

# Evidence-Based Facilitator Guide: Improving Intermediate Literacy

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## **Recommendation 3.** Extended Discussion of Text Meaning and Interpretation

*Updated December 2022*

**CC**NETWORK  
Comprehensive Center Network



**REGION 17**  
Idaho  
Montana



# IMPROVING INTERMEDIATE LITERACY

## Professional Development Facilitator's Guide

### Recommendation 3. Extended Discussion of Text Meaning and Interpretation

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## Materials checklist and notes

Item	Consumable Y or N	Quantity	Notes
Computer			
Projector			
Clicker			
PowerPoint presentation on flash drive or computer			
Handouts			

Chart paper and pens			
Sticky notes			
Agenda			
Sign-in forms			
Evaluation form			
Articles to be read			
Miscellaneous			

# State Department of Education/Background

## About the guide

Designed to help instructional leaders deliver effective training to teachers, this guide provides nine evidence-based strategies for supporting literacy in grades 4–8. It includes practical application ideas and examples, as well as resources for immediate implementation. This guide is based on Improving Adolescent Literacy, a practice guide from the Institute of Education Sciences (IES). More information is available at [www.ies.ed.gov](http://www.ies.ed.gov).

This guide, as well as the accompanying presentation materials, were compiled by the Region 17 Comprehensive Center at Education Northwest for the Idaho State Department of Education. It was updated in 2022 to address the updated standards for English Language Arts/Literacy.

## How to use the guide

This guide is designed to complement the training provided to an instructional leader (e.g., coach, teacher, administrator) who supports teachers in using evidence-based strategies to improve outcomes for students in grades 4–8. The instructional leader will be trained to facilitate and lead learning in a school and/or district. This guide includes a suggested script for each slide in the accompanying PowerPoint presentation. The facilitator can also use the supplemental handouts. For additional information on word recognition, phonological awareness, decoding, sight words recognition, language structure, and more, see <https://courses.lumenlearning.com/suny-hccc-childrenslit> and <https://courses.lumenlearning.com/literacypractice>.

*Note: The presentation slides that correspond to this guide are based on the **third** of four IES recommendations; there are four presentations total, and the first 19 slides are the same in each one. Thus, if you are delivering more than one of these presentations to the same audience during the same professional learning event, after describing the session outcomes (see slide 1), you can skip ahead to slide 20 after your first presentation. and begin with the section. This guide is focused on **Recommendation 3: “Extended Discussion of Text Meaning and Interpretation.”***

The design of this guide provides flexibility to facilitators to respond to school or district needs in a targeted manner. Each evidence-based practice can be provided as a brief training session over the course of a school year. These recommendations can be grouped into common threads and provided as a full- or half-day professional development session. The practices and subsequent activities are not content-specific; they can help improve literacy across content areas in grades 4–8.

## What participants need to bring

Participants should bring their core instructional materials, teacher manuals, textbooks, and/or grade-level standards. Throughout the professional learning session, they will be asked to reference and make connections to the instructional tools (i.e., core instructional materials) they are using.

## Presenter’s facilitation script

### Outcomes (post on chart paper)

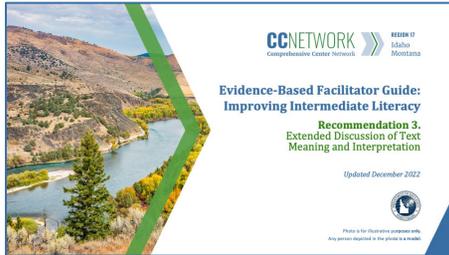
- Understand how extended discussion improves comprehension.
- Observe (by watching a video) how a teacher facilitates discussions and then discuss instructional strategies for facilitation.
- Describe two or more formats that will facilitate extended discussions.
- Practice a discussion protocol and apply it to current core instructional materials.

### Engagement structures

- Structured partners (pairs at table)
- Table groups
- Pairs-to-square (two partner pairs come together to create a group of four)
- Conversation placemat (from Discussion module—will be used as the engagement and discussion structure in this module)
- Talking chips

- Additional engagement strategies (e.g., quick writes, weighty words, inside-outside circle, cold call, whip around)

## Slide



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## Suggested script

*(Introduce yourself and invite colleagues and participants to introduce themselves. Establish structured partners and have partners identify whether they will be a “1” or a “2” during partner work.)*

Today’s presentation was developed in partnership with the Idaho State Department of Education and the Region 17 Comprehensive Center at Education Northwest, a nonprofit organization.

The goal of this professional development is to share evidence-based recommendations for improving intermediate literacy. It is designed to provide research and practical ideas for meeting the needs of all students, including students with reading difficulties across content areas. We have two outcomes for today (point to chart paper). By the end of this training, you will be able to:

- Describe two to three evidence-based research practices for providing explicit vocabulary instruction in a specific content area.
- Identify and apply those practices to current core instructional materials, teacher manuals, textbooks, and/or grade-level standards.

Our shared goal is to provide support for Idaho educators; together, we must equip students in grades 4–8 with the literacy skills they need to succeed.

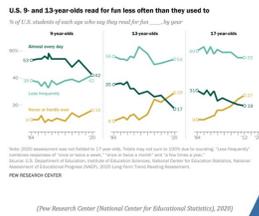
Slide	Suggested script
<p data-bbox="220 367 369 386">An important insight</p> <p data-bbox="220 402 247 427">“</p> <p data-bbox="249 428 569 483">14% of American adults are unable perform functional reading tasks such as reading medicine labels and train schedules. Another 29% are at 'basic' levels ... and do not read or write well enough to perform the literacy requirements of a typical job.”</p> <p data-bbox="506 501 569 513">(Moats, 2020)</p>  <p data-bbox="191 621 210 643">2</p>	<p data-bbox="762 350 852 380"><b>Quote</b></p> <p data-bbox="762 410 1402 440">Take a minute to read and reflect on this quote.</p> <p data-bbox="762 472 1108 501"><i>(Allow time for reflection)</i></p> <p data-bbox="762 532 1283 561">What does this make you think about?</p> <p data-bbox="762 592 1339 621"><i>(Allow participants to share their thoughts)</i></p> <p data-bbox="762 652 1583 682">What implications does this have for you and your students?</p> <p data-bbox="762 712 1312 742"><i>(Ask participants to share their thoughts)</i></p> <p data-bbox="762 773 1856 938">Every day and in every classroom in Idaho, teachers and students are using texts to communicate through speaking, listening, writing, and reading. We are preparing our students for a world of informational texts. This presentation has been prepared for ALL of you here today.</p> <p data-bbox="762 969 1839 1089">The one common factor across content areas is the ability to read critically. Whether you teach math, science, social studies, English, or technology, we ALL teach literacy.</p>
<p data-bbox="226 1154 422 1174">The literacy challenge is real</p>   <p data-bbox="191 1409 210 1430">3</p>	<p data-bbox="762 1138 1881 1393">The <b>literacy challenge</b> is real for students, teachers, and families. In 2019, the National Assessment of Educational Progress (NAEP), was administered at schools across the nation. The 2019 report card shows that, in most states, fourth- and eighth-grade students have stalled or declined in reading proficiency over the last decade. Two-thirds of students did not score proficient in reading on the most recent test. A third of the nation's fourth-graders tested "below basic."</p>

Slide	Suggested script
	<p data-bbox="762 332 1035 365">(Baumhardt, 2019).</p> <p data-bbox="762 394 1866 605">In Idaho, 34 percent of fourth graders and 37 percent of eighth graders scored at or above proficient in reading. Both of these scores were above the national average. Further, across the board, Idaho is in the top 15 in the national rankings. However, the eighth-grade reading score decreased by four points in 2019—a statistically significant drop.</p> <p data-bbox="762 634 1860 800">Students considered proficient or advanced by NAEP standards possess the literacy skills necessary for academic success. National statistics show that many students leave middle school unable to read adequately and are, therefore, unprepared to learn from textbooks at the high school level and beyond.</p> <p data-bbox="762 829 1845 1128">According to the stages of reading development (Chall, 1983), in grades 4 and above, students move from “learning to read” to “reading to learn.” During this stage, students read increasingly more demanding academic texts that contain challenging words and complex concepts beyond their oral vocabularies and knowledge base. In the critical transition period from “learning to read” to “reading to learn,” we often see a drop-off in reading scores, particularly among students from socioeconomically disadvantaged backgrounds.</p> <p data-bbox="762 1157 1856 1414">Research shows that students who are poor readers at the end of grade 1 almost never acquire average-level reading skills by the end of elementary school (Francis et al., 1996; Shaywitz et al., 1999; Torgesen &amp; Burgess, 1998.) When children fail at early reading and writing, they begin to dislike reading. When readers who struggle do not receive effective intervention, they read less—and learn less from reading—than students who are proficient readers. This delayed</p>

