Improving Reading Comprehension Using Classroom Strategies

"Prepare students for future success by using effective reading instruction that's proven to work. The Teaching Reading Sourcebook, updated second edition is an indispensable resource that combines evidence-based research with actionable instructional strategies. It is an essential addition to any educator's professional literacy library--elementary, secondary, university." -- back cover.

Being a great teacher is more than lesson plans and seating charts. In this revised and expanded new edition of the classic bestseller, you learn what it takes to be the very best educator you can be, starting from day one in your new classroom! Filled with real-world life lessons from experienced teachers as well as practical tips and techniques, you'll gain the skill and confidence you need to create a successful learning environment for you and your students, including how to: Organize a classroom Create engaging lesson plans Set ground rules and use proper behavior management Deal with prejudice, controversy, and violence Work with colleagues and navigate the chain of command Incorporate mandatory test preparation within the curriculum Implement the latest educational theories In this book, veteran teacher Melissa Kelly provides you with the confidence you'll need to step into class and teach right from the start.

More than an estimated 90 million adults in the United States lack the literacy skills needed for fully productive and secure lives. The effects of this shortfall are many: Adults with low literacy have lower rates of participation in the labor force and lower earnings when they do have jobs, for example. They are less able to understand and use health information. And they are less likely to read to their children, which may slow their children's own literacy development. At the request of the U.S. Department of Education, the National Research Council convened a committee of experts from many disciplines to synthesize research on literacy and learning in order to improve instruction for those served in adult education in the U.S. The committee's report, Improving Adult Literacy Instruction: Options for Practice and Research, recommends a program of research and innovation to gain a better understanding of adult literacy learners, improve instruction, and create the supports adults need for learning and achievement. Improving Adult Literacy Instruction: Developing Reading and Writing, which is based on the report, presents an overview of what is known about how literacy develops the component skills of reading and writing, and the practices that are effective for developing them. It also describes principles of reading and writing instruction that can guide those who design and administer programs or courses to improve adult literacy skills. Although this is not intended as a "how to" manual for instructors, teachers may also find the information presented here to be helpful as they plan and deliver instruction.

Reflecting the concerns of researchers and practitioners about children's text comprehension, this book defines and provides examples of narrative and expository text and describes research-based strategies for helping children comprehend these two types of text. The book contains the following chapters: (1) "Research on Stories: Implications for Teachers" (Jill Fitzgerald); (2) "Using Story Retelling to Develop Comprehension" (Lesley Mandel Morrow); (3) "Teaching Repetition as a Story Structure" (Gail E. Tompkins and Lea M. McGee); (4) "Teaching Narrative Text Structure: A Process Approach to Reading and Writing" (Christine J. Gordon); (5) "Using a Literary Framework to Teach Mysteries" (Charles W. Peters and Marilyn Carlsen) (6) "Research on Expository Text: Implications for Teachers" (Wayne H. Slater and Michael F. Graves); (7) "Teaching Expository Text Structure in Reading and Writing" (Donald J. Richgels and others); (8) "The Teaching with Analogies Model" (Shawn M. Glynn); (9) "The Know, Want to Know, Learn Strategy" (Donna M. Ogle); (10) "Getting the Gist of Expository Text" (Ted Schuder and others); (11) "The Comprehension Experience" (James H. Mosenthal); and (12) "Questions and Concerns about Teaching Narrative and Expository Text" (Joan Nelson-Herber and Carolyn S. Johnston). Each chapter lists references. (MS)

Martin Luther King, Jr. rarely had time to answer his critics. But on April 16, 1963, he was confined to the Birmingham jail, serving a sentence for participating in civil rights demonstrations. "Alone for days in the dull monotony of a narrow jail cell", King pondered a letter that fellow clergymen had published urging him to drop his campaign of nonviolent resistance and to leave the battle for racial equality to the courts. In response, King drafted his most extensive and forceful written statement against social injustice - a remarkable essay that focused the world's attention on Birmingham and spurred the famous March on Washington. Bristling with the energy and resonance of his great speeches, Letter from the Birmingham Jail is both a compelling defense of nonviolent demonstration and a rallying cry for an end to social discrimination that is just as powerful today as it was more than twenty years ago.

