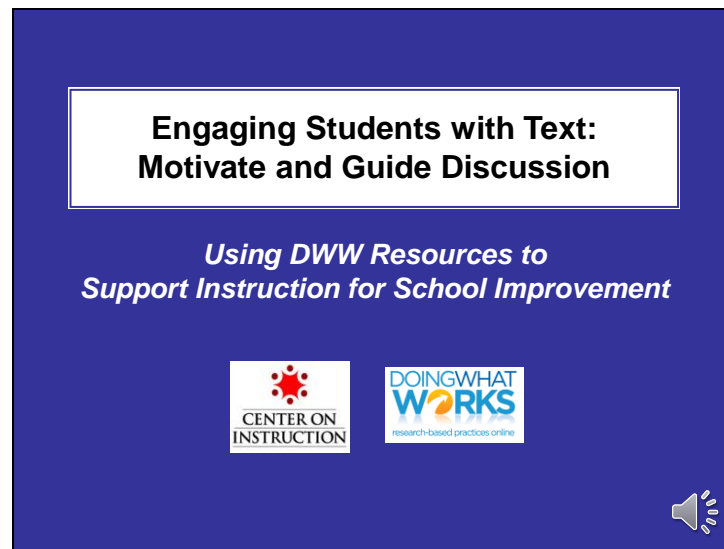


## Reading Comprehension Module 3

### Engaging Students with Text: Motivate and Guide Discussion

Slide 1





#### Module Description

Hello everyone! Thank you for joining the Center on Instruction's webinar on: **Engaging Students with Text: Motivate and Guide Discussion – Using Doing What Works (DWW) Resources to Support Instruction for School Improvement.**

This is the **third module** in a series of Improving K-3 Reading Comprehension webinars designed to provide key principles and practices that support classroom instruction. Each module provides resources useful to federally funded **School Improvement Grant (SIG)** programs as well as technical assistance providers and others interested in school improvement.

The webinars introduce the **Center on Instruction (COI)** and the **Doing What Works (DWW)** websites and demonstrate how COI and DWW Reading Comprehension resources can be used to support the implementation of effective reading practices in schools. These and other multimedia resources for improving instruction across a variety of topics can be found on the COI and DWW websites.

My name is *Peggy Simon from RMC Research Corporation*. I am a reading comprehension content lead for the Doing What Works project. I will be presenting this webinar on *Motivating Students and Guiding Text Discussion*.



### Overview of COI and DWW

- A national content center that provides materials and technical assistance
- Supports instruction in literacy, mathematics, science, special education, and with English language learners
- Builds on expert research reviews to identify effective practices
- Uses a **LEARN**→**SEE**→**DO** model to translate research-based practices into practical tools to improve instruction

**Support school improvement initiatives...  
...with practical implementation resources**

COI and DWW are funded by the **U. S. Department of Education** for the purpose of providing easy access to research-based educational resources.

- ❑ **The Center on Instruction** is a national content center that develops and identifies materials and technical assistance for instruction in literacy, mathematics, science, special education, and with English language learners.
- ❑ **Doing What Works** is a website created to disseminate information about practices that work in a variety of topic areas.
  - **Development of the DWW practices, content, and resources** is guided by expert research reviews conducted by the Institute of Education Sciences (IES).
    - IES is the Department of Education's research arm, charged with identifying what works, what doesn't, and why.
    - It issues Practice Guides developed by expert panels on a range of topics, such as adolescent literacy, elementary reading, K-12 math, using data to support instruction, turnaround schools, and Response to Intervention in Reading and Math.
  - **DWW builds a bridge from research to action** by using a Learn-See-Do model to translate research into *practical* tools and resources for building knowledge and implementing practices.

**COI and DWW literacy resources** are evidence-based and support school improvement in PRACTICAL ways.

**This webinar will show how DWW and COI resources and tools** can provide support for planning and implementing effective instruction for struggling readers in low-performing elementary schools.



