



Every Student Talks With Peers About Reading & Writing

6 Elements of Effective Instruction:

Every Child Talks With Peers About Reading and Writing

Talking with peers about reading and writing is an underused and easy-to-implement element of effective literacy instruction. This element is easily applied in any content area and provides benefits in comprehension, motivation and literacy acquisition. As students switch between writing, speaking, reading and listening, they make connections and solidify the skills they use in each area as well as their own perspectives on what they read. Peer conversation allows students to learn from each other, receive validation for their contributions and provides opportunities for teachers to be culturally responsive to their students and amplify student voice.

When students talk with peers about what they read and write, research indicates that reading comprehension and engagement increase. Educational researcher, Dr. John Hattie, lists class discussion as the seventh most effective practice out of a list of 256 and cites the practice as having an effect size of .82; anything above a .40 is considered statistically significant.

Allington, R. L., & Gabriel, R. E. (2012). Every Child, Every Day. Educational Leadership,69(6), 10-15. Retrieved from <http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/Every-Child,-Every-Day.aspx>

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London: Routledge.

Outcomes of Talking With Peers About Reading and Writing

- Solidify mastery of course content and standards
- Analyze and synthesize concepts from what they read and write
- Acknowledge and accept multiple perspectives
- Build on others' ideas
- Persuade and converse with one or more peers

When talking with peers about reading and writing, students practice:

Speaking

- Speak with clarity
- Focus on topic
- Contribute to extending content
- Help explain concepts to classmates

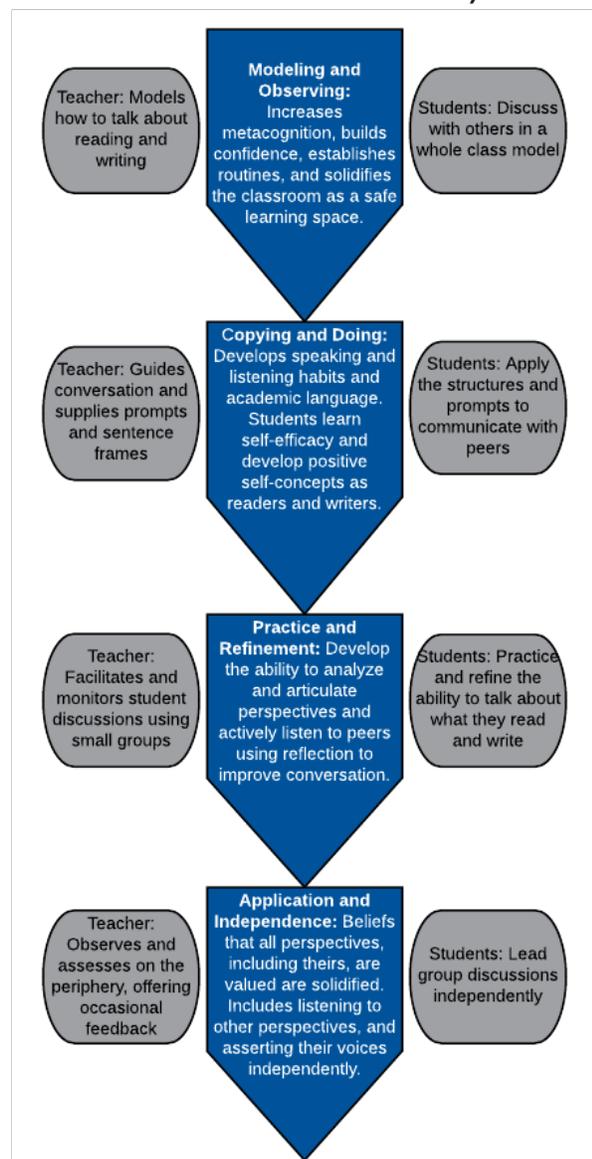
Listening

- Build on other's contributions
- Listen to understand, not to respond
- Turn-Taking
- Foster balance in contributions

Questioning

- Ask how and why questions about a text
- Ask questions based on peers' contributions

Self-Regulation Stage (Moving from Teacher-Led to Student-Led)



Look-Fors

Engagement strategies to support academic dialogue grounded in a text

- Peer-to-peer learning and increased mastery of course content standards
- Teacher draws from students' contributions and deepens the conversation or removes themselves from conversations
- Teacher models and instructs students in how to use and construct text-based questions
- Use of structures that support student discussion
- Students share their own ideas about texts and their writing
- Students receive and give feedback

LISTENS TO A FLUENT ADULT READ

READ SOMETHING THEY CHOOSE

TALKS WITH PEERS ABOUT READING & WRITING

WRITES ABOUT SOMETHING PERSONALLY MEANINGFUL

READS ACCURATELY

READS SOMETHING THEY UNDERSTAND



6 Elements of Effective Instruction:

Speaking, Viewing, Listening & Media Literacy (K-12):

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

Structures, Strategies and Protocols to Support Content Standards with Element #3	Opportunities to Incorporate into Instruction
Discussion Prompts or Academic Language Scripts Pre-K Discussion Prompts	<ul style="list-style-type: none"> When your students are not accustomed to structured conversation in the classroom When content is challenging or unfamiliar When supporting students in synthesis, debate and analysis
Socratic Seminar & Grade 9-12 Example	<ul style="list-style-type: none"> After completing exploration of a text To facilitate student-to-student debate and incorporate multiple perspectives When multiple texts have been read or written
Students create and deliver presentations	<ul style="list-style-type: none"> Sharing learning from unit inquiry or research To review a book or text After completing final draft of a piece of writing
Inquiry Circles/Literature Circles & Book Clubs	<ul style="list-style-type: none"> When multiple texts (articles, books, etc.) have been read and investigated To share and learn from peer writing
Turn-and-Talk	<ul style="list-style-type: none"> During an Interactive Read-Aloud After drafting a journal or interactive notebook entry While examining a mentor text
Jigsaw & Seed Discussions	<ul style="list-style-type: none"> Text or book study When a text is complex and/or lengthy To research and write about multiple parts of one topic
Discussion Mapping	<ul style="list-style-type: none"> When teacher needs to gather data on and assess student contribution To support student listening To encourage inclusion of multiple perspectives
Gallery Walks	<ul style="list-style-type: none"> Sharing writing Collaborative learning after jigsawed reading Alternative presentation format for learners who prefer a smaller group setting
Parallel Line Share	<ul style="list-style-type: none"> Sharing learning 1-on-1 Provides opportunity to hear multiple perspectives on reading analysis or writing response Allows students to hear standards represented in multiple ways from peers
Reciprocal Teaching	<ul style="list-style-type: none"> Provides structure for small group discussion of a text Focuses student responsibility Allows for shared, differentiated learning from a common text

Resources		
DOK Question Stems <ul style="list-style-type: none"> DOK Levels Hess' Math/Science Rigor Matrix DOK Tool-Mentoring Minds Academic Discussion Starters <ul style="list-style-type: none"> Example 	AVID Academic Language Scripts <ul style="list-style-type: none"> Academic Language Scripts Socratic Seminar Sentence Starters Metacognitive Thinking <ul style="list-style-type: none"> K-5 6-12 Engagement Strategies <ul style="list-style-type: none"> Lead4ward 	Video Examples <ul style="list-style-type: none"> Grade 1 (Science) Upper elementary Math Academic Conversation with ELL Students Extra discussion prompts

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It is imperative that we as teachers remember that it is our job to teach our students how to talk with each other and engage with peers in the same way that it is our job to teach our content.