



Evidence-Based Facilitator Guide: Improving Intermediate Literacy

Recommendation 3. Extended Discussion of Text Meaning and Interpretation

Updated December 2022



Photo is for illustrative purposes only.
Any person depicted in the photo is a model.

An important insight



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."

(Moats, 2020)



The literacy challenge is real



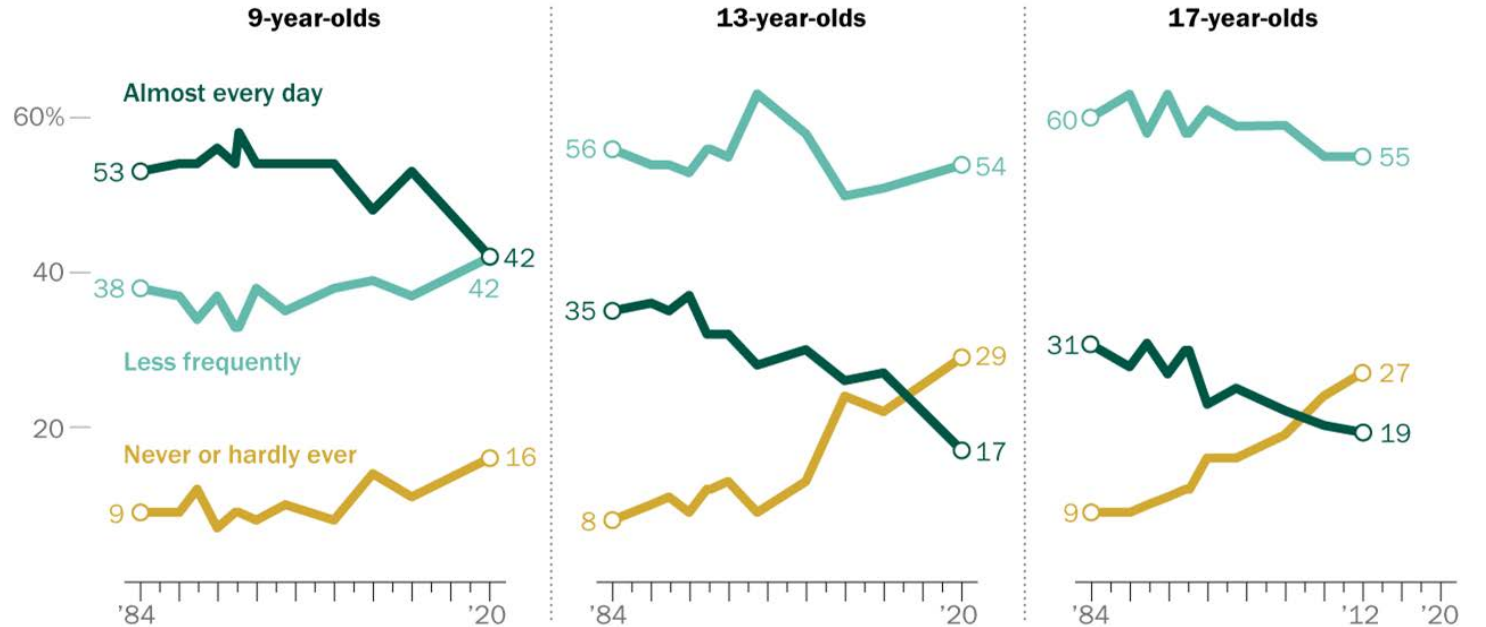
1 in 4 children in America grow up without learning how to read



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

U.S. 9- and 13-year-olds read for fun less often than they used to

% of U.S. students of each age who say they read for fun ____, by year



Note: 2020 assessment was not fielded to 17-year-olds. Totals may not sum to 100% due to rounding. “Less frequently” combines responses of “once or twice a week,” “once or twice a month” and “a few times a year.”

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2020 Long-Term Trend Reading Assessment.

PEW RESEARCH CENTER



(Pew Research Center (National Center for Educational Statistics), 2020)

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



(Annie E. Casey Foundation, 2011)



A close relationship between illiteracy and crime



Eighty-five percent of all juveniles who interface with the juvenile court system are functionally illiterate.”

(WriteExpress Corporation)



Teaching reading: If not me, then who?



