Index

A
Abandoning books, 196–197
Academic words, 254
Accelerated Reader program, 85–86
Accountability, 246; and holding students accountable to goals, 243–244; and holding students accountable to their thinking, 103–109
Accountable talk, 131
Achebe, Chinua, 134
ACT, 2, 117
Actual development, learning zone of, 28
Addison, Joseph, 176
Adult book, for think-aloud text, 66
Aha moment, 225–230; additional resources for, 244; common pitfalls, 245–246; halftime conferences for, 228–230; and holding students accountable to goals, 243–244; mild, medium, spicy next-step suggestions for, 245; O3 conferences for, 232–236; racetrack conferences for, 230–232; and sticking to one grow goal until mastered, 237–241; suggestions for coaches and school leaders, 246–247; and taking notes, 241–243
“All Summer in One Day” (Bradbury), 94
Allen, Jane, 165
Alliance for Excellent Education, 6
America’s Choice, 177
Among (series; Haddix), 94
Anderson, J., 2
Anticipation vote, 149
Apocalypse, 94
Arbookfind.com, 39
Archimedes, 225, 226
Art of Teaching Reading (Calkins), 87
Arter, J. A., 325
Assessment, 166; and criteria for weekly reading, 308–309; and holding students accountable with different, 275–276; logistics to consider, 319–321; stage one, 348; and standardized assessments, 316; types of reading, 307–308
Assigned reading, 134–137; and annotations, 136; and cold calling, 136–137; and doing loop, 135–136; and SparkNotes, 137; teaching how to manage, 134–135
Athletes, 54
At-home reading, 135–136
Author’s chair strategy, 154, 339
Awards, 339

B
Baker/baker paradox, 63–64
Ball, Harriet, 4, 304
Bambrick-Santoyo, P., 325
Beck, I. L., 253, 260, 262, 268
Beers, K., 53, 67, 78, 139, 165
Better Lesson platform, 315
Bieber, Justin, 100
Bizarre, making it, 160, 193–204
Blogs, 106, 114, 132; sample, 107
Fig. 3.10
Bloom, B., 128
Bloom’s Taxonomy, 128
Bloor, Edward, 141
Index

Book: checkout, 192–193; checkout form, 180 Tab. 6.1; lists, 113; reports, 16; return, 193–194; on tape, 120, 138; unit, starting with easy, 41–42; walks, 138, 148
Book of the Month, 144
Book Whisperer (Miller), 91, 140
Bookcase updates, 177, 178, 182, 198
Bradbury, Ray, 94
Brain Rules (Medina), 111, 187
Break books, 90
Bring the Joy Back to Reading (Zimmerman), 51
Bringing Words to Life (Beck, McKeown, and Kucan), 253, 260, 262
Brooklyn Latin High School, 276, 278
Brown, Rita Mae, 176
Building Background Knowledge for Academic Achievement (Marzano and Chickering), 253, 260
Burns, S., 6