### Visual Diagram

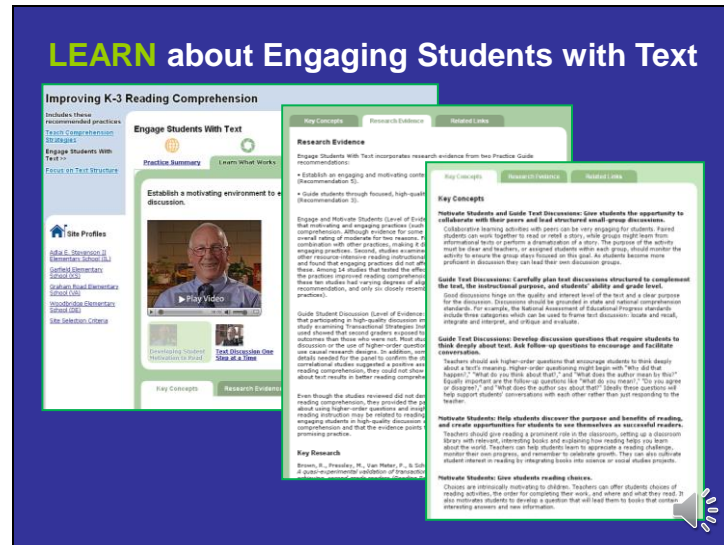
Here is a **Visual Diagram** to orient you to DWW's Reading Comprehension topic.

- It provides a snapshot of the 3 recommended research-based practices for improving comprehension, which are:
  - **Teach Comprehension Strategies,**
  - **Focus on Text Structure,** and
  - **Engage Students with Text.**
- *Along the bottom in green are three recommended teaching strategies:*
  - Select appropriate texts and model comprehension strategies,
  - Provide students with guided practice, and
  - Offer **students** opportunities for independent practice.
- You will also notice a *white ribbon* wrapping around the practices. This shows the key comprehension strategies students should learn to use independently: *for example*, predicting, questioning, visualizing, retelling, inferring, and monitoring.

The practices are based on recommendations from the IES Practice Guide, ***Improving Reading Comprehension in Kindergarten Through 3rd Grade***, which is available for download from the DWW and COI websites.

In this webinar: We're going to take a closer look at **Engaging Students with Text** and preview a sampling of DWW LEARN-SEE-DO resources to help implement this practice...

**Establish an engaging environment that motivates students to read  
and encourages text discussions.**



## LEARN About Engaging Students with Text

We'll start exploring what DWW has to offer by looking at some of the resources found in the website's **LEARN What Works** section (*remember that DWW follows a LEARN-SEE-DO model*).

- Here you'll find video interviews with nationally-known experts, who share their knowledge about the research, essential components, and implementation strategies related to a practice.
- In addition, the LEARN section includes a brief summary of the research evidence underlying the practice as well as links to the key research reviewed by the expert panel, and the key concepts or components that need to be in place to effectively implement a practice.
- First, we're going to take a closer look at the Research and Key Concepts to better understand... ***what the research means for classroom instruction.***

**LEARN: Research Findings**  
Motivating and engaging practices  
can improve reading comprehension.

What does this mean for instruction?

- Plan discussions matched to lesson purpose and student ability levels.
- Ask high-order and follow-up questions to encourage conversation.
- Provide collaboration opportunities.
- Give students reading choices.
- Help students see themselves as successful readers.



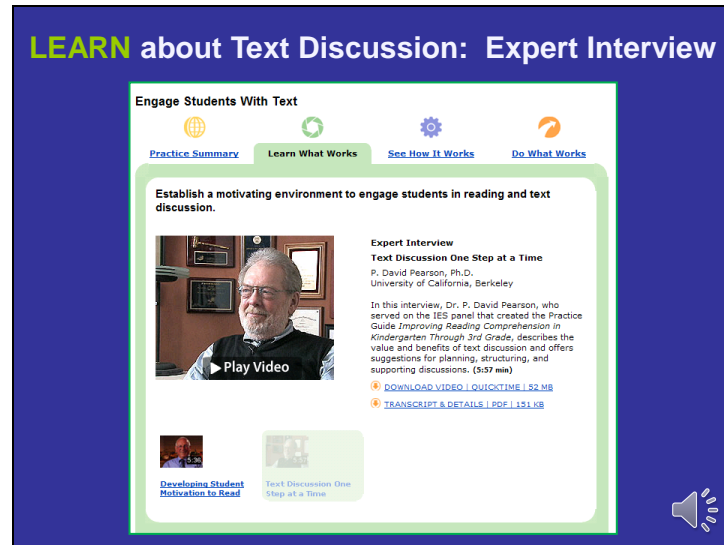
### LEARN: Research Findings

The **research** suggests that motivating and engaging practices (such as cooperative learning) can improve reading comprehension.

So, what does this mean for classroom instruction, especially in low-performing schools (that is, what key components need to be in place)?

