2 MODULE 2

DISCUSSION OF TEXT: IMPROVING LITERACY INSTRUCTION IN THE ELEMENTARY SCHOOL SETTING

These professional development tips have been prepared for presenters of the module *Discussion of Text: Improving Literacy Instruction in the Elementary School Settings*. These tips will help you deliver this professional development and extend or add activities to occur either during or after the training. This document accompanies the PowerPoint presentation and handouts.

This professional development gives participants an understanding of research-based text discussion practices for the elementary level. Professional development providers can use these materials with school district personnel and practitioners looking for ways to connect reading research, teacher practices, and student results to create a strong academic climate in schools.

Participants will:

- adopt a common understanding of effective text discussion practices;
- learn the meanings of key terms in the module; and
- use the instructional methods as a means to facilitate students' reading comprehension.

Facilitators will:

- increase their knowledge of the reading process and current reading research;
- model explicit instruction that includes guided practice, feedback, and independent practice; and
- explore additional resources in order to adapt, modify, enrich, and further explain this content to meet participants' needs.

CENTER ON
INSTRUCTION

1. Secure a convenient location for the training, determine appropriate space and set-up, and decide timeframe of the training.

2. Prepare professional development materials.

    •   Send a letter of introduction to each registered participant.

    •   Copy the daily agenda (with time allocations) for participants.

    •   Set up the sign-in sheet.

    •   Create and copy an evaluation form for each participant.

    •   Create and sign a Certificate of Completion for each participant.

    •   Store the follow-up letters for sending after the training is completed.

    •   Copy the PowerPoint presentation for each participant.

    •   Gather equipment and materials required for each activity.

    •   Print the PowerPoint presentation in notes format for presenter's use during the training.

3. Become familiar with the organization of the training and adjust it as needed.

    •   Download the module to your computer.

    •   Review the speaker's notes embedded in the PowerPoint presentation. The speaker's notes convey extra information about the key concepts of and clarify the points on each slide. It is essential to convey all of the information contained in the speaker's notes. The notes section also contains descriptions of activities and examples.

    •   Remember, processing and practice time are essential components to quality professional development.

4. Test all equipment before participants arrive. Make sure computer settings allow for full view of PowerPoint slides and set sound levels for comfortable listening.

5. Place supplies in the center of each table.

6. Distribute the PowerPoint presentation to each participant. Encourage participants to make notes directly in their handout.

Share Results—Module 2, Slide 5 Activity

1. Have teachers share out the text discussion standards they identified for their grade level.

2. Discuss any differences and discrepancies in standards between and among the grades.

Facilitate a Discussion—Module 2, Slide 15 Activity

1. Use Handout 6 to lead teachers in a discussion about the continuum of questions by asking:

   - Which types of questions allow for richer discussions within student groups?

   - Why do you think that?

2. Have teachers reflect on their own questioning and think about the level/s at which they ask questions.

3. Ask teachers to share examples of their questioning practices and work together to determine what the questioning level of those practices is.

Facilitate a Discussion—Module 2, Slide 19 Activity

1. Create a T-chart on chart paper with one column labeled "authentic questions" and the other column labeled "uptake questions."

2. Have teachers share their authentic questions and discuss how they promote deeper thinking.

3. Record teachers' examples of authentic questions in the "authentic questions" column.

Facilitate a Discussion—Module 2, Slide 22 Activity

1. Have teachers share their uptake questions and discuss how they build on the answer to an initial question.

2. Record teachers' examples of uptake questions in the "uptake questions" column.

Facilitate a Discussion—Module 2, Slide 31 Activity

1. Ask teachers to share their reflections on the following questions:

    • What discussion routines are being used within the lesson?

    • What strategies does the teacher use to help students discuss the text?

    • How does the teacher provide feedback to students learning to use the strategies and routines?

2. Have teachers note similarities between the discussion routines, strategies, and feedback practices in the slideshow and those in their school. Also have teachers note those routines, strategies, and feedback practices they would like to explore further.

Review Tools and Resources—Module 2, Slide 35 Activity

1. Divide teachers into three groups and assign one of the Doing What Works resources (Handout 10: Teacher and Student Literature Discussion Cards, Handout 11: Third Grade Buddy Talk Lesson, or Handout 12: Second Grade Literature Circles Lesson) to each group. Each person should receive a copy of his or her group's assigned handout.

2. Give groups an appropriate amount of time to review their assigned resource. Have them examine the resource and determine what elements of a discussion protocol are evident.

3. Have each group share out by summarizing their assigned resource and findings. Ask groups if they have used any of the reviewed Doing What Works resources before and to reflect on their experiences. Alternatively, ask how they might incorporate any of the resources into their curriculum or instruction.