58 color reproducible graphic organizers to help your students comprehend any book or piece of literature in a visual way. Our graphic organizers enable readers to see how ideas fit together, and can be used to identify the strengths and weaknesses of your students' thought processes. Our graphic organizers are essential learning tools that will help your students construct meaning and understand what they are reading. They will help you observe your students' thinking process on what you read as a class, as a group, or independently, and can be used for assessment. They include: Story Maps, Plot Development, Character Webs, Predicting Outcomes, Inferencing, Foreshadowing, Characterization, Sequencing Maps, Cause-Effect Timelines, Themes, Story Summaries and Venn Diagrams.

Comprehension instruction is widely recognized as an essential component of developing students' pleasure and profit from reading. Yet despite significant recent gains in knowledge about how comprehension develops and how it can be taught effectively, classroom practice still lags behind research in this crucial area. This volume brings together the field's leading scholars to summarize current research and provide best-practice guidelines for teachers and teacher educators. Each coherently structured chapter presents
key findings on a particular aspect of comprehension, discusses instructional practices supported by the research, and addresses what still needs to be known in order to provide the best possible comprehension instruction for every student. Topics covered include assessment, curriculum, methods, and comprehension difficulties, from the preschool level through high school.

In this fully revised and expanded third edition of the bestselling Reciprocal Teaching at Work, Lori D. Oczkus provides both tried-and-true and fresh solutions for teaching reading comprehension. Reciprocal teaching is a scaffolded discussion technique that builds on the Fab Four strategies that good readers use to understand text: predicting, questioning, clarifying, and summarizing. With a focus on these four evidence-based and classroom-tested strategies, Oczkus presents new ways to use reciprocal teaching to improve students’ comprehension while actively engaging them in learning and encouraging independence. Appealing to students and teachers alike, reciprocal teaching encompasses social aspects of teaching and learning with modeling, think-alouds, and discussion. This helpful guide is packed with fresh material, including * More than 40 new and updated step-by-step lessons and minilessons that reflect current thinking and best practice. * Dozens of rich suggestions for diving into informational texts. * Updated research and relevant results that show the effectiveness of reciprocal teaching. * Creative and targeted tips that capitalize on the specific benefits of whole-class settings, guided reading groups, and literature circles. * Ideas for differentiating instruction for struggling readers and English language learners. * New and newly designed support materials, including reproducibles, posters, bookmarks, and a lesson planning menu. With a wealth of ideas to get you started—and keep you going—this is the all-inclusive resource you need to help students become active, engaged, and independent readers who truly comprehend what they read. Reviews and Testimonials "Literacy coach and author Lori Oczkus knows how to take the best of what works from long-established research and showcase it to make teaching and learning more effective, engaging, and enjoyable. In her latest edition of Reciprocal Teaching at Work, she demonstrates how to scaffold instruction so that all K–12 students can benefit from reciprocal teaching techniques, what she calls the "Fab Four"—predicting, questioning, clarifying, and summarizing—in whole-group, guided reading, and book club settings, for both fiction and informational texts. In clearly delineated lessons and minilessons, Lori deftly shares how to support students’ learning, including English language learners and students who struggle, so they can successfully apply and monitor those four discussion strategies—as well as troubleshoot problems—to yield significant progress in their reading comprehension. Filled with great practical ideas, this gem of a book is a must-have for all literacy educators!" —Regie Routman, author of Read, Write, Lead; Literacy Essentials, and Reading Essentials "Reciprocal teaching works to push students into deeper learning. There are decades of research on the impact of this instructional approach, and this book shows you how to implement and refine the practice such that all students succeed." —Doug Fisher, author of Checking for Understanding and Visible Learning for Literacy "One of the great instructional research discoveries of the past three decades has been the efficacy of reciprocal teaching for improving student learning and reading comprehension. More than anyone, Lori Oczkus has explored practical ways for making reciprocal teaching an integral part of nearly any classroom setting. This current work by Lori represents the epitome of her work in translating reciprocal teaching research into practice. Readers will find this immensely readable book filled with strategies that can be easily implemented and that will improve student learning. If you are interested in improving your students’ reading achievement, you need to read this book!" —Timothy Rasinski, author of The Fluent Reader and Close Reading with Paired Texts "In this new edition of Reciprocal Teaching at Work, Lori Oczkus offers new thinking while reinforcing the best practices that make her ideas timeless. Through these engaging lessons and smart instructional moves, you will empower your students to build the confidence and competence they need to become strong, independent readers." —Donalyn Miller, author of The Book Whisperer "On every page of this book, in every activity and plan, the voice of a gifted and empowering teacher inspires the reader. In a major revision of her classic work, Lori Oczkus engages the immediacy and demands of today’s classrooms with the most robust constellation of strategies for teaching comprehension. She compellingly demonstrates how the "Fab Four" are engaged across the grades, and she powerfully scaffolds, supports, and reassures teachers in their efforts to incorporate reciprocal teaching across a broad communication, textual, and digital terrain."

