

**Supplemental Material S1.** Instructional approaches and methods.

Methods	Description	Instructional Scripts	Resources
<b>Social Constructivist Approach</b>	Students are viewed as active participants in the construction of meaning. Knowledge acquisition is a social process to which individuals bring their own perspectives.	<i>As learners, we are meaning-makers. When we discuss ideas together, our learning is so much stronger.</i>	<p>Trent, S. C., Artiles, A. J., &amp; Englert, C. S. (1998). From deficit thinking to social constructivism: A review of theory, research, and practice in special education. <i>Review of Research in Education</i>, 23, 277.</p> <p>Kimmons, R., Caskurlu, S. (2018). <i>The students' guide to leaning design and research</i>. Ed Tech Books.</p>
<b>Reciprocal Teaching</b>	Teachers and students collaborate to improve text understanding using four strategies: questioning, summarizing, predicting, and clarifying to engage in meaningful, text-based conversations. Participants take turns leading group discussions.	<p><i>I noticed the group carried the conversation. I enjoyed listening.</i></p> <p><i>The way you questioned each other really helped us understand the text.</i></p> <p><i>Who would like to lead this part of the conversation today?</i></p>	<p>Palinscar, A. S., &amp; Brown A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. <i>Cognition and Instruction</i>, 1(2), 117–175.</p> <p>Takala, M. (2006). The effects of reciprocal teaching on reading comprehension in mainstream and special (SLI) education. <i>Scandinavian Journal of Educational Research</i>, 50(5), 559–576.</p> <p>Oczkus, L. D. (2018). <i>Reciprocal teaching at work: powerful strategies and lessons for improving reading comprehension</i>. ASCD.</p>
<b>Release of Responsibility</b>	Teachers initially assume the cognitive work of a learning activity and slowly, given sufficient modeling and practice, shift the responsibility to the students.	<p><i>I will guide the conversation today. I want to show you how we build ideas together.</i></p> <p><i>You have learned so much</i></p>	<p>Pearson, P. D., &amp; Gallagher, M. C. (1983). The instruction of reading comprehension. <i>Contemporary Educational Psychology</i>, 8(3), 317–344.</p>

		<i>about idea building. You can support each other.</i>	Fisher, D., & Frey, N. (2021). <i>Better learning through structured teaching: A framework for the gradual release of responsibility</i> . ASCD.
<b>Mental Set</b>	A <i>mental set</i> is a specific collection of behaviors (skills) comprised of the lesson's thinking and language targets. These behaviors are often explicitly presented in an SLP-developed rubric and reviewed at the beginning and end of a lesson. SLPs ask students to actively use these behaviors during the evolving conversation. They point out successful usage during a lesson. After a lesson, students reflect on the conversation and identify moments in which they applied elements of the mental set. The goal is to make the behaviors habits of mind, that occur subconsciously.	<p><i>Today, let's explore the relationships between the characters. Talk about what they are thinking and feeling. Try to take each character's point of view. Remember to build on each other's ideas.</i></p> <p><i>Our goal is to build ideas as a group and use precise academic language. Keep this in mind as you talk today.</i></p>	<p>Perry, J., Lundy, D., &amp; Golder, G. (2019). Metacognition in schools: What does the literature suggest about the effectiveness of teaching metacognition in schools? <i>Educational Review</i>, 71(4), 483–500.</p> <p>Ritchart, R., Church, M., &amp; Morrison, K. (2011). <i>Making thinking visible: How to promote engagement, understanding, and independence for all learners</i>. Jossey-Bass.</p> <p>Perras, C. (2018). <i>Metacognitive strategies or "thinking about my thinking."</i> LD@school.</p>
<b>Shared Reading</b>	Shared reading gives students access to concepts and language above their independent reading levels. During CAC shared reading, SLPs read the text aloud and students follow along silently. Repeated readings are intrinsic to this method. With each read, students form a deeper understanding of the text and reap added opportunities to acquire academic language.	<p><i>Today we read and talk about The Very Best of Friends together. I read the words aloud and you read silently.</i></p> <p><i>It's important that you read silently while I read aloud. We want to stay connected to the author's words. We are reading these passages from The Very Best of Friends again. This time we will think and talk more deeply about them.</i></p>	<p>Holdaway, D. (1979). <i>The foundations of literacy</i>. Ashton Scholastic.</p> <p>Parkes, B. (2000). <i>Read it again! Revisiting shared reading</i>. Stenhouse.</p> <p>Dugger, P. (2019). <i>What is shared reading?</i> Hameray Publishing.</p>

