

Creating High Level Discussions that Improve Reading Comprehension

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Three Categories of Questions

Text explicit questions (right there)

- Can point to answer
- Only one correct answer

Text implicit questions (think and search questions)

- Must take information from several places in text
- Elaborate with information from prior knowledge
- Answers must be consistent with information in the text

Experienced based questions (on my own)

- Think beyond what is stated in the text
- Answers based mainly on a connection between the text and reader's prior experience
- Answers will vary

Starters for experienced based questions

- How would you . . .
- What would you . . .
- If you . . .
- Do you think . . . Explain why.
- Would you . . . Explain why.
- Why do you think . . .
- Could you . . . Explain why.
- Where would you . . . Explain why.
- What would it be like . . .
- If someone . . .

Structuring Small Group Discussions

- Teacher establishes groups of 4-5 students.
- Students meet with their group to discuss members' questions in the structured format on the upcoming slide.
- Students note which question generates the most discussion in their small group.
- Finally, the whole class discusses the selected questions.

The Process

1. Student #1 reads a question.
2. Students #2 – 4 (5) respond to the question.
3. Piggy-back answers are allowed. Students may verify their responses by referring to passages in the text. Students are not allowed to pass.
4. Student #1 states his or her response.
5. Next, student #2 asks a question.
6. Students #3 - 1 respond
7. Continue rotation until all questions have been asked or until time is up.

Whole Class Discussion

- Have groups select the question that created the most discussion
- Call on one group at a time to ask their question to the whole class
- Allow the author of the question to call on other students to answer
- Clear up any misconceptions
- Add any missing important concepts

Sources and Suggested Reading

Feathers, K. M. (1993). *InfoText Reading and Learning*. Ontario; Pippen

Paratore, J. E. ed., & McCormack, R. L. ed. (1997). *Peer Talk in the Classroom: Learning From Research*. Newark, Delaware: International Reading Association

Simpson, A. (1996, October). Critical Questions: Whose Questions? *The Reading Teacher*, 50(2), 118-127