—Shane Templeton, Foundation Professor Emeritus of Literacy Studies University of Nevada, Reno, NV

To address the concern that students are not actively engaging with what they read, the authors present a strategy called Questioning the Author (QTA), an approach designed to establish student interactions with text to build greater understanding. Contents: -Introduction Chapter 1: What Is Questioning the Author and How Was It Developed? Chapter 2: Queries Chapter 3: Planning Chapter 4: Discussion Chapter 5: Implementation Chapter 6: Where Has Questioning the Author Been and Where Is It Going? Developed for middle and high school teachers, the classroom-ready lessons in this practical guide will help strengthen students’ reading comprehension and written expression so they can master academic content.

Teachers make a difference. The success of any plan for improving educational outcomes depends on the teachers who carry it out and thus on the abilities of those attracted to the field and their preparation. Yet there are many questions about how teachers are being prepared and how they ought to be prepared. Yet, teacher preparation is often treated as an afterthought in discussions of improving the public education system. Preparing Teachers addresses the issue of teacher preparation with specific attention to reading, mathematics, and science. The book evaluates the characteristics of the candidates who enter teacher preparation programs, the sorts of instruction and experiences teacher candidates receive in preparation programs, and the extent that the required instruction and experiences are consistent with converging scientific evidence. Preparing Teachers also identifies a need for a data collection model to provide valid and reliable information about the content knowledge, pedagogical competence, and effectiveness of graduates
from the various kinds of teacher preparation programs. Federal and state policy makers need reliable, outcomes-based information to make sound decisions, and teacher educators need to know how best to contribute to the development of effective teachers. Clearer understanding of the content and character of effective teacher preparation is critical to improving it and to ensuring that the same critiques and questions are not being repeated 10 years from now.

Scholastic Success With Writing, Grade 1

Teaching Resources

Shares practical ideas for facilitating reading fluency in elementary school students, includes assessments, strategies, and word lists. This volume focuses on our understanding of the reading comprehension of adolescents in a high stakes academic environment. Leading researchers share their most current research on each issue, covering theory and empirical research from a range of specializations, including various content areas, English language learners, students with disabilities, and reading assessment. Topics discussed include: cognitive models of reading comprehension and how they relate to typical or atypical development of reading comprehension, reading in history classes, comprehension of densely worded and symbolic mathematical texts, understanding causality in science texts, the more rigorous comprehension standards in English language arts classes, balancing the practical and measurement constraints of the assessment of reading comprehension, understanding the needs and challenges of English language learners and students in special education with respect to the various content areas discussed in this book. This book is of interest to researchers in literacy and educational psychology as well as curriculum developers.

Supported with student conversations, classroom scenarios, practical strategies, and turn-and-talk moments, teachers and administrators can use this book as a guide for changing the way they think about teaching students to become thoughtful, skillful, attentive, responsive readers.

