

Reading Comprehension Instruction: 6 EFFECTIVE DISCUSSION MOVES FOR TEACHERS

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THE SIX MOVES ARE

MARKING

Highlighting students' comments or idea



TURNING-BACK

Directing/redirecting attention back to texts or to students



REVOICING

Rephrasing/restating students' statements or expressions



RECAPPING

Summarising



ANNOTATING

Filling in gaps in information resulting from discussion



MODELLING

Demonstrating construction of meaning from text



WHAT DOES EACH MOVE INVOLVE?



MARKING

- Teacher singles out a student's comment or idea that is pertinent to the construction of meaning in the text.
 - This move indicates to students that an idea is of particular importance.
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TURNING-BACK

Turning-back to text

- Teacher re-directs students' attention to the text.
- This move helps prevent students from going off track by directing them to relevant information in the text. It also clarifies misunderstandings by repairing a misreading.

Turning-back to students

- Teacher directs students to expand on their own ideas (turning back to same student) or to link their ideas with those of their classmates (turning back to another student).
- Teacher turns responsibility for figuring out ideas back to students.
- This move prompts students to make crucial connections. Being able to make such connections encourages students to get involved in reasoning about ideas that were previously presented in the text.
- This move discourages teachers' explanations and encourages students to listen and think.



REVOICING

- Teacher re-phrases students' statements to interpret what students are struggling to express so that they can become part of the discussion and to introduce well-formed language.
 - This move supports student opportunities to speak, increasing student confidence and motivation.
 - It also increases the level of classroom language, giving more-articulate expression to students' ideas and demonstrating correct language use within a meaningful context.
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MODELLING

- Teacher demonstrates how to construct meaning from a text by modelling what a reader might be thinking during reading (in other words, teacher thinks aloud).
 - This move gives students a chance to observe and hear how an expert thinks through a complicated idea.
 - This move also helps students see things in texts they may not have noticed.
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ANNOTATING

- Teacher fills up any gap in the information in the text or in the discussion (e.g. necessary background information that the students might not know or have access to).
 - This move quickly provides necessary background information so that the discussion can continue.
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RECAPPING

- Teacher summarises the main points of the text.
 - This move gives the signal to students that it is time to move on to a new or different point in the text.
 - This move also serves to remind them of where they left off.
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REFERENCES

Beck, I. L., & McKeown, M. G. (2006). *Improving comprehension with Questioning the Author: A fresh and expanded view of a powerful approach*. New York: Scholastic Inc.

Gunning, T. G. (2014). *Creating literacy: Instruction for all students*. England: Pearson Education Ltd.