▪ **Teachers need to:**

- **Plan text discussions structured to complement the selected text, the instructional purpose, and students' ability and grade level.**
- **Develop higher-order discussion questions that require students to think deeply about text, and ask follow-up questions to encourage conversation** (e.g., "Why did that happen?" and "What does the author say about that?").
- **Give students opportunities for peer collaboration and lead structured small-group text discussions.**
- **Give students reading choices** (e.g., type of reading activities and where and what they read).
- **Help students discover the purpose and benefits of reading, and create opportunities for students to see themselves as successful readers** (e.g., give reading a prominent role in the classroom, and help students appreciate a reading challenge, monitor their progress, and celebrate growth).




### LEARN: Expert Interview

To learn more about how to implement this practice, I'm going to show you an excerpt from the expert interview video, ***Text Discussion One Step at a Time***, with literacy expert **Dr. P. David Pearson** from the University of California, Berkeley that is included in the LEARN What Works section.

In this interview, Dr. Pearson:

- discusses the value and benefits of text discussion, and
- offers suggestions for planning, structuring, and supporting discussion (such as selecting worthwhile texts, planning discussion questions, and helping students lead their own discussions).

## Ask yourself...



- ☐ What makes a good text discussion?
- ☐ How can you structure and guide student discussions?
- ☐ How can you help students lead discussions?
- ☐ *How might you use this video for planning?*

**As you watch this video, ask yourself these questions and take notes:**

- ☐ What makes a good text discussion?
- ☐ How can you structure and guide student discussions?
- ☐ How can you help students lead their own discussions?
- ☐ ***How might this resource help you plan...***
  - **lessons** (if you are a teacher), or
  - **staff development** (if you are a coach/administrator)?

**Let's listen...**



**NOTE TO PRESENTER:** The video will start automatically (*Text Discussion One Step at a Time, 2 minutes 9 seconds*).

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- **Now that you've listened to Dr. Pearson, pause here** and take a few minutes to share ideas about how you might use this video in planning instruction or staff development.
- **As an optional activity**, you can:
  - download the expert interview transcript **before the webinar begins**, and
  - "mark it up" with your notes, questions, and comments or highlights for later reflection or group discussion.



## SEE Text Discussion in Action

- Create an effective setting
- Provide clear roles
- Encourage student independence

### High-Quality Text Discussion



▶ Start

#### Literature Circles in Second Grade

[Julia K. Depenau II Elementary School \(LA\)](#)

Listen to a second-grade teacher describe how she uses literature circles in her classroom, by providing clear roles and procedures she develops an effective setting for group discussions. For more details view her lesson plan, *Second Grade Literature Circles Lesson*. (2:42 min)

▶ [TRANSCRIPT & DETAILS \(PDF | 132 KB\)](#)

#### Presentations

- Buddy Talk**  
Watch how a third-grade teacher uses partner sharing to help her students discuss questions about what they are reading.
- Literature Circles in Second Grade**  
Listen to a second-grade teacher describe how she uses literature circles in her classroom.
- Read-Alouds in Math and Science**  
In this slideshow a first/second-grade teacher describes how she uses read-alouds for her science and math lessons.
- Progressive Kinderspartners for Text Talk**  
See how a kindergarten teacher helps students develop partner-sharing skills.
- Partner Up for Halloween Text Discussion with English Learners**  
Watch how a kindergarten teacher uses a variety of strategies to help English learners move from listening to discussing stories.

#### Interviews

- Partner Sharing: Good Readers Ask Questions**  
Watch a second-grade teacher engaging students in text discussion and asking questions.

#### Sample Materials

- [Third-Grade Buddy Talk Lesson](#)
- [Second-Grade Literature Circles Lesson](#)
- [Science and Math Read-Aloud Lesson Plans](#)
- [Read-Aloud Walk-Through Checklist](#)

