



*A collaboration between:
Pennsylvania State University
University of Pretoria
Centre for the Study of Resilience*

P. Karen Murphy
Distinguished Professor of Educational Psychology
The Pennsylvania State University

Agenda

1 Introduction and Welcome

2 Quality Talk Model

3 Question Types

4 Response Types

5 Quality Talk Intervention



1 Introduction and Welcome

- **Presenter:**

P. Karen Murphy

Professor of Educational Psychology, Penn State

Quality Talk Principal Investigator

- **Facilitators:**

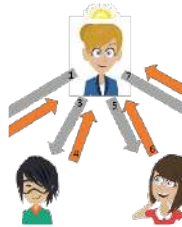
Rachel M.V. Croninger

Doctoral student, Penn State

Sara Baszczewski

Doctoral student, Penn State

Traditional Classroom Discussions



Teacher-Focused Pattern



Teacher-Initiated Questions

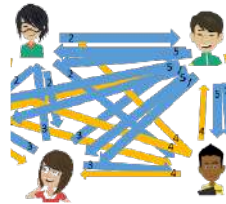


Short, Textbook Responses

What is Quality Talk?

- Quality Talk is a small-group discussion approach that encourages learners to use talk as a tool for thinking and interthinking (thinking together).
- Quality Talk (QT) grew out of a systematic investigation of the most effective discussion models being used in classrooms today.
- Quality Talk is aimed at improving learners' comprehension and critical-analytic thinking about, around, and with text.

Quality Talk Discussions



**Learner-Centered
Small-Group Discussion**



**Learner-Initiated
Questions**



Elaborated Responses

2

Quality Talk Model

1

**Instructional
Frame**

2

**Discourse
Elements**

3

**Teacher
Modeling and
Scaffolding**

4

**Pedagogical
Principles**

2 Quality Talk Model

1
**Instructional
Frame**

2
Discourse
Elements

3
Teacher
Modeling and
Scaffolding

4
Pedagogical
Principles

Stance Toward Text



Expressive Stance: Encourages learners to consider their experiences or emotional response to a text.



Efferent Stance: Encourages learners to focus on gaining and retrieving as much information from a text as possible.



Critical-Analytic Stance: Encourages learners to question the underlying assumption of a text.