"Comprehension is the ultimate goal of reading. In order for students to read and gain new understanding from texts, teachers must fully understand how to teach comprehension to a variety of learners. This supplemental textbook brings together a broad body of research on reading comprehension instruction for special education middle school and high school students in inclusive classrooms. It serves as a resource for classroom teachers as well as a practical, foundational supplemental text for undergraduate and master's level licensure programs. With its clear, research-based and applied instructional information, it will stand out in the marketplace as a text for novice teachers, both in-service and preservice. Chapters focus on a range of topics including helping students acquire new vocabulary, activating prior knowledge to make connections, utilizing reading comprehension strategies, asking questions while reading, and monitoring comprehension. By including vignettes, teaching materials, and activities, this book is an accessible, teacher-friendly volume that illustrates the most critical concepts for improving students' reading comprehension*--

Recognizing the characteristics of children with learning disabilities and deciding how to help them is a problem faced by schools all over the world. Although some disorders are fairly easily recognizable (e.g., mental retardation) or very specific to single components of performance and quite rare (e.g., developmental dyscalculia), schools must consider much larger populations of children with learning difficulties who cannot always be readily classified. These children present high-level learning difficulties that affect their performance on a variety of school tasks, but the underlying problem is often their difficulty in understanding written text. In many instances, despite good intellectual abilities and a superficial ability to cope with written texts and to use language appropriately, some children do not seem to grasp the most important elements, or cannot find the pieces of information they are looking for. Sometimes these difficulties are not immediately detected by the teacher in the early school years. They may be hidden because the most obvious early indicators of reading progress in the teacher's eyes do not involve comprehension of written texts or because the first texts a child encounters are quite simple and reflect only the difficulty level of the oral messages (sentences, short stories, etc.) with which the child is already familiar. However, as years go by and the child encounters more complex, comprehension difficulties will become increasingly apparent and increasingly detrimental to effective school learning. In turn, studying assimilating new information, and many other situations requiring text comprehension -- from problem solving to reasoning with linguistic contents -- could be affected. Problems with decoding, dyslexia, and language disorders have attracted more interest from researchers than have specific comprehension problems and have occupied more room in specialized journals. Normal reading comprehension has also been a favorite with researchers. However, scarce interest has been paid to subjects who have comprehension difficulties. This book is an attempt to remedy this situation. In so doing, this volume answers the following questions: "Does a reading comprehension problem exist in schools? " How important and widespread is the problem? " Is the problem specific? " How can a reading comprehension difficulty be defined and identified? " Does the "syndrome" have a single pattern or can different subtypes be identified? " What are the main characteristics associated with a reading comprehension difficulty? " When can other well-identified problems add to our understanding of reading comprehension difficulties? " Which educational strategies are effective in preventing and treating reading comprehension difficulties? " What supplementary information can we get from an international perspective?

How to Improve Reading Comprehension Quickly by Knowing Your Personal Reading Comprehension Style: Quick, Easy Tips to Improve Comprehension through the Brain's Fastest Superlinks Learning Style

