

Debbie Miller

Reading with Meaning

“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 4: Settling In

Book Selection

- Balance... Debbie describes a broad definition of teaching children to choose just right books. Balance is necessary: readability Lexile, and... What are the key ideas to balance when teaching kids to choose just right books? Why do you feel these are important?
- Debbie speaks frequently about reaching children to understand self as a reader. Describe a student in your classroom that knows his or herself as a reader and provide examples of how you know. How does this help that child and you in working with that child?
- There are many methods teachers can use to help students make wise choices. Some were described on page 45. Choose 2-3 of these methods to implement in your classroom for a few weeks. Share your results.
- Debbie describes a conferring session she held with a child on page 46. What did you notice about her purpose and interactions with the student?
- Quality vs Quantity:
 - Have you assessed the needs of your classroom library?
 - What are your organizational methods and do kids understand your system?
 - How do you grow your knowledge of quality literature?
 - Purposeful Read Aloud... Quality choice of mentor text... thoughts?
- Share a quality book (mentor text) you have used to model a reading skill or concept. It might be a story from LBD... what works?
- Evaluating and tracking student progress: Describe a method that works for you that others may want to steal.