

COMPREHENSION INSTRUCTIONAL SEQUENCE

Guiding Principles for Planning: Selecting Text

High-complexity questioning drives quality text-based discussions, and effective discussions depend upon good planning. Important aspects of quality planning for the comprehension instructional sequence include careful text selection.

The type of text that is selected can set a discussion up for success or failure. It is important to choose texts that lend themselves to open-ended discussion and student interest. This type of text opens opportunity for readers to collaboratively learn through interactive discussion to:

- choose a position
- discuss to support their position or claim
- challenge others' perspectives
- revisit the text with an deeper analytical view
- locate evidence from text to support their position or claim
- change their point-of-view

Questions to consider in selecting texts that facilitate a good text-based discussion include:

- *Does the text have a relevant connection to a “big idea” or concept?* (i.e., Sunshine State Standards and Benchmarks: imperialism, migration, scientific revolution, types of literary conflict, etc.)
- *Does the text include or refer to some type of tension such as:*
 - *controversy*
 - *conflict*
 - *differing perspectives (explicit or inferred)*
 - *opposing opinions or beliefs*
- *Does the text present an issue that could rouse student interest?*

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Guiding Principles for Planning: Questioning During Discussion

Questions to elicit high-level student responses

Teacher role:

- Paraphrase & restate student responses:
What I heard you say was . . .
- Question ideas presented during discussion:
 - *What could you add to your statement to make your claim stronger?*
 -
- Model & elicit high-level behaviors:
 - Thinking: *Can you compare Tamika's response to what you heard Jose say?*
 - Elaboration: *I want to hear more about why you think that.*
 - Use text evidence: *Where is the text evidence that supports what you said?*
- Use various interactive discussion patterns:
 - * Student-to-student * Teacher-to-student
 - * Pair-to-pair * Student-to-teacher
 - * Small group-to-small group
- Help students solve problems when they are at a standstill in their thinking:
 - *Let's look at where your thinking started to break down . . .*