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."

G. Reid Lyon

*Former Chief of the Child Development and Behavior Branch of
the National Institute of Child Health and Human Development*



Why focus on improving literacy instruction?

The teacher is the most important factor in student learning.
If not me, then who?



Good instruction is powerful

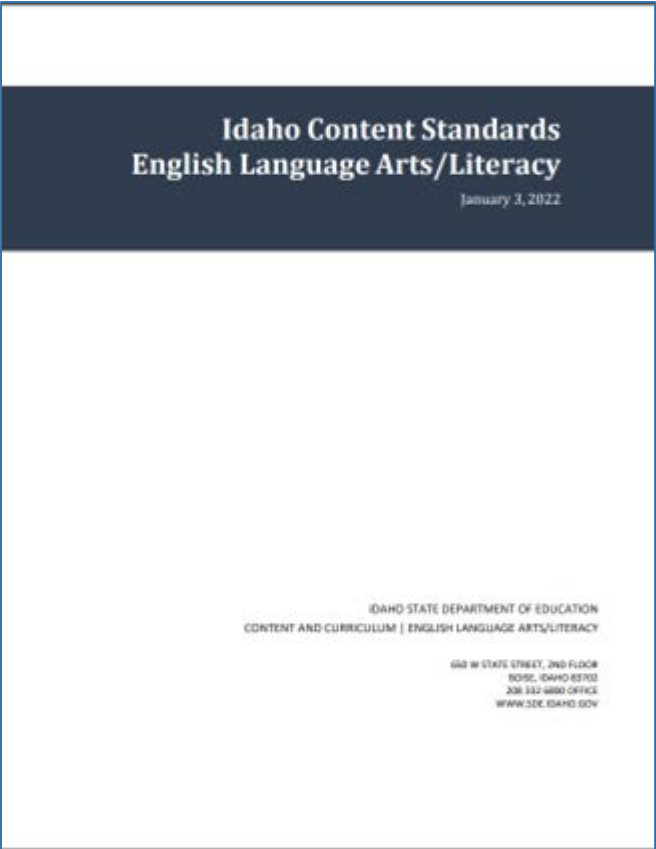
“

Good instruction is the most powerful means of developing proficient comprehenders and preventing reading comprehension problems.”

(Snow, 2002)



Idaho Content Standards



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

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)