Ricki Linksman Improve your reading comprehension to remember everything you read and learn quickly. Discover your unique way of remembering what you read. Don't wait for months or years to learn these secrets to improving memory quickly-they are available now within this book for anyone to use to learn anything for any purpose. Discover the secrets to unlock your brain's powerful memory and comprehension to quickly learn and master any subject or comprehend anything you read. This book will dramatically change your life and how you learn! Use these quick, easy and fun tips to improve reading comprehension and test-taking skills to learn anything quickly for your school, job, or career. Tap into your brain's energy powers to succeed in the competitive job market. Learn fast, easy, and powerful reading comprehension strategies to remember and comprehend everything you read and learn for rapid success. Ricki Linksman, one of the world's leading experts and author of books on accelerated learning, memory, and reading comprehension, shows you how to use your brain's unique superlinks learning style and brain style to improve comprehension quickly and successfully. These powerful techniques developed by Ricki Linksman, founder-director of National Reading Diagnostics Institute and Keys Learning, have proven for over 35 years to help people of all ages become top students and workers in the shortest possible time. These brain-based memory techniques can help adult learners for school or career.Seniors and baby-boomers use these exercises to maintain their brain and memory for lifelong learning. Parents can help their child or teen improve reading comprehension, concentration, focus, and self-esteem to raise grades, reading levels, and test scores for class or state tests or high school or college placement tests (ACT or SAT) in the shortest possible time. They can help parents and teachers improve comprehension in all students, whether Beginning or Reluctant Readers in nursery, pre-K, Kindergarten, grades 1, 2, or 3; Intermediate elementary school readers in grades 4 and 5; Middle school readers in grades 6, 7, and 8; Advanced or high school readers in grades 9, 10, 11, 12, or college, whether Regular Ed, Gifted, Special Ed, Title 1, ESL, bi-lingual, or those with ADHD or ADD. Spanish-speaking or other language learners can improve comprehension of English, while English-speaking college students can increase comprehension of text in any language quickly. Teachers, college instructors, coaches, or trainers can accelerate content-area reading comprehension. Football, baseball,
basketball, soccer, hockey, or golf coaches can help athletes rapidly comprehend their sports playbook and keep up grades. Adult learners from college to graduate school have raise grades and improved reading comprehension, vocabulary, note taking, study and test-taking skills. Adults in the job market can rapidly learn new skills to find or keep a job, pass certification tests, start a new career when downsized, or keep pace with rapidly-changing technology in the workplace. Doctors, psychologists, psychiatrists, social workers, and therapists can reduce clients' stress from fear of school or tests by building confidence to comprehend anything. It is filled with strategies for visually, auditory, tactile, or kinesthetic left-brain or right-brain learners. These simple, easy methods to improve reading comprehension can help you or those you teach or train to achieve success in any field quickly. Note to readers: This book is part of a series so for the full compendium order How to Learn Anything Quickly: Quick, Easy Tips to Improve Memory, Reading Comprehension, and Test-taking Skills through the Brain's Fastest Superlinks Learning S

This new edition continues to provide solutions for teaching comprehension. By focusing on four evidence-based and classroom-tested strategies that good readers use to comprehend text-predicting, questioning, clarifying, and summarizing-Lori shows you new ways to use reciprocal teaching to improve students comprehension while actively engaging them in learning and encouraging independence. Fresh material includes: A new chapter on getting started with reciprocal teaching ; Dozens of creative, exciting lessons and tips for using reciprocal teaching in whole-class settings, guided reading groups, and literature circles ; Ideas for differentiating instruction for struggling readers and English language learners ; Expanded suggestions for grades K-5 and all new ideas for grades 6-12 ; Practical ways to use reciprocal teaching as a Response to Intervention (RTI) ; Support materials such as reproducibles, posters, and a lesson planning menu ; A free online professional development guide and free online classroom video clips. With 35 lessons and a wealth of materials to get you started-and keep you going-this is the all-inclusive resource you need to lead your students to become active, engaged, and independent readers who truly comprehend what they read. It's simple: if children don't understand what they read, they will never embrace reading. And that limits what they can learn while in school. This fact frightens parents, worries teachers, and ultimately hurts children. 7 Keys to Comprehension is the result of cutting-edge research. It gives parents and teachers—those who aren't already using this valuable program—practical, thoughtful advice about the seven simple thinking strategies that proficient readers use: • Connecting reading to their background knowledge • Creating sensory images • Asking questions • Drawing inferences • Determining what's important • Synthesizing ideas • Solving problems Easily understood, easily applied, and proven successful, this essential educational tool helps parents and teachers to turn reading into a fun and rewarding adventure. Teacher educators will find this volume to be a valuable tool for preservice teacher preparation as well as graduate level courses

In this resource, you'll get the "big picture" of teaching reading in the middle school, including research, as well as the practical details you need to help every student become a better reader. Veteran teacher Laura Robb shares how to: teach reading strategies across the curriculum; present mini-lessons that deepen students' knowledge of how specific reading strategies work; help kids apply the strategies through guided practice; support struggling readers with a plan of action that improves their reading motivation; helps kids choose books that are at their instructional level; organize a reading-writing workshop, and much more. For use with Grades 5 and Up.