Slide	Suggested script
	<p>development of reading skills affects students' exposure to texts. As a consequence, they do not gain vocabulary, background knowledge, and information about how reading material is structured. In short, the word-rich get richer, and the word-poor get poorer. (Bend Learning Center, n.d.)</p>
<p data-bbox="222 565 527 602">1 in 4 children in America grow up without learning how to read</p>  <p data-bbox="516 776 596 786">(WriteExpress Corporation)</p> <p data-bbox="191 824 212 846">4</p>	<p data-bbox="762 545 1875 623">Educators who work with students in grades 4–8 know that, unfortunately, not all children learn to read by the time they leave elementary school.</p> <p data-bbox="762 651 1875 862">In fact, 1 in 4 children in the United States grows up without learning how to read. How does this affect content area learning? What does it do for their future? Statistically, two-thirds of students who cannot read proficiently by the end of grade 4 end up experiencing incarceration or requiring government support to meet their basic needs (WriteExpress Corporation, n.d.).</p>

## Slide

Overall, 42 percent of fourth-graders read recreationally "almost every day" compared with only 17 percent of eighth-graders.



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## Suggested script

*(Read slide aloud)*

What is happening from elementary school to junior high? How are you supporting students who have not been provided the tools and supports they need to reach grade level expectations? How might this affect motivation?

*(Structured partner share)*

Here are some schools' ideas:

- Librarians who know students' reading level and suggest appropriate books
- Intervention classes targeted to students' core deficits in reading—not simply blanket intervention programs that may or may not address specific student needs
- Reading clubs in which students sign up for books to read
- Grade-level audiobooks for students who need additional support
- Strong Tier 1 instruction that meets the needs of all students, not just those who read at grade level

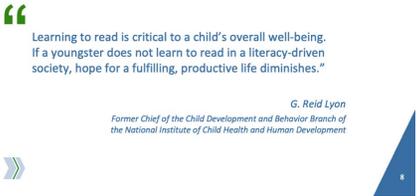
Students who don't read proficiently by third grade are four times likelier to drop out of school



(Anne E. Casey Foundation, 2011)

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Although students who fall behind rarely catch up without intensive intervention, research has demonstrated that secondary students can make significant gains with proper instruction. Research also suggests that with adequate time for instruction and data-based instructional practices, struggling middle school readers can improve their reading skills.

Slide	Suggested script
<p data-bbox="220 365 558 383"><b>A close relationship between illiteracy and crime</b></p> <p data-bbox="220 399 247 423">“</p> <p data-bbox="247 427 552 459">Eighty-five percent of all juveniles who interface with the juvenile court system are functionally illiterate.”</p> <p data-bbox="443 479 569 493"><i>(WriteExpress Corporation)</i></p> <p data-bbox="220 553 247 578">»</p> <p data-bbox="186 618 205 643">7</p> 	<p data-bbox="762 347 1860 423">Did you know there is a close connection between illiteracy (reading on or below the fourth-grade level) and crime? <i>(Read quote on slide)</i></p> <p data-bbox="762 453 1822 711">Low literacy does not cause criminal behavior, but many of the contributing factors to low literacy also contribute to criminal behavior, which may lead to incarceration. These factors include racial inequality, poverty, and low-quality education, and make individuals more vulnerable to both crime and illiteracy. Estimates of the percentage of incarcerated adults who are low literate range between 29 and 60 percent (Haderlie &amp; Clark, 2017).</p>
<p data-bbox="220 773 485 790"><b>Teaching reading: If not me, then who?</b></p> <p data-bbox="220 807 247 831">“</p> <p data-bbox="247 834 546 883">Learning to read is critical to a child's overall well-being. If a youngster does not learn to read in a literacy-driven society, hope for a fulfilling, productive life diminishes.”</p> <p data-bbox="327 902 569 943"><i>G. Reid Lyon Former Chief of the Child Development and Behavior Branch of the National Institute of Child Health and Human Development</i></p> <p data-bbox="220 959 247 984">»</p> <p data-bbox="186 1024 205 1049">8</p> 	<p data-bbox="762 753 1562 789">Let's read this quote in unison. Ready? "Learning to read..."</p> <p data-bbox="762 816 1738 852">Do you agree or disagree with this quote? <i>(Thumbs -up or thumbs-down)</i></p> <p data-bbox="762 878 968 914">Why? <i>(Discuss)</i></p> <p data-bbox="762 938 1793 1015">(Before advancing to the next slide, have participants quickly synthesize the information from slides 3–8 with the activity below)</p> <p data-bbox="762 1044 1850 1166">Write the following question on a sticky note: Why focus on improving literacy <b>instruction</b> in ALL content areas? Get out your conversation place mat and turn to your structured partner.</p> <p data-bbox="762 1193 1860 1315">Our key question is written on your sticky note. This is what is in the circle of the place mat. We are going to use "Conversation Skills for Supporting Ideas with Examples," located on the top right side of the place mat.</p> <ol data-bbox="762 1343 1850 1419" style="list-style-type: none"> <li>1. Partner 1 will pose the question from the sticky note but reword it using one of the question prompts in the "Supporting Ideas with Examples, Prompting"</li> </ol>

Slide	Suggested script
	<p>section. For example, if I were partner 1, I could say, “Can you give me an example from the information introduced thus far as to why we need to focus on improving literacy instruction in ALL content areas?”</p> <ol style="list-style-type: none"> <li>2. Partner 2 will respond using one of the sentence starters from the responding section of the place mat, citing a fact from slides 3–8.</li> <li>3. Switch roles.</li> </ol>
<p><b>Why focus on improving literacy instruction?</b></p> <p>The teacher is the most important factor in student learning. If not me, then who?</p>  <p>»</p> <p>9</p>	<p>When we think about improving literacy instruction, nothing will replace an effective teacher. <i>(Tell participants to write “20x” on a sticky note)</i></p> <p>The teacher is the most important factor in student learning, as good instruction is 15-20 times more powerful than any other variable in predicting student progress and growth (U.S Congress House Committee on Education and Labor, 2008). However, there is more variance from classroom to classroom than there is from school to school or district to district.</p>
<p><b>Good instruction is powerful</b></p> <p>“Good instruction is the most powerful means of developing proficient comprehenders and preventing reading comprehension problems.” <i>(Snow, 2002)</i></p>  <p>CCNETWORK</p> <p>10</p>	<p><i>(Read the quote aloud)</i></p> <p>As we previously discussed, the ability to read critically is the one common factor across all content areas. Whether you teach math, science, social studies, or technology, we ALL must provide good literacy instruction to ensure students have the skills and strategies necessary to be successful in school and beyond.</p> <p>Today, our goal is to provide some tools for improving literacy instruction in grades 4–8. You were asked to bring some teaching materials so that you can apply these new tools during today’s session.</p>

## Slide

## Suggested script

### Idaho Content Standards



(Idaho State Department of Education, 2022a, Idaho State Department of Education 2022b)

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Recognizing the value of consistent, real-world learning goals to ensure all students are graduating from high school prepared for college, career, and life, our state reviews and updates content area standards, including updated standards for English language arts/literacy, math, and science in 2022.

*(Pull up the website for the content standards <https://www.sde.idaho.gov/academic/standards/>. Show participants where the literacy standards and their content standards are.)*

These standards inform the curriculum a district adopts. Standards and curriculum work together to guide teachers in understanding what students should know and be able to do. Our goal today is to provide some tools for improving literacy and content instruction for EL students in grades 4–8.

The information presented in today’s session addresses Idaho’s Content Standards including English Language Arts (ELA), Social Studies, Science, and all others in which we are asking students to listen, talk, read, or write.

