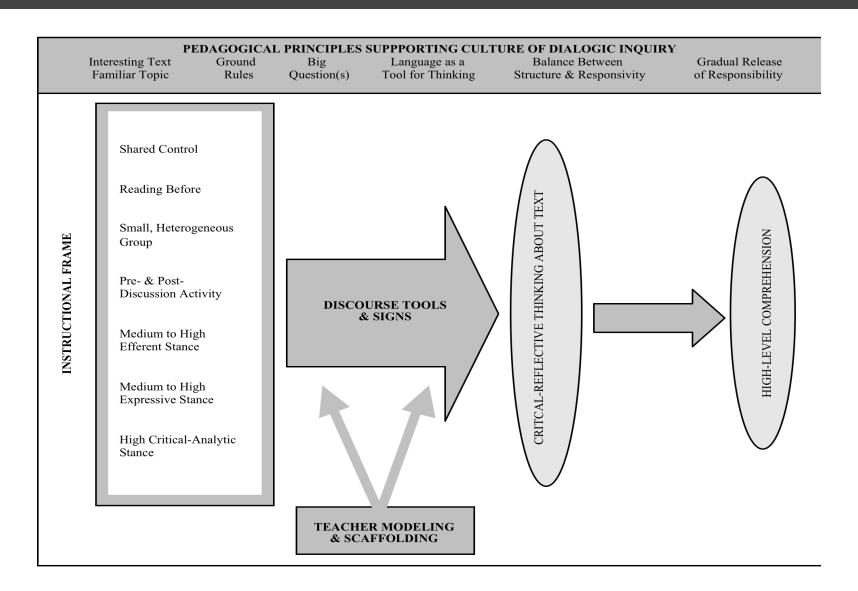
PROMOTING HIGH-LEVEL READING COMPREHENSION WITH QUALITY TALK

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Institute of Education Sciences
Reading and Writing
Goal 2 (Development and Innovation)

Logic Model of Quality Talk



DIALOGIC TEACHING: PROFESSIONAL DEVELOPMENT IN CLASSROOM DISCUSSION TO IMPROVE STUDENTS' ARGUMENT LITERACY

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Effective Teachers and Effective Teaching:
Goal 2 (Development and Innovation)

Logic Model of Teacher Professional Development in Dialogic Teaching through Discussion

I. Professional Development (Inputs)	II. Dialogic Teaching	III. Discussion of Text	IV. Argument Literacy (Outcomes)
Teachers take part in 5 Modules: • Dialogic Teaching • Analyzing Classroom Discourse • Enacting Discussions About Text • Assessing Classroom Talk • Discourse Coaching	Teachers create classroom with: • Shared authority • Open-ended questions • Meaningful feedback • Meta-level reflection • Elaborated student responses • Co-construction of knowledge	Students get to practice with: • Stating positions • Supporting them with reasons • Generating counterarguments • Finding flaws with arguments of peers • Responding to challenges with rebuttals	As a result, students will: • Generate arguments with more acceptable and relevant reasons on both sides when speaking and writing • Better comprehend arguments when listening and reading