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Author(s): Debra S. Peterson and Barbara M. Taylor

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USING HIGHER ORDER QUESTIONING TO ACCELERATE STUDENTS' GROWTH IN READING

Debra S. Peterson ■ Barbara M. Taylor

This article describes how teachers working with culturally and linguistically diverse students changed their reading instruction to include more higher level talk and writing.

Ms. Mallory (all names are pseudonyms) is working with her third-grade class on a story in the basal anthology. She wants to call attention to the details in the story that help the students identify the genre of the selection.

Debra S. Peterson is an education specialist at the University of Minnesota, Twin Cities, St. Paul, USA; e-mail Debra.s.peterson-2@umn.edu.

Barbara M. Taylor is a professor at the University of Minnesota, Twin Cities, St. Paul, USA; e-mail bmtaylor@umn.edu.

Ms. Mallory: Before you turn the page, what are the two things you should listen for?

Davien: Things that are fantasy.

Ms. Mallory: So we are looking at fantasy and what else? What's the opposite of fantasy?

Choua: Real.

Ms. Mallory: Turn back to page 312. What were the details you noticed on that page that were fantasy?

Tanisha: Mice don't wear hats.

Ms. Mallory: What else?

Jamal: Summer.

Ms. Mallory: Summer is real. What else?

Javier: Mouses don't cook barbecues.

Ms. Mallory: What is the plural of mouse? Mice.

This is an example of a very common type of exchange that occurs in many classrooms at many grade levels. The teacher asks a question, calls on a student to respond, and then evaluates the answer by acknowledging its accuracy or correcting a misconception. An alternative exchange is illustrated in the following example from Ms. Mallory's classroom three years later.

Ms. Mallory is working with a small group of students who are reading a chapter book. Students have generated their own questions about the story and are asking their questions within a student-led discussion.

Julia: Why is Ralph riding his motorcycle in the hallway?

Germaine: The room is much smaller and the hallway has more space.

Vanessa: I agree with Germaine and I want to add more. The room has carpet and the hall is bare floor.

Manuel: Right! That makes sense. It says here that he was coasting. It would be hard to coast on the carpet.

Charlene: I agree with Manuel because if he rides on the rug he wouldn't ride so fast because rugs are softer.

Germaine: Yeah, riding on the carpet wouldn't do as much as riding on the floor.

Vanessa: My question goes along with this. Would you like to be like Ralph and ride a motorcycle? Why or why not?

Manuel: I would feel...I don't know the word to explain it. I would have an upset stomach.

Ms. Mallory: What's the word for that?

Germaine: Scared, afraid, nervous?

Manuel: Nervous, that is the word I wanted. I would be nervous to ride a motorcycle because I could crash and get hurt.

The process of how Ms. Mallory and teachers like her made the transition from instruction that was primarily teacher-directed and focused on lower level questions to instruction that supported students in their higher order talk and writing about texts is described in this article. These second- and third-grade teachers worked with diverse student populations in schools that had previously struggled to make Adequate Yearly Progress, yet across three years of reading reform, their students continued to make important gains in their reading achievement. The purposes for sharing these real-life classroom examples are to (a) describe classroom instruction that engages students in higher order talk and writing about text, and (b) stimulate teachers and schools to reflect on their current reading instruction and to consider an important element of effective reading instruction not addressed by the National Reading Panel Report

Pause and Ponder

- To what extent am I engaging my students in higher level talk and writing about text during reading instruction? What evidence do I have to show that students are critically thinking, talking, and writing at a higher level?
- How does higher order thinking fit within our current reading curriculum? What could be done to integrate even more opportunities for students to talk and write at a higher level?
- How are students at all achievement levels being given opportunities to talk and write at a higher level about the texts they are reading? What else could be done to foster higher order thinking among diverse students?
- How can we collaborate with grade-level colleagues, including the English language, special education, Title I teachers, to incorporate more higher order thinking into our daily reading instruction?

(National Institute of Child Health and Human Development [NICHD], 2000).

Background

With the initiative in the United States to prepare all students to be "college and career ready" (Common Core State Standards Initiative, 2011), there is an increased emphasis on accountability for students' reading achievement at both the school and classroom levels. Many states are considering how they can demonstrate the "value added" for the instruction provided by individual teachers, programs, and schools. This highlights the need for effective, highly qualified teachers of reading who provide instruction that is challenging and rigorous for all their students while accelerating students' growth (Darling-Hammond, 2004; Taylor, Raphael, & Au, 2010). Fortunately, 40 years of research on effective teaching of reading has provided the education community with a great deal of knowledge about how to address the complexities and challenges of teaching a diverse student population to read (Taylor, Pressley, & Pearson, 2002).

