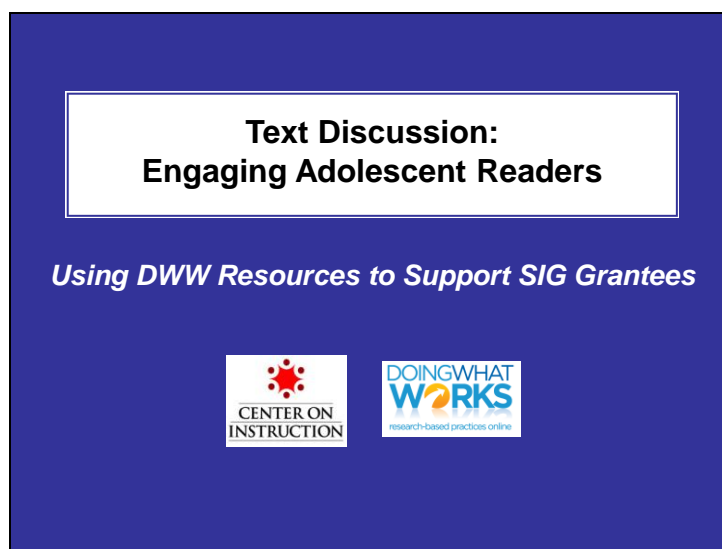


# Adolescent Literacy Webinar Series

## Module 4 Text Discussion

### Presenter Transcript

Slide 1




### Module Description

Hello everyone! Thank you for joining the Center on Instruction's webinar on:  
**Text Discussion: Engaging Adolescent Readers – Using Doing What Works (DWW) Resources to Support SIG Grantees.**

This is the fourth module in a series of Adolescent Literacy webinars designed to provide key principles and practices that support the federally funded **School Improvement Grants (SIG)**. Each module provides resources useful to SIG grantees as well as to 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 Adolescent Literacy resources can be used to support the implementation of effective reading practices in SIG 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 an adolescent literacy content lead for the Doing What Works project. I will be presenting this webinar on Engaging Students in 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



**Support SIG grantees  
with practical implementation resources**

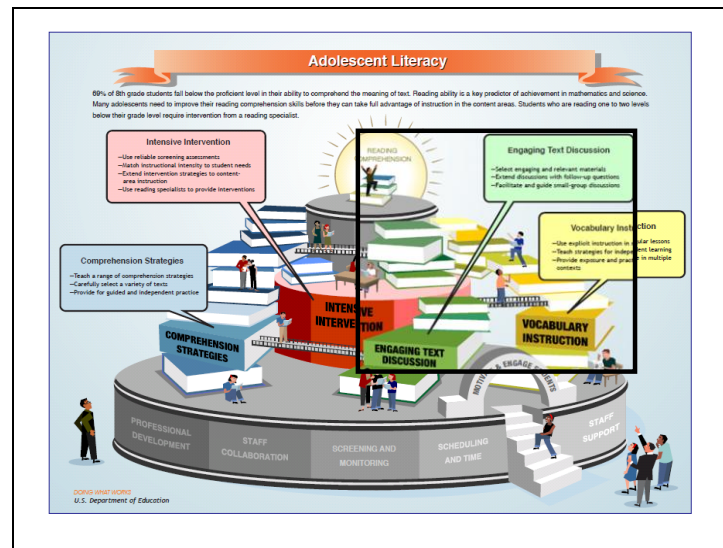
- Builds on expert research reviews to identify effective practices
- Uses a **LEARN**→**SEE**→**DO** model to translate research-based practices into practical tools to improve instruction

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 well aligned with SIG recommendations** because they are evidence-based and support school improvement in PRACTICAL ways.

**This webinar will show how DWW and COI resources and tools** can support SIG grantees with planning and implementing effective instruction for struggling readers in low-performing middle and high schools.



### Visual Diagram

Here is a **Visual Diagram** to orient you to DWW's Adolescent Literacy topic. It provides a snapshot of four recommended research-based practices for improving Adolescent Literacy, which are:

- Teach Comprehension Strategies,
- Provide Vocabulary Instruction,
- Engage Students in Text Discussion, and
- Provide Intensive Intervention to Struggling Readers.

