

HELP 2024 Summer Book Clubs

DISCUSSION GUIDE

Hennessy, N. (2021). *The reading comprehension blueprint: Helping students make meaning from text*. Baltimore, Maryland: Paul H. Brookes Publishing.

BEFORE THE FIRST DISCUSSION GROUP MEETING: Ask the participants to read **chapters 1-5**.

TIPS FOR DISCUSSION LEADERS:

1. Use the following menu of questions, pull questions from the “Reflect and Connect” questions in the text, or create questions of your own. **Select the questions that are the most relevant to your group.** You are not required to discuss all the questions provided. PLEASE NOTE: If your group would like to meet more than 2 times, please feel free to do so!
2. The goal of the Discussion Group is to stimulate conversation about the application of research to teacher preparation, professional learning, assessment, and reading instruction especially for striving readers and students with characteristics of dyslexia.
3. This should be a **discussion**, not a lecture. The group members should talk more than the leader!
4. If the group members do not know each other, plan a brief introduction activity for your first meeting.

DISCUSSION QUESTIONS FOR SESSION 1:

1. What challenges might students encounter as they read complex texts (p.3)?
2. In what ways are current initiatives in your setting supporting students with comprehension (p. 3)?
3. What is the connection between language and literacy (p. 3)?
4. How does reading instruction in your setting focus on the development of comprehension processes as well as comprehension products (p. 25)?
5. What have you learned about the role of reader, text, task, and context in constructing meaning (p. 33)?
6. What are the challenges to implementation of effective practices (p. 41)?
7. What specialized knowledge is necessary to deliver effective instruction?
What does professional learning look like in your setting (p. 41)?
8. **Figure 3.4** and the examples on pages 48 & 49 provide a description of academic language and the language processes required to make meaning from text. In your experience, how does current instruction address these language demands?
9. In what ways is the instructional road map in chapter 4 similar to or different from current instructional practices in your setting (p. 75)?
10. What is your understanding of the connection between syntax and comprehension (p. 93)?
11. How does the instruction for sentence comprehension described in **chapter 5** compare to current practices in your setting?
12. What other concepts from **chapters 1-5** resonated with you? Why?

DISCUSSION QUESTION FOR SESSION 2 (Chapters 6-9):

1. How would you explain the importance of text structure knowledge (p.122)?
2. What are the implications of the NAEP framework for educators working with students in the upper grades (p. 124)?
3. In what ways is the instruction in your setting reflective of the effective practices found in research (pp. 131 & 142)? What might be changed to benefit students?
4. What connections do you see to the other components of the blueprint discussed in chapters 1-5 (p.145)?
5. What is your understanding of the connection between background knowledge and comprehension (p.153)?
6. How will you differentiate and individualize instruction for students in your setting (p. 163)?
7. What role do different levels of understanding play in constructing a mental model (p. 169)?
8. How would you articulate the connection between inference and comprehension (p. 172)?
9. What have you learned about local and coherence inferences? How could this knowledge transfer to comprehension instruction in your setting (p. 177)?
10. What could you do to implement the blueprint for comprehension instruction in your setting? What might be some challenges? What systems are currently in place to support educator learning related to comprehension instruction (p. 195)?

11. What other concepts in chapters 6-9 resonated with you? Why?

12. What questions do you still have related to comprehension instruction?