For example, a strong research base supports balanced reading instruction that includes the explicit instruction of reading skills while actively engaging students in a great deal of actual reading and writing, in addition to fostering students' independent and flexible use of reading strategies (NICHD, 2000; Pressley, 2006; Pressley et al., 2001). Also, studies have demonstrated that teachers who see more growth in their students' reading scores stress higher level thinking related to texts to a greater extent than other teachers (Knapp, 1995; Taylor, Pearson, Peterson, & Rodriguez, 2003; 2005; Taylor & Peterson, 2008). Our current study describes the impact of high-level questioning in a "scaling-up" of

our earlier work in an additional 23 Minnesota schools. For a description of the participants and methods, see the online research supplement.

High-Order Talk and Writing About Text

Higher order questioning requires students to think at a deeper level and to elaborate on their oral and written responses to literature. For examples of different types of higher order questions, see the Table. When teachers ask higher order questions, they may find that the questions are difficult for students to answer or that the students only give simple one- or two-word answers. The teacher could then respond by modeling how to give a higher order response.

For example, after reading a story about a person fulfilling his or her dreams, a teacher might say, "Describe a time in your life when someone told you that you couldn't do something you really wanted to do. How did you respond? Did you keep working to

follow your dream or did you change your goals? Why?" If students seem to be stuck or cannot think of situations from their own lives, the teacher might say something like, "If someone were to ask me that question, I might answer it in this way... Now you think about the question. When you have an idea, turn and talk with your partner about this."

Then the teacher could monitor the discussions that students are having with their partners to provide additional support and coaching for the students that need more help. Probing questions such as "Please tell me more about that" or "What happened then?" can help reluctant students say more about the topic. The teacher could also provide sentence stems to help English learners articulate their ideas. Sentence stems might include something such as "I followed my dream when..." After students have had an opportunity to talk with a partner about a higher order question, they should be encouraged to write about their responses.

Table Examples of Higher Order Questions

Types of questions	Examples of questions
Theme	Theme: <i>Persistence</i> Question or prompt: <i>Describe a time when you were persistent; when you tried to do something that was hard for you but you kept trying until you could do it.</i> Theme: <i>Friendship</i> Question or prompt: <i>How do you know that someone is your friend? What does he or she do or say? Can you be friends with people who are different from you? Why or why not?</i>
Character interpretation	Question or prompt: <i>How did the character change from the beginning of the story? What do you think led to this change? Please cite specific examples from the text to support your ideas.</i> Question or prompt: <i>Why do you think the character made the decision she did in this situation? What in the text makes you think that? What would you have done in the same situation? Why?</i>
Making connections to students' lives	Question or prompt: <i>In our story, we see the main character struggle to fit in and make friends. Think of a time in your life when you struggled to make new friends. What did you do? How did you feel? How was your experience the same or different from our story?</i> Question or prompt: <i>The main character is very sad because his grandfather died. Think of a time you experienced a loss. Describe what happened and how you coped with your loss. How does this help you relate to other people who are grieving?</i>

In other situations, a teacher may want to ask the students to write about the higher order question before they come to the small group to talk about their ideas. Again, it is critical that the teacher provide support to students as they are writing their higher order responses. In this example, Mr. Flemings is talking to a second-grade student who is having difficulty making a connection to a story he has read.

Mr. Flemings: What does this story make you think about?

Jorge: Nothing.

Mr. Flemings: Does it remind you of any other story you have read or a movie you have seen?

Jorge: I read another story that reminded me of this. They both had parades in them and I've been to a parade.

Mr. Flemings: Great! Do you feel like you have an idea now?

Jorge: Yes.

The coaching that Mr. Flemings provided to this student helped him to think about the story in a different way and to make connections with a previously read book and his own life experience.