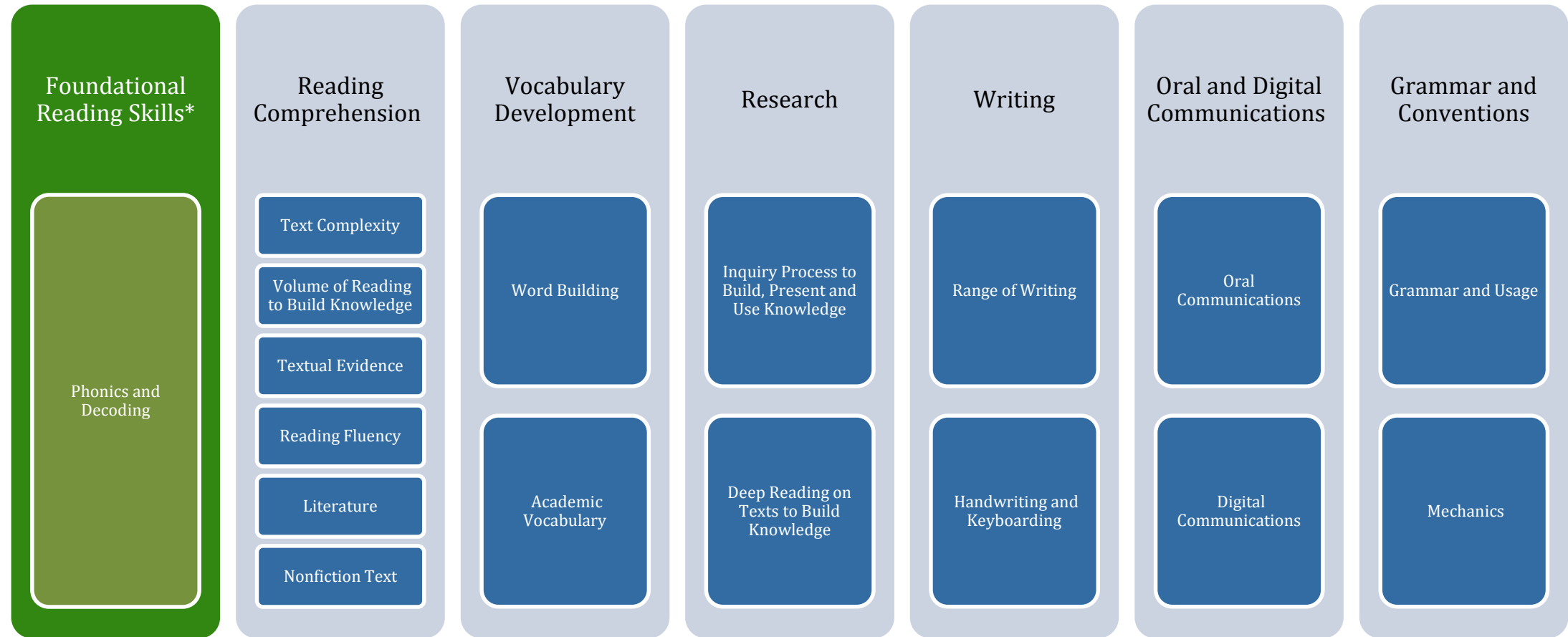


Idaho's 2022 English language arts/literacy standards highlights

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)



Grade band Language standards and strands



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)				



Sample aligned standards for grades 4-8

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.