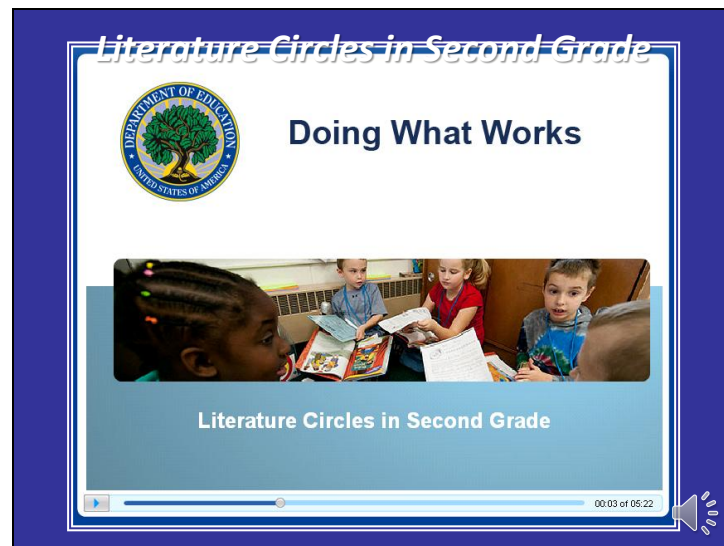
Click to Play

## SEE Text Discussion in Action

Let's move on to the **SEE How It Works** section. Here you'll find examples of the practice in action, including slideshow presentations, video and audio interviews, and sample materials (e.g., lesson planners, data and assessment resources, and student work).

- I'm going to show you an excerpt from the [slideshow](#), ***Literature Circles in Second Grade***. Here you'll see how the teacher develops an effective setting for group discussions by providing students with clear roles and procedures.
- **As you watch, think about how the teacher prepares students and guides discussion so all students can participate successfully.** *For example*, how does she:
  - Create an effective setting for small group discussions.
  - Provide clear roles and procedures for students.
  - Encourage independence.

Let's watch...




**NOTE TO PRESENTER:** The slideshow will start automatically (*Literature Circles in Second Grade*, 2 minutes 38 seconds).

Slide 11

Literature Circles in Second Grade: Encouraging Independence 8 of 10

Transcript

They were working independently, but it's because we have modeled it and practiced it before. In our guided reading group we would talk about the different jobs and practice it a little bit there. I also told them I can't be everywhere at one time. So when they have a problem, until I get back to their group, they need to talk about the problem and again still use positive language, but talk about it before I get back there and talk about what can be done. So in second grade, that's a very grownup idea, but they were getting better at it, because when we have had circles before, it did start out that there

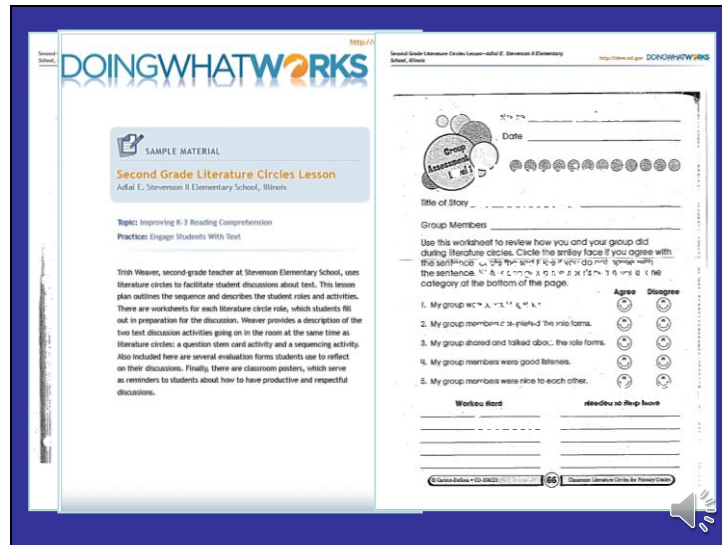


04:30 of 05:22

*Share what you observed...*

- Now that you've watched, let's pause again so you can share what you observed.
- **After the webinar**, you can download the slideshow transcript handout to learn more about this teacher's literature circles approach, and you can watch the entire slideshow on the DWW website.

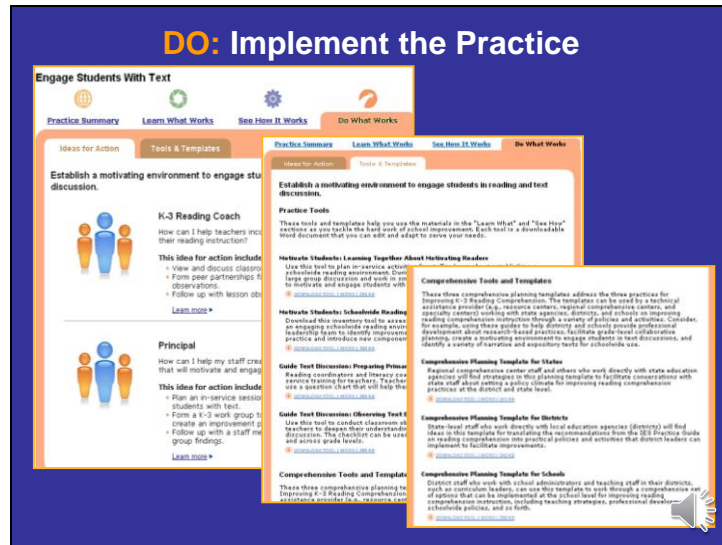
Slide 12



- You can also download the sample material handout, ***Second Grade Literature Circles Lesson***, that is related to the slideshow.
- It includes:
  - the teacher's lesson plan,
  - text discussion activities,
  - a question stem and sequencing activity, and
  - student evaluation forms.