### Idaho’s 2022 English language arts/literacy standards highlights

Recommendations	New Standards Application
Comprehensive review of the College and Career Readiness Anchor (CCRA) standards	CCRA standards were removed
Remove or move the standards for Literacy in History/Social Studies, Science, and Technical Subjects	Standards for literacy in content areas were removed
Reduce the number of standards, lessen complex verbiage, and prioritize the more important concepts	Reduced total number of standards Reorganization of strands (foundational skills, reading comprehension, and vocabulary development)

(Idaho State Department, 2022)

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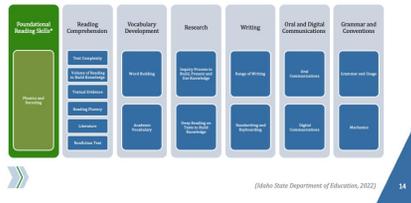
12

In 2021, Idaho had a process to revise several content area standards, including English language arts/literacy. Review committees, which included classroom teachers, school leaders, university professors and members of the Idaho legislature convened and drafted new standards to meet the recommendations provided through legislative letters. The Idaho Legislators provided recommendations such as a focus on foundational reading standards, and a focus on basic writing and writing skills at lower grades were addressed. For the adolescent leaders, Idaho legislator requested shifts as seen on this slide and

Slide	Suggested script								
	<p>available at <a href="https://www.sde.idaho.gov/academic/standards/files/standards-review/ela/ELA-Revised-Standards-Highlights-04-2022.pdf">https://www.sde.idaho.gov/academic/standards/files/standards-review/ela/ELA-Revised-Standards-Highlights-04-2022.pdf</a></p> <p>Changes to the structure of the standards include removing the College and Career Readiness Anchor (CCRA) standards, removing the standards for literacy in History/Social Studies, Science, and Technical Subjects, as well as reducing the total number of standards students are to master in a grade level. Removing the CCRA standards allowed for a reorganization of the literacy strands into 3 areas of foundational skills, reading comprehension, and vocabulary development. The review committees considered those recommendations and determined actions and shifts for the updated standards and structure of the standards.</p>								
<p>Idaho's 2022 English language arts/literacy standards highlights</p> <table border="1" data-bbox="222 894 604 1024"> <thead> <tr> <th data-bbox="222 894 415 911">Recommendations</th> <th data-bbox="415 894 604 911">New Standards Application</th> </tr> </thead> <tbody> <tr> <td data-bbox="222 911 415 935">Review classifications of literature and informational text to give a better balance of genres</td> <td data-bbox="415 911 604 935">Sub strands were re-named literature and non-fiction</td> </tr> <tr> <td data-bbox="222 935 415 976">Balance fiction and non-fiction reading materials, emphasizing value-rich, historically important, and uplifting literature</td> <td data-bbox="415 935 604 976">Reading lists were removed from standards and all appendices at the direction of the 2021 legislative letter</td> </tr> <tr> <td data-bbox="222 976 415 1024">Reevaluate the categories of reading, writing, speaking, listening. Combine some standards in reading, listening, writing, speaking</td> <td data-bbox="415 976 604 1024">New strands and sub strands were developed (research strand combines reading and writing, vocabulary development strand combines reading and language)</td> </tr> </tbody> </table> <p>13</p>	Recommendations	New Standards Application	Review classifications of literature and informational text to give a better balance of genres	Sub strands were re-named literature and non-fiction	Balance fiction and non-fiction reading materials, emphasizing value-rich, historically important, and uplifting literature	Reading lists were removed from standards and all appendices at the direction of the 2021 legislative letter	Reevaluate the categories of reading, writing, speaking, listening. Combine some standards in reading, listening, writing, speaking	New strands and sub strands were developed (research strand combines reading and writing, vocabulary development strand combines reading and language)	<p>In addition to structural shifts in Idaho ELA and Literacy standards, the standards review committee members were recommended to address balancing different genres and encourage a variety of appropriate, grade-level texts. They were also recommended to reevaluate the categories of reading, writing, speaking, and listening and to identify areas in which to combine the standards.</p> <p>The committees responded by clarifying sub strand names into literature and non-fiction. They also removed the recommended and suggested reading list appendices. Committee members updated the Idaho ELA standards, combining through creating new strands and sub strands, such as the research strand combining reading and writing, and the vocabulary development strand combines reading and language.</p>
Recommendations	New Standards Application								
Review classifications of literature and informational text to give a better balance of genres	Sub strands were re-named literature and non-fiction								
Balance fiction and non-fiction reading materials, emphasizing value-rich, historically important, and uplifting literature	Reading lists were removed from standards and all appendices at the direction of the 2021 legislative letter								
Reevaluate the categories of reading, writing, speaking, listening. Combine some standards in reading, listening, writing, speaking	New strands and sub strands were developed (research strand combines reading and writing, vocabulary development strand combines reading and language)								

## Slide

### Grade band Language standards and strands



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## Suggested script

*The asterisk \* indicates that the Foundational Reading Skills Language standard and standard strand of Phonics and Decoding is in earlier grades and highlighted here as part of the focus of intermediate literacy which includes grades 4 and 5.*

These grade band Language strands of Foundational Reading skills, Reading Comprehension, Vocabulary Development, Research, Writing, Oral and Digital Communication, and Grammar and Conventions with their associated standard strands are part of the Idaho ELA standards structure. These Language standards and strands are consistent K through 12 to provide continuity and complexity in developing skills in all these areas as students progress from grade to grade. The exception is Language standard, Foundational Reading Skills. You see it is noted in green with an asterisk. These skills are heavily focused in the K–3 in order to build a strong foundation of early literacy skills of phonics and decoding and continue in complexity into 4th and 5th grades.

### Vertically aligned grade band Language strands and standard strands

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Foundational Reading Skills (Phonics and Decoding)				
Reading Comprehension (Text Complexity; Volume of Reading to Build Knowledge; Textual Evidence; Reading Fluency; Literature; Nonfiction Text)				
Vocabulary Development (Word Building; Academic Vocabulary)				
Research (Inquiry Process to Build, Present and Use Knowledge; Deep Reading on Texts to Build Knowledge)				
Writing (Range of Writing; Handwriting and Keyboarding)				
Oral and Digital Communications (Oral Communications; Digital Communications)				
Grammar and Conventions (Grammar and Usage; Mechanics)				

(Idaho State Department of Education, 2022)

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Each of the grade bands, language strands, and their supportive standard strands have a vertical progression meaning that skills become increasingly complex while still accounting for student developmental stages. In these intermediate and middle grades of 4 through 8, you will see that the Language strands of Reading comprehension, Vocabulary Development, Research, Writing, Oral and Digital Communications, and Grammar and Conventions span across all the grades.

You will also notice that the specific focus of Foundational Reading Skills is identified in grade 4 and grade 5. After grade 5, students are expected to have mastery of phonics and decoding in order to apply those skills in the context of

Slide	Suggested script
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Grade	Standard	Description
Grade 4	4.RC.TC.1.1	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4-5 band.
Grade 5	5.RC.TC.1.1	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4-5 band.
Grade 6	6.RC.TC.1.1	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6-8 band.
Grade 7	7.RC.TC.1.1	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6-8 band.
Grade 8	8.RC.TC.1.1	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 6-8 band.

reading fluency, word building, oral communications, and grammar.

Here is an example of an aligned ELA standard. The RC indicates it is part of the Reading Comprehension Language standard and the TC indicates the standard strand is Text Complexity.

As you notice, this vertically aligned strand expects students to independently and proficiently read and comprehend a variety of texts. The variety includes a balance of genres, culture and perspectives. As students progress through the grades, the expectation of text complexity matches their developmental levels.

Now, let's dive into today's sessions on how **direct and explicit comprehension instruction** improves intermediate literacy!

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**Skilled readers**  
What are some essential components of being a skilled reader?

One of our goals as teachers is to develop skilled readers so that students are fully prepared for the rigor of college or a career.

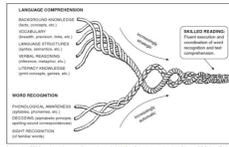
What are some essential components of being a successful/skilled reader?

Think about someone you would consider a skilled reader and describe how they think and what they can do.

*(Have participants turn and talk with a partner. Then ask them to share their thoughts as you generate a mind map to display background schema.)*

## Slide

### Scarborough's reading rope



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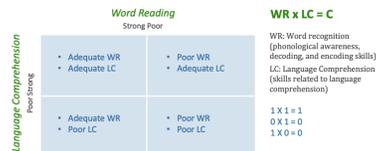
## Suggested script

Let's consider two essential components represented in Scarborough's Reading Rope (2002): language comprehension and word recognition.