Once students have had an opportunity to think and write about a higher order question, they can come together to talk about their various viewpoints and perspectives. For example, in Ms. Barnett's third-grade classroom, the students were reading a book about children who do not get along with each other. Ms. Barnett asked her students to write about someone they get along with and to explain why they get along with that person. Once all the students had written a response, they shared their

ideas in small groups. The students then worked together in their small groups to generate answers to the question, "Why is it important to try to get along with other people?" Students wrote responses such as, "It is important to get along with other people so that everyone is kind all the time and you don't get beaten up. When everyone gets along they are happier and they can have fun doing things together."

After students become familiar with answering higher order questions, they can begin to create their own higher order questions that they pose to their peers in discussion groups. Generating higher order questions may be difficult for students, so the teacher will need to provide coaching and support to the students as they work to make their questions more challenging and thought-provoking. In Mrs. Hanson's third-grade classroom, the students were asked to write their own higher order questions about a trickster tale they had read. Mrs. Hanson coached a student to help her make her question more challenging.

Mrs. Hanson: What is your question?

Rosa: Would you be happy to be a hungry spider?

Mrs. Hanson: What could you add to that question to get more discussion?

Rosa: I could ask, "Why or why not?"

Mrs. Hanson: Yes, that would help your classmates really think about their answers.

To help students be successful in discussion groups, teachers may assign roles to the students or provide discussion guidelines. Roles might include tasks such as "Discussion Leader" or "Clarifier." Discussion guidelines could be generated with the

students and could include things such as, "Everyone needs to be prepared and to participate" or "Look at the person who is speaking." Students may also appreciate sentence stems that help them enter the conversation in a natural manner. Sentence stems might include, "I agree with that because..." or "I would like to add to that..." In another example from Ms. Mallory's third-grade classroom, we see evidence of some of the supports provided by the classroom teacher to help her students be productive in their student-led discussion groups.

Ms. Mallory points to the chart with the discussion guidelines. She asks the small group of students to chorally read the guidelines. These include the following:

1. Everyone should participate.
2. Make eye contact.
3. Listen respectfully.
4. Politely ask for clarification or evidence from the text.

The students then begin to ask each other the questions they have written about a fantasy story from their basal readers.

Long: Why does the girl think she can take care of a dragon?

Molly: She knows everything they like to eat and do.

Khalid: Where did you find that in the story?

Molly: I don't know. Maybe she went to a class about dragons.

Jack: I think it is because her mom and dad raised her and they taught her how to treat other creatures but they didn't think she would raise a dragon.

Samantha: I agree with Jack because she watched her father raise animals so she knows how to take care of different animals.

Khalid: Do you have evidence from the story to support that?

Samantha: Yes, see in the picture on page 168—it shows her watching her father work.

Long: Does anyone have anything else to add about this question? [No one does.] Molly, you can read your question.

Molly: What would you do with a dragon if you had one?

Samantha: In the book, the girl thinks about flying on the dragon. I would want to do that. I would love to fly fast and feel the wind going by.

Jack: I would want him to blow fire and scare people. That would be awesome!

Molly: I would make a little bed for him so he could sleep in my room.

Long: How could you fit a dragon in your bedroom?

Molly: It would be a baby dragon.

In lessons such as these, reading, writing, speaking, and listening are all integrated to help students think about texts in deeper ways.

Classroom Examples of High-Level Questioning

To more specifically describe instruction that focuses on higher order talk and writing about text, we provide examples from a variety of exemplary second- and third-grade teachers whose students were making accelerated growth in their reading achievement. These teachers stressed theme, character interpretation, and helping students make connections between texts read and their lives (Taylor et al., 2003).

Examples of Instruction Focused on Theme

As we examined the notes from our classroom observations, we found that many of the teachers focused on the theme of the text or the author's message. The themes the teachers selected related to important life issues that were relevant and meaningful to their students. Themes might include topics such as friendship, injustice, following your dreams, or perseverance. In the following example, the teacher is letting the students identify for themselves the theme of the story as they write higher order questions to ask their peers in student-led discussions.

Mrs. Bauman is working with her third-grade students on a biographical story on the life of Joe Lewis from the basal anthology:

Mrs. Bauman: What does "theme" mean?

Bao: The meaning of the story.

Abdi: The theme runs through the story.

Isabella: There can be more than one theme in the story.

Mrs. Bauman: I am going to give you clipboards and you're going to work with your desk partner to find a story theme. Note ideas from the story that support your idea of theme and write at least three higher order questions that go with your theme.

Mrs. Bauman walks around the room and listens to students as they work with their partners. Students are identifying themes such as family, love, and friendship. She talks to groups about adding more details to support their idea of theme. Then the partners are put into groups of four, and they discuss their themes and questions within small groups.

