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Analyzing your second text-based discussion

Please type your responses to the following questions and submit them no later than April 14th. This activity is worth 25 points.

1. As we have been learning about *Questioning the Author*, we have been making a distinction between queries and questions, and have acknowledged that both can play a helpful role in supporting students to interpret and learn from text.
    a. Choose two examples of queries that you used in your second discussion and critique their helpfulness in terms of how students responded to those queries.
    b. Choose two examples of questions that you asked in your second discussion and critique their helpfulness in terms of how students responded to those questions.

2. We have also been learning about a set of *discussion moves* that teachers can productively make to facilitate a discussion that is focused on collaboratively building the meaning of the text.
    a. Provide three examples of discussion moves you used in your second discussion (i.e., marking, turning back, revoicing, recapping, modeling, and annotating).
    b. Critique their helpfulness in terms of how students responded to those discussion moves.

3. One of the challenges of text-based discussions is that the teacher is making so many decisions in the moment. With the benefit of hindsight and time for reflection, choose two moments in the discussion that you wish you could "do over."
    a. Describe the two moments
    b. Identify what you would you have done differently
    c. Explain why

4. How do you think the texts with which you were teaching for your first and second discussions influenced those discussions?

5. What have you learned about text selection as it relates to a discussion that focuses on understanding the ideas in the text?

6. How would you summarize what you have learned about segmenting text for discussion?

7.   Based on the analysis for each of your discussions:
    a. what do you think is the most important aspect of discussion for you to work on as you continue to refine your understanding of how discussion works and how it can support students in building an understanding of text ideas?
    b. Why?

8. What did you learn about differentiating instruction to support the different needs of the children in your group?