

# Reading Reflection Instructions

- After reading the assigned reading selection, pick out **3 quotes** that you found interesting
- In a **1 page** write-up, type up the 3 quotes. Below each quote, write a **reflection**. Why did you pick out that specific quote? What did it cause you to consider, wonder about, appreciate, or dispute?
- Put quotes in bold and end the quote with the page on which it can be found
- 12 pt font
- 1 inch margins
- Times New Roman, Arial, or Helvetica
- May be double-spaced
- Must take up one **entire** page. If you spill into the second page, adjust the spacing so that it fits on one page

An example reading reflection is included on the next page

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RR #9: *Ch. 7: Guiding Reading Comprehension*

**“It is understandable, then, that some teachers view comprehension instruction as an added burden. Comprehension instruction can, however, support, rather than distract from, the teaching of content area concepts.” (201)**

It helps looking at comprehension instruction as a long-term investment. When I was in undergrad, I did research for a professor of mine, and a big part of my job was running code. The programs we used to process our data, however, was obviously frankensteined together over the years based on evolving needs, to the point of becoming a clunky, inefficient mess. I took it upon myself to clean things up, but that upfront investment of rewriting the code took *forever*. However, once it was done, everything after that took almost half the time to run than it did before.

**“Through QtA, students learn that authors are fallible and may not always express ideas in the easiest way for readers to understand... *Not comprehending what the author is trying to say is not always the fault of the reader.*” (207)**

It took me a long time to really understand this. There were so many moments in undergrad where I felt like the dumbest person in the world for not understanding the lecture or textbook. Then, only a couple months ago, I was watching a lecture on MIT’s open courseware and they had a guest lecturer come in to talk about a topic I’m, at this point, acutely familiar with. I now have the background knowledge to understand what he was talking about, but I had a moment where I realized how impossibly confusing that lecture must be to the students hearing it for the first time! It just wasn’t a good explanation, but only now could I identify *why* it was a bad explanation.

**“The thoughtful use of questions is vital for classroom discussion. As learners actively explore and clarify meaning, guide the discussion as you progress from one text segment to the next.” (209)**

In my experience, these kind of discussions are hit and miss. Sometimes, the conversation gets traction and takes off. Other times it’s like pulling teeth. What makes the biggest difference? Is it the way the questions are framed and the discussion is structured? Is it simply how interesting the topic is? Is more to do with the mood of the class at the time?