Teacher and Learner Roles



Teacher Role

Choose the text and topic

Creates the groups

Chooses any pre-discussion activities

Models a critical-analytic stance

Facilitates learner talk



Learner Role

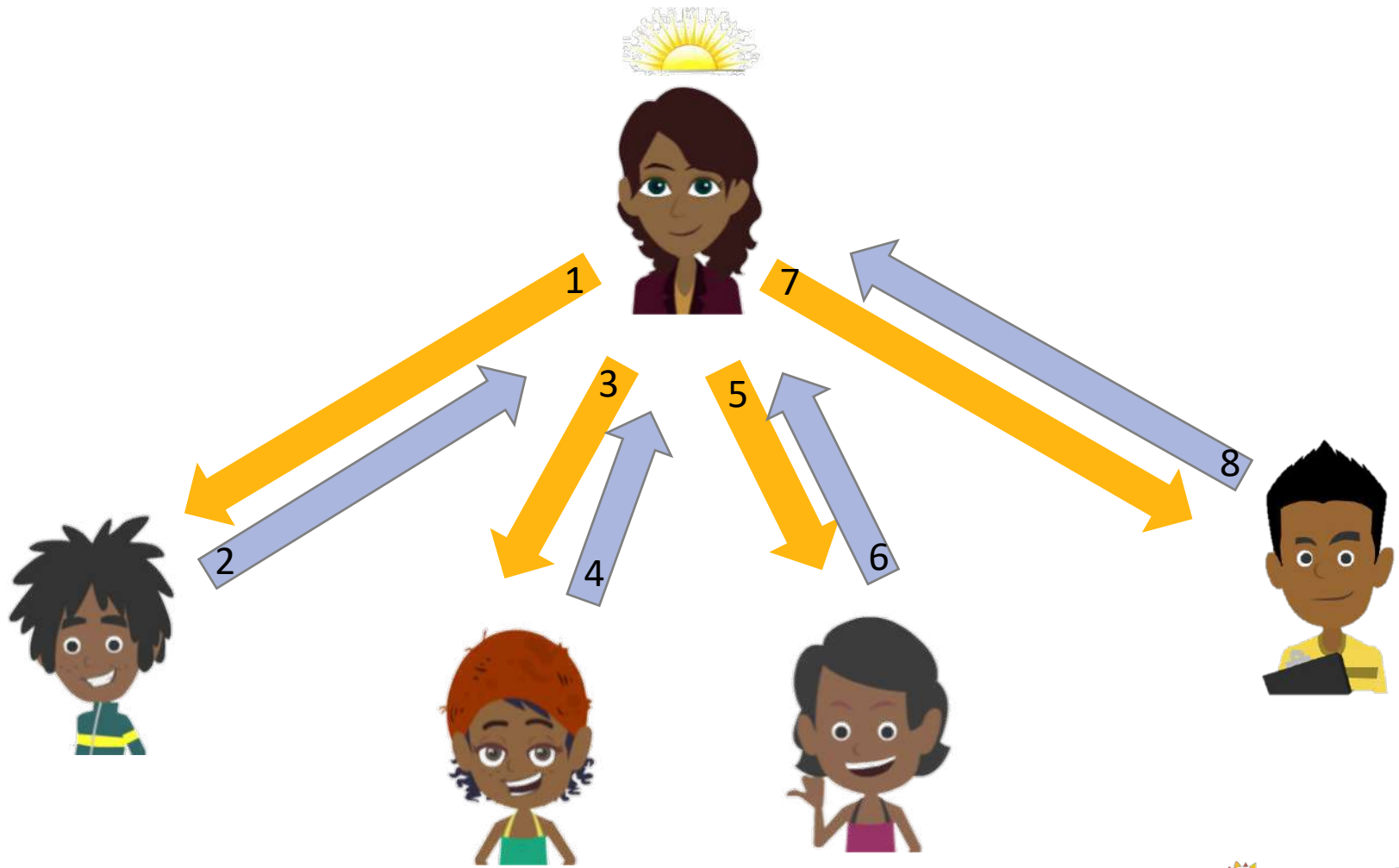
Reads before the discussion

Controls the turn pattern

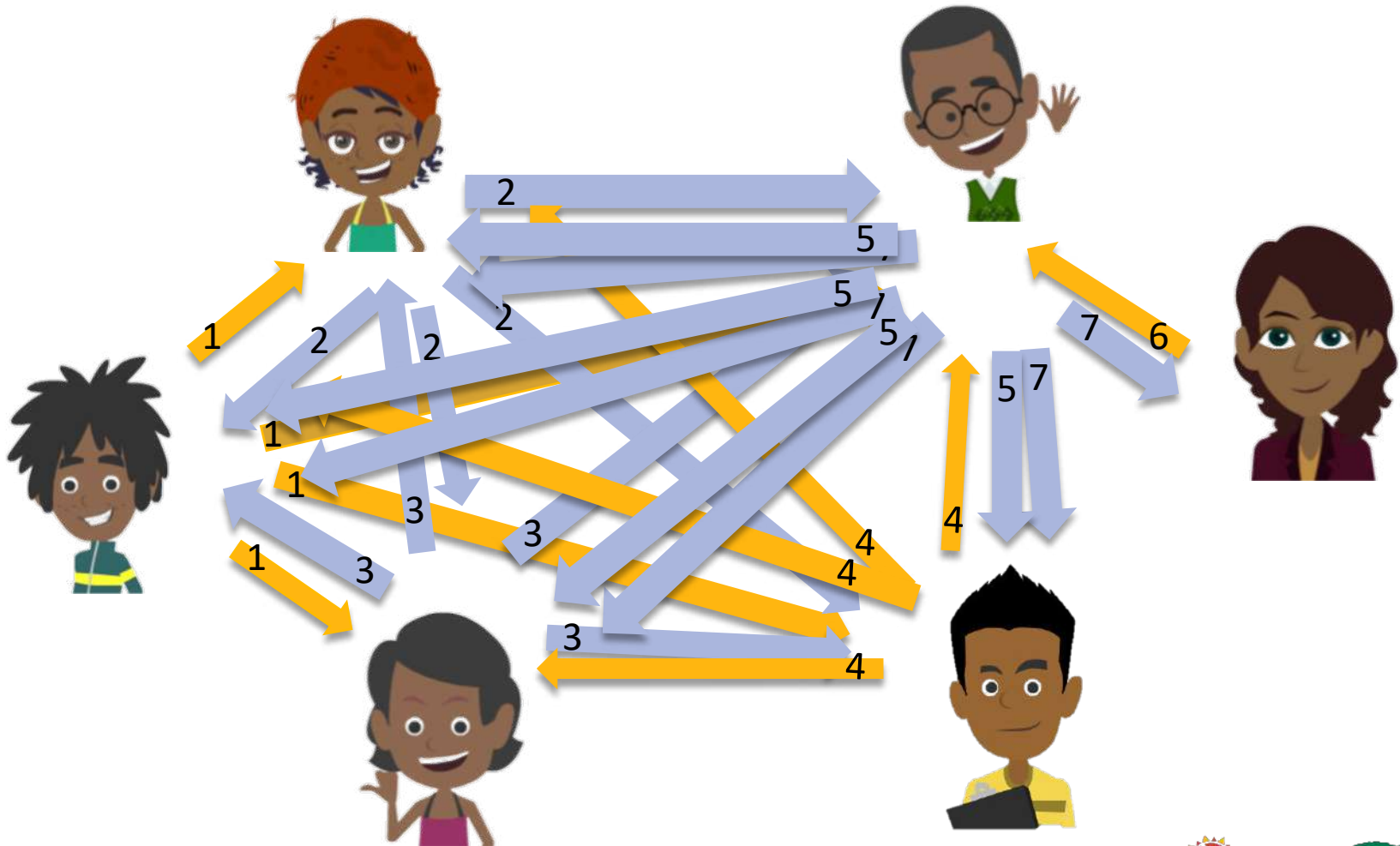
Engages in respectful discussion with peers

