Para eLink Reading Unit: Lesson 4b
Save this activity for your records and for discussion with your facilitator

Developing Higher Order Thinking Skills Through Text

Strategy Practice Activity

As a paraprofessional working in a high school English class, you are asked to work with a group of four sophomores who are having a discussion about the novel they are reading in their literature class. One of the students in the group, Kate, is a straight A student. She feels the book that the class is reading is too easy for her, and she is not eager to discuss it with her peers. Two of other students in the group, Vanessa and María, are friends. They seem to be genuinely interested in the book but they pick up on the fact that Kate is not interested in participating with them. Pam, who also seems to like the book, is often behind the others in her reading ability. She needs more time to process information and to formulate a response. You want the students to actively participate and think critically about the novel they are reading. Consider the following options. Which would you use to work with these students in a group discussion?

1. Assign roles of summarizer, questioner, reader, and encourager to the students. The summarizer recaps what happened in the latest chapter of the book. The questioner develops three discussion questions to ask the group. While all students are responsible for participating in the discussion, the encourager makes sure that all voices are heard and validated. The reader finds specific quotes in the text based on responses to questions. What roles would you assign to whom?

2. Ask each student to develop two discussion questions. The students will give you their questions. You facilitate a discussion based on their input, giving guidance and asking further questions where appropriate.

3. Use what you know about higher order thinking questions to lead the discussion, encouraging participation from all group members.

4. What is another strategy you think would be effective in facilitating a group discussion among these four students?

Respond on pages 2 - 4.
Your Instructional Response

Considering the strategy covered in this lesson, choose one of the options provided in the above scenario. Then, using this strategy, respond to the above scenario by answering the following questions.

1. **Consider the instructional objective:** Describe the instructional objective for this/these student(s)?

2. **Consider the student(s):** What do you know about the target student(s) that will increase your likelihood of helping him/her/them be successful at completing this exercise?

3. **Consider the available materials:** What applicable materials are available for you and the student to use?

4. **Consider the time that is available:** Describe the time limitations. How much time will it take to be successful in this activity? Is this an activity that will occur once, or will it be reinforced and developed at perhaps regular intervals over a period of time? If so, over what period?
Consider the instructional strategy:

5. Which of the above options did you choose? What was your reasoning for choosing this option over the other options?

6. Would you have this/these student(s) do this activity independently, with another student, within a small group, or with you (one-on-one)? What is the reasoning for this?

7. Where is the best location for this student do this activity (i.e., apart from other students, with other students, etc.). Why?

8. How does this activity directly support the instructional objective?
9. Imagine that you need to tell another paraprofessional what they need to do to ensure that the student(s) is/are successful with this activity. Describe in detail, step by step, how this paraprofessional should carry out this instructional strategy in accordance with your directions.