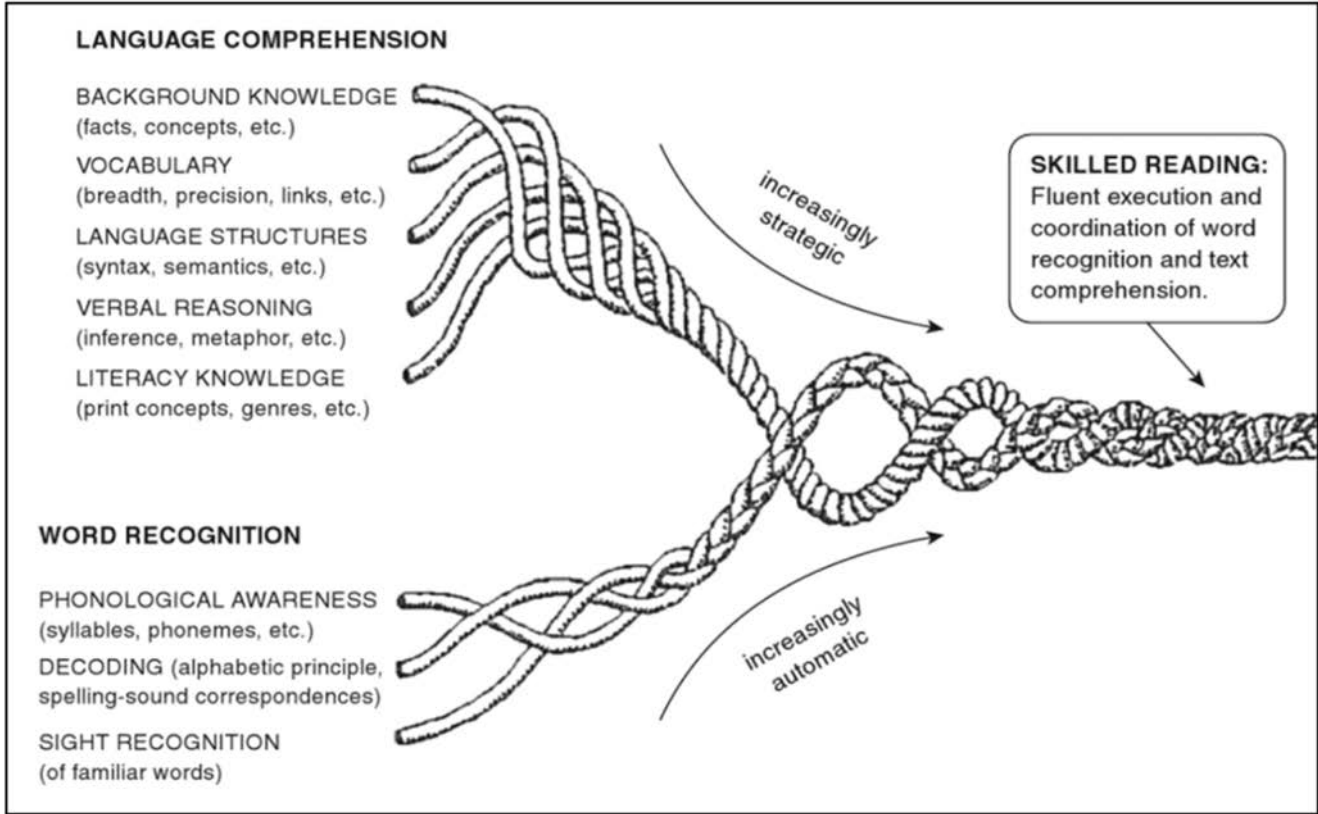


(Idaho State Department of Education, 2022)

Skilled readers

What are some essential components of being a skilled reader?

Scarborough's reading rope



Scarborough, H. (2001) Connecting early language and literacy to later reading (dis)abilities: Evidence, theory and practice. In S. Newman & D. Dickinson (Eds.), *Handbook of Early Literacy Research*. pp. 97-110. New York, Guilford Press. (used with permission of the author)



Simple view of reading (SVR)

Word Reading
Strong Poor

Language Comprehension
Poor Strong

<ul style="list-style-type: none"> Adequate WR Adequate LC 	<ul style="list-style-type: none"> Poor WR Adequate LC
<ul style="list-style-type: none"> Adequate WR Poor LC 	<ul style="list-style-type: none"> Poor WR Poor LC

WR x LC = C

WR: Word recognition (phonological awareness, decoding, and encoding skills)
 LC: Language Comprehension (skills related to language comprehension)

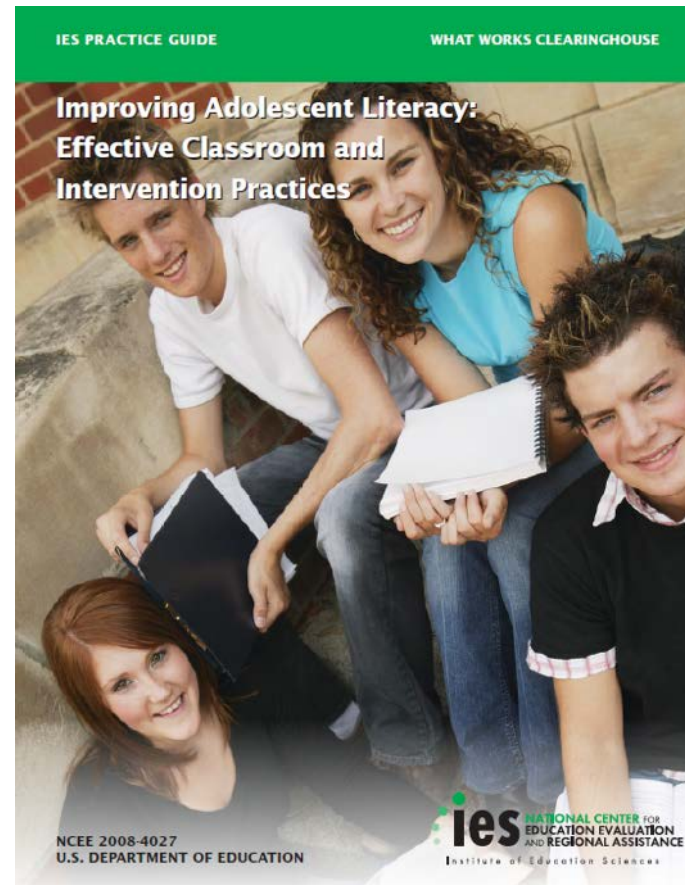
- 1 X 1 = 1
- 0 X 1 = 0
- 1 X 0 = 0



(Gough & Tunmer, 1986)