Plays the primary role in interpreting the text

Teacher Directed Pattern



Learner Directed Pattern



2

Quality Talk Model

1

Instructional
Frame

2

**Discourse
Elements**

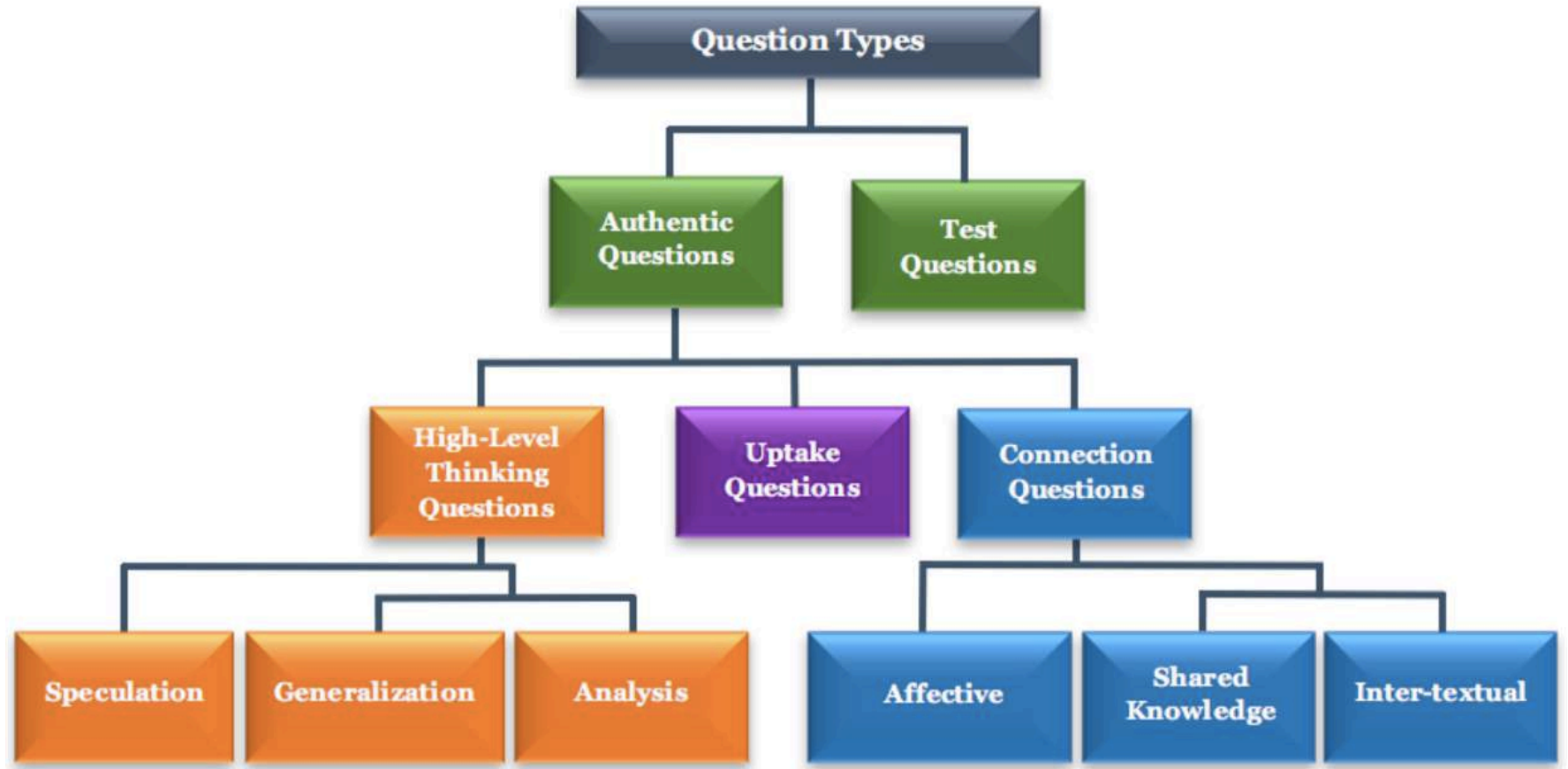
3

Teacher
Modeling and
Scaffolding

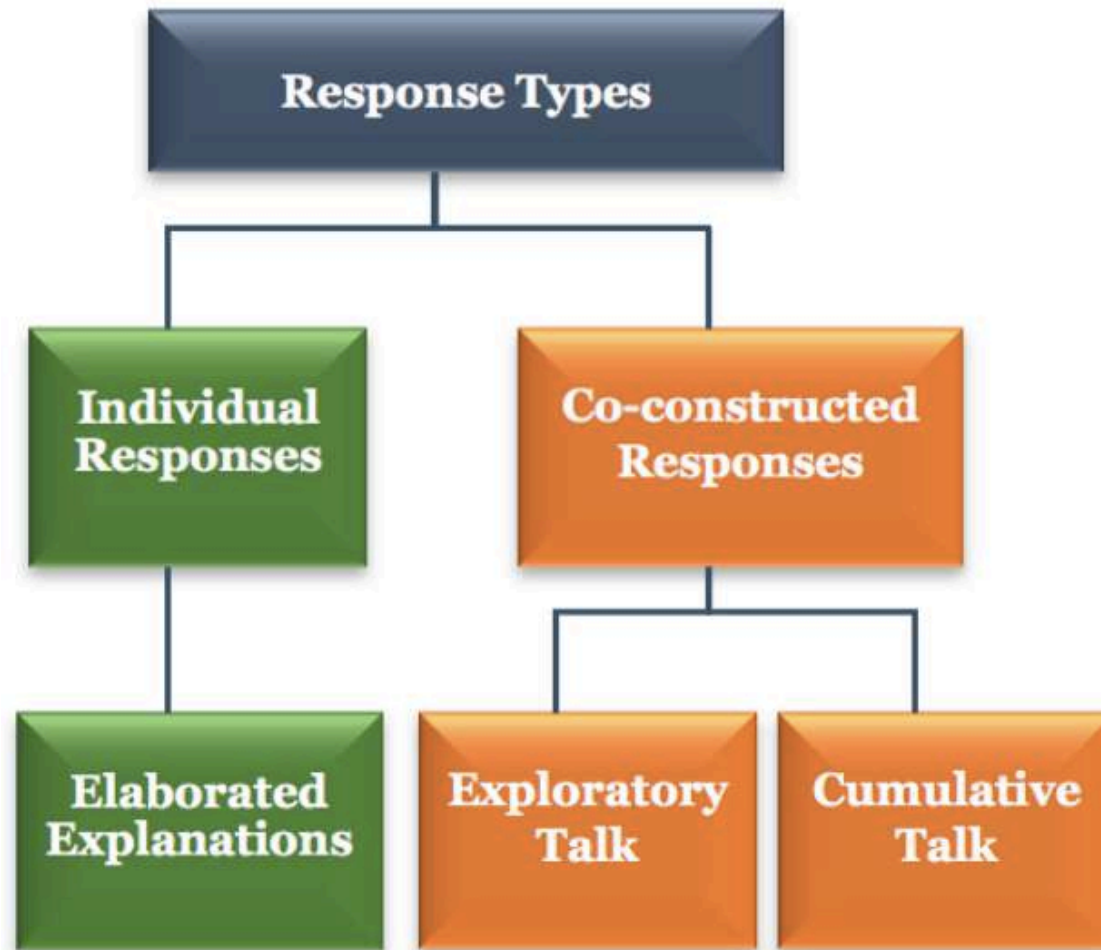
4

Pedagogical
Principles

Questioning



Responding



2 Quality Talk Model

1
Instructional
Frame

2
Discourse
Elements

3
**Teacher
Modeling and
Scaffolding**

4
Pedagogical
Principles

Teacher Moves

Teacher moves (TM) are a set of conversational moves that help model and scaffold productive talk in discussions and serve as a useful *temporary* aid in the early stages of conducting discussions.

Summarizing

Overviewing what has been said.

Let's pause and summarize what we've said...

Modeling

Explicitly stating what you are going to say or do before you do it.

I'm going to ask an uptake question...

Marking

Complimenting a specific aspect of the discourse.

That was great use of evidence from the articles, Ruth!

Prompting

Encouraging a student to elaborate on a response.

Why do you think that?

Challenging

Asking a student or group to consider another point of view.

I'm not sure I quite agree with you. Have you considered...