In the illustration, the twisting ropes represent the underlying skills and elements that come together to form two necessary braids, which represent the two essential components of skilled reading. For either of the two essential components to develop successfully, children need to be taught the elements necessary for automatic word recognition (i.e., phonological awareness, decoding, sight recognition of frequent/familiar words) and strategic language comprehension (i.e., background knowledge, vocabulary, verbal reasoning, literacy knowledge). Word recognition is developed through intentional, systematic, and explicit instruction in the structure of the English language, such as phonics. Language comprehension is developed in various ways through exposure to ideas, conversation, teacher "read-alouds," student-to-student dialogue, and more.

In other words, to unlock comprehension of text, two keys are required: being able to read the words on the page and understanding what the words and language mean within the texts that children are reading (Davis, 2006).

### Simple view of reading (SVR)



(Gough & Tunmer, 1986)

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The simple view of reading (SVR) (Gough & Tunmer, 1986) characterizes skillful reading comprehension as the combination of the two separate—but equally important—components depicted in Scarborough's Rope: word recognition and language comprehension.

Gough and Tunmer present SVR in a mathematical algorithm:  $WR \times LC = C$ . WR

Slide	Suggested script
19	<p>refers to word-level reading, and LC refers to the ability to understand spoken (oral) language. It is a simple multiplication problem—if one element is low, it affects the final outcome. Just as Scarborough’s Rope illustrates, if any of these pieces are missing, it affects the end result: comprehension. How can this help us get more targeted with our instruction and intervention?</p> <p>According to SVR, there are four basic profiles of readers.</p> <p>Look at Box 1. These readers may have adequate word recognition and language comprehension. We hope all our readers are at least adequate in the two components. And wouldn’t it be great if they were really good in both components</p> <p>Look at Box 2. These readers may have poor word recognition and adequate language comprehension, which results in poor reading comprehension. In other words, when the text is read to them, these learners can make adequate inferences and answer the kinds of questions that demonstrate an understanding of the text.</p> <p>Look at Box 3. These readers may have adequate word recognition and poor language comprehension, which results in poor reading comprehension. Some English learner students fall into this category, especially if their first language shares an alphabetic sound system, such as Spanish. Native English speakers who fall into this category are sometimes referred to as “word callers.” They can read every word but cannot understand the text. Another more technical term is hyperlexic. This is similar to when you learn to read another language (such as Italian) and can pronounce the words, but you can’t track the meaning due to poor vocabulary knowledge or not understanding the grammar and syntax.</p>

Slide	Suggested script
	<p data-bbox="762 334 1864 545">Look at Box 4. These readers may have poor word recognition and poor language comprehension, which results in poor reading comprehension. If a student has poor word recognition, you will need to assess language comprehension using read-alouds (or something similar) to determine if they also struggle with language comprehension.</p> <p data-bbox="762 573 1818 695">Our task is to find out why a reader is having difficulties. We want to find each reader’s strengths and capitalize on them. We also want to find each reader’s weaknesses and intervene accordingly.</p> <p data-bbox="762 722 1707 844">Again, Box 1 is the goal because we know children who have success with reading comprehension are skilled in both word recognition and language comprehension.</p> <p data-bbox="762 872 1871 1040">This is a big concept. Let’s take a moment to synthesize the information learned on this slide. Take out your conversation place mat. This time, we will use the box labeled “Synthesize Conversation Points” located on the bottom center of the place mat.</p> <ol data-bbox="762 1068 1871 1295" style="list-style-type: none"><li data-bbox="810 1068 1856 1141">1. Partner 1 will ask a question listed in the prompting section. For example, if I were Partner 1, I could say, “What key ideas can we take away?”</li><li data-bbox="762 1166 1871 1239">2. Partner 2 will respond using one of the sentence starters from the responding section of the place mat, citing information from slides 3–8.</li><li data-bbox="762 1263 982 1295">3. Switch roles.</li></ol> <p data-bbox="762 1323 1801 1442">When thinking about Scarborough’s Rope, SVR, and the effects of illiteracy, it becomes clear that all teachers are teachers of literacy skills. Do you agree? Disagree? What things come to mind when you hear this? <i>(Pause and allow</i></p>

Slide	Suggested script
<p data-bbox="220 428 510 444">A collection of the best available evidence</p> <p data-bbox="220 462 315 503">The Institute of Education Sciences (IES) Practice Guide</p>  <p data-bbox="527 634 583 643">(Kamil et al., 2008)</p> <p data-bbox="611 634 625 643">20</p> <p data-bbox="191 680 222 704">20</p>	<p data-bbox="762 334 1241 367"><i>teachers to share with table groups)</i></p> <p data-bbox="762 412 1770 488">This guide is based on <i>Improving Adolescent Literacy</i> (Kamil et al., 2008), a practice guide from the Institute of Education Sciences (IES).</p> <p data-bbox="762 518 1014 550"><b>Facilitator’s Note</b></p> <p data-bbox="762 563 1871 1252">“The Institute of Education Sciences (IES) publishes practice guides to share evidence and expert guidance on addressing education-related challenges not readily solved with a single program, policy, or practice. Each practice guide’s panel of experts develops recommendations for a coherent approach to a multifaceted problem. Each recommendation is explicitly connected to supporting evidence. Using common standards, the supporting evidence is rated to reflect how well the research demonstrates the effectiveness of the recommended practices. Strong evidence means positive findings are demonstrated in multiple well-designed, well-executed studies, leaving little or no doubt that the positive effects are caused by the recommended practice. Moderate evidence means well-designed studies show positive impacts, but there are questions about whether the findings can be generalized beyond the study samples or whether the studies definitively show evidence that the practice is effective. Minimal evidence means that there is not definitive evidence that the recommended practice is effective in improving the outcome of interest, although there may be data to suggest a correlation between the practice and the outcome of interest” (Baker et al., 2014, p. 72).</p>

## Slide

### Five recommendations for improving literacy

1. Provide *explicit* vocabulary instruction
2. Provide *direct* and *explicit* comprehension instruction
3. Provide opportunities for ***extended discussion*** of text meaning and interpretation
4. Increase student *motivation and engagement* in literacy learning
5. Make available *intensive and individualized* interventions for struggling readers provided by trained specialists



(Kamil et al., 2008)

21

21

## Suggested script

IES recommends five evidence-based practices for improving literacy.

When a practice is recognized as evidence-based:

- It is shown to have a positive effect on student outcomes.
- The research design allows you to infer that the practice led to student improvement.
- Multiple high-quality studies have been conducted.

Read the five recommendations. (*Wait time*)

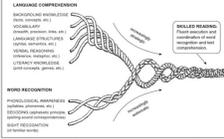
Why do you think IES identified these five things? (*Wait time and allow for sharing*)

Notice **today's focus** is in bold. This session is focused on taking a closer look Today's session is focused on ***Recommendation 3: "Extended discussion of text meaning and interpretation."***

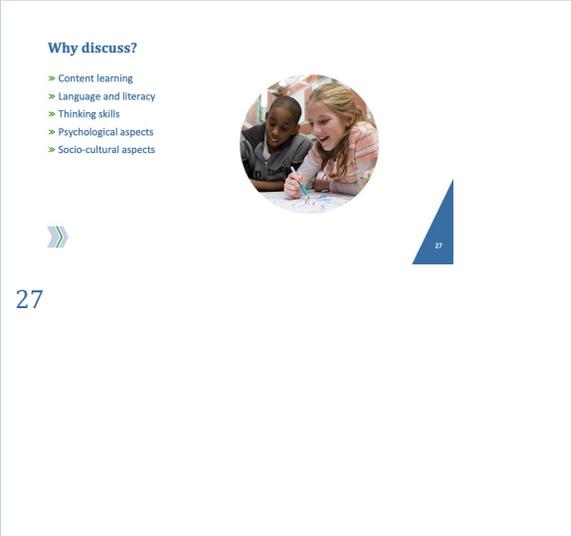
Our goal is to provide some tools for improving student literacy in grades 4–8, specifically through ***opportunities for extended discussion in literacy learning*** for all content areas.

