



# **Facilitating Small Group & Whole Class Discussions about Lateral Reading**

# Lesson #2: Intro to Lateral Reading

1. Warm Up: What does it mean for a source to be credible?
2. Introduce & **model** lateral reading with Source #1
3. Debrief lateral reading
4. Guided practice: Students work in small groups to **practice lateral reading** with Source #2
5. **Class discussion** about Source #2 *and* comparing Source #1 and Source #2
6. Reflection: Why should we read laterally before we read a source?

# Key Components of the Intro to Lateral Reading Lesson

Modeling

Facilitating  
Discussions

Small  
group

Whole  
class

# Fostering small group discussions

How are the lateral reading guiding questions organized to encourage small group discussions?

What additional scaffolds or activities could you use to support lively, productive, and equitable small group discussions?

→ How could you teach & encourage talk moves?

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Modeling

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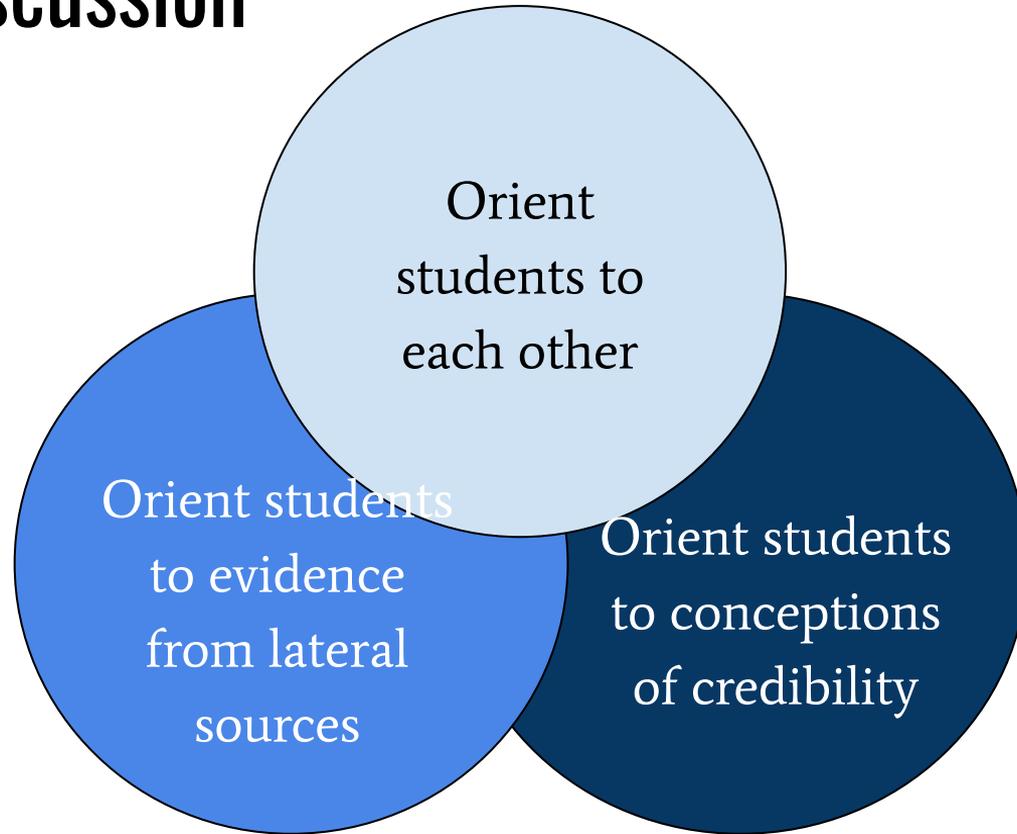
Whole  
class

What purpose does the whole-class discussion serve in a lateral reading lesson?