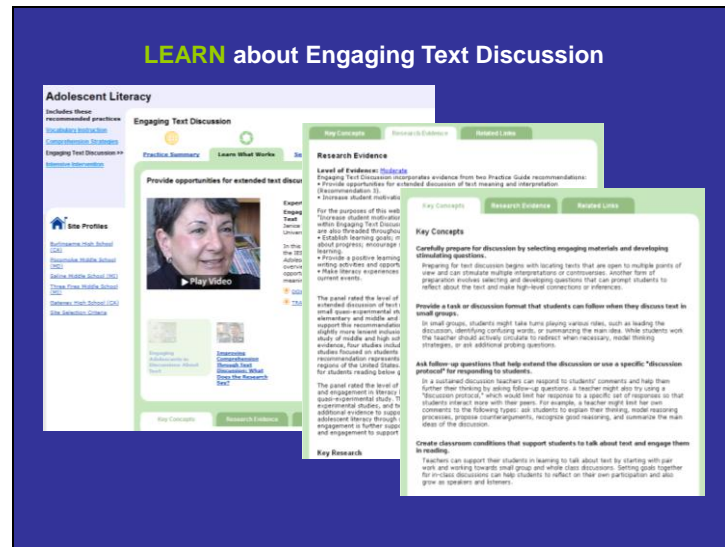
The bridges in the diagram show how these practices are interrelated and work together to improve student reading comprehension.

The practices are based on recommendations from the IES Practice Guide, ***Improving Adolescent Literacy: Effective Classroom and Intervention Practices***, which is available for download from the DWW and COI websites.

#### In this webinar:

We're going to take a closer look at **Engaging Text Discussion** and preview a sampling of DWW LEARN-SEE-DO resources to help implement this practice, namely...

**To provide opportunities for extended text discussion and student engagement.**



## LEARN About Engaging Text Discussion

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 Evidence and Key Concepts to learn:


- what the research says about the importance of text discussion, *and*
- what this means for classroom instruction.

**LEARN about Text Discussion: Research Findings**

Classrooms that frequently incorporate extended discussions show greater literacy gains than classes that have little or no opportunity for discussion.

**Teachers across all content areas**  
**Engaging students in text discussion provides practice in important comprehension skills:**

- summarizing major ideas
- providing evidence in support of an argument
- analyzing and interpreting implicit causal relations
- analyzing character motivation
- drawing inferences
- making connections



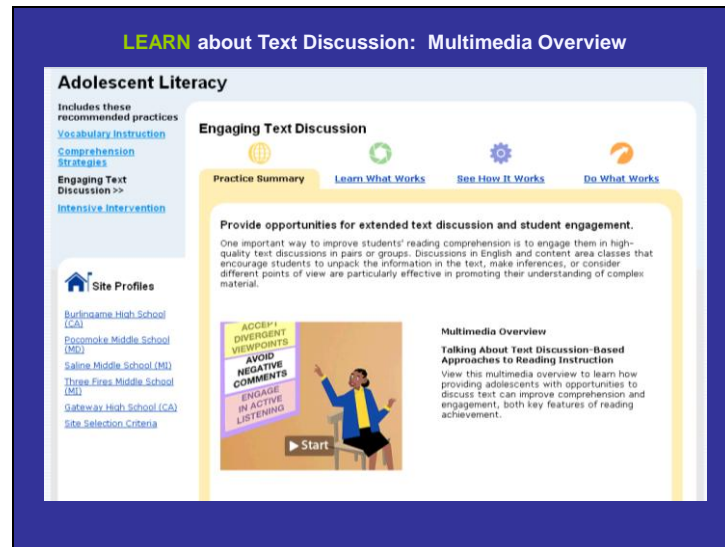
### LEARN: Research Findings

#### What does the research say?

- The expert panel found that classrooms that frequently incorporate extended discussions show greater literacy gains than classes that have little or no opportunity for discussion. Text discussion helps students:
  - practice important comprehension skills, such as: summarizing major ideas, providing evidence in support of an argument, analyzing and interpreting implicit causal relations, analyzing character motivation, drawing inferences, and making connections; *and*
  - helps students understand complex material, especially when they make inferences or consider different points of view.

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

- **Begin by selecting engaging and relevant materials** (e.g., texts that are open to multiple points of view and can stimulate multiple interpretations or controversies).
- **Create classroom environments that engage students in talking about text** (e.g., provide discussion opportunities and a variety of texts to discuss).
- **Develop questions that prompt students to reflect and make connections** (e.g., stimulating questions that activate prior knowledge, spark text-to-text connections).
- **Facilitate and guide small-group discussions** (e.g., set goals with students, provide a discussion format, ask students to take on various roles, e.g., leading the discussion, identifying confusing words, or summarizing the main idea).
- **Extend discussions with follow-up questions** (e.g., probing questions that help students think deeply about what they are reading).