At the end of this session, you will be able to:

- Understand how extended discussion improves comprehension
- Observe (by watching a video) how a teacher facilitates discussions and then discuss instructional strategies for facilitation
- Describe two or more formats that will facilitate extended

Slide	Suggested script
	<p>discussions</p> <ul style="list-style-type: none"> <li>Practice a discussion protocol and apply it to current core instructional materials</li> </ul> <p>More information on the five recommendations is available at <a href="http://www.ies.ed.gov">www.ies.ed.gov</a>.</p>
<p><b>Recommendation 3. Provide opportunities for extended discussion of text and interpretation</b></p>  <p>The diagram illustrates Scarborough's Rope, a model of reading comprehension. It shows two strands of rope: 'LANGUAGE COMPREHENSION' on the left and 'WORD RECOGNITION' on the right. The 'LANGUAGE COMPREHENSION' strand includes sub-components: 'LINGUISTIC KNOWLEDGE (Syntax, semantics, etc.)', 'MORPHOLOGY', 'LANGUAGE STRUCTURE (Syntax, semantics, etc.)', 'LITERACY KNOWLEDGE (Phonological awareness, orthographic knowledge, etc.)', and 'LITERACY SKILLS (Reading fluency, etc.)'. The 'WORD RECOGNITION' strand includes sub-components: 'PHONOLOGICAL AWARENESS (Segmenting, blending, etc.)', 'SOUND-SYMBOL CORRELATION (Phonics, orthography, etc.)', and 'SOUND RECOGNITION'. A box labeled 'SKILLED READING' is shown at the end of the rope, with arrows pointing to it from both strands, indicating that skilled reading is the result of the combination of both language comprehension and word recognition skills.</p> <p>22</p>	<p>Before we jump into this topic, let's discuss how <b>extended discussion of text and interpretation</b> fits into the larger picture of becoming a skilled reader by connecting today's focus back to <b>Scarborough's Rope</b>, which draws on the research-supported representation of how reading comprehension develops. Remember, the rope characterizes skillful reading comprehension as a combination of two separate but equally important components: word recognition skills and language comprehension ability.</p> <p>Discussion mostly supports the Language Comprehension portion of "the rope." Productive and accountable student conversations expands vocabulary and builds skills that transfer into literacy skills. "...[T]he more complex aspects of oral language, including syntax or grammar, complex measures of vocabulary (such as those in which children actually define or explain word meanings), and listening comprehension were clearly related to later reading comprehension..." (Shanahan &amp; Lonigan, 2017).</p> <p><b>Partner Activity</b></p> <p>Take turns sharing your understanding of Scarborough's Rope, along with anything you're wondering or have questions about.</p>

Slide	Suggested script
<p><b>Targets for today</b></p> <ul style="list-style-type: none"> <li>» Understand how extended discussion improves comprehension</li> <li>» Observe (by watching a video) how a teacher facilitates discussions and examine any implications for our own teaching practices</li> <li>» Describe two or more formats that will facilitate extended discussions</li> <li>» Practice a discussion protocol and apply it to current core materials</li> </ul>  <p>23</p>	<p>After our session today, you will be able to:</p> <ul style="list-style-type: none"> <li>• Understand how extended discussion improves comprehension</li> <li>• Observe (by watching a video) how a teacher facilitates discussions and then discuss instructional strategies for facilitation</li> <li>• Describe two or more formats that will facilitate extended discussions</li> </ul> <p>Practice a discussion protocol and apply it to current core instructional materials</p>
 <p>24</p>	<p>What strategies, resources, and activities do you use in your classroom for <b>extended discussions of text meaning and interpretation? Why?</b></p> <p><i>(Instruct participants to talk at their tables or with a partner. Have participants share their ideas with the group as you generate a list on chart paper.)</i></p>
<p><b>Quote</b></p> <p>“</p> <p>Research demonstrates when students have extended time for engaged conversation about text, they comprehend better, and increase their autonomous comprehension and writing skills.</p> <p><small>(Lawrence &amp; Snow, 2011)</small></p>  <p>25</p>	<p>Thank you for sharing what's working in your classroom.</p> <p>Let's read this quote together. "Research demonstrates ..."</p> <p>Why is it important to provide discussion opportunities across all content areas?</p> <p>Discuss with a partner. <i>(Wait time and ask for volunteers to share their ideas.)</i></p>

Slide	Suggested script
<p data-bbox="220 365 363 383"><b>Effective discussions</b></p> <p data-bbox="220 397 247 423">“</p> <p data-bbox="247 427 558 521">Discussions that are particularly effective in promoting students' comprehension of complex text are those that focus on building a deeper understanding of the author's meaning or critically analyzing and perhaps challenging the author's conclusions through reasoning or applying personal experiences and knowledge.</p> <p data-bbox="449 537 564 553"><i>(Kamil et al., 2008, p. 21)</i></p> <p data-bbox="220 553 247 579">»</p> <p data-bbox="186 613 222 639">26</p> 	<p data-bbox="762 347 1535 381">Take a minute to read this quotation. <i>(Provide wait time.)</i></p> <p data-bbox="762 407 1848 441">This high-quality discourse can occur before, during, or after the reading of text.</p> <p data-bbox="762 467 1854 638">Research also demonstrates that when students have extended time for engaged conversation about text, they comprehend better and increase their autonomous comprehension and writing skills (Lawrence, Capotosto, Branum-Martin, White, &amp; Snow, 2012).</p> <p data-bbox="762 664 1780 743">Think about the students in your classroom. How have you seen discussion promote comprehension? <i>(Use structured partners.)</i></p> <p data-bbox="762 769 1848 849">Please keep your students in mind today as we discuss ways to improve literacy instruction for <i>all</i> of your learners.</p>
<p data-bbox="220 912 315 930"><b>Why discuss?</b></p> <ul data-bbox="220 943 331 1029" style="list-style-type: none"> <li>» Content learning</li> <li>» Language and literacy</li> <li>» Thinking skills</li> <li>» Psychological aspects</li> <li>» Socio-cultural aspects</li> </ul> <p data-bbox="220 1094 247 1120">»</p> <p data-bbox="186 1157 222 1183">27</p> 	<p data-bbox="762 894 1816 1195">Arriving at a deep understanding of important concepts often involves interactions between a student and a teacher and among peers. It is these collaborations that motivate students to think critically about a topic or issue, which affords them opportunities to share their thinking. As students work through texts they are reading, their knowledge and understanding are enriched through focused conversations with others before, during, and after reading and writing.</p> <p data-bbox="762 1221 1083 1255"><b>Talking Chips Activity</b></p> <p data-bbox="762 1281 1848 1409"><i>(Have participants write down ideas for each bullet on the slide. Provide wait time for each topic in the list and then have participants share out with their table group using talking chips. Write participants' responses on chart paper. Monitor</i></p>

Slide	Suggested script
	<p><i>and share out any additional answers as needed. Use the lists below, in italics, to add information.)</i></p> <p>Here are five key benefits of providing extended discussions in all content areas:</p> <ol style="list-style-type: none"><li><b>1. Content learning:</b> What are some specific aspects of content learning that often happen through discussions? <i>(Provide wait time, share out, and record answers on chart paper. Use the lists below to add information.)</i> <i>Through discussion:</i><ul style="list-style-type: none"><li><i>• Students build content understandings</i></li><li><i>• Students cultivate connections</i></li><li><i>• Students co-construct understandings</i></li><li><i>• Teachers and students assess learning</i></li></ul></li><li><b>2. Language and literacy:</b> What are some specific aspects of language and literacy that often happen through discussions? <i>(Provide wait time, share out, and record answers on chart paper. Use the lists below to add information.)</i> <i>Through discussion, students:</i><ul style="list-style-type: none"><li><i>• Build academic language</i></li><li><i>• Build vocabulary</i></li><li><i>• Build literacy skills and comprehension</i></li><li><i>• Build oral language and communication skills</i></li></ul></li><li><b>3. Thinking skills:</b> What are some specific aspects of thinking skills that often</li></ol>

Slide	Suggested script
	<p>happen through discussions?</p> <p><i>(Provide wait time, share out, and record answers on chart paper. Use the lists below to add information.)</i></p> <p><i>Through discussion, students:</i></p> <ul style="list-style-type: none"> <li>• <i>Build thinking skills</i></li> <li>• <i>Foster creativity</i></li> <li>• <i>Promote different perspectives and empathy</i></li> <li>• <i>Foster skills for negotiating meaning and focusing</i></li> </ul> <p><b>4. Psychological aspects:</b> What are some specific psychological aspects that often happen through discussions?</p> <p><i>(Provide wait time, share out, and record answers on chart paper. Use the lists below to add information.)</i></p> <p><i>Through discussion, students:</i></p> <ul style="list-style-type: none"> <li>• <i>Develop inner dialogue and self-talk</i></li> <li>• <i>Build engagement and motivation</i></li> <li>• <i>Build confidence and academic identity</i></li> <li>• <i>Foster self-discovery</i></li> <li>• <i>Build student voice and empowerment</i></li> </ul> <p><b>5. Socio-cultural aspects:</b> What are some specific socio-cultural aspects that often happen through extended discussions?</p> <p><i>(Provide wait time, share out, and record answers on chart paper. Use the</i></p>