# Goals in a whole-class lateral reading discussion:

- Get lots of details about a source (gleaned from lateral sources) on the table
- Share reasoning about how those details add to or detract from credibility
- Support students to listen to and build on each others' thinking & disagree respectfully

# Focus: Discussion



*“Where did you learn that detail about the source?”*

Orient students  
to evidence  
from lateral  
sources

*What sources did you use during your lateral reading? Why do you trust them?*

*“I heard Sylvia say [summarize]. Do you agree?”*

Orient  
students to  
each other

*“What do others think about that?”*

*“So far, I’ve heard arguments for why [source] is credible. Does anyone have evidence that would make it seem less credible?”*

*“Okay, [source] is a daily newspaper published since the 1800s. Does that help or hurt its credibility?”*

*“So we’ve learned a bunch about the source. Overall, how credible would you rate it based on all we’ve learned?”*

*“Why does the fact that it’s funded by the restaurant industry worry you?”*

Orient students  
to conceptions  
of credibility

# Focus: Discussion

While you watch, consider:

- What is the general structure of the discussion?
- When do you see Sarah orienting “students” to each other, to evidence from lateral sources, and to conceptions of credibility?
- When are there missed opportunities for these?



# Focus: Discussion

T: Let's go over what you just did, what you think about this source. How reliable do you think this source is? [Rank the source from 1, least reliable to 10, most reliable]. Let's talk with your tables. It's okay if you have different numbers as long as you explain.

...

T: We are going to table by table.

S1: We said 4. The Russian government called it an undesirable website. On *The Guardian* website it said it had serious limitations and was made by Russian journalists.

S2: Yeah, we said the same thing because it was banned in Russia.

T: Okay, thank you. Next group.

S3: We said 7. Think about why it was banned in Russia. I saw that it was, according to the Wikipedia page, it was charged under the fake news law for denouncing the war in Ukraine. It was out there covering the war and Russia was trying to cover up and say it was a good war. And the fact that they were banned because they are an independent branch that is speaking out against the government.

S4: Also they're based in Latvia.

T: Okay, so you placed this further up the scale because of why it was banned. Okay, next group?

S5: 7 or 8. The Russian government wants to ban it. It's an independent news source, so they don't have any bias toward the government. The founders have experience in the news industry before.

T: Okay, next group.

S6: We gave it a 4 because we saw a lot of things we didn't know about. It seemed like the government was very involved in it.

T: Okay, next group.

S7: We said like a 6 because it seemed like the website is reliable, but they are writing in a misleading way. Like there are some forms of bias.

T: Okay, thank you.



# Focus: Discussion

Take a few minutes to read laterally about whichever you *didn't* model with:

[tinyurl.com/modelingsource](https://tinyurl.com/modelingsource)

[tinyurl.com/discsource](https://tinyurl.com/discsource)

Plan a discussion about this source (and the source you modeled with, if you like)

Be ready to lead a discussion with your colleagues!



# Making Practice Public: Why Rehearsals?

- To think about what you will do when teaching and have the opportunity practice in a supportive environment
- To discuss teaching, learn, and troubleshoot together
- To prepare ourselves to work with students

# Rehearsals Protocol

1. Facilitator introduces context discussion (1 minute)
2. Facilitator launches & leads discussion (10 minutes)
3. Debrief (10 minutes)

<i>Clarifying questions</i>	<i>Points of praise</i>	<i>Points of polish</i>
<ol style="list-style-type: none"><li>a. "What was the intention of..."</li><li>b. "What did you mean by..."</li><li>c. "What was going through your mind when..."</li></ol>	<ol style="list-style-type: none"><li>a. "I appreciate how you..."</li><li>b. "When you...it really..."</li><li>c. "I never thought about...and when you... it inspired me to think about..."</li></ol>	<ol style="list-style-type: none"><li>a. "Have you thought about...?"</li><li>b. "Might you consider...?"</li><li>c. "I struggled with..."</li><li>d. "I think maybe if you...."</li></ol>

# Rehearsal Norms

- We are not here to evaluate people (“good” or “bad”). Our focus is on the work of teaching and what teachers try to accomplish in order to support student learning
- All discussion participants should maintain a tone and energy of constructive support
  - Participate actively
  - Even if you are not the facilitator, consider what you *would* do if you were.
- Timing out:
  - Facilitator can time out at any point to ask the group for help
  - Sarah may time out to pose questions or make comments

# Rehearsals Reflection

What did you learn from participating in the rehearsals?

What questions do you still have about facilitating discussion?

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