A collection of the best available evidence

The Institute of Education Sciences (IES) Practice Guide



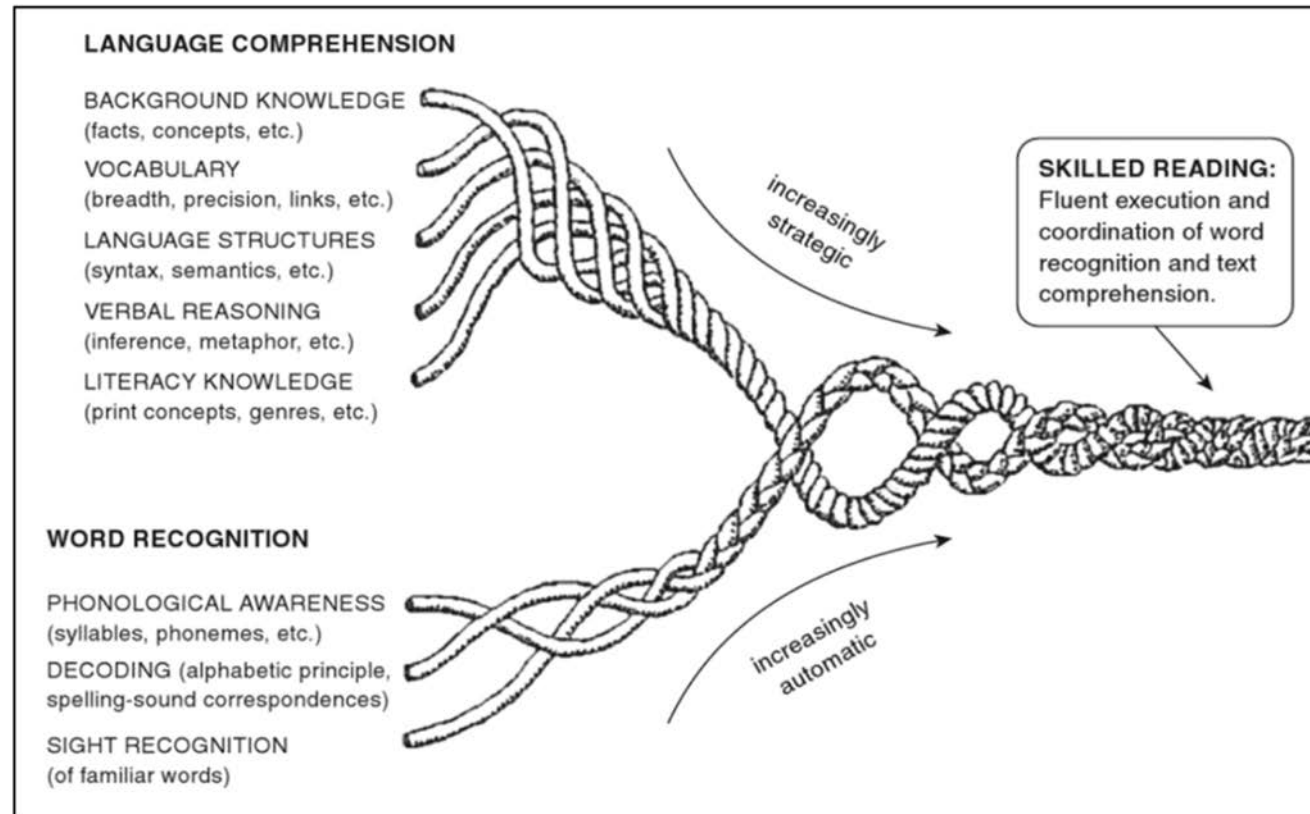
(Kamil et al., 2008)

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



Recommendation 3. Provide opportunities for extended discussion of text and interpretation



Scarborough, H. (2001) Connecting early language and literacy to later reading (dis)abilities: Evidence, theory and practice. In S. Newman & D. Dickinson (Eds.), *Handbook of Early Literacy Research*. pp. 97-110. New York, Guilford Press. (used with permission of the author)



Targets for today

- Understand how extended discussion improves comprehension
- Observe (by watching a video) how a teacher facilitates discussions and examine any implications for our own teaching practices
- Describe two or more formats that will facilitate extended discussions
- Practice a discussion protocol and apply it to current core materials



What's working in your classroom?

What effective strategies, resources, and activities do you use to teach discussion?

