Reflection Journal

Reflect

Review   Revise

Results

Processes

Question 1 of 6

Describe yourself as a reader. How would you rate your reading ability? How important is reading in your life? Do you read fluently? Do you comprehend easily? Do you enjoy reading? Do you read for a variety of purposes? Do you connect what you read to life experiences? Do you monitor your reading comprehension as you read?

Processes

If you described yourself as a competent reader, share what you feel contributed to your success connecting your thoughts to the information in this seminar. If you struggled with comprehension, why do you think you had difficulty? Connect your thoughts to the information in this seminar.

Reading to Learn: Comprehension Instruction

Processes

Question 3 of 6

Has reading frustrated you at any time? If so, when? How did you react to the frustration?

Processes

Question 4 of 6

Share your frustrations as a teacher when dealing with comprehension issues in the classroom.

Question **5 of 6**

Think of one instructional comprehension practice strategy you have had great success with in your classroom. Describe and give the rationale for its success. Does it connect to any of the information in this seminar? If so, what?

Processes

Question 6 of 6

Share a reading comprehension instructional practice that you use and feel the research in this seminar validates. Identify an area of reading comprehension from this seminar that you would like to explore further.

Instruction - *section 1*

Think back to a time when you (either as a teacher or a learner) were reading a narrative text. Describe a successful strategy you used with either self-instruction (as a learner) or direct instruction (as a teacher) to provide for deeper understanding of the text.

Question 2 of 4

Reflecting on the strategy described in Q1 for narrative text, identify the re-search-based concepts from this seminar and its connections to those concepts.

Question 3 of 4

This seminar describes various text structures for expository text: description, sequence, cause and effect, comparison/contrast, problem/solution. When teaching comprehension from expository text, describe a specific text structure you have used successfully with students. If you have not used any of the text structures above, how do you plan to incorporate text structure instruction into your teaching practice?

Question 4 of 4

Referring to the expository text structures in Q3 and reflecting upon your past teaching practices, which text structures do you rely on most frequently within your teaching practice? Which text structures would you like to include more often as you teach comprehension strategies related to expository text?

Question 1 of 4

Why is vocabulary instruction so crucial to reading comprehension? Identify one effective strategy you use in your classroom to promote active vocabulary learning.

What is meant by the phrase "direct vocabulary instruction must be **productive** instruction?" Do you agree or disagree and why?

Question 3 of 4

How has this seminar validated your existing teaching practices in vocabulary instruction? What more could you do?

Question 4 of 4

Which conceptual approach to teaching vocabulary have you found most effective and why? If you have not used any of these approaches, which one will you incorporate into your teaching practice first and why?

Instruction - *section 3*

Question 1 of 7

Describe how you use modeling and "think-alouds" in your classroom as an instructional strategy. Describe ways to add more modeling to your instruction.

Have you used paired reading within your instructional practice? If so, what were its strengths? What were its roadblocks? If you have not used it, why not?

Identify a successful pre-reading strategy you have used with students.
Connect it to the research in pre-reading concepts and describe how you
might further expand it.

Question 4 of 7

Reflect upon the KWL strategy described in this seminar. Identify situations where the use of the KWL strategy would be most effective. Share situations where the use of the KWL strategy would be least effective.

Question 5 of 7

Have you used mental imagery instruction or comprehension monitoring instruction in your classroom? How did it work? What was its strength? What more could you do to make it even more effective?

Question 6 of 7

This seminar describes "during reading" and "after reading" instructional strategies. Share which of these strategies you already use and their outcomes for students. Which ones will you incorporate into your teaching practice?

Question 7 of 7

Have you used either "Reciprocal Teaching" or "Questioning the Author"?
If so, describe your experiences using these methods with your students.

Instruction - *section 4*

Question 1 of 3

Describe one or two strategies you use to increase engagement and motivation for reading in your classroom.

Question 2 of 3

How does your classroom climate provide for a community of learners within your classroom? Please describe.

Question 3 of 3

Janet Allen in writes her book, "There's Room for Me Here: Literacy Workshop in the Middle School": *Time is also need to create a community. It takes time to feel safe enough to take risks with books, time to read books, time to talk about books together, and time to deal with frustration and failure. Most importantly, we also need time to celebrate our successes.* How does your classroom reflect this statement? What more could you do?

Question 1 of 3

What are the purposes of assessment? What is meant by ongoing assessment?

Question 2 of 3

How do you assess reading level in your classroom.

Question 3 of 3

Do you use student goal-setting as a motivational strategy within your classroom instruction? If so, describe your strategy and its impact on your students.
If not, describe how you might incorporate it into your instructional practice.

Question 1 of 4

How does your school/district provide support for deficient readers in your classroom?

Question 2 of 4

What more could be done within your school/district to provide strong assessment/diagnosis/intervention for struggling readers?

Question 3 of 4

As an individual teacher, how can you impact school/district policy regarding the assessment/diagnosis/intervention process?

Question 4 of 4

Describe how you will use the knowledge gained from this "Reading to Learn" professional development to provide effective leadership in advocating sound research-based instructional programs and practices within the area of reading within your school/district.