This highly regarded work brings together prominent authorities on vocabulary teaching and learning to provide a comprehensive yet concise guide to effective instruction. The book showcases practical ways to teach specific vocabulary words and word-learning strategies and create engaging, word-rich classrooms. Instructional activities and games for diverse learners are brought to life with detailed examples. Drawing on the most rigorous research available, the editors and contributors distill what PreK-8 teachers need to know and do to support all students' ongoing vocabulary growth and enjoyment of reading. New to This Edition*Reflects the latest research and instructional practices.*New section (five chapters) on pressing current issues in the field: assessment, authentic reading experiences, English language learners, uses of multimedia tools, and the vocabularies of narrative and informational texts.*Contributor panel expanded with additional leading researchers.

In this new edition of their groundbreaking book Strategies That Work, Stephanie Harvey and Anne Goudvis share the work and thinking they've done since the second edition came out a decade ago and offer new perspectives on how to explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers. Thirty new lessons and new and revised chapters shine a light on children's thinking, curiosity, and questions. Steph and Anne tackle close reading, close listening, text complexity, and critical thinking in a new chapter on building knowledge through thinking-intensive reading and learning. Other fully revised chapters focus on digital reading, strategies for integrating comprehension and technology, and comprehension across the curriculum. The new edition is organized around three sections: Part I provides readers with a solid introduction to reading comprehension instruction, including the principles that guide practice, suggestions for text selection, and a review of recent research that underlies comprehension instruction. Part II contains lessons to put these principles into practice for all areas of reading comprehension. Part III shows you how to integrate comprehension instruction across the curriculum and the school day, particularly in science and social studies. Updated bibliographies, including the popular "Great Books for Teaching Content," are accessible online. Since the first publication of Strategies That Work, more than a million teachers have benefited from Steph and Anne's practical advice on creating classrooms that are incubators for deep thought. This third edition is a must-have resource for a generation of new teachers—and a welcome refresher for those with dog-eared copies of this timeless guide to teaching comprehension.

Early literacy instruction typically emphasizes foundational skills—often at the expense of engaging young children in reading and supporting their comprehension of different types of texts. This book explains the essential elements of comprehension and shares a wealth of classroom-tested instructional practices. It presents developmentally informed strategies for scaffolding comprehension skills, using content to promote engagement, and implementing high-level discussions and writing tasks. Ways to teach and assess English learners and other diverse students are highlighted throughout. The book features explicit links to the Common Core State Standards (CCSS) as well as helpful reproducible forms. Purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2" x 11" size.
Close-reading strategies help students develop the critical-thinking skills essential for the rest of their lives. Close Reading in the Secondary Classroom offers high school and middle school educators extensive guidance on how to introduce close reading to students and help them improve their reading comprehension skills and critical thinking. Learn how to select close-reading examples and passages, elicit deeper question formation, facilitate positive classroom discussion, and assess your students’ reading comprehension and literacy progress. Understand the importance of close reading, prereading, and post-reading activities. Learn how to choose appropriate literary or informational texts for close reading. Pass on tools necessary for literary analysis and annotating text. Develop thought-provoking questions and discussion that deepen text analysis and reading comprehension. Assess students’ critical and creative thinking skills.

Contents: Introduction Chapter 1: Research and Theory Chapter 2: Prereading Chapter 3: Reading Two and Annotating Chapter 4: Generating Questions and Reading Analytically Chapter 5: Discussing as a Class or Analyzing Individually, and Using Processing Activities Chapter 6: Planning and Assessing Close Reading Epilogue Appendix A: Answers to Comprehension Questions Appendix B: Extended Examples of Close Reading

Give students the targeted, skill-building practice they need with these standards-based books! Each workbook includes more than 40 ready-to-reproduce practice pages. Easy-to-follow directions and fun exercises motivate students to work on their own. Every activity in each book is correlated to state standards. For use with Grade 4.