**Let's take a quick look at the individual and group evaluation forms** (*found on pp. 12 and 13 of the handout*).

- The first form asks students to assess their contribution to the group discussion.
- The second form gives students the chance to rate several components of the group's discussion, and to indicate the contribution of individual group members.



## DO Text Discussion: Ideas for Action and Tools

On this slide, you see the resources available in the **DO What Works** section, which include Ideas for Action and Tools. These resources are intended to help you implement the practice. They can be adapted and combined in different ways to fit your specific needs.

- **Ideas for Action** show how DWW practice resources can be combined and used to address a specific school or classroom issue, such as “*How can I help my staff create a schoolwide environment that will motivate and engage students in reading?*” These often include resource examples for planning lessons, mini-workshops, or staff meetings.
- **Tools** help you use specific DWW materials to implement the practice and improve your instruction. Each tool is a downloadable Word document that you can edit and adapt to serve your needs.
- In addition, you’ll notice a listing for **Comprehensive Tools and Templates** at the bottom of the page.
  - These are planning templates that outline the policies and instructional activities needed to effectively implement the Reading Comprehension practices at the school, district, and state levels.


## DO the practice

GUIDE TEXT DISCUSSION: PREPARING PRIMARY-GRADE STUDENTS FOR TEXT DISCUSSION

<b>Purpose</b>	Reading coordinators or coaches can use this planner during primary-grade teacher training on preparing lessons and guiding students in text discussion.
<b>Materials</b>	Laptop and projector Teacher-selected text to use in completing the tool Third Grade Buddy Talk Lesson, sample material (optional) Second Grade Literature Circles Lesson, sample material (optional) Science and Math Read-Aloud Lesson Plans, sample materials (optional)
<b>Media</b>	Preparing Kindergartners for Text Talk, multimedia presentation. A kindergarten teacher at Woodbridge Elementary School helps students develop partner-sharing skills. (3:45) Buddy Talk, multimedia presentation. A third-grade teacher at Stevenson Elementary School uses partner sharing to help her students discuss questions about what they are reading. (4:05) Literature Circles in Second Grade, multimedia presentation. A second-grade teacher at Stevenson Elementary School describes how she uses literature circles in her classroom. (5:15) Read-Alouds in Math and Science, multimedia presentation. A first- and second-grade teacher at Carl von Linné Elementary School describes how she uses read-alouds in math and science lessons and encourages her students to have interactive discussions. (9:25)
<b>Topic</b>	Improving K-3 Reading Comprehension
<b>Practice</b>	Engaging Students With Text

## SEE the practice

High-Quality Text Discussion



**Partner Sharing: Good Readers Ask Questions**  
Watch this video from Woodbridge Elementary School (3:45)

**Presentations**

**Buddy Talk**  
Watch how a third-grade teacher uses partner sharing to help her students discuss questions about what they are reading.

**Literature Circles in Second Grade**  
Listen to a second-grade teacher describe how she uses literature circles in her classroom.

**Read-Alouds in Math and Science**  
In this video, a first- and second-grade teacher describes how she uses read-alouds for her science and math lessons.

**Preparing Kindergartners for Text Talk**  
Meet how a kindergarten teacher helps students develop partner-sharing skills.

**Partnering for Mathematics Text Discussion With English Learners**  
Watch how a kindergarten teacher uses a variety of strategies to help English learners move from listening to discussing stories.

**Interviews**

**Partner Sharing: Good Readers Ask Questions**  
Watch a second-grade teacher engaging students in text discussion and asking questions.

**Sample Materials**

- [Third-Grade Buddy Talk Lesson](#)
- [Second-Grade Literature Circles Lesson](#)
- [Science and Math Read-Aloud Lesson Plans](#)
- [Read-Aloud Walk-Through Checklist](#)

### DO and SEE the practice

Now, I'm going to give you a chance to use the **DO** tool you see on the screen, **Prepare Students for Text Discussion**.