In another example, a class read a picture book about a man who painted his house in a unique way and then encountered criticism from his neighbors. Students were then asked to write about the following question: "What is the 'big idea' that the author wants you to learn from the story?" Student responses ranged from stronger answers, like "The big idea in this story is to always follow your dreams and never give up," to less developed responses, like "The author wants us to know we can have our dream house." When a student wrote a response that did not make sense based on the events of the story, the teacher worked individually with the student to help him develop a stronger response.

"Reading, writing, speaking, and listening are all integrated to help students."

One student answered the question in this way: "I learned that they could do what they want with his house because it is his house." The teacher asked the student to explain what he was thinking and then helped him reword his response in a way that more clearly addressed the question. His response then read, "I learned that he could do what he wanted with his house because it was his house. He was free to make his own decisions."

Asking students to think about the theme of the story or the author's message helps them to understand the text at a deeper, more personal level. This not only aids their comprehension of the text, but motivates them as well (Guthrie, 2004). When students become familiar with higher order questioning and become proficient in generating higher order responses, they can begin to write their own higher order questions to use in discussions with their peers, as seen in the example from Mrs. Bauman's classroom.

Examples of Character Interpretation

Teachers who were doing more higher order questioning also involved their students in character interpretation. This allowed students to compare various characters within the text, compare characters in the story with themselves or with people they know in real life, and analyze how the events of the story caused the characters to change throughout the text. Examples might include: "Which character in the story are you most like and why?" or "Compare and contrast two characters from the story. Cite specific examples from the text to support your ideas." Higher order questions related to character interpretation engage students in the text because the characters seem more real and relevant to the students.



These types of questions also encourage students to compare and contrast, identify cause and effect, and reflect on the motivations of the characters.

Ms. Ames is working with a small group of third-grade students who are reading a chapter book about a boy who has to make some difficult decisions.

Ms. Ames: Would someone read a question that they wrote about the two chapters we read for today?

Sam: Compare Seth to the beginning of the story when he wanted to prove that he was brave and mature. How is he changing?

Hassan: Now he doesn't think he is brave and mature, but he really is getting more mature with each page of the book. He is going after the poachers and that is really his dad's job. Doing an important job

like this shows that he is more brave and mature.

Sam: Yes, he doesn't feel brave, but you would have to be brave to go after the poachers.

Ms. Ames: Does anyone agree or disagree or have something to add?

Mee: I have something to add. He's thinking about how he threatened and lied to his family and now he is going to face the poachers and stand up for his family.

Amanda: I agree with that because he wants to capture the poachers. He is changing because he is thinking of other people.

As the students strive to understand the motivations and personality of the main character, they gain a deeper understanding of the events of the

story and form inferences that go beyond what is explicitly stated in the text. Comparing and contrasting, making inferences, and being able to understand another person's point of view are all valuable skills that aid students in comprehending this and future texts.

We see an example of how the students are able to articulate the importance of character interpretation in Mrs. Benson's third-grade classroom. A small group of students are reading a chapter book about Harriet Tubman.

Mrs. Benson: Why do you think it is important to think about the personalities of the characters in the book? How does it help you as a reader?

Carlos: It helps you know the people in the story. They seem like people you know in real life.

Aisha: It helps you picture them if the story doesn't have any pictures.

Mrs. Benson: Yes, that is visualizing.

Teng: It helps you understand the story better because you know why people do and say things.

An Example of Instruction Focused on Relating the Text to Our Lives

A third type of higher order questioning observed often in classrooms focused on relating the text to the students' own lives. Asking students to make connections between their lives and the text helps them to access their background knowledge, put themselves in the main character's place, and identify with the characters and events of the story.

Ms. Pinotti has her second-grade students working in pairs. Each pair has a different book that is at their independent reading level. One pair of students, Xang and Omar, is reading a story about a boy's relationship with his grandfather. When they finish reading, they discuss the question: "Tell how this story is like your life and why. Give evidence from the story."

Xang: This is like my life because my grandpa takes me fishing. In the story they walk in the sand and the water comes up. That happened when I was fishing with my grandpa. My shoes got all wet!

Omar: At the end of the book they are sitting in their rocking chairs and the grandpa is sitting and sleeping. My grandpa does that when he gets tired. We just keep playing until he wakes up.

