

1. What is your definition of reading? In what way will your definition determine the importance of comprehension instruction to your total reading program?
2. Think about what you do when you read. What comprehension strategies did you use as you read the beginning of this chapter? Make a list of the strategies you can identify. Then spend several minutes reading a novel or other narrative text. Make a second list of the strategies you used with the narrative text. Compare the two lists. Are there major differences? Why?
3. Consider the English learners and students with special needs in your classroom. Which of the reading comprehension activities outlined in this chapter would be especially effective for your English learners and special needs students, and why?

4. The parent of one of your students visits your classroom. She expects to see a lot of silent workbook activities. Prepare an argument that you might give to this parent, who wonders why you allow so much time for students to read self-selected material and discuss it in small groups.