

The

READING RECONSIDERED



*Discussion
Questions*

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Chapter One:

Text Selection

1

What is your current process for *Text Selection*? How and when do teachers talk about and consider what their students will read? What changes could you consider to ensure more balanced selections?

2

Consider the texts that you read with your students throughout the course of a school year; which of the *Five Plagues* do you expose students to most frequently? Which of the *Five Plagues* do students need more practice with?

Chapter Two: Close Reading

1

Review the types of Text Dependent Questions. Which types do you already ask consistently? Which types might you consider asking more frequently?

2

Balancing AM (analyze meaning) and EM (establish meaning) Questions is crucial. What would happen if you established meaning but didn't effectively analyze meaning? Conversely, what would happen if you analyzed meaning but didn't effectively establish meaning?

3

How are Close Reading Bursts different from Close Reading Lessons?
What are some of the benefits of using Bursts?

4

Flip through a book you're currently considering reading with your students.
Can you find a sentence or two that seem ideal for a Burst?

5

Choose a tricky sentence from a book you are reading for pleasure.
Share it with a friend or colleague and paraphrase it without discussing.
How close were you in your paraphrase? What differences were there?
Were you surprised?

Chapter Three: Nonfiction

1

The authors describe the “background knowledge challenge.” Have you observed this with your own students? When?

2

How do you currently use nonfiction in your classroom? How did the ideas in this chapter shape how you might use nonfiction moving forward?

3

Why is it important to balance both Inside the Bullseye and Outside the Bullseye nonfiction texts?

4

The authors describe other ways to build background knowledge, aside from embedding nonfiction. Which of those ideas would be most impactful for your students?

Chapter Four:

Writing for Reading

1

What are some of the ways you can use writing to check for understanding of a text?

2

Consider the benefits of the Read-Write-Discuss cycle. How might you use this in your own lesson planning?

3

How can you be more strategic and intentional about asking students to revise?

4

When and how might you incorporate Art of the Sentence into your lessons?

5

What are some ways you might use writing to intentionally boost the quality of class discussion?

Chapter Five:

Approaches to Reading

- 1 Are there additional benefits and limitations to each of the three approaches to reading described in this chapter that the authors did not consider?
- 2 Which approach to reading do you use most often? How can you incorporate more of another type?
- 3 For middle school and high school teachers: What are some texts you might use for Read Aloud with your students? What are the benefits of doing so?
- 4 How can you use Control the Game to build a positive culture around shared reading and to emphasize the joy of reading?
- 5 What factors would you consider when determining how long to allow an individual student to read?
- 6 How can you best address the needs of both struggling and advanced readers during Control the Game Reading?
- 7 What aspects of Control the Game are most likely to be challenging for you?
- 8 To what extent do your students read independently? What are some ways you can make them more accountable for quality reading when they're reading on their own?
- 9 When might students be ready for more autonomy? In what situations might you need to scale back autonomy? How would you decide if students are ready to fly solo on a text?
- 10 If you're teaching a very rigorous text, how might you support students in approaching that text using different variables?

Chapter Six:

Vocabulary

1

What does vocabulary instruction currently look like in your classroom?
How can you incorporate both explicit and implicit instruction?

2

What are the benefits and limitations to each of the four Implicit Vocabulary approaches? Which of the four approaches could your students most benefit from?

3

In the course of a lesson, week, or unit can you incorporate time for Word Play? Vocabulary Maintenance?

4

Choose two of the following words and draft ten questions that ask students to use one or both in active practice:
tyrant, magnanimous, egotistical, virtuous, repugnant.

5

What visual reminders of vocabulary words can you include in your classroom?

Chapter Seven:

Reading Systems

1

To what extent do students in your class Interactively Read? What do you need to do to get started? If you already ask your students to mark-up text, what's one thing you can add to your system?

2

If your students don't own their text, discuss with a colleague ways you could still have them practice text mark-up.

3

Which of the discussion systems described would be most beneficial to your students?

4

Which of the Habits of Discussion do your students need the most practice with? How can you provide them with the necessary practice opportunities?

Chapter Eight: Toward Intellectual Autonomy

1

How might you incorporate one or more of the Frameworks for Interpretation?

2

Reflect on your students' use of technical vocabulary.

How can you incorporate ideas from Chapter 6 and Chapter 8 to help them build a stronger technical vocabulary?

3

How might you use the Literary Analysis Protocol in your class?

What adaptations might you make in order to fit the needs of your students?

4

Which of the discussion structures, that you don't currently use, might benefit your students?