2

Quality Talk Model

1

Instructional
Frame

2

Discourse
Elements

3

Teacher
Modeling and
Scaffolding

4

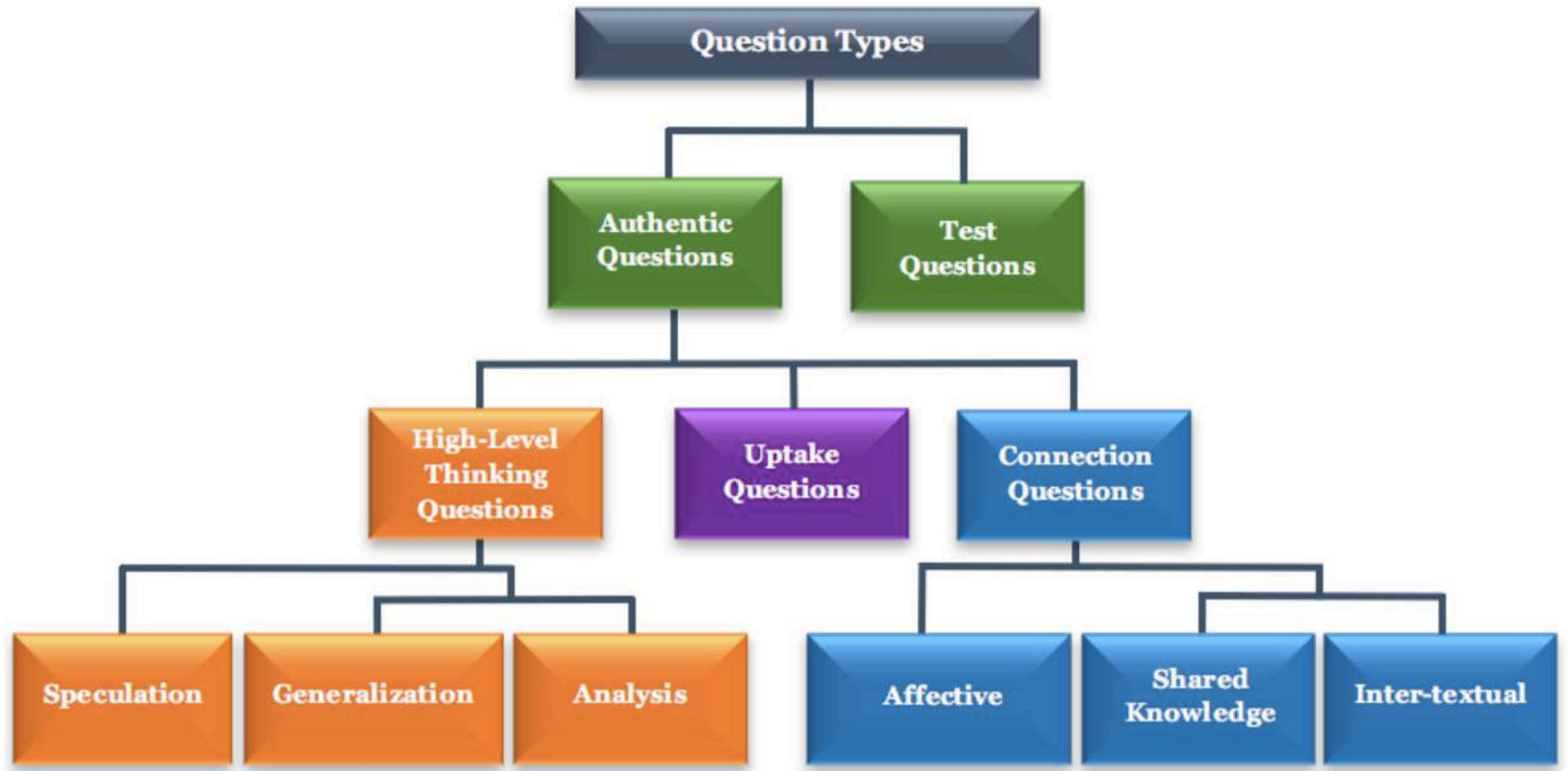
**Pedagogical
Principles**

Pedagogical Principles

- Use language as a tool for thinking and interthinking
- Set discourse expectations (talk rules)
- Balance structure with responsiveness
- Release responsibility gradually
- Embrace space and diversity



3 Question Types



Authentic and Test Questions

Authentic Questions (AQ)

are open ended and require thinking about the text; the answer is not pre-specified.

Test Questions (TQ)

presuppose a particular answer.

***The cardinal rule for coding is to base your code on the *responses* that a question elicits.**

Authentic Question Example



Turn	Speaker	Notes	Codes/Types
1.	Student 3	What do you think the <i>Titanic</i> , do you think the <i>Titanic</i> or the <i>Edmund Fitzgerald</i> , uh, which one was worse?	AQ
2.	Student 4	<i>Titanic</i> , for sure.	
3.	Student 3	Really?	
4.	Student 4	There was – <i>Edmund Fitzgerald</i> , what was it, 25 men were lost?	
5.	Student 5	29.	
6.	Student 3	Yeah, 29	
7.	Student 4	29. This one, 1500!	
8.	Student 2	It said even more than that.	
9.	Student 3	I mean I thought the <i>Edmund Fitzgerald</i> because number one, they went sailing when they weren't supposed to, and number two, it was, like, only a couple of years ago so it probably should have been a lot better than it used to be, like more advanced. It probably should have been a lot more stronger than before.	
10.	Student 5	I mean that was during a hurricane for the <i>Edmund Fitzgerald</i> , not an ocean cruise ship.	

Test Question Examples



Turn	Speaker	Notes	Codes/Types
1.	Teacher	So what was their initial goal for inventing the machine?	TQ
2.	Student 3	That they would get first place in the science fair.	↓
3.	Teacher	And what did they expect their machine to do?	TQ
4.	Student 1	To work without, like, having a plug or electricity.	↓
5.	Teacher	And then what did they realize at the end of the story?	TQ
6.	Student 5	It was taking power from things.	↓
7.	Teacher	It wasn't creating that, so then they realized that.	↓
8.			



AQ and TQ Coding Practice

- Transcript #3 (Story: *Horse Heroes*)
 1. Watch the video
 2. Code each question

Transcript #3 (p. 12)

Transcript #3 (Text: Horse Heroes)

Primary Code	Tally	T/S	Secondary Code	Tally	T/S	Response Type	Tally	Talk Type	Tally
Authentic	AQ:	_____	Uptake	UT:	_____				
Test	IQ:	_____							

Turn	Speaker	Notes	Codes/Types
1.	Teacher	What was the next story about?	
2.	Student 15	Traveling through Argentina, all the way to Washington, DC.	
3.	Teacher	Good. And he had...?	
4.	Student 2	Two horses.	
5.	Teacher	Two horses with him. And then our last story?	
6.	Student 6	"Hollywood Hero"	
7.	Student 17	It was about Roy Rogers and Trigger.	
8.	Student 15	I was pretty sad at the ending, though.	
9.	Teacher	OK, so Hollywood Heroes, horses that were in films? All right. So let's go back to the first story. And (6) had a question about the Pony Express, do you remember what it was?	
10.	Student 6	Why was the Pony Express so deadly?	
11.	Student 17	Well, I think because there's a lot of, like, there's a lot of climates in the United States, and it takes, like, a -- a long time, and like, it could take like seasons, so even if you leave in the summer, you could still hit winter, and it's really bad, it might be really bad in some places in winter. Yeah.	
12.	Teacher	OK. So, climate changes, weather changes. You have to go a long distance.	
13.	Student 2	Yeah. Because, like, South America to North America, like, that is a pretty long trip.	
14.	Teacher	So, now did the people on the Pony Express, did they go the whole route?	
15.	Student 15	No.	
16.	Teacher	Huh. What do you -- well what do you mean?	
17.	Student 6	Like some -- because there were like six to eight stations, and like -- and some of them got killed there, probably.	
18.	Teacher	What do you mean, they got killed? Like how?	
19.	Student 6	Like sometimes Indians would attack them.	
20.	Student 15	Could they have gotten attacked by something else, maybe?	
21.	Teacher	That was a really good uptake question there, (15).	
22.	Student 2	The Native Americans back then, because they like, they wouldn't want to go through a place where there was all these peop-- tribes that could attack them.	