### LEARN: Multimedia Overview

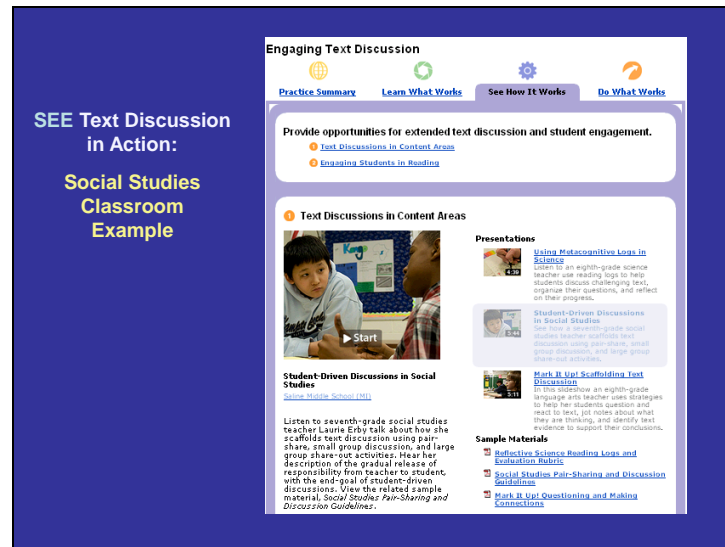
We can learn more about the key components of the practice by watching the **multimedia overview**, ***Talking About Text Discussion-Based Approaches to Reading Instruction***, which is included as part of the practice summary. This overview...

- provides a quick orientation for teachers (if the practice is new) or a review (if the practice is already in place)
- outlines important practice components, such as:
  - purposeful text selection
  - preparing questions
- describes encouraging and supportive environments

**As you watch, take notes on the key features of text discussion.**

**Let's watch an excerpt...**

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- **Now that you've watched, pause here** and take a few minutes to share any questions you might have.
  - **As an optional activity, you can:**
    - download the multimedia overview transcript *before the webinar begins*, and
    - "mark it up" with your reflection notes, questions, and highlight components of this practice.



## 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, such as slideshow presentations, video and audio interviews, and sample materials (e.g., lesson planners, data and assessment resources, student work).

I'm going to show you an excerpt from the slideshow, *Student-Driven Discussions in Social Studies*. You'll see how a social studies teacher scaffolds text discussion in a lesson on Chernobyl.

While you watch, I want you to use a tool from the **DO** section to guide your viewing of this classroom example from the **SEE** section.

This will show you one way that DWW resources can be combined to improve instruction...

**SEE the Practice: Use a Tool to Observe**

DOINGWHATWORKS

Planning for Engaging Text Discussions

Part I: View and Discuss the *Doing What Works* Media

View or listen to each media item and use the following questions to guide your note-taking and discussion.

1. How does this teacher make discussion about text engaging for students?
  
2. Are teachers using small groups or whole class discussions? What are the pros and cons in each configuration?
  
3. What does this teacher consider when selecting a reading for class text discussion?
  
4. How does the teacher scaffold the learning so that all students can participate successfully?

Part I – Observation Activity

1. Watch a social studies teacher facilitate text discussion.
2. Take notes on “*how the teacher scaffolds discussions.*”

### Observe Text Discussion in Action

Here is an observation activity that is included as Part I of a **text discussion planning tool**, *Planning for Engaging Text Discussions*.


**As you watch the slideshow, take notes on Question #4...**



**SEE Text Discussion in Action:**

**Social Studies Classroom Example**

How does the teacher scaffold learning?



## SEE Text Discussion in Action

...How does the teacher scaffold learning so all students can participate successfully?

For example, does the teacher:

- *Model “talk to the text”?*
- *Give students note-taking practice?*
- *Engage students in pair-share activities?*
- *Plan large group share-out activities?*

Let’s watch...

- **Now pause here** and take a few minutes to share what you observed.
- You can download the sample material handout that goes with this lesson to take a closer look at the PowerPoint, the pair-share guidelines, and student work the teacher used during this lesson.
  - **Let’s take a look...** (*Social Studies Pair-Sharing and Discussion Guidelines*)

**DO the Practice: Use a Planning Tool**

Planning for Engaging Text Discussions <http://www.ed.gov/DOINGWHATWORKS>

**Part II: Plan a Discussion**  
Here are some questions to consider as you are structuring a text discussion:

Discussion task structure and teacher's role	
1. Do you want students to discuss the text as a whole class, in small groups, in triads or pairs?	
2. What are your reasons for choosing this structure?	
3. How will you support the discussion?	
4. How do you see your role in the discussion?	
5. How will you encourage your students to talk with each other?	
6. How will you encourage your students to listen to each other?	
7. How will you establish norms for classroom discussion?	
8. What strategies would you like to encourage students to use while they are reading (e.g., finding the main idea, questioning, determining the author's meaning)?	

