

Higher Order Questions and Higher Level Talk About Text, Part II

CIERA School Change Project

Discourse Conventions: Helping Students Learn to Talk About Text

Conversational Move	Definition	Example (Student talk)	Scaffolds (Teacher talk)
Restating	Repeating a previous contribution	Linda said that the fish was sad, because he was lonely.	Can someone say that in a different way?
Inviting	Inviting a participant to contribute	I'd like to hear what George thinks.	Do you want to invite anyone else to add to what you said?
Acknowledging or validating	Recognizing a response without agreeing or disagreeing	I can see why you said that. I get what you're saying. I hadn't thought of that.	Do you get what Juan is trying to say here?
Focusing/refocusing	Making a metacomment about the course of the conversation	We were talking about the reasons that Frank ran away from home.	I think I've lost track of the question we were trying to answer. Can anyone help me here?
Agreeing		I agree, because... Yeah. That's right, because...	Does anyone agree with Juan? (agreeing)
Disagreeing		I see what you're saying, but... But what about...? I disagree, because...	Does anyone want to disagree? Does anyone see it another way? Do you all see this the same way as Juan?
Elaborating	Extending one's own or another's assertion	I agree with Juan that the fish was lonely, and I think that he... Also...	Does anyone want to say something more about that? Who can think of another solution or another reason?
Requesting clarification or elaboration		What do you mean? Can you say more about that? What makes you think that?	Does anyone want to raise any questions about the point that Juan is trying to make? Anyone find anything confusing in this part of the story?
Providing an example	Providing an example from inside of the text or outside to support one's own or another's assertion. Examples can be explanatory or evidentiary	For example... It's like when...	Can you give an example of ... from the story? Has anything like this ever happened to you or someone you know? Can you think of an example from another story by this author?
Signaling a change	Changing the direction of the conversation	I want to talk about the mother.	Does anyone want to change the subject? Are you ready to move on? Does anyone want to ask a different question?
Providing evidence	Supporting one's own or another's assertions with evidence	I agree with Julie that the fish was sad. You can see his sad face in the picture on page 3.	Why do you think that? Anything in the story to support that idea? Can you point to something in the text that makes you think that?
Posing a question to the group		Does anyone think...?	Do you have a question for the group?

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Some Conversational Norms:

Talk to each other, not just to the teacher.

Listen to each other. Listening is as important as (or more important than) speaking.

Avoid interrupting the speaker.

Link your comments to those of a previous speaker.

Wait until a topic is exhausted before moving on, or announce a shift in topic.

Take turns in the conversation and bid for turns using the established method.

Avoid monopolizing the floor and talking over others.

If you state an opinion, you have to back it up (or declare your uncertainty).

Feel free to disagree, but show respect for others' ideas.

Promoting Higher Order Comprehension Moves

Comprehension Move	Definition	Example
Making connections	<p>Connecting the text to personal experience</p> <p>Connecting the parts of the text to earlier parts of the text</p> <p>Connecting the text to other texts</p> <p>Connecting the text to the world</p> <p>Connecting the text to the writer</p>	<p>That part reminded me of when my brother...</p> <p>It's kind of like that part in the beginning, when the teacher says...</p> <p>That's like in that other book we read where the main character...</p> <p>This sounds like that thing that happened in San Diego...</p> <p>It seems like the author wants us to learn something about how friends sometimes...</p>
Making predictions	Using evidence (from personal experience, prior knowledge, or the text) to make good guesses about what's coming next, how a problem might be solved, etc.	<p>I predict that...</p> <p>I'm guessing that...</p> <p>He's probably going to...</p>
Asking questions or wondering	Posing questions about the text, the characters, the author, etc.	<p>I wonder why she...</p> <p>How do you think the father felt when he...</p> <p>Why did the author put in that part about the...</p>
Recalling	Paraphrasing or summarizing the text	Well, first the main character went to the playground, but then she...
Inferring	Integrating prior knowledge with new information in an effort to construct coherent meaning	You can tell she was worried because...