
Authoring Your Own CERA

Team Tool 6.12 from *Leading for Literacy*

To build new understandings of students' literacy and learning processes, the choice of a disciplinary text for the CERA takes center stage. Teachers should think carefully about choosing the text, with several ideas in mind:

- Most important, the text should be representative of the kinds of texts students will encounter over the length of your course. What is the range of texts necessary for learning in your discipline?
- Beyond choosing a text that is representative, teachers might also be drawn to explore specific questions. For example, they may want to build an understanding of how students currently approach challenging materials, which would lead them to consider which of the types of texts common to their discipline students are likely to find the most unfamiliar or the most complex.
- Teachers may want to see how an instructional focus is influencing student work with text; for example, if a history teacher has been emphasizing point of view, she and her colleagues might look for that in students' comments.
- Similarly, teachers often augment the CERA, adding questions for students to complete after they have responded to the reading process and summary question, to gain insight into how students are understanding particular concepts or engaging in particular skills of interest.