Based on IRA and NCTE standards, these classroom-tested reading activities will benefit all students in Grades 6-12, including gifted, special education, and ELL students. Intended to help teachers both improve students' text comprehension and better understand the teaching-learning process involved, this book focuses on comprehension and concept development as the central core of an effective educational program. The book's five sections deal with teaching explicit comprehension skills, precomprehension and postcomprehension strategies, interactive comprehension strategies, integrative comprehension strategies, and readability and the future of the textbook. The titles of the 15 essays and their authors are as follows: (1) "Teaching Comprehension," by P. David Pearson and Margie Leys; (2) "How to Teach Readers to Find the Main Idea," by Joanna P. Williams; (3) "Developing Comprehension of Anaphoric Relationships," by Dale D. Johnson; (4) "Knowledge and Comprehension: Helping Students Use What They Know," by Judith A. Langer and Victoria Purcell-Gates; (5) "The Advance Organizer: Its Nature and Use," by Robert W. Jerrolds; (6) "Anticipation and Prediction in Reading Comprehension," by Joan Nelson-Herber; (7) "Response Instruction," by Beau Fly Jones; (8) "Using Classroom Dialogues and Guided Practice to Teach Comprehension Strategies," by Scott G. Paris; (9) "Reciprocal Teaching: Activities to Promote Reading with Your Mind," by Annemarie Sullivan Palincsar and Ann L. Brown; (10) "Using Children's Concept of Story to Improve Reading and Writing," by Dorothy S. Strickland and Joan T. Feeley; (11) "Integration of Content and Skills Instruction," by Olive S. Niles; (12) "Levels of Comprehension: An Instructional Strategy for Guiding Students' Reading," by Harold L. Herber; (13) "Thinking About Reading," by Susan Sardy; (14) "Matching Reading Materials to Readers: The Role of Readability Estimates in Conjunction with Other Information about Comprehensibility," by George Klare; and (15) "Textbook Adaptions: A Process for Change," by Jean Osborn and Marcy Stein. (HTH)

The New York Times best-selling book exploring the counterproductive reactions white people have when their assumptions about race are challenged, and how these reactions maintain racial inequality. In this "vital, necessary, and beautiful book" (Michael Eric Dyson), antiracist educator Robin DiAngelo deftly illuminates the phenomenon of white fragility and "allows us to understand racism as a practice not restricted to 'bad people' (Claudia Rankine). Referring to the defensive moves that white people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence. These behaviors, in turn, function to reinstate white racial equilibrium and prevent any meaningful cross-racial dialogue. In this in-depth exploration, DiAngelo examines how white fragility develops, how it protects racial inequality, and what we can do to engage more constructively.

Endorsed as a foremost Best Teaching Practice, this guide is rich with models, a complete instructional plan, and real-life examples. Students will understand how to apply comprehension strategies competently while they are reading. Includes a CD of classroom reproducibles and supports.

A surprisingly simple way for students to master any subject--based on one of the world's most popular online courses and the bestselling book A Mind for Numbers A Mind for Numbers and its wildly popular online companion course "Learning How to Learn" have empowered more than two million learners of all ages from around the world to master subjects that they once struggled with. Fans often wish they'd discovered these learning strategies earlier and ask how they can help their kids master these skills as well. Now in this new book for kids and teens, the authors reveal how to make the most of time spent studying. We all have the tools to learn what might not seem to come naturally to us at first--the secret is to understand how the brain works so we can unlock its power. This book explains: • Why sometimes letting your mind wander is an important part of the learning process • How to avoid "rut think" in order to think outside the box • Why having a poor memory can be a good thing • The value of metaphors in developing understanding • A simple, yet powerful, way to stop procrastinating Filled with illustrations, application questions, and exercises, this book makes learning easy and fun. Offers ready-to-reproduce practice pages on such topics as identifying sentence parts, sequencing, and writing descriptive sentences.

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