High-complexity questioning drives quality text-based discussions, and effective discussions depend upon good planning. Important aspects of quality planning for the comprehension instructional sequence include careful text selection.

The type of text that is selected can set a discussion up for success or failure. It is important to choose texts that lend themselves to open-ended discussion and student interest. This type of text opens opportunity for readers to collaboratively learn through interactive discussion to:

* + - choose a position
		- discuss to support their position or claim
		- challenge others’ perspectives
		- revisit the text with an deeper analytical view
		- locate evidence from text to support their position or claim
		- change their point-of-view

Questions to consider in selecting texts that facilitate a good text-based discussion include:

* *Does the text have a relevant connection to a “big idea” or concept?* (i.e., Sunshine State Standards and Benchmarks: imperialism, migration, scientific revolution, types of literary conflict, etc.)
* *Does the text include or refer to some type of tension such as:*
	+ *controversy*
	+ *conflict*
	+ *differing perspectives ( explicit or inferred)*
	+ *opposing opinions or beliefs*
* *Does the text present an issue that could rouse student interest?*