Slide	Suggested script
	<p><i>lists below to add information.)</i></p> <p><i>Through discussion, students:</i></p> <ul style="list-style-type: none"> <li>• <i>Build relationships</i></li> <li>• <i>Build collaborative academic ambience</i></li> <li>• <i>Make lessons more culturally relevant</i></li> <li>• <i>Foster equity</i></li> </ul> <p><i>Looking at the chart we created together, how might you talk with a parent or colleague about the importance of extended discussions in your specific content area? Turn and talk with a partner.</i></p> <p><i>(Listen in as partners share. Share out in the whole group.)</i></p>
<p><b>How?</b></p> <ul style="list-style-type: none"> <li>» Prepare for discussions</li> <li>» Ask questions</li> <li>» Provide a task or a discussion format</li> <li>» Develop and practice protocols</li> </ul>  <p>28</p>	<p>Asking students to share their ideas in a collaborative discussion group is an important aspect of learning. However, these groups must be structured in such a way that the discussions are meaningful, on topic, and respectful of ideas presented. This requires an ongoing review of guidelines for discussion, an intentional plan for grouping students, and a specific purpose to frame the discussion.</p> <p>How can we most effectively provide opportunities for extended discussion of text meaning and interpretation in the classroom?</p> <p>According to the IES guide:</p> <p><b>Carefully prepare for discussions:</b> Develop a purpose for discussion so that students have a clear focus. Also, identify in advance the issues or content that</p>

Slide	Suggested script
	<p>might be difficult or misunderstood. Today you will receive tools to help you prepare for discussions.</p> <p><b>Ask follow-up questions</b> that help provide continuity and extend the discussion. Effective discussion questions are “authentic”—they ask a real question open to multiple points of view, such as:</p> <ul style="list-style-type: none"><li>• Did the way that John treated Alex in this story seem fair to you?</li><li>• What is the author trying to say here?</li><li>• How does that information connect with what the author wrote before?</li></ul> <p><b>Provide a task or a discussion format</b> that students can follow when they discuss texts together in small groups.</p> <p><b>Develop and practice the use of a specific “discussion protocol.”</b> Develop specific discussion formats and scaffolds to engage students. Teachers must model and teach specific skills for students to engage in high-quality conversations.</p> <p><i>Facilitator’s Note: If time permits or questions arise that would benefit from more examples of discussion techniques, this webpage includes a useful list: <a href="#">The Big List of Class Discussion Strategies   Cult of Pedagogy</a></i></p>

Slide	Suggested script
<p data-bbox="220 365 348 383">Develop a purpose</p> <div data-bbox="327 412 476 506"> <p>What's your <b>why?</b></p> </div> <p data-bbox="220 553 243 574">»»</p> <p data-bbox="590 506 632 594">29</p> <p data-bbox="191 613 222 638">29</p>	<p data-bbox="762 350 1766 383">A purpose or target brings clarity, motivation, and a reason to participate.</p> <p data-bbox="762 394 1776 472"><b>Handout 1: “Depth of Knowledge (DOK) Levels”</b> is a handy tool that you can use to prepare a purpose for discussion. <i>(Distribute Handout 1.)</i></p> <p data-bbox="762 500 1801 708">For example, you might say to students, “In our discussion today, we will learn to articulate a new perspective.” This sets a purpose. I can now use my DOK wheel to prepare questions such as, “How do you think Tom Robinson’s trial changed Scout’s life?” Question stems could include <i>use, classify, show, or construct</i>.</p> <p data-bbox="762 740 1509 773">Here are some other examples of a discussion purpose:</p> <ul data-bbox="858 802 1875 1045" style="list-style-type: none"> <li data-bbox="858 802 1780 915">• Solve a problem: Develop and propose a solution to the dropout problem with U.S. students. Question stems could include <i>design, propose, create, devise, formulate</i>.</li> <li data-bbox="858 932 1875 1045">• Make a case or debate: What do you believe to be the most important priority of the Cuban government? Question stems could include <i>justify, assess, recommend, decide, prioritize</i>.</li> </ul> <p data-bbox="762 1084 1163 1117"><b>Structured Partner Activity</b></p> <p data-bbox="762 1146 1839 1268">How might you use the DOK wheel with a lesson to state a purpose for literacy learning in your core curriculum? Turn to your core instructional materials and find examples of level 1, 2, 3, and 4 questions from the DOK wheel.</p>

## Slide

Co-design protocols and expectations with students



30

## Suggested script

What specific difficulties do your students encounter with classroom discussions?  
How do you address these difficulties? (*Use structured partners.*)

Co-designing protocols and expectations can help address discussion challenges because expectations become clear with this exercise. Together is always better when establishing protocols and expectations with students. Ownership, buy-in, motivation, and meaning are just a few benefits for collaboration and decision making together.

Here are a few examples of discussion protocols for teachers:

- Ask questions that require explanations of positions and reasoning.
- Model reasoning processes by thinking aloud.
- Propose counterarguments or positions.
- Recognize good reasoning.
- Summarize the flow and main ideas of a discussion as it draws to a close.

Here are some examples of student protocols:

- Talking, such as saying “in my opinion” and “according to the text”
- Listening by nodding, making positive eye contact, not interrupting, and not having side conversations
- Using SLANT, which stands for **s**it up, **l**ean in, **a**sk questions, **n**od in agreement, **t**rack the speaker with your eye
- Using sentence stems and sentence frames as a scaffold for discussion

*(To show this protocol, consider sharing this video if you have time:*

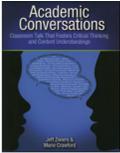
Slide	Suggested script
	<p><a href="https://www.teachingchannel.org/video/teaching-ells-to-participate-in-discussions-ousd">https://www.teachingchannel.org/video/teaching-ells-to-participate-in-discussions-ousd</a>)</p> <p><b>Video Activity</b></p> <p><i>(Here are some other videos you may want to show:</i></p> <p><a href="https://vimeo.com/6771095">https://vimeo.com/6771095</a></p> <p><a href="https://www.teachingchannel.org/video/participation-protocol-ousd">https://www.teachingchannel.org/video/participation-protocol-ousd</a></p> <p><a href="https://www.teachingchannel.org/video/teaching-higher-order-thinking-skills">https://www.teachingchannel.org/video/teaching-higher-order-thinking-skills</a></p> <p><i>Set a purpose for each video you show. Pose guiding questions such as those on slide 31, or have participants write down things they learn that they want to try or how what they see on the video validates what they do in the classroom.)</i></p> <p>Here are three example rules you may set up:</p> <ul style="list-style-type: none"> <li>• Listen actively.</li> <li>• Contribute actively.</li> </ul> <p>Use the text and recently learned vocabulary to support your answer.</p>
<p>Setting up protocols: Creating a culture of collaboration</p>  <p>»</p> <p>31</p>	<p>What are some things you do to create a safe and supportive environment that is conducive to class discussion? <i>(Use structured partners or cold calling.)</i></p> <p>It's really important to create a safe environment for discussions. As you watch this video, notice the classroom climate. How would you describe it? Also, notice and take notes on (1) how Mr. Berryman <b>prepared</b> students for group collaboration; (2) how he <b>monitored and supported</b> the progress of students</p>

