

## Reading with Meaning

By: Debbie Miller

“It is significant to note that the most creative environments in our society are not ever-changing ones. The artist’s studio, the researcher’s laboratory, the scholar’s library, is each deliberately kept simple so as to support the complexities of the work-in-progress. They are deliberately kept predictable so the unpredictable can happen.”

Lucy Calkins

### **Chapter I: Guiding Principles**

Establishing Framework:

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- Thinking about self as a reader: Can you pay attention to and describe your thinking and go to strategies as you read? How do you use metacognition to describe this to students?
- small groups... still a part of a conferring, strategy based classroom.. Interesting ideas
- What do you believe about teaching reading? Can you define?
- Practices and / Beliefs... are you aligned?

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- Proficient readers research... strategy based comprehension...
- How do you get kids to think about thinking and interacting with text?

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- GRR... do you use and how... any differences in the description here and your practices? Do you model specific behaviors you want from kids... do you give sufficient practice time, do you practice as homework and give feedback... praising what you know is being done well by students? Most students want to live up to your expectations... set the bar high... value thinking, questioning, inquiry learning, endurance,... what do you expect and appreciate in students? How do you celebrate LEARNING?
- Conversations with colleagues: What do you do best to get kids to be active, thoughtful, proficient readers and thinkers? What are your little intricacies built into your classroom culture, structure, environment, conversations with kids... ? Share ideas!!!