Xang and Omar continue to share with each other things from the story that remind them of their own lives.

After students have talked about the story with their partners, they go back to their seats and write in their journals about how the story is connected to their lives.

In this example, the two students were able to make connections between the story and experiences they have had with family members.

Conversations like this are motivating for learners and deepen their understanding of the text. The higher order question required students to access their prior knowledge so that when they read about going fishing at the beach they can envision the waves and sand. Accessing students' background knowledge is especially important for English learners like Omar and Xang.

How Teachers Changed Their Instruction

How did teachers make the change from instruction that was primarily teacher-directed and focused on lower level questions to instruction that engaged students in active responding and higher order thinking? They did not make the change alone. They worked with colleagues in the following ways (See Taylor, 2011, for more detail):

1. Grade-level teams, including the specialists, worked together to analyze student data as well as the observational data on their own instruction. Some schools provided a common preparation time weekly for teachers at a grade level to meet and plan collaboratively. Other schools conducted data meetings (half-day



“Teachers were able to support one another with ways to bring more high-level talk and writing about texts into their reading lessons.”

meetings) every few months for grade-level teams to discuss instruction for students at all achievement levels. During their planning time, some teams worked together on writing higher order questions related to books that would be used across the grade level, develop teacher think-alouds to model for students how to give higher order responses, and design rubrics to evaluate the students' ability to write their own higher order questions and responses. Through opportunities to spend time with colleagues to look at data on pupil progress as well as on their own teaching, and to plan lessons together, teachers were able to support one another with ways to bring more high-level talk and writing about texts into their reading lessons.

2. Teachers met in cross-grade, teacher-led study groups three times a month where they read research, shared videos of their instruction, reflected on their observation data, and shared student work. Teachers then made a plan of how they were going to apply what they were learning to their daily instruction. They also discussed the data that they would collect to determine whether students were making progress. Through this type of collaborative reflection on and discussion about practice, as well as through follow-up actions in the classroom, teachers slowly, but steadily, made modifications to their reading instruction that focused on high-level thinking and benefited their students.

An example of the kind of professional conversations that occurred in weekly study groups is seen in an excerpt from a cross-grade study group in an inner-city school. This study group included kindergarten, first-, second-, and third-grade teachers; an English language teacher; a media specialist; and the literacy coach. Everyone in the group had been studying about how to engage their students in asking their own higher order questions in Book Clubs (Raphael, Pardo, & Highfield, 2002). One of the second-grade teachers had just started a Book Club with one of his groups of students. He introduced a video of his students conducting their own discussion and asked his colleagues for feedback and suggestions. After the study group watched the video, they made several affirmations and suggestions.

One teacher said that she noticed that the students were referencing the text in their answers. Another teacher commented on the fact that students were doing a good job of listening to each other and that one of the children was making sure that everyone got an opportunity to talk by asking, “Does anyone else have something to say about that?” The English language teacher suggested that the students might want to write about the questions before they came together to have their conversation, as that might help them to give deeper responses. Several other teachers gave suggestions on how the children could move away from mechanistic

turn-taking and develop a more authentic conversation.

3. Teachers worked with the literacy coach in their building as they were applying the scientifically based reading research they had studied in their professional learning communities. Coaches helped teachers by modeling higher order questioning, observing instruction followed by a coaching conversation, and assisting teachers as they established student-led discussion groups.

To illustrate this collaborative and reflective work by teachers, we have included a sample of a conversation between a second-grade teacher and the literacy coach following a classroom observation. (For more examples, see Peterson, Taylor, Burnham, & Schock, 2009.) During the observation by the coach, the teacher taught several small guided reading groups. One group was reading a leveled text about telling lies. The teacher asked them to talk and write about the question, “Is it ever all right to tell a lie? Why or why not?” Another group was reading fiction and nonfiction texts about lighthouses. Students were writing their own discussion questions about lighthouses. Some of these were “How long does the light last and what happens when it burns out?” “Why don't we need a lighthouse on Union Lake?” and “How do lighthouses help us today?” The coach and classroom teacher met later that day to talk about what occurred during the lesson.

Coach: I really enjoyed being in your room. Your students know what to do and they are actively engaged because you challenge them with rigorous texts and

activities. The students you asked me to focus on were smiling and working. They were never off task!

Teacher: I am very excited to hear that because these students are English learners and they need more support. I wanted to ask about the higher order questioning. Is it OK? Is it too much?