**Part II – Planning Activity**

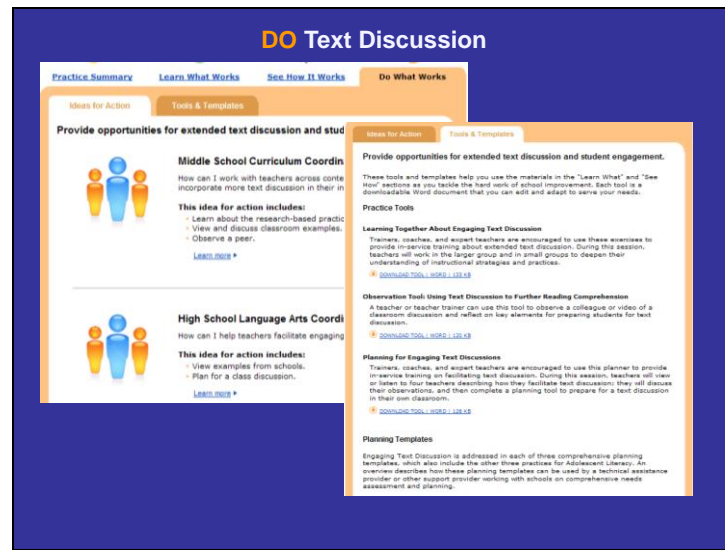
- How do you currently structure discussions?
- What new strategies did you observe in the slideshow?
- What can you do to improve student discussions?

## Plan Text Discussion

Now that you've seen the slideshow, let's move on to Part II of the tool from the **DO What Works** section. Part II provides a framework for planning text discussions.

- **Use this framework to think about what you observed in the slideshow and reflect on your own practice, for example...**
  - How do you currently structure discussions?
  - What new strategies did you observe in the slideshow?
  - What can you do to improve student discussions?
- **The responses you enter in the 2<sup>nd</sup> column will provide a starting point for your planning.**
- **Take a few minutes here to jot down some of your initial reflections...**

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- **After this webinar, you can download:**
    - The tool, *Planning for Engaging Text Discussions*
    - The sample material, *Social Studies Pair-Sharing and Discussion Guidelines*
    - The transcript from the slideshow to review the teacher's strategies in helping students engage in text discussions.



## DO Text discussion: Ideas for Action and Tools


Here you see the resources available in the **DO What Works** section, which includes 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 “*What can content area teachers do to facilitate more text discussion during their lessons.*” These often include resource examples for planning lessons, mini-workshops, or staff meetings.

Tools help you use specific **Learn** and **See** 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.


You’ve already used the Planning Tool to watch the social studies slideshow. Now, let’s take a quick look at two additional text discussion tools...

**DO the Practice: Support and Observe Discussions**  
***Follow-Up Activities***



**2. For teachers – Use an observation tool.**  
Arrange to observe a colleague's classroom lesson (any subject area, any grade level) that incorporates whole group, small group, or partner text discussions.

**1. For school teams – Use a strategy tool.**  
Discuss how to create an environment that supports text discussion. Offer staff the option of drawing a visual diagram of a classroom environment to generate ideas.



### **DO the Practice: Follow-Up Activities**

Here are two tools for you to use as follow up activities to this webinar.

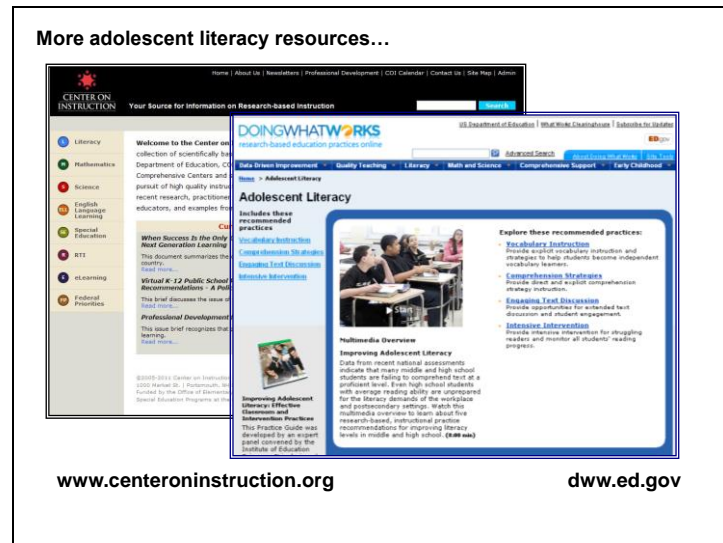
**Activity #1** asks school teams to use a **Strategy Discussion tool** to learn about text discussion and share ideas with colleagues.