Quote



Research demonstrates when students have extended time for engaged conversation about text, they comprehend better, and increase their autonomous comprehension and writing skills.

(Lawrence & Snow, 2011)



Effective discussions



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.

(Kamil et al., 2008, p. 21)



Why discuss?

- » Content learning
- » Language and literacy
- » Thinking skills
- » Psychological aspects
- » Socio-cultural aspects



How?

- Prepare for discussions
- Ask questions
- Provide a task or a discussion format
- Develop and practice protocols



Develop a purpose

What's your
why?



Co-design protocols and expectations with students



Setting up protocols: Creating a culture of collaboration



Video reflection

- How would you describe the classroom climate? What did you notice about how Mr. Berryman prepared students for collaboration?
- How was the purpose and focus of the discussion communicated?
- What was the role of the teacher during student collaboration? How did he monitor and support student learning?
- How did students listen and respond to each other? How did this support their learning?
- What did you find especially effective in this video that you might implement in your classroom?



Feedback on learning: Deconstructing word problems in math

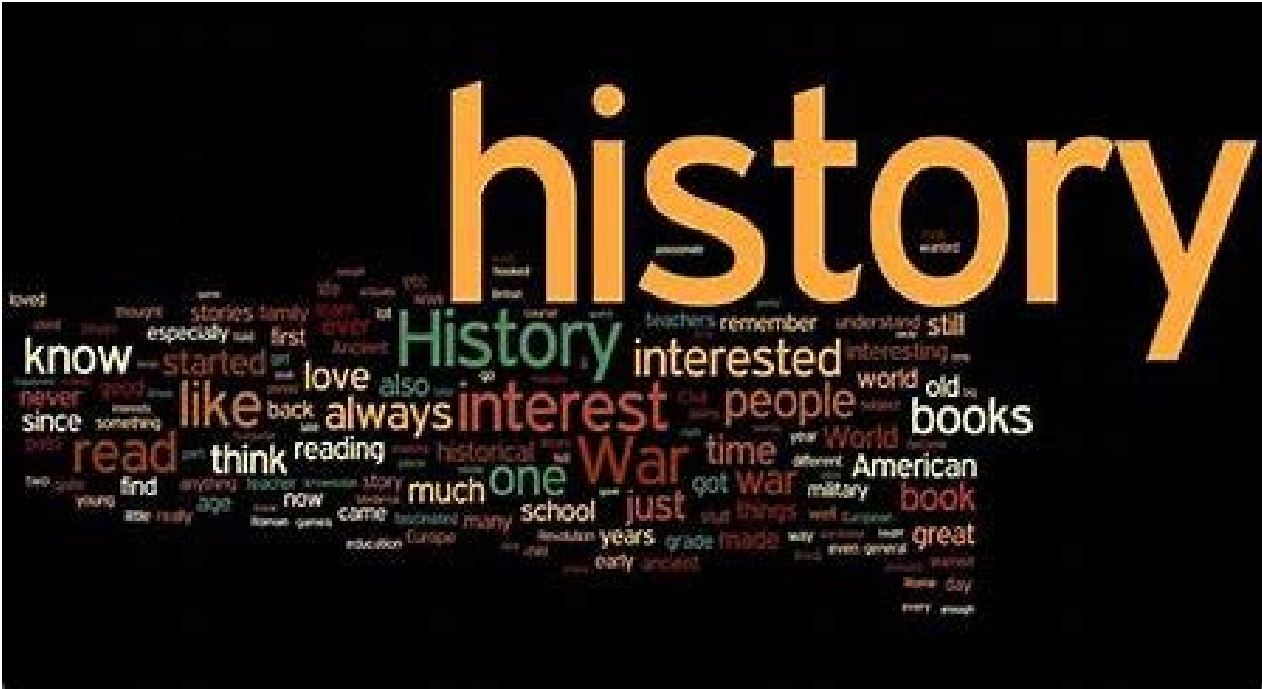


Feedback on learning during student collaboration

- How did the purpose and focus of groups in each video differ?
- What was the role of the teacher in each video during student collaboration?
- How did students use collaborative discussions to deepen their understanding of the lesson concepts?
- What did you find new or interesting in these videos that you might implement in your classroom?