Slide	Suggested script
	<p>in each group; (3) how <b>students listened to and responded</b> to each other; and (4) <b>student comments</b> on the value of group work.</p> <p><i>(Show participants slide 32 with the questions before viewing the video.)</i></p> <p><a href="https://www.learner.org/series/reading-writing-in-the-disciplines/disciplinary-literacy-big-ideas/creating-a-culture-of-collaboration/">https://www.learner.org/series/reading-writing-in-the-disciplines/disciplinary-literacy-big-ideas/creating-a-culture-of-collaboration/.</a>)</p>
<p><b>Video reflection</b></p> <ul style="list-style-type: none"> <li>» How would you describe the classroom climate? What did you notice about how Mr. Berryman prepared students for collaboration?</li> <li>» How was the purpose and focus of the discussion communicated?</li> <li>» What was the role of the teacher during student collaboration? How did he monitor and support student learning?</li> <li>» How did students listen and respond to each other? How did this support their learning?</li> <li>» What did you find especially effective in this video that you might implement in your classroom?</li> </ul> <p>»</p> <p>32</p>	<p><b>Talking Chips Activity</b></p> <p><i>(Have participants reflect at their tables using the questions on the slide.)</i></p> <ul style="list-style-type: none"> <li>• How would you describe the classroom climate? What did you notice about how Mr. Berryman prepared students for collaboration?</li> <li>• How was the purpose and focus of the discussion communicated?</li> <li>• What was the role of the teacher during student collaboration? How did he monitor and support student learning?</li> <li>• How did students listen and respond to each other? How did this support learning?</li> </ul> <p>What did you find especially effective in this video that you might implement in your classroom? Why?</p>
<p><b>Feedback on learning: Deconstructing word problems in math</b></p>  <p>»</p> <p>33</p>	<p>Now let's watch a video on deconstructing word problems. As you watch, notice and take notes on (1) the purpose and focus of groups; (2) what the teacher was doing and why; and (3) how the collaboration was supporting student learning.</p> <p><a href="https://www.learner.org/series/reading-writing-in-the-disciplines/disciplinary-literacy-big-ideas/deconstructing-word-problems/">https://www.learner.org/series/reading-writing-in-the-disciplines/disciplinary-literacy-big-ideas/deconstructing-word-problems/</a></p>

Slide	Suggested script
33	
<p data-bbox="220 412 567 431"><b>Feedback on learning during student collaboration</b></p> <ul style="list-style-type: none"> <li data-bbox="220 448 510 464">» How did the purpose and focus of groups in each video differ?</li> <li data-bbox="220 467 474 496">» What was the role of the teacher in each video during student collaboration?</li> <li data-bbox="220 500 516 529">» How did students use collaborative discussions to deepen their understanding of the lesson concepts?</li> <li data-bbox="220 532 510 561">» What did you find new or interesting in these videos that you might implement in your classroom?</li> </ul>  <p data-bbox="186 657 222 683">34</p>	<p data-bbox="762 396 1732 431"><i>(Have participants reflect at their tables using the questions on the slide.)</i></p> <ul style="list-style-type: none"> <li data-bbox="856 456 1745 492">• How did the purpose and focus of groups in each video differ?</li> <li data-bbox="856 505 1629 578">• What was the role of the teacher in each video during student collaboration?</li> <li data-bbox="856 594 1764 667">• How did students use collaborative discussions to deepen their understanding of the lesson concepts?</li> <li data-bbox="856 683 1822 756">• What did you find new or interesting in these videos that you might implement in your classroom?</li> </ul>
<p data-bbox="220 812 504 831"><b>Dialoguing with students “in the moment”</b></p>   <p data-bbox="186 1055 222 1081">35</p>	<p data-bbox="762 794 1885 963">Dialoguing with students “in the moment” can be challenging. Remember, we want to make our students do the thinking not just produce a correct answer to our question. Listen to this example of effective dialogue—I’ll role-play the teacher (A), and who would like to be the student (B)? <i>(Give the “student” the script.)</i></p> <p data-bbox="762 987 1213 1023">A: Why did the author write this?</p> <p data-bbox="762 1047 1879 1128">B: To tell us about the Boston Massacre. But what I don’t get was why it was called a massacre if only seven people were killed.</p> <p data-bbox="762 1153 1058 1188">A: Can you elaborate?</p> <p data-bbox="762 1213 1814 1294">B: Well, the people weren’t so famous, and a massacre usually means lots of people die. Maybe the people reporting it wanted to make it sound really bad.</p> <p data-bbox="762 1318 1726 1399">Maybe they wanted to get people all mad in order to rebel, like, to start the revolution.</p>

Slide	Suggested script
	<p>A: At that time, not everyone wanted to rebel.</p> <p>B: Oh, well, a lot of times in the newspapers — I don't think they had radio or TV back then—would make up stuff ...</p> <p>A: You mean exaggerate?</p> <p>B: Yeah, they would exaggerate things or focus on things or not print things to influence people. So calling it a massacre made the English look really evil, right?</p> <p>A: Maybe. How about today? How can we apply these ideas to today?</p> <p>B: Like, in commercials they only talk about good parts. And reporting on the war in Iraq might be biased, depending on the source.</p> <p>A: But why?</p> <p>B: Maybe to influence voters to vote to get troops out.</p> <p>A: So we need to remember that words can be biased?</p> <p>What did you notice about the teacher's questions? How did the teacher's questions promote thinking and learning? <i>(Provide wait time and then allow for responses.)</i></p>
<p><b>Our turn</b></p> <ul style="list-style-type: none"> <li>» Using handout 2, choose which discipline you would like to role-play.</li> <li>» Practice the script with a partner.</li> <li>» Debrief: As the student, how did the teacher's questions help you learn?</li> <li>» As the teacher, how did the questions connect to the DOK levels on the DOK wheel we learned about earlier?</li> </ul>  	<p><b>Structured Partner Activity</b></p> <p><i>(Distribute <b>Handout 2: “Academic Conversation Samples”</b> for math, science, and language arts.)</i></p> <p><i>(Read the slide aloud to introduce this activity.)</i></p> <p><i>(Monitor by walking around and giving feedback when needed during the activity.)</i></p>

Slide	Suggested script
36	<i>Afterward, have the partners use the debrief questions on the slide.)</i>
<p data-bbox="220 428 338 444">Asking questions</p>  <p data-bbox="186 672 220 698">37</p>	<p data-bbox="760 410 1392 444"><b>Asking Questions and Engaging in Dialogue</b></p> <p data-bbox="760 472 1875 638">Asking questions that are powerful, appreciative, and in the spirit of inquiry connects us to our own wisdom and intentions, bridges and leverages thinking differences, and fosters new possibilities by enabling the ability to see things from different perspectives.</p> <p data-bbox="760 667 1875 789">A <b>cognitive shift</b> occurs when the person speaking moves quickly from an intentional focus or thought process to a newly selected focus, perception, or way of thinking.</p> <p data-bbox="760 818 1808 894">A cognitive shift is mediated through a question, paraphrase, comment, or nonverbal communication that engages the speaker in a new way of thinking.</p> <p data-bbox="760 924 1875 1179">Before we look at the suggested question types, consider the construction of a question. Some questions are more powerful than others. We aspire to asking the types of questions that open our own minds and others to new possibilities, clarification of thought, and intent. Questions can create pathways to positive experiences and excitement, provide space for reflection on issues of importance, and help people notice what is valued.</p> <p data-bbox="760 1208 1822 1330"><b>Handout 3: “Powerful Questions Bookmark”</b> and <b>Handout 3a: “Asking Questions and Engaging in Dialogue”</b> are helpful tools that students can use during a discussion to ask questions.</p> <p data-bbox="760 1359 1184 1393"><i>(Distribute Handouts 3 and 3a.)</i></p>

Slide	Suggested script
	<p><b>Structured Partner Activity</b></p> <p>Thinking about the specific content area you teach, how might your students use this bookmark in your classroom? Go into your core instructional materials and find two or three examples of where students could use the powerful questions bookmark or powerful questions in dialogue. Be prepared to share with your partner. <i>(Give time for partners to share.)</i></p> <p>These are great ideas; thank you for sharing. Now, let's learn how we can prepare and use questioning based on our lesson purpose.</p>
<p>Academic conversations</p>  <p>38</p>	<p>Academic conversations are back-and-forth dialogues in which students focus on a topic and explore it by building, challenging, and negotiating relevant ideas. Unfortunately, academic conversations are rare in many classrooms. Talk is often dominated by the teacher and a few students, or it doesn't advance beyond short responses to the teacher's questions.</p> <p>Do you agree that extended discussions are rare? <i>(Look for audience response of nods.)</i></p> <p>Talk with a partner about why academic conversations are rare.</p> <p><i>(Listen in and then have partners share out to the whole group.)</i></p> <p>Even certain teaching approaches and curriculum programs neglect to train students on how to maintain a focused, respectful, and thoughtful conversation.</p> <p>To address these challenges, authors Jeff Zwiers and Marie Crawford have identified five core communication skills to help students hold productive</p>

**Slide** **Suggested script**

academic conversations across content areas.

These skills include elaborating and clarifying, supporting ideas with evidence, building on and/or challenging ideas, paraphrasing, and synthesizing. The Academic Conversation Placemat will help guide us through these five areas of communication.