Clarify Understanding about Engaging Text Discussions

Ask teachers to reflect on the following questions from the Doing What Works Learning Together about Engaging Text Discussion planning tool http://dww. ed.gov/Adolescent-Literacy/Engaging-Text-Discussion/do/?T_ID=23&P_ID=61&t =1&iID=63&c2=0&c3=0&c1=1117#cluster-1:

- Why is it important to provide opportunities for students to discuss text?

- What are some key features of effective, extended discussions?

- What should teachers consider when selecting a text for discussion?

- What are some of the roadblocks to implementing this practice? What are some ways to address these roadblocks in your classroom?

- What kinds of tools, materials, or training would you need to incorporate more text discussion into your classroom?

View Additional Doing What Works Slideshows

Watch and listen to a slideshow/video below:

1. *Buddy Talk*
   from *Improving K-3 Reading Comprehension: Engage Students With Text*

   Watch how a third-grade teacher uses partner sharing to help her students discuss questions about what they are reading. She supports her students' talk by laying the groundwork for effective collaboration and providing supportive structures. For more details, view her lesson plan, Third-Grade Buddy Talk Lesson. (4:51 min) http://dww.ed.gov/Reading-Comprehension/Engage-Students-With-Text/ see/?T_ID=36&P_ID=99

2. *Literature Circles in Second Grade*
   from *Improving K-3 Reading Comprehension: Engage Students With Text*

   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. (5:22 min) http://dww.ed.gov/Reading-Comprehension/Engage-Students-With-Text/ see/index.cfm?T_ID=36&P_ID=99&c1=2083&c2=2272#cluster-2

3. *Read Alouds in Math and Science*
    from *Improving K-3 Reading Comprehension: Engage Students With Text*

    Christine Carriere, who served on the IES Panel that developed the Improving Reading Comprehension in Kindergarten Through 3rd Grade Practice Guide, describes how she uses read-alouds for her science and math lessons and encourages her first- and second-grade students to have interactive discussions. For more about her lessons see Science and Math Read-Aloud Lesson Plans. (5:29 min)
    http://dww.ed.gov/Reading-Comprehension/Engage-Students-With-Text/see/index.cfm?T_ID=36&P_ID=99&c1=2083&c2=2092#cluster-2

Facilitate a Discussion Based on the Slideshows

1. Use the following questions from Part I: View and Discuss the Doing What Works Media in the Guide Text Discussions: Preparing Primary-Grade Students for Text Discussion planning tool to help facilitate a discussion with teachers about the slideshow examples http://dww.ed.gov/Reading-Comprehension/Engage-Students-With-Text/do/?T_ID=36&P_ID=99&t=2#tc:

    •   How does the teacher make text discussion engaging for students?

    •   How does the teacher structure the discussion to complement the text, the instructional purpose, and the readers' abilities and grade level?

    •   How does the teacher set up the small-group or partner-share activity to support student talk?

    •   How does the teacher scaffold the lesson so that all students can participate successfully?

    •   What type of practice opportunities does the teacher provide throughout the lesson?

    •   Invite teachers to share their own strategies for text discussion.

Facilitate a Discussion - Science and Math Read-Aloud Lesson Plans

1. Have teachers read the Science and Math Read-Aloud Lesson Plans sample materials http://dww.ed.gov/Reading-Comprehension/Engage-Students-With-Text/see/index.cfm?T_ID=36&P_ID=99&c1=2083&c2=2092#cluster-2

2. Engage teachers in a discussion about the lessons and how they might use or adapt them for their curriculum.

Observe and Plan a Text Discussion Lesson

1. Use the Guide Text Discussion: Observing Text Discussion in K-3 Classrooms observation checklist http://dww.ed.gov/Reading-Comprehension/Engage-Students-With-Text/do/?T_ID=36&P_ID=99&t=2#tc or co-create with teachers a simple note-taking form to guide peer observations.

2. Have teachers observe one another's lessons and discuss their observations.

3. Use Part II: Plan a Text Discussion of the Doing What Works Guide Text Discussion: Preparing Primary-Grade Students for Text Discussion http://dww.ed.gov/Reading-Comprehension/Engage-Students-With-Text/do/?T_ID=36&P_ID=99&t=2#tc planning tool to help teachers design a text discussion lesson in which appropriate texts are determined, teacher and student roles are structured, and supports are considered that promote and extend quality text discussions.

Clustering of Standards for Text Discussion—Module 2, Slide 5 Activity

1. Use Handout 3 to lead teachers in grade level planning to cluster the ELA or Literacy in History/Social Studies, Science, and Technical Subjects standards for discussion of text.

2. Continue this process across multiple collaborative planning sessions.

3. When finished, consider having planning sessions that consist of representatives from multiple grade levels in order to vertically articulate the standards across grade levels.

Michaels, S., Shouse, A. W., & Schweingruber, H. A. (2007). Making thinking visible: Talk and argument in *Ready, set, SCIENCE!: Putting research to work in k-8 science classrooms*. Washington, DC: The National Academies Press.