Transcript #3 (p. 20)

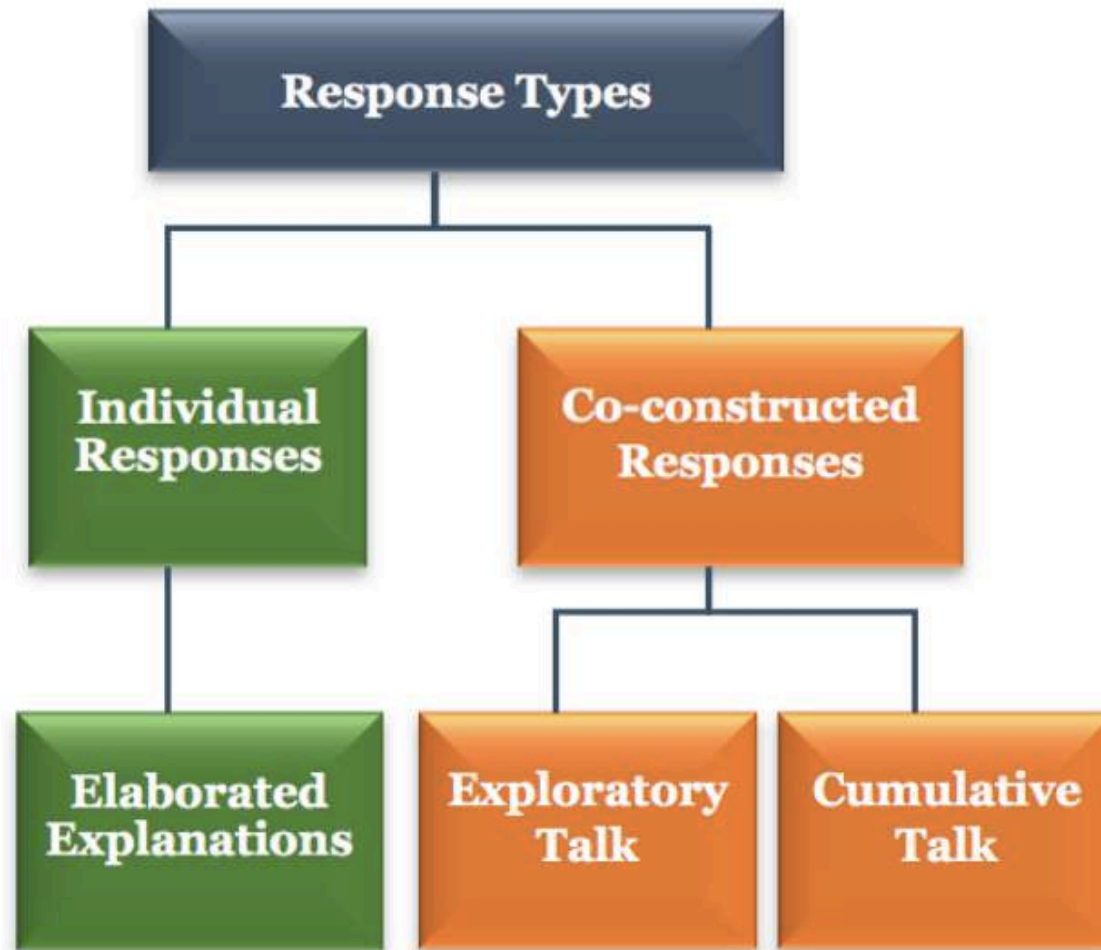
Transcript #3 (Text: Horse Heroes)

Primary Code	Tally	T/S	Secondary Code	Tally	T/S	Response Type	Tally	Talk Type	Tally
Authentic	AQ	_____	Uptake	UT	_____				
Test	TQ	_____							

Turn	Speaker	Notes	Codes/Types
1.	Teacher	What was the next story about?	TQ
2.	Student 13	Traveling through Argentina, all the way to Washington, DC.	↓
3.	Teacher	Good. And he had...?	TQ
4.	Student 2	Two horses.	↓
5.	Teacher	Two horses with him. And then our last story?	AQ
6.	Student 6	"Hollywood Hero."	
7.	Student 17	It was about Roy Rogers and Trigger.	
8.	Student 13	I was pretty sad at the ending, though.	
9.	Teacher	OK, so Hollywood Heroes, horses that were in films? All right. So let's go back to the first story. And (6) had a question about the Pony Express, do you remember what it was?	↓
10.	Student 6	Why was the Pony Express so deadly?	AQ
11.	Student 17	Well, I think because there's a lot of, like, there's a lot of climates in the United States, and it takes, like, a -- a long time, and like, it could take like seasons, so even if you leave in the summer, you could still hit winter, and it's really bad, it might be really bad in some places in winter. Yeah.	↓
12.	Teacher	OK. So, climate changes, weather changes. You have to go a long distance.	↓
13.	Student 2	Yeah. Because, like, South America to North America, like, that is a pretty long trip.	↓
14.	Teacher	So, now did the people on the Pony Express, did they go the whole route?	TQ
15.	Student 13	No.	↓
16.	Teacher	Huh. What do you -- well what do you mean?	AQ
17.	Student 6	Like some -- because there were like six to eight stations, and like -- and some of them got killed there, probably.	↓
18.	Teacher	What do you mean, they got killed? Like how?	AQ/UT
19.	Student 6	Like sometimes Indians would attack them.	↓
20.	Student 13	Could they have gotten attacked by something else, maybe?	AQ/UT
21.	Teacher	That was a really good uptake question there, (13).	↓
22.	Student 2	The Native Americans back then, because they like, they wouldn't want to go through a place where there was all these peop-- tribes that could attack them.	↓

(event continues)

4 Response Types



Response Types

Elaborated Explanation (EE)

- Statement of a claim that is based on at least two forms of support (i.e., reasons or evidence)

Exploratory Talk (ET)

- Episodes of learner talk where knowledge is shared, evaluated, and built over at least three turns.
- Learners reason collectively by challenging each other and responding to challenges with reasons and evidence.

