

open.michigan

Unless otherwise noted, the content of this course material is licensed under a Creative Commons Attribution - Non-Commercial - Share Alike 3.0 License.

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2008, Annemarie Sullivan Palincsar.

You assume all responsibility for use and potential liability associated with any use of the material. Material contains copyrighted content, used in accordance with U.S. law. Copyright holders of content included in this material should contact open.michigan@umich.edu with any questions, corrections, or clarifications regarding the use of content. The Regents of the University of Michigan do not license the use of third party content posted to this site unless such a license is specifically granted in connection with particular content. Users of content are responsible for their compliance with applicable law. Mention of specific products in this material solely represents the opinion of the speaker and does not represent an endorsement by the University of Michigan. For more information about how to cite these materials visit <http://michigan.educommons.net/about/terms-of-use>.

Any medical information in this material is intended to inform and educate and is not a tool for self-diagnosis or a replacement for medical evaluation, advice, diagnosis or treatment by a healthcare professional. You should speak to your physician or make an appointment to be seen if you have questions or concerns about this information or your medical condition. Viewer discretion is advised: Material may contain medical images that may be disturbing to some viewers.

Guiding questions for Chapter 18 of Fountas and Pinnell

1. What do the authors mean when they write, “Reading, then, is constructing meaning from print”?
2. Compare your awareness of yourself as a reader with the list of characteristics of successful readers that is on p. 302. Which of these activities are you most aware of engaging in as you read for the purposes of learning (as opposed to for the purposes of skimming for information or reading for pleasure).
3. Think about the three major language systems that readers use in the process of reading text. What does this mean for children who are learning to speak English as a second language? What challenges might they have?
4. Why do teachers focus on “strategy instruction” in the teaching of reading?

5. This chapter is filled with implications regarding what teachers must attend to if they are to teach reading for understanding. As you read this chapter, keep a list of implications for you the teacher. Identify at least 10 implications that you can derive from this chapter. For example:
 - a. I need to look for evidence that my students are, in fact, doing what effective readers do to comprehend text.
 - b. I need to give students the opportunity for both oral reading and silent reading.