- You are going to...
  - ...use this observation and planning tool that is designed to help you **DO the practice**...
  - ...while you **SEE the practice** demonstrated in the video, *Partner Sharing: Good Readers Ask Questions*."
- This gives you one idea of how DWW resources can be combined to learn about and implement a practice.

Guide Text Discussion: Preparing Primary-Grade Students for Text Discussion <http://dwww.ed.gov> DOINGWHATWORKS

**Part I: View and Discuss a Classroom Demonstration**

Use the questions listed below to guide your note-taking and discussion.

1. How does the teacher make text discussion engaging for students?
2. How does the teacher structure the discussion to complement the text, the instructional purpose, and the readers' abilities and grade level?
3. How does the teacher set up the small-group or partner-share activity to support student talk?
4. How does the teacher scaffold the lesson so all students can participate successfully?

**Use a tool to observe:**  
Take notes on *"how the teacher scaffolds discussion."*

### Use a Tool to Observe

- Here you see **Part I of the tool**. It includes questions to guide classroom observations of text discussion.
- As you watch the classroom video, take notes on the last question: ***"How does the teacher scaffold student discussion?"***

Let's watch...

2 High-Quality Text Discussion



Partner Sharing: Good Readers Ask Questions  
[Woodbridge Elementary School \(DE\)](#)

**Presentations**

**Buddy Talk**  
Watch how a third-grade teacher uses partner sharing to help her students discuss questions about what they are reading.

**Literature Circles in Second Grade**  
Listen to a second-grade teacher describe how she uses literature circles in her classroom.

**Read-Alouds in Math and Science**  
In this slideshow a first/second-grade teacher describes how she uses read-alouds for her science and math lessons.

**Preparing Kindergarteners for Text Talk**  
Hear how a kindergarten teacher helps students develop partner-

**Partner Sharing: Asking Questions**



**NOTE TO PRESENTER: The video will start automatically (*Partner-Sharing: Good Readers Ask Questions, 2 minutes 9 seconds*)**



**Part II: Plan a Text Discussion**  
Here are some questions to consider as you are preparing students for text discussion.

Selecting Text	
What kind of text will you choose (e.g., narrative, nonfiction, genre type, etc.)?	
What features of the text make the reading relevant, interesting, and engaging?	
What features make this a high-quality text for your lesson (e.g., richness of information, vocabulary, text structure)?	
How does this reading relate to your instructional goals or purpose?	
How will you scaffold the reading for the students who will find it most challenging?	
Will this text elicit meaningful conversation among the students?	
What kinds of conversations do you expect/hope for?	
Structuring the Discussion	
How will you introduce students to the concept of text discussion as a way to better understand meaning?	
How do you see your role in the discussion?	
How will you use modeling to encourage student participation?	
What comprehension strategies will you encourage students to use during discussions (e.g., main idea, questioning, summarizing, evaluating, etc.)?	
How will you move students from teacher-led to independent pair-share or small-group discussions?	

*Read-Aloud Walk-Through Checklist*  
Teacher: Gracie Brown, Grade 2, Date: 10.13.10  
Book Title: Doctor De Soto

1. Book introduction title, author, illustrator, brief synopsis of the story. Review of what was already read - Subject to discussion.

2. Before reading, reading predictions, connecting book to background knowledge and prior experiences. background knowledge of characters, events, repeated.

3. During reading: use of expression, gestures, eye contact and appropriate pausing.

4. Vocabulary (not mapping back definition of words during reading).  
Vocabulary - meaning, check meaning, vocabulary list, phrases, target with active student engagement.

5. Vocabulary Targeted Tier 2 words (3-5 words displayed and directly instructed).

6. Comprehension Teacher Think Alouds (What records me of... "The Reading," etc.) and Student Connections (What makes me think about...).

7. Comprehension Questioning that addresses higher level thinking. Student's response is not just a yes/no, but a question.

8. Student Engagement: listening, talking with partners, every page response, student generated questions.

9. After reading - reconstructing the story with teacher guidance/questioning. What is your... what will your... next step be... note planning?