Elaborated Explanation Example



Turn	Speaker	Notes	Code/Types
1.	Student 1	Would you feel deprived or fortunate if you lived in the pioneer days?	
2.	Student 2	I would probably feel pretty fortunate [<u>claim</u>] because my family was given the opportunity to go out west and start this new life [<u>reason</u>], and you would not think of the chores as like boring. You would think of them as fun because of the space you had to do them in [<u>reason</u>].	EE
3.	Student 3	I would not have wanted to live then [<u>claim</u>] because if you lived there you would have to live in a sod house [<u>reason</u>], and I hate bugs [<u>reason</u>].	EE

Exploratory Talk Example



Turn	Speaker	Notes	Codes/Types
1.	Student 1	I would be scared because if the horse had to use the bathroom then the smell would reach you and you would be stuck there for a long time.	EE ET
2.	Student 3	Well not necessarily a long time, because they kind of proved that Pablo wasn't... Pablo - um, what was his name?	
3.	Student 2	Poncho Villa?	
4.	Student 1	Well didn't they say that, like, they made a, they posted a guard there? So, like, if he made a loud noise trying to get out then the guard would notice something and came in.	
5.	Student 3	Well that's not always true because they were being really nice to them, and they might have not got, may have not, like, taken this to him.	
6.	Student 1	Yeah, but still, Pablo, he - I mean Poncho Villa - he's still, like, a notorious man and he still could have taken him. I think he was just doing that because her husband just died.	



EE and ET Coding Practice

- Transcript #4 (Story: *The Unsinkable Wreck of The R.M.S. Titanic*)
 1. Watch the video
 2. Code each question

Transcript #4 (pp. 13-15)

Transcript #4 (Text: Titanic)

Primary Code	Tally: T/S	Secondary Code	Tally: T/S	Response Type	Tally	Talk Type	Tally
Authentic	AQ: _____	Uptake	UT: _____	Teacher Move	TM: _____	Exploratory Talk	ET: _____
Test	TQ: _____	Speculation, Generalization, & Analysis	SQ: _____ HLT: _____	Elaborated Explanation	EE: _____	Cumulative Talk	CT: _____
		Affective, Shared Knowledge, & Inter-textual	AF: _____ CQ: _____				

Turn	Speaker	Notes	Codes/Types
1.	Student 3	Um, I have a question. Would you have wanted to go on the <i>Titanic</i> not knowing it would sink?	
2.	Student 4	Um, yeeeee...	
3.	Student 5	I would because, like, like you hear it is called the unsinkable. It's super fancy, and there is, like, fancy stuff, so I would really like to. My dream is to go on a cruise, so, if it was unsinkable then it is like the best kind of cruise in the world. I would love that.	
4.	Student 1	Yeah, I think it is kind of hard to say what you would have done if you did not know it was going to sink. Cause you always have that [knowledge], even though you're supposed to say what you would have wanted to do if I would not have known if it was built strong enough, but I think if you really, if someone gave you that chance you would say, "oh, it is going to be awesome!" but now that you know what happened, it is just kind of, like, hard to tell.	
5.	Student 4	I would not have wanted to go on it. It seems unsafe to me, like, three of the steam things, I don't remember the name, three of them were real and one of them was fake, so, that would just be a lot of extra weight, so, if something bad was going to occur, like, a storm or something, it could have easily been a disaster even without that iceberg.	
6.	Student 1	Yeah... Even... I would have wanted to go, but at the same time I have, like, a grudge cause I would still feel kind of unsafe being on the water for a week without, like, land being close by.	
7.	Student 3	(3) do you have anything to say?	
8.	Student 5	I... Even though it would sound fun with all that stuff on it, like, all those restaurants or something on it, um, I don't like boats, so, I would not go on it.	
9.	Student 3	What about you? (Turns to (2))	
10.	Student 2	I have gone on a Disney Cruise before, and I know when we get on I do get a little scared about sinking. I don't know why, but it goes through my mind, like, the sinking stuff, but, um, I don't know if I would go on the <i>Titanic</i> cause um, maybe... Maybe...	
11.	Student 5	You could also get lost because there is a ton of people there.	

12.	Student 2	Yeah, but one thing that my... When we were on the Disney Cruise a person said, like, um, if they get lost there is nowhere else they could because they could really only be on the boat.	
13.	Student 5	Yeah	
14.	Student 1	There is nowhere else to go	
15.	Student 3	You can't just run off and say, "I'm just going to go swim in the ocean now."	
16.	Student 1	Yeah, but there is some...	
17.	Student 3	If there is a pool on the cruise, why would you want to go swim in the ocean?	
18.	Student 4	To see the fish!	
19.	Student 2	Yeah, there are stinkrays and stuff.	
20.	Student 3	Stinkrays?	
21.	Student 2	Yeah, there are Stingrays that you can touch and stuff.	
22.	Teacher	Let's stay on topic guys.	
23.	Student 5	I have a question. Do you think the <i>Titanic</i> would be remembered if it did not wreck?	
24.	All	Yes... Yeah... Yes	
25.	Student 5	Yeah, because it's, like, I have said multiple times, it's called the unsinkable, so, a huge boat made a long time ago I don't know	
26.	Student 5	1912	
27.	Student 3	... Yeah, 1912. Back then they did not have too good of technology, so, if they got, like, a huge ginormous boat I think it would be remembered even if it did not sink.	
28.	Student 5	I don't think it would be remembered because most famous things are remembered because they were wrecked in some way.	
29.	Student 1	I think...	
30.	Teacher	Let's let (3) finish.	
31.	Student 5	Like the <i>Hindenburg</i> . It was like a giant bus thing and it blew up.	
32.	Student 3	And the <i>Edmond Fitzgerald</i> .	
33.	Student 1	I think it would still be remembered, just, in a different way. I think the other ones are remembered more because something different happened to it, but it would be remembered as one of those great ships. Kind of like, just thinking like, Walt Disney World. Nothing bad happened to it, and everyone loves it because it is so big.	
34.	Student 2	And I was going to say, the person who built it, how do you think they felt when they heard that the <i>Titanic</i> sunk?	
35.	Student 1	I think that they would feel very, very, bad, like, I...	
36.	Student 5	Especially when you are hearing that more than 1,000 people died because you built it wrong	

37.	Student 1	Well, I don't think you can really go blame it on the person who built it. There's so many, a lot of conducting things where people just kind of blame it on one person which they shouldn't because there are so many people in this, like, the person who was steering should have saw the iceberg and should have turned ahead or, like, should have seen it before then. The person who built it should have had to make it, like, better radar.	
38.	Student 5	And, um, this huge, ginormous boat could not be built by just one person. Way more people should have worked on it, so, they can't just blame it on one person.	
39.	Student 1	They all could have built something wrong. And, the person who decided, "oh, it's so amazing! Let's not have enough lifeboats for everyone."	