- **Here's a quick look...** *For example,*
  - At a staff meeting, teachers could talk about strategies they currently use to support text discussions.
  - As a small group activity, teaching teams could draw a diagram of a classroom environment that encourages students to discuss what they read.

**Activity #2** asks teachers to use an **Observation tool** to guide peer observations and facilitate a follow up discussion.

- **Here's a preview...** *For example,*
  - First, teachers should arrange to observe in a colleague's classroom (any subject area).
  - Then, a coach or coordinator can facilitate discussion of the observation between the two teachers.

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- **After the webinar**, download the tool handouts:
    - *Learning Together About Engaging Text Discussion*
    - *Observation Tool: Using Text Discussion to Further Reading Comprehension*
  - **As an optional activity**, you can take a look at one of the “**Ideas for Action**” in the **DO** section. *For example*, look at the *Idea for Action* that can help a high school language coordinator support teachers in facilitating engaging text discussions. This suggests resources that can help with:
    - viewing and discussing classroom examples,
    - creating a note-taking form to guide classroom observations, and
    - planning a text discussion.



Visit the Center on Instruction (COI) and Doing What Works (DWW) websites to see additional adolescent literacy resources that can support SIG grantees with their school improvement efforts.

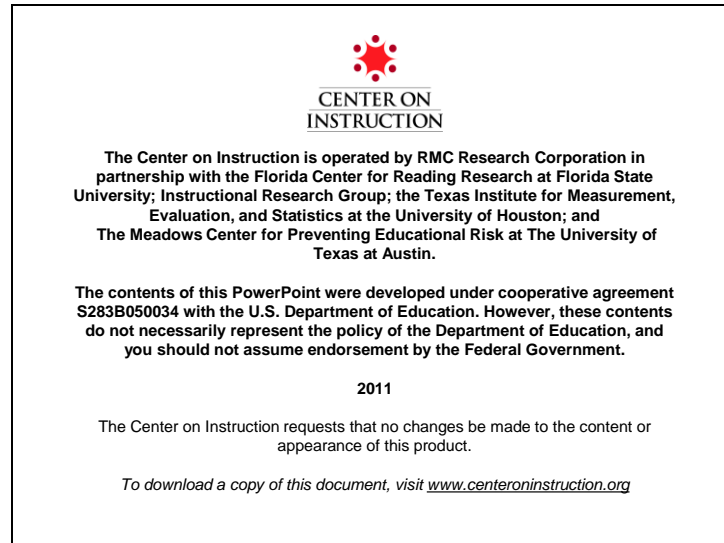
COI offers materials and technical assistance to support:

- Leadership
- Improving Literacy Instruction
- Professional Development

DWW offers practical tools and resources for implementing:

- Vocabulary Instruction
- Comprehension Strategies
- Engaging Text Discussion
- Intensive Intervention

Review the DWW and COI resource list handouts to identify information that can be used to implement plans or provide additional information for planning adolescent literacy instruction.



**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.*

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Available for download from the COI website are the webinar's [video](#), [presenter transcript](#), [participant note-taking form](#), and [handouts](#) that can be used as professional development tools for states, districts, and schools.

**Webinar Handouts:**

1. **Visual Diagram** (Slide 3) – Adolescent Literacy and 4 Recommended Practices
2. **IES Practice Guide** (Slide 3) – Improving Adolescent Literacy: Effective Classroom and Intervention Practices
3. **Multimedia Overview transcript** (Slide 6) – Talking About Text Discussion-Based Approaches to Reading Instruction
4. **Slideshow transcript** (Slide 9) – Student-Driven Discussions in Social Studies
5. **Sample Material** (Slide 9) – Social Studies Pair-Sharing and Discussion Guidelines
6. **Tool** (Slides 10) – Planning for Engaging Text Discussions
7. **Tool** (Slide 12) – Learning Together About Engaging Text Discussion
8. **Tool** (Slide 12) – Observation Tool: Using Text Discussion to Further Reading Comprehension
9. **COI Resource List** (Slide 13) – COI Resources Linked to Adolescent Literacy
10. **DWW Resource List** (Slide 13) – DWW Resources Linked to Other SIG Topics