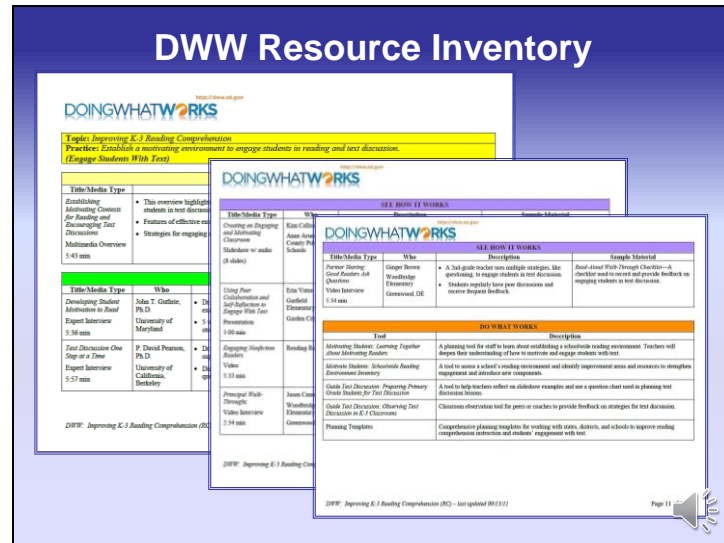
10. Written Responses to Text. What does questioning help you understand? What background knowledge of you - See how my background knowledge helps me. Making Connections - Sticky Notes is in hand.

## Use a Tool to Plan

Now that you've observed how the teacher scaffolds discussion, you can use **Part II of the tool** to plan a text discussion.

- Here you see examples of some questions from Part II to help you think about what you observed and reflect on your own practice, *for example...*
  - What makes a book a high-quality text for a specific lesson?
  - How will you introduce students to text discussion?
  - How will you use modeling?
  - What comprehension strategies will you teach students to use?
- **Take a few minutes here to jot down some of your initial reflections...**

- 
- **After this webinar**, you can download:
    - this [tool](#), *Guide Text Discussion: Preparing Primary Grade Students for Text Discussion*, and
    - the [video transcript](#), *Partner Sharing: Good Readers Ask Questions*.
  - You can also download the [sample material](#), *Read-Aloud Walk-Through Checklist*, that was used by a literacy coach to observe this teacher's lesson.



## Inventory of Professional Development Materials: Engage Students with Text

The DWW website includes a wealth of resources. To help you find what you need, each DWW topic includes an inventory of resources available on the website for each of the topic's practices.

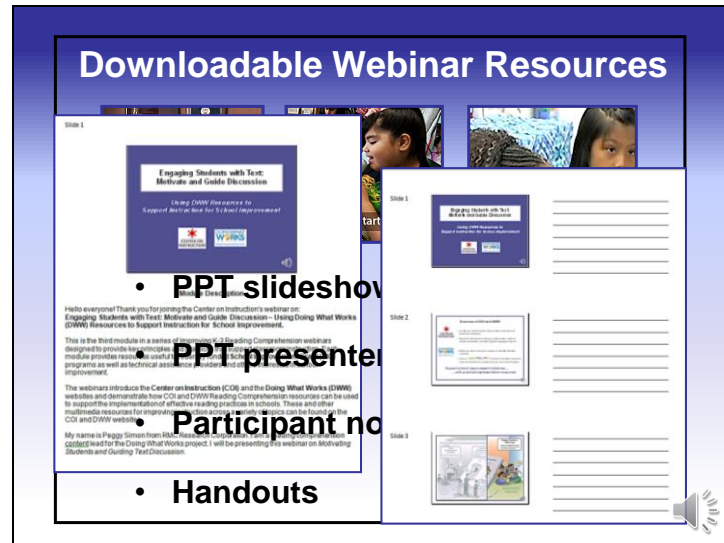
- Here you see the inventory for the **Engaging Students with Text** practice.
  - It lists the media and other resources included in the:
    - ✓ LEARN What Works section,
    - ✓ SEE How It Works section, and
    - ✓ DO What Works section.
- The inventory can help you find resources that address specific needs at your school.
- When you return to your school, download the inventory and try one of the following activities during a staff meeting or PLC:
  - Pose a question and read through the inventory to identify useful resources.
  - Look through the inventory to generate ideas for improving instruction.
  - Look across the LEARN, SEE, and DO sections to see how you might combine the resources.
    - The *Ideas for Action* are a good place to start. You can see an example of how to put the resources together and plan a professional development or staff training session.



Visit the Center on Instruction (COI) and Doing What Works (DWW) websites to see additional reading comprehension resources that can support all schools with their improvement efforts.