Transcript #4 (pp. 21-23)

Transcript #4 (Text: Titanic)

Primary Code	Tally: T/S	Secondary Code	Tally: T/S	Response Type	Tally	Talk Type	Tally
Authentic	AQ: _____	Uptake	UT: _____	Teacher Move	TM: _____	Exploratory Talk	ET: _____
Test	TQ: _____	Speculation, Generalisation, & Analysis	SQ: _____ HLT: _____	Elaborated Explanation	EE: _____	Cumulative Talk	CT: _____
		Affective, Shared Knowledge, & Inter-textual	AF: _____ CQ: _____				

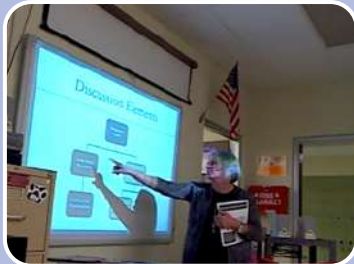
Turn	Speaker	Notes	Codes/Types
1.	Student 3	Um, I have a question. Would you have wanted to go on the <i>Titanic</i> not knowing it would sink?	AQ/AF
2.	Student 4	Um, yeeeee...	
3.	Student 3	I would because, like, like you hear it is called the unsinkable. It's super fancy, and there is, like stuff, fancy stuff, so I would really like to. My dream is to go on a cruise; so, if it was unsinkable then it is like the best kind of cruise in the world. I would love that.	EE
4.	Student 1	Yeah, I think it is kind of hard to say what you would have done if you did not know it was going to sink. Cause you always have that [knowledge], even though you're supposed to say what you would have wanted to do if I would not have known if it was built strong enough, but I think if you really, if someone gave you that chance you would say, "oh, it is going to be awesome!" but now that you know what happened, it is just kind of, like, hard to tell.	EE
5.	Student 4	I would not have wanted to go on it. It seems unsafe to me, like, three of the steam things, I don't remember the name, three of them were real and one of them was fake, so, that would just be a lot of extra weight, so, if something bad was going to occur, like, a storm or something, it could have easily been a disaster even without that iceberg.	EE
6.	Student 1	Yeah... Even... I would have wanted to go, but at the same time I have, like, a grudge cause I would still feel kind of unsafe being on the water for a week without, like, land being close by.	
7.	Student 3	(5) do you have anything to say?	
8.	Student 5	I... Even though it would sound fun with all that stuff on it, like, all those restaurants or something on it, um, I don't like boats, so, I would not go on it.	
9.	Student 3	What about you? (Turns to (2))	
10.	Student 2	I have gone on a Disney Cruise before, and I know when we get on I do get a little scared about sinking. I don't know why, but it goes through my mind, like, the sinking stuff, but, um, I don't know if I would go on the <i>Titanic</i> cause um, maybe... Maybe...	

11.	Student 5	You could also get lost because there is a ton of people there.	
12.	Student 2	Yeah, but one thing that my... When we were on the Disney Cruise a person said, like, um, if they get lost there is nowhere else they could because they could really only be on the boat.	ET
13.	Student 3	Yeah.	
14.	Student 1	There is nowhere else to go.	
15.	Student 3	You can't just run off and say, "I'm just going to go swim in the ocean now."	
16.	Student 1	Yeah, but there is some...	
17.	Student 3	If there is a pool on the cruise, why would you want to go swim in the ocean?	AQ/UT
18.	Student 4	To see the fish!!	
19.	Student 2	Yeah, there are stingrays and stuff.	
20.	Student 3	Stingrays?	
21.	Student 2	Yeah, there are Stingrays that you can touch and stuff.	
22.	Teacher	Let's stay on topic guys.	
23.	Student 3	I have a question. Do you think the <i>Titanic</i> would be remembered if it did not wreck?	AQ/HLT/CQ
24.	All	Yes... Yeah... Yep	CT
25.	Student 3	Yeah, because it's, like, I have said multiple times, it's called the unsinkable, so, a huge boat made a long time ago I don't know when...	
26.	Student 5	1912	
27.	Student 3	...Yeah, 1912. Back then they did not have too good of technology, so, if they got, like, a huge enormous boat I think it would be remembered even if it did not sink.	EE
28.	Student 5	I don't think it would be remembered because most famous things are remembered because they were wrecked in some way.	
29.	Student 1	I think...	
30.	Teacher	Let's let (5) finish.	
31.	Student 5	Like the <i>Hindenburg</i> . It was like a giant bus thing and it blew up.	
32.	Student 3	And the <i>Edmond Fitzgerald</i> .	
33.	Student 1	I think it would still be remembered, just, in a different way. I think the other ones are remembered more because something different happened to it, but it would be remembered as one of those great ships. Kind of like, just thinking like, Walt Disney World. Nothing bad happened to it, and everyone loves it because it is so big.	EE
34.	Student 2	And I was going to say, the person who built it, how do you think they felt when they heard that the <i>Titanic</i> sunk?	AQ/HLT
35.	Student 1	I think that they would feel very, very, very, bad, like, I...	
36.	Student 5	Especially when you are hearing that more than 1,000 people died because you built it wrong.	ET

37.	Student 1	Well, I don't think you can really go blame it on the person who built it. There's so many, a lot of conducting things where people just kind of blame it on one person which they shouldn't because there are so many people in this, like, the person who was steering should have seen the iceberg and should have remembered as one of those great ships. Kind of like, just thinking like, Walt Disney World. Nothing bad happened to it, and everyone loves it because it is so big.	EE
38.	Student 3	And, um, this huge, enormous boat could not be built by just one person. Way more people should have worked on it, so, they can't just blame it on one person.	
39.	Student 1	They all could have built something wrong. And, the person who decided, "oh, it's so amazing!" Let's not have enough lifeboats for everyone."	

5 QT Language Arts

A Glance at the QT intervention in a Language Arts classroom in the United States.