Dialoguing with students “in the moment”

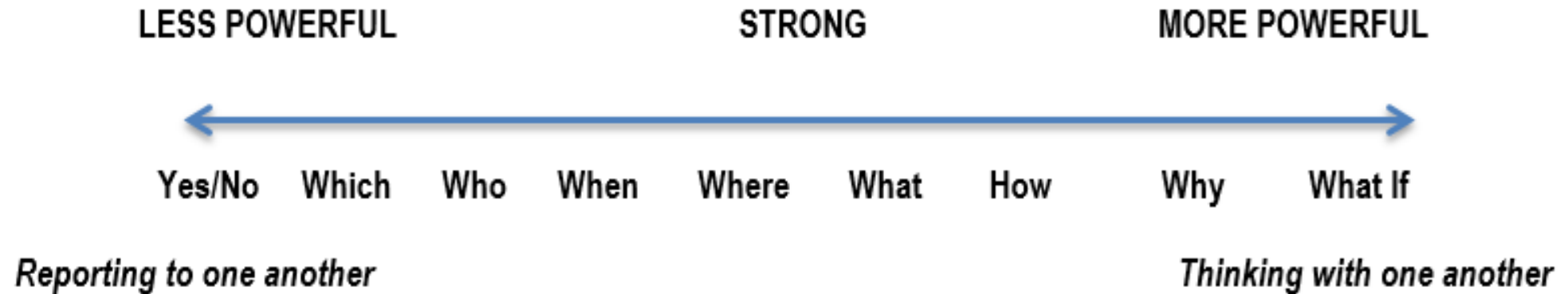


Our turn

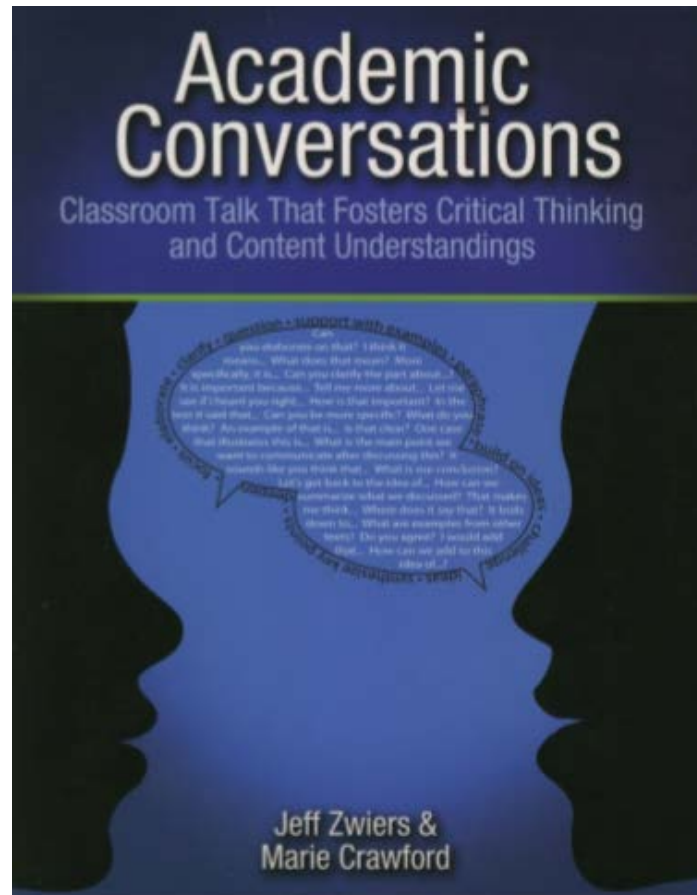
- Using handout 2, choose which discipline you would like to role-play.
- Practice the script with a partner.
- Debrief: *As the student, how did the teacher's questions help you learn?*
- *As the teacher, how did the questions connect to the DOK levels on the DOK wheel we learned about earlier?*



