

## High-Quality Discussions Around Text: Guidelines

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Select a text that lends itself to compelling discussion. Consider your instructional purpose and students' needs when choosing a text.

Consider the types of thinking you want students to engage in when they discuss the text, including the following:

Type of Thinking	Description
1 - Locate and recall	Locate specific facts or details; identify important information and supporting details; find story elements such as characters and setting.
2 - Integrate and interpret	Make connections across parts of a text; compare and contrast information or story elements; use mental images; consider alternative ideas or explanations for what's in a text.
3 - Critique and evaluate	Assess a text from various perspectives; synthesize what's in one text; decide on what's significant within a text; judge whether a text and its features effectively accomplish a purpose.

**Develop question prompts that:**

- go beyond the text's surface level.
- focus on what student will think about in relation to the text.
- move beyond locate and recall questions to higher-level question (group 2 and 3 above).

**Example question stems:**

Why did \_\_\_\_\_?

What do you think \_\_\_\_\_?

If you were the author, \_\_\_\_\_?

What does \_\_\_\_\_ remind you of and why?

## Have follow up questions prepared!

Students can struggle with the initial question, especially a question that requires them to make several connections across the text.

Help students with prompts that extend their thinking and steer them back to making connections to the text.

### Example follow-up questions and stems:

That's what the text says, but what does that mean?

What makes you say that?

What happened in the text that makes you think that?

Can you explain what you meant when you said\_\_\_\_\_?

Do you agree with what \_\_\_\_\_ said? Why or why not?

What does the author say about that?

What is an example of that?