Quality Talk Professional Development



Quality Talk Lessons



Quality Talk Literacy Journal

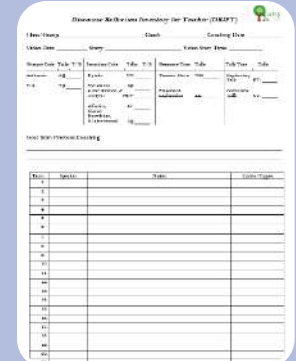


Quality Talk Discussions

QT Professional Development

Initial 3-Day Professional Development Workshop

Ongoing Discourse Coaching



Quality Talk Model Introduction

Discourse Coding

Curricular Materials

Experience Discussion

Individual meetings with a QT discourse coach

Discourse Reflection Inventory for Teachers (DRIFT)

5 QT South Africa



Quality Talk Professional Development



QT Learner Leader Training



Quality Talk Lessons



QT Learner Packet



Quality Talk Discussions

Sequence of Quality Talk SA

1. Quality Talk Mini Lesson

2. Paired Reading

3. Write Questions

4. Group Discussion

4. Whole Class Wrap-Up

What does QTSA look like?

- Small groups; 6-8 learners
- Approximately 15-20 minutes long
- Learners come prepared questions
- Present ground rules
- Learner Leaders guide the discussion




List of Lesson Topics

- Lesson 1: Authentic Questions & Test Questions
- Lesson 2: Introduction to Arguments
- Lesson 3: Uptake Questions
- Lesson 4: Speculation Questions
- Lesson 5: Generalization and Analysis Questions
- Lesson 6: Affective Questions
- Lesson 7: Connection Questions

Example Quality Talk Lesson

Lesson One: Authentic Questions



Lesson One: Authentic Questions

Part	Content
Part 1	Bus Trip: Quality Talk
Part 2	Introduction: Authentic Questions and Test Questions
Part 3	Practice: Authentic Questions and Test Questions

Overview

The teacher will introduce learners to Quality Talk by using the analogy of *taking a bus trip*. The purpose of this mini-lesson is to introduce authentic questions as a mechanism for promoting high-level reading comprehension through Quality Talk and to contrast authentic questions with test questions. This lesson sets the foundation for the following mini-lessons. Learners will practice creating authentic questions in a small-group activity.

Objectives

At the end of this lesson, learners will be able to:

- ♦ understand the goal of Quality Talk;
- ♦ know the rules of Quality Talk discussions;
- ♦ identify authentic questions and test questions; and
- ♦ create authentic questions.

Materials

Trifold paper: Rules for Discussions (add fold to back of lesson)

QT Learner Packet: One per learner

Narrative text: *Thabo and Esig* (see p. 12 of this lesson plan)

©2018 The Pennsylvania State University. All rights reserved.

Lesson One: Authentic Questions

Part 1: Bus Trip: Quality Talk

[Quality Talk: Introduction]

Introduce Quality Talk by using the analogy of *taking a bus trip*. Use any personal examples or learners contributions that are relevant to the parallels between *planning and taking a bus trip* and *reading and discussing a story* that will make this concept clear and memorable. In order to better comprehend a text, learners need to think strategically *before, during, and after* reading. This ensures that learners achieve better comprehension of the text.

[Before Reading]

Distribute the Quality Talk Learner Packet for QT Lesson One.

Ask the learners: Have you ever taken a bus trip to visit a family member? What were some things you or your family did to prepare for the bus trip?

Allow learners to share some stories about how they prepared for their bus trip.

Inform the learners that before the trip/reading, planning and activating prior knowledge is important.

Use the bus trip/reading analogy chart below, also found on page 1 in the QT Learner Packet, to emphasize the importance of preparing before reading. Have learners follow along as you read the chart to the class.

Bus trip	Reading
Where am I going?	What is the author's purpose? Make a prediction.
What should I pack?	What do I know? Is there any important prior knowledge needed?
How do I get there?	What do I want to know? Like a driver, you create a map with some details in your head about the topic. This helps you look for things while reading (like landmarks when driving), making reading (the trip) easier.

©2018 The Pennsylvania State University. All rights reserved.

QT Learners' Packet



Lesson One: Authentic Questions

Part 1: Bus Trip: Quality Talk

[Before Reading]

Bus trip	Reading
Where am I going?	What is the author's purpose? Make a prediction.
What should I pack?	What do I know? Is there any important prior knowledge needed?
How do I get there?	What do I want to know? Like a driver, you create a map with some details in your head about the topic. This helps you look for things while reading (like landmarks when driving), making reading (the trip) easier.

[During Reading]

Bus trip	Reading
Is the bus driver driving too fast? Should we slow down?	Do I need to slow down?
Does anything look familiar?	How does this connect to what I know?
Taking amazing photos.	Look for unfamiliar words, important facts, and main ideas.
Check the map when lost.	Reread when unsure.

[After Reading]

Bus trip	Reading
What did I see?	What is the main idea? Can I summarize what I read?
Did I see anything new?	What have I learned?
Talk about the trip.	Quality Talk about the text.

©2018 The Pennsylvania State University.
All rights reserved.

Lesson One: Authentic Questions

[Quality Talk: Rules]

- ❖ We don't need to raise hands.
- ❖ We talk one at a time.
- ❖ We give others time to speak.
- ❖ We listen to each other.
- ❖ We respect others' opinions.
- ❖ We consider or think about others' ideas.
- ❖ We give reasons to explain our ideas.
- ❖ We question/argue about ideas, not people.
- ❖ If we disagree, we ask "Why?"

Part 2: Introduction: Authentic Questions and Test Questions

[Definitions: Test Questions and Authentic Questions]

Test Questions

- ❖ Questions where the answers can be found in the text.
- ❖ Generally, there is only one correct answer.
- ❖ Can be answered in a few short words or sentences.

Authentic Questions

- ❖ Answers come from thinking about what we have read – not directly from the text.
- ❖ Can have more than one correct answer.
- ❖ Answers are supported by reasons and evidence from the text, other sources, or our own thinking.

©2018 The Pennsylvania State University.
All rights reserved.

Quality Talk by Dr. P. Karen Murphy is licensed under a Creative Commons Attribution-NonCommercial NoDerivatives 4.0 International License.
Based on a work at <http://www.qualitytalk.psu.edu/>.
Permissions beyond the scope of this license may be available at <http://www.qualitytalk.psu.edu/>.

Copyright © 2019 Quality Talk. All rights reserved. This publication is protected by copyright, and permission should be obtained from Quality Talk prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form by any means, electronic, mechanical, photocopying, recording, or likewise. Quality Talk hereby grants permission to copy and share Quality Talk Inkhulumo slides in part or in whole for educational use only. The number may not exceed the number of students in each class. Notice of copyright must appear on all copies. For information regarding permission, contact Quality Talk at <http://www.qualitytalk.psu.edu/contactus/>