCE OR QUOTE FROM THE TEXT	PAGE OR LINE

TALK AGAIN · HOW THE EVIDENCE CHANGED MY THINKING

What did you keep, qualify, or change after you read?

WRITE · PARAGRAPH

In the text, _____. This suggests _____.