- **COI offers materials and technical assistance to support:**
  - Leadership
  - Improving Literacy Instruction
  - Professional Development
- **DWW offers practical tools and resources for implementing:**
  - K-3 Comprehension Strategy Instruction
  - K-3 Focus on Text Structure
  - Teaching Literacy in English to K-5 English Learners
  - Response to Intervention in Primary Grade Reading

- 
- **After this webinar**, download and review the [DWW and COI Resource List handouts](#) to identify information that you can use to implement research-based practices for improving reading comprehension instruction.



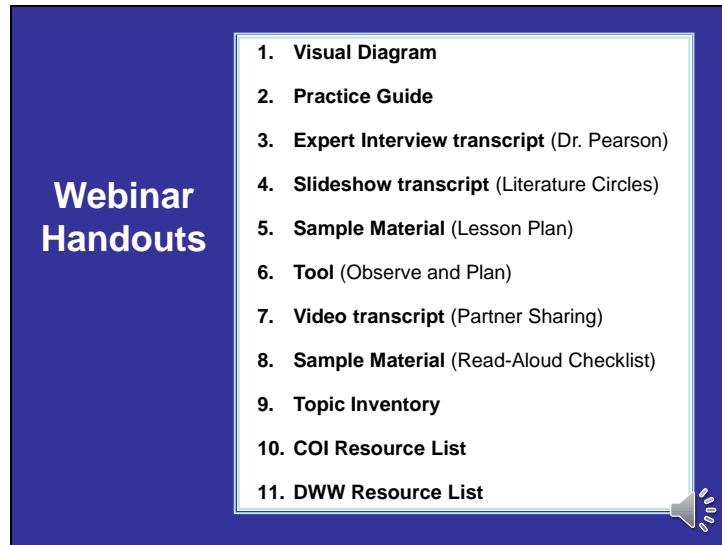
Available for download from the COI website are the webinar's:

- **PowerPoint slideshow,**
- **PowerPoint file with embedded presenter notes,**
- **Participant note-taking form, and**
- **Handouts.**

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***Before the webinar begins,*** download the:

- Presenter notes to guide your presentation, and
- Participant note-taking form for participants to use during the presentation.

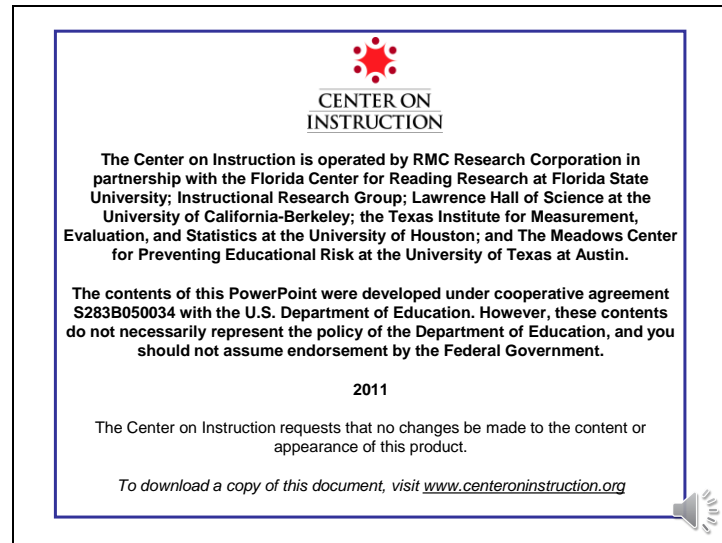


### Webinar Handouts

The handouts provided include the *media transcripts, sample materials, tools, and other resources* described throughout the webinar. The handouts can be downloaded:

- ***Before the presentation*** to follow along during the webinar, *OR*
- ***After the webinar*** for you to review or to share with colleagues.

COI and DWW resources are ideal for use as professional development tools for working with state, district, and school staff.



- ✓ And that concludes today's webinar.
- ✓ Thank you for your time and attention!
- ✓ It's really been a pleasure to share with you the COI and DWW reading comprehension resources.
- ✓ Please be sure to listen to the other three webinars in this K-3 Reading Comprehension series that are also available on the COI website. Look for...
  - *Overview of the Reading Comprehension Research,*
  - *Teaching Comprehension Strategies, and*
  - *Focus on Text Structure.*
- ✓ Also, don't forget to visit the **COI** ([www.centeroninstruction.org](http://www.centeroninstruction.org)) and **DWW websites** ([dww.ed.gov](http://dww.ed.gov)) for more information.

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**Disclaimer:** *The Center on Instruction is funded by the U. S. Department of Education for the purpose of providing research-based resources and technical assistance. However, its work is not explicitly endorsed by the federal government.*