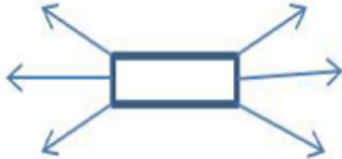

Asking questions



Academic conversations




Elaborate and clarify

Conversation Skills	Prompting	Responding	Cor
<p>Elaborate and Clarify</p> 	<p>Can you elaborate on ...? What do you mean by ...? Can you tell me more about ...? What makes you think that? Can you clarify the part about ...? Can you be more specific? How so? How/Why is that important? I'd love to hear more about ... How does that connect to ...? I wonder if ... How so? Can you unpack that for me? I am a little confused about the part ...</p>	<p>I think it means that ... In other words ... I believe that ... An analogy for this might be ... It is important because ... It's similar to when ...</p>	<p>Supp Exam (from texts,</p> 

Key question,
main idea,
theme, topic




Support ideas with examples

Conversation Skills	Prompting	Responding
<p>Support Ideas with Examples (from this text, other texts, the world, and life)</p> 	<p>Can you give an example from the text? Can you show me where it says that? What are some examples from other texts?</p> <p>What is a real-world example? What is an example from your life? Are there any cases of that? What is the evidence for that ...? Like what? Why do you say that? How do you justify that? What does that look like? Such as? What would illustrate that? Why is that a good example?</p>	<p>For example ... In the text is said that ... One case showed that ...</p> <p>An example from my life is ... For instance, ... According to ... An illustration of this could be ... On one occasion ... In this situation ... To demonstrate, ... In fact, ... Indeed, such as ... Have you ever ...?</p>

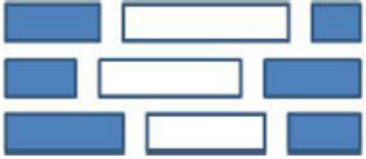


Paraphrase

Conversation Skills	Prompting	Responding
<p>Paraphrase</p> 	<p>I'm not sure that was clear ...</p> <p>I can't remember all that I said.</p> <p>How can we relate what I said to the topic/question?</p> <p>What do we know so far?</p> <p>What is your take on what I said</p> <p>I don't know. Did that make sense?</p> <p>What are you hearing</p>	<p>So, you are saying that ...</p> <p>Let me see if I understand you ...</p> <p>Am I right in hearing you say that ...?</p> <p>In a nutshell, you are arguing that ...</p> <p>In other words...</p> <p>What I am hearing is ...</p> <p>Essentially you think that</p> <p>It sounds like you are saying that ...</p>




Build on and/or challenge a partner's idea

Conversation Skills	Prompting	Responding
<p>Build On and/or Challenge a Partner's Idea</p> 	<p>What do you think about the idea that ...?</p> <p>Can you add to this idea ...?</p> <p>Do you agree?</p> <p>What might be other points of view?</p> <p>What are other ideas?</p> <p>How does that connect to the idea ...?</p> <p>I am not sure if this is relevant, but ...</p> <p>How can we bring this back to the question of ...?</p>	<p>I would add that</p> <p>I want to expand on you point about ...</p> <p>I want to follow up on your idea ...</p> <p>(To challenge)</p> <p>Then again, I think that ...</p> <p>Another way to look at this could be ...</p> <p>Yet I wonder also if ...</p> <p>If _____, then _____</p> <p>What struck me about what you said it ..</p>



Synthesize conversation points

Conversation Skills	Prompting	Responding
<p>Synthesize Conversation Points</p> 	<p>What have we discussed so far?</p> <p>How should we synthesize what we talked about?</p> <p>How can we bring this all together?</p> <p>What can we agree upon?</p> <p>What main points can we share?</p> <p>What was our original question?</p> <p>What key idea can we take away?</p>	<p>We can say that ...</p> <p>The main theme/point seems to be ...</p> <p>As a result of this conversation, we think that we should ...</p> <p>How does this sound ...?</p> <p>What if we ...?</p> <p>The evidence seems to suggest that ...</p>



More discussion formats

- Press conference: Make a case
- Role play: Articulate a new perspective, make a case, or solve a problem
- You are the author: Articulate a new perspective
- Debate
- Interview: Articulate a new perspective or solve a problem
- Expert panel: Share expertise or experience
- Talk show/radio show: Articulate a new perspective or make a case



Reflections: Think, write, share

- »» What information was new? What was a good reminder?
- »» What implications does this information have for your classroom?
- »» What is one thing you would like to try with your students?
- »» How might you use this information when planning a lesson?



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