

Before you come to class: Purchase or borrow and *READ* the book
Understanding Texts & Readers: Responsive Comprehension Instruction with
Leveled Texts by Jennifer Serravallo

1. Choose a type of notebook that will work for you to respond to the following questions. Your notebook can be a bound book, loose paper, electronic type or any other type that you might enjoy. We will be sharing our thinking during the session in whole group and small group settings. To earn the extra 7 CEU's you must complete the assignment and turn in your responses after the session.

2. Read Part I:

- What take-aways do you have from Vanessa's story? Pages 3-6.
- Two different opinions on reading comprehension are presented at the end of page 7 and the beginning of page 8. Take a stand. What do you believe about reading comprehension?
- React to the quote "Overemphasis on levels diminishes student agency and negatively impacts the development of a reading identity." Page 15
- Choose two reader and text variables to explore. Give your thoughts about how these variables affect comprehension. Page 17.
- What leveling system do you use? Explain the strengths of the system you use.
- Agree or disagree with the quote, "Matching readers and texts requires more than a single assessment. A knowledgeable teacher in regular conversation with readers is key." Be ready to defend your position. Page 38.

3. Read Part II: Fiction - Texts, Readers and Comprehension

- List your key understandings from A Crash Course on Plot and Setting. Page 44-45.
- How do you determine if students "get it?" Page 53. How do you know what "it" is?
- How will you use the information contained in pages 54-81?
- Take a stand! What is your reaction to Serravallo's claim that "there is no single right answer" in comprehension? Page 83. Please make an argument to support your claim.
- Answer Serravallo's question, "How can a teacher know if a child is comprehending if there is no single "right" answer and the way a reader interacts with the text changes it's meaning?"
- Looking at the Progression of Skills charts on pages 86-115, how will these charts help inform your small group instruction?

4. Read Part III: Nonfiction - Texts, Readers, and Comprehension

- On page 120, Serravallo states, "as texts become more complex, readers need to read closely, often inferring main ideas." What does reading closely mean to you?
- How do students construct main ideas if they don't have prior knowledge?
- Serravallo quotes Beers and Probst, "Getting kids' attention is about creating interest; keeping their attention is all about relevance." What are your thoughts about that quote?

- What is your current method of teaching vocabulary?
- List 1-2 additional example books for any given level. We will share these in our class session. Pages 127-153.
- How will you use the the Student Sample Responses in your teaching and/or assessing on pages 160-177?

Read Part IV: Assessment and Instruction - Bringing Your Understanding of Texts and Readers to the Classroom

- Make a case: Tell students and parents reading levels or not. Defend your position.
- In what order will you use the five assessment items listed on pages 178-179? Why?
- What are some ways that you currently get to know your students? Do you use one of Serravallo's strategies or something different? Describe your activity.
- Have you or would you consider creating a whole book assessment? Explain
- Look at and read the graphic on page 206. What are your thoughts on your classroom library collection?
- What are your thoughts on leveling or not leveling a classroom library?
- Do you facilitate goal setting conferences? If yes, please explain. If no, what information contained in pages 219-224 did you find helpful?
- What is your biggest take-away from the section Using a Variety of Reading Strategies: Content for Teaching Comprehension?
- Using the chart on page 234, explain your literacy block.