<b>Think Alouds</b>	Teachers model their thinking process aloud as they read. The function is to demonstrate how skilled readers and speakers think and talk about text. In CACs, we use think-alouds to highlight key ideas, emotions, and academic words. Think-alouds are often delivered slowly and expressively.	<p><i>This seems important. I want to read it again.</i></p> <p><i>I don't understand what's going on here.</i></p> <p><i>Wow, she is devastated.</i></p> <p><i>For me, grief is a deep sadness that lasts a long time.</i></p>	<p>Davey, B. (1983). Think-aloud: Modeling the cognitive processes of reading comprehension. <i>Journal of Reading</i>, 27(1), 44–47.</p> <p>Wilhelm, J. D. (2012). <i>Improving comprehension with think-aloud strategies: Modeling what good readers do</i>. Scholastic.</p> <p>Ness, M., &amp; Kenny, M. (2015). Improving the quality of think-alouds. <i>The Reading Teacher</i>, 69(4), 453–460.</p>
<b>Questioning</b>	Strategic questions invite students to explore and deepen text understanding. Functions are to engage students in the conversation, provoke inferential thinking, and invite participants to add to each other's ideas. Open questions have no right or wrong answers but must make sense. CACs identify two kinds of open questions, wide and specific. Wide questions are broad prompts that invite students to freely express their thinking about the text. Specific questions are scaffolds that guide students to a specific place in the text and prompts deeper thinking.	<p><i>Open-wide:</i></p> <p><i>What are you thinking?</i></p> <p><i>How are things changing?</i></p> <p><i>Why is this passage important?</i></p> <p><i>Open-specific:</i></p> <p><i>What do you think about Jessie's refusal to let William in the house?</i></p> <p><i>What does this mean (read a sentence from the text)?</i></p> <p><i>Why do you think William became a feral cat?</i></p> <p><i>How did Jessie realize she had mistreated William?</i></p>	<p>Marzano, R. J., &amp; Simms, J. A. (2014). <i>Questioning sequences in the classroom</i>. Marzano Research Laboratory.</p> <p>Walsh, J. A., &amp; Sattes, B. D. (2017). <i>Quality questioning: Research-based practice to engage every learner</i>. Corwin.</p>
<b>Modified Conversational Recast</b>	Recasts were originally intended to facilitate grammatical revisions of sentences. Students commented and SLPs revised and returned the comment to reflect a grammatically correct statement. CACs retain the original function, to repeat and add	<p><i>I heard four of you say, "He is angry. He is wild. He resents her. She abandoned him." Could we put these words and ideas together in one sentence? "William is wild, angry and resents</i></p>	<p>Fey, M. E., Krulik, T. E., Loeb, D. F., &amp; Proctor-Williams, K. (1999). Sentence recast use by parents of children with typical language and children with specific language impairment. <i>American Journal of Speech-Language Pathology</i>, 8, 273–286.</p>

	information. However, the recast reflects specific academic vocabulary and complex syntax. Students are explicitly invited to try the new forms.	<i>Jessie because she abandoned him." You try it.</i>	Cleave, P. L., Becker, S. D., Curran, M. K., Van Horne, A. J., & Fey, M. E. (2015). The efficacy of recasts in language intervention: A systematic review and meta-analysis. <i>American Journal of Speech-Language Pathology</i> , 24(2), 237–255.
<b>Language Rehearsal</b>	An elaborative rehearsal, like focused stimulation, is the repeated practice of target vocabulary and syntax in a meaningful context. Rehearsals cause students to actively think about and craft language targets in novel ways.	<i>As we talk, try to use power words and the author's language often. Rehearsals help new words and ideas stick in our minds.</i>	Whitaker, L. (2018). <i>What are some elaborative rehearsal strategies that will transfer learning into long-term memory?</i> Meteor Education.
<b>Shared Writing</b>	In shared writing, teachers and students collaborate to construct a short piece of writing in response to a prompt. Teachers hold the pen and write the groups' composition, sentence by sentence. In CACs, SLPs guide students to craft complex sentences that contain academic vocabulary and coordinating and subordinating conjunctions. The writing occurs after at least two CAC lessons about the same text. SLPs collect the students' thinking and language during each read and save examples for the shared writing exercise.	<i>Let's take all of our thinking and talking and put it in writing. I will start us off.</i>  <i>How can we take these two ideas and put them into one sentence? Is there a joining word we can use?</i>  <i>Are we satisfied with this word? I think we can figure out a more powerful one.</i>	Holdaway, D. (1979). The foundations of literacy. Heinemann.  Routman, R. (2008). <i>Teaching essentials: Expecting the most and getting the best from every learner, K-8</i> . Heinemann.  Sylvan, L. (2021). <i>Multi-tiered systems of support implementation tools for speech-language pathologist in education</i> . Plural.
<b>Directive</b>	<i>Directives</i> occur in a facilitated conversation when an SLP directly and supportively requests students to share their thinking. It is used to nudge students to talk or to return to something a said earlier that is	<i>Rachel, I wonder what you are thinking about this moment?</i>  <i>Miguel, will you say more about what Rachel just said?</i>	Aguilar, E. (2020). <i>Art off coaching: Effective strategies for school transformation</i> . Jossey-Bass.

	again relevant. Students should perceive the move as an earnest and respectful attempt to discover understanding, not as challenging.	<p><i>Letone, it seems you want to add to this conversation.</i></p> <p><i>Audrey, how do you think the group can lift this language.</i></p>	
<b>Nonverbal Behavior</b> Active Listening Gaze Pause Body Language	<p>Nonverbal behaviors allow facilitation without interrupting the flow of student talk.</p> <p><i>Active listening</i> sends the message that all student thinking is valued. With <i>gaze</i> (eye contact), SLPs signal interest and openness to ideas, encourage individual students to talk, and suppress interruptions from other students.</p> <p><i>Pause</i> time is essential to a reflective exchange. It slows the conversation by giving participants time to think about what they want to say.</p> <p><i>Body language</i>, especially <i>representational gestures</i> and <i>facial expressions</i> signal interest, encouragement to initiate and continue dialog, puzzlement, and agreement with ideas.</p>	<p><i>Eye contact</i>  <i>Gaze shift</i>  <i>Nod</i>  <i>Smile</i>  <i>Dramatic facial expression</i>  <i>Gestures: directional hand movement, wave, imitate concept or action</i></p>	<p>Woolfolk, A. E., &amp; Brooks, D. M. (1985). The influence of teachers' nonverbal behaviors of students' perceptions and performance. <i>The Elementary School Journal</i>, 85(4), 513–528.</p> <p>Kita, S., Alibali, M. W., &amp; Chu, M. (2017). How do gestures influence thinking and speaking? The gesture-for-conceptualization hypothesis. <i>Psychological Review</i>, 124(3), 245–266.</p> <p>Marzano, R. J. (2017). <i>New art and science of teaching: More than fifty new instructional strategies for academic success</i>. Solution Tree.</p>