Coach: It seemed very natural the way you got them into higher level questioning in your discussion groups. I saw students hanging on every word. They were able to talk and write about the author's message and they were making connections to their lives. What do you think?

Teacher: I did notice that Chantel was able to give an insightful response to the meaning of the text. It took her a while, but she just needs more think time. They have great insights. One student said, "I kind of have arguments with myself in my mind."

Coach: I think they are doing so well with this because you modeled it for them. I remember at the beginning of the reform process, you saw that the students needed modeling on how to give higher order responses and you gave it to them. You understand how and when to model in your

teaching. What are your next steps to make the conversations deeper and more student-led?

Teacher: I want to step back more and let them take the lead. I need to get them to ask their questions to the group more on their own. I think I need to show them a videotape of another group and let them see how a student-led discussion looks.

Reflective conversations like this one helped teachers refine their ability to support students in higher order questioning. These conversations provided opportunities for teachers to receive feedback on the clarity of the higher order questions they asked, the number of questions they used, and how they were releasing responsibility for higher order thinking to their students.

Using Higher Level Questioning in Your Classroom

How can you use more high-level questioning? We recommend that you find a few colleagues who you can meet with to talk about the kinds of questions you are currently asking in your whole class and small group instruction. Think of questions that relate to the theme or author's message and write two or three higher order questions related to that theme. For example, if the picture book or novel you are reading deals with the issue of friendship, you could ask questions such as: "What do you like to do with your friends? What happens when your friends don't want to do what you want to do? Can we still be friends with people who like different things than we do? Why or why not?"

Can we be friends with people who are different from us? Why or why not?" Write a teacher think-aloud to use when students struggle to answer your higher order questions. Something like, "If someone were to ask me that question, I might answer it by saying, 'I like to make crafts with my friends because we share ideas with each other and we help each other learn to do new things.'"

Also, prepare prompts that you will use to coach students to elaborate on their responses. Prompts might include: "Please tell me more about that" or "What makes you think that?" Encourage all students to think at a higher level by asking them to share their ideas with a partner or to write in a reader's response journal. You can challenge students to grow in their ability to give higher order responses by looking at examples of written responses (with the names of students removed) and rate them on a rubric. Students can analyze their own written responses and think about what they need to add to their answers to make them more complete and compelling (Taylor, 2010). Once students become adept at asking and answering higher order questions, they can begin to write their own higher order questions and use them to guide their discussions in literature circles or book clubs (Raphael, Pardo, & Highfield, 2002).

Don't be discouraged if students seem to struggle to produce higher order responses or if you need to prompt them to say more or elaborate on their ideas. Students need time to adjust to the increased expectations and levels of thought required for higher order talk and writing about text. As you incorporate more higher order questioning into your instruction, you may want to ask your literacy coach or another trusted colleague to observe your instruction and give you feedback on the depth of your questions, the

clarity of your teacher think-alouds, and the success of your coaching prompts.

Don't Give Up!

We have found that engaging students in high-level talk and writing about texts takes time, but it is worth it! In second and third grades, students' reading scores consistently grew more, compared with other students, when they had teachers who regularly engaged them in high-level thinking about the texts they read. Students in these classrooms did little of the following: giving off-the-top-of-the-head answers, filling in blanks, responding to story details, writing dry entries in reading logs. Instead, they did a lot of thinking, questioning, and making connections as they conversed and wrote about quality literature.

When a third-grade teacher was asked about the changes she had seen in her students' learning, she replied, "The quality of my students' journal writing, the skill they demonstrate in Book Club discussions, the connections they draw from what they read—none of these would have occurred if I hadn't had the opportunity to change my instructional practices. The students have become deeper thinkers." A second-grade teacher commented, "My students are really excited to talk about books and they love reading!" Another teacher had a similar response, "I love to see my students' faces light up when they read and talk about books!" Increased reading scores and enthusiastic readers—what teacher doesn't want to make that happen in her classroom?

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- "Taking on the Role of Questioner: Revisiting Reciprocal Teaching" by Joan A. Williams, *The Reading Teacher*, December 2010
- "Using Book Talks to Promote High-Level Questioning Skills" by Rachel Fischbaugh, *The Reading Teacher*, November 2004

Supporting Information

Additional supporting information may be found in the online version of this article:

Research Supplement: Overview of the Study.