*(Pass out **Handout 4: “Academic Conversation Placemat with Prompts”** and discuss each section of the placemat shown on the next five slides.)*

The Academic Conversation Placemat from *Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings* (Zwiers & Crawford, 2011) provides formats, protocols, and questions for different discussion purposes.

We must remember to “teach” these structures using a gradual release of responsibility.

**Elaborate and clarify**

Conversation Skills	Prompting	Responding	Co- Topic Expert Event Text
<b>Elaborate and Clarify</b>	Can you elaborate on...? What do you mean by...? Can you elaborate more about...? What makes you think that? Can you clarify that part about...? Can you be more specific? How/Why is that important? I'd love to hear more about... How does that connect to...? I wonder if... How so? Can you repeat that for me? I am a little confused about that part...	I think I agree that... In other words... Another way... An analogy for this might be... It's important because... It's similar to when...	

Source: Zwiers & Crawford, 2011

The first structure on the placemat is Elaborate and Clarify. Take a minute to scan the information. What does the title and graphic tell you? Where would this format fit best in your curriculum? How might you use it in your classroom?

*(Have participants talk with a partner and take notes, and then have them share out as you display ideas on a poster.)*

## Slide

### Support ideas with examples

Conversation Skills	Prompting	Responding
<b>Support ideas with examples</b> (Point to the text, other texts, the world, and life)	Can you give an example from the text? Can you show me where it says that? What are some examples from other texts?	For example... In the text it said that... Did you document that...?
	What is a real-world example? What is an example from your life? Are there any cases of that? ...?	An example from my life is... For instance... According to... An illustration of this could be... On one occasion...
	What is the evidence for that...? I like that! Why do you say that? How do you justify that? What does that look like? Just a bit? What would illustrate that? Why is that a good example?	In this situation... To demonstrate... In fact... Believe... ... both at... Have you ever...?

Source: Zwaren & Crawford, 2011

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40

## Suggested script

A key element in focused conversations is the identification of specific ideas in texts or other resources that support thinking. In other words, students must be ready to “make a case” for the ideas they share with peers in a group discussion.

Take a minute to scan the information next to Support Ideas with Examples (*Point to the slide and provide wait time.*) What does the title and graphic tell you? Where would this format fit best in your curriculum? How might you use it in your classroom? (*Have participants talk with a partner and take notes, and then have them share out as you add ideas to the poster.*)

*Draw participants’ attention to how this aligns with various literacy standards and the ways in which we want them to support their assertions in writing assignments.*

### Paraphrase

Conversation Skills	Prompting	Responding
<b>Paraphrase</b>	I'm not sure that was clear... I can't remember all that you said. How can we relate that to what you said to the topic/question?	Yes, you are saying that... Let me see if I understood you... Also, right in hearing you say that...?
	What do we know so far? What is your main concern/idea? I don't know. Do that make sense? What are you hearing?	In a nutshell, you are arguing that... ... other points... What I am hearing is... Essentially you think that... It sounds like you are saying that...

Source: Zwaren & Crawford, 2011

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Where would the Paraphrase format fit best in your curriculum? How might you use it in your classroom?

*(Have participants talk with a partner and take notes, and then have them share out as you add ideas to the poster.)*

### Build on and/or challenge a partner's idea

Conversation Skills	Prompting	Responding
<b>Build on and/or challenge a partner's idea</b>	What are you most excited about the idea that...? Can you add to this idea...? Do you agree? What might be other points of view? What are other ideas? How does that connect to the idea...? I am not sure if this is relevant, but... How can we bring this back to the question of...?	I would add that... I want to expand on you point about... Do you agree? I want to follow up on your idea... (It's challenge) That again, I think that... Another way to look at this could be... I still wonder about if... If... then... What would we do about what you said?

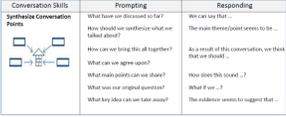
Source: Zwaren & Crawford, 2011

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42

Take a minute to scan the information next to Build on and/or Challenge a Partner's Idea. (*Provide wait time.*) What does the title and graphic tell you? Where would this format fit best in your curriculum? How might you use it in your classroom?

*(Have participants talk with a partner and take notes, and then have them share out*

Slide	Suggested script																								
<p>42</p>	<p><i>as you add ideas to the poster. Remind participants that they must build a safe environment for challenging others' ideas, while also being mindful of the subject matter under discussion. It is inappropriate to challenge or "play devil's advocate" in conversations about historic and current atrocities. For example, we do not need to advocate for slavery, racism, etc.)</i></p>																								
<p><b>Synthesize conversation points</b></p>  <table border="1" data-bbox="268 643 554 760"> <thead> <tr> <th>Conversation Skills</th> <th>Prompting</th> <th>Responding</th> </tr> </thead> <tbody> <tr> <td><b>Synthesize Conversation Points</b></td> <td>What have we discussed so far?</td> <td>We can see that ...</td> </tr> <tr> <td></td> <td>How should we address what we talked about?</td> <td>The main theme/point seems to be ...</td> </tr> <tr> <td></td> <td>How can we bring this all together?</td> <td>As a result of this conversation, we think that we should ...</td> </tr> <tr> <td></td> <td>What can we agree upon?</td> <td>How does this sound ...?</td> </tr> <tr> <td></td> <td>What main points can we share?</td> <td>What if we ...?</td> </tr> <tr> <td></td> <td>What were our original questions?</td> <td>The evidence seems to suggest that ...</td> </tr> <tr> <td></td> <td>What key ideas can we take away?</td> <td></td> </tr> </tbody> </table> <p>Source: Zelen &amp; Crawford, 2011</p>	Conversation Skills	Prompting	Responding	<b>Synthesize Conversation Points</b>	What have we discussed so far?	We can see that ...		How should we address what we talked about?	The main theme/point seems to be ...		How can we bring this all together?	As a result of this conversation, we think that we should ...		What can we agree upon?	How does this sound ...?		What main points can we share?	What if we ...?		What were our original questions?	The evidence seems to suggest that ...		What key ideas can we take away?		<p>Take a minute to scan the information next to Synthesize Conversation Points. (Provide wait time.) What does the title and graphic tell you? Where would this format fit best in your curriculum? How might you use it in your classroom?</p> <p><i>(Have participants talk with a partner and take notes, and then have them share out as you add ideas to the poster.)</i></p>
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<b>Synthesize Conversation Points</b>	What have we discussed so far?	We can see that ...																							
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	What key ideas can we take away?																								
<p>43</p> <p><b>More discussion formats</b></p> <ul style="list-style-type: none"> <li>➤ Press conference: Make a case</li> <li>➤ Role play: Articulate a new perspective, make a case, or solve a problem</li> <li>➤ You are the author: Articulate a new perspective</li> <li>➤ Debate</li> <li>➤ Interview: Articulate a new perspective or solve a problem</li> <li>➤ Expert panel: Share expertise or experience</li> <li>➤ Talk show/radio show: Articulate a new perspective or make a case</li> </ul>	<p>There are many formats and protocols to choose from, but we must remember to “teach” these structures using a gradual release of responsibility.</p> <p><b>Structured Partner Activity</b></p> <p>Choose a format from the list that would fit well with one of your lessons. Then, find examples in your core instructional materials where the format could be used. (Provide time and monitor and support as needed.)</p> <p>Now, write on a sticky note these words for gradual release:</p> <ul style="list-style-type: none"> <li>• <b>I Do</b> for model and teach</li> <li>• <b>We Do</b> for guided practice</li> <li>• <b>You Do</b> for application</li> </ul>																								
<p>44</p>																									

Slide	Suggested script
	<p>Turn to your partner and share how you would use a gradual release of responsibility to teach your students using the examples you identified in your core instructional materials.</p>
<p><b>Reflections: Think, write, share</b></p> <ul style="list-style-type: none"> <li>➤ What information was new? What was a good reminder?</li> <li>➤ What implications does this information have for your classroom?</li> <li>➤ What is one thing you would like to try with your students?</li> <li>➤ How might you use this information when planning a lesson?</li> </ul>  <p>45</p>	<p>Our final activity is a think, write, and share reflection. Take some time to think about your responses to the questions, jot down your answers, and finally share your ideas with a partner.</p> <p><i>(Thank participants for their time and focus today.)</i></p>
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# Handouts

1. “Depth of Knowledge (DOK) Levels”
2. “Academic Conversation Samples”
3. “Powerful Questions Bookmark”
  - 3a. “Asking Questions and Engaging in Dialogue”
4. “Academic Conversation Placemat with Prompts”

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