C
Café, 183
"California Girls" (song; Katy Perry), 200
Calkins, L. M., 87, 299
Candyland (boardgame), 49–50
Capstone Press, 45
Cat's Table (Ondaatje), 92
Chappuis, J., 325
Chappuis, S., 325
Character strategies, analyzing, 72
Character traits, 255
Choice reading, 7–10; additional resources for, 109; applying strategic reading to, 101–103; to encourage reading, 79–115; FAQs for, 112; and harnessing student engagement, 96–101; and helping students get lost in flow of reading, 92–96; and helping students make good choices, 88–91; and holding students accountable to their thinking, 103–109; mild, medium, spicy next-step suggestions for, 110–112; pitfalls, 112–114; suggestions for coaches and school leaders on, 114; teacher checklist for, 20–21; and teaching students how to build stamina, 81–88; texts for, 39; and what choice time looks like, 80
Chronicle of Narnia (Lewis), 113
Clark, R., 208
Class discussion, 270–288; before, 272–275; additional resources for, 285; after, 284–285; creating best questions for, 270–272; and explicitly teaching classroom discussion skills, 279–282; and giving questions in advance, 273–274; and holding students accountable with different assessments, 275–276; and interview skills, 270–272; keeping, kid-centered, 282–284; mild, medium, spicy next-step suggestions for, 286; pitfalls, 287–288; and reflecting, 285; rubric, 276–277; seating chart, 276, 278; suggestions for coaches and school leaders regarding, 286; and summarizing, 284–285; and using think, shares, and partner checklists, 274
Classic partnerships, 60
Classic whole group, 60
Classroom Assessment for Student Learning (Stiggins, Arter, Chappuis, and Chappuis), 325
Classroom discussion skills; and assigning roles, 281; and classroom discussion criteria for primary students, 279–280; and classroom discussion criteria for secondary students, 280; explicitly teaching, 279–282; and explicitly teaching strategies for excellence in, 280; and job of paraphraser, 281; and job of questioner, 281–282; and job of summarizer, 281; and reviewing goals, 279; and role of big ideas, 282; and role of clarifier, 282; and role of connector, 282; and role of questioner, 281–282; and videotape, 281
Classroom set-up, intentional, 171–184; additional resources for, 181; and being intentional with what is put on walls, 176–178; and Bookcase updates, 177, 178; and inspirational quotes, 176–177; and intentional library set up, 179–181; and intentional seating, 174; and making college visible, 176; mild, medium, spicy next-step suggestions for, 181–182; pitfalls, 182–183; and research library, 176; sample, 179–180 Fig. 6.5; and setting up comfortable reading spots, 173–176; and setting up reading café, 175; and student growth bar graphs, 177; suggestions for
Classroom set-up, intentional, (Continued) coaches and school leaders concerning, 183–184; and vacation reading, 175
Clay, M., 31, 44
Clements, Andrew, 130
Close reading: and accountable talk, 131; and “change it” questions, 128; and cognitive empathy, 133–134; criteria for; 125 Fig. 4.4; and elements of good close reading session, 125–127; guiding students through, 123–134; and push for textual support, 131–132; questioning hierarchy for, 128–130; taking work in, to higher level, 128–130
Closing, 337–340
CNN, 9
Cognates, using, 267
Cohen, G., 3
Cold calling, 136–137, 143
Collaborative learning, 93
Collapse (Diamond), 94
Collins, Suzanne, 93–95, 290
Comfort plus level, 146–147, 155–158
Comfort zone, 28
Common Core Standards, 6–7, 11, 64, 67, 118, 119, 128, 134, 138, 314, 355
Common Core State Standards (National Governors Association for Best Practices and Council and Chief State of School Officers), 67
Common pitfalls: additional resources for, 220; and addressing pitfalls trends, 214–218; and explicit modeling, 212–213; and hooking students into lesson by making it bizarre, 213; mild, medium, spicy next-step suggestions for, 219–220; and negotiation, 213; and positive reinforcement, 213; and remind and reinforce individually, 212; and remind and reinforce routine expectations, 212; suggestions for coaches and school leaders regarding, 221–222; whole-class and individual management strategies to address, 211–222
Comprehension, 159; questions to prompt, 160
Comprehensive Reading Inventory, 29
Conferencing, 155
Connell, Richard, 94
Context clues, 268
Coolio (singer), 177
Council and Chief State of School Officers, 67
Crime and Punishment (Dostoevsky), 133
Critical thinking, 61–64, 131–132
Csikszentmihalyi, M., 92
Curtis, Christopher Paul, 315

D
Daniels, Harvey, 52–53, 281
DEAR (Drop Everything and Read) exercise, 114, 140
Decoding, 155, 159; questions to prompt, 159
Deliberate practice, 42, 126
Dependent readers, 53
Developing Critical Awareness at the Middle Level (Johnson and Freedman), 67
Developmental continuum, 27, 28, 50, 172, 210, 227
Developmental learning, 28
Diamond, Jared, 94
Diary of a Wimpy Kid, 93, 94
Dictionaries, 268
Differences: and building differentiated community, 41; creating environment where peers support each other’s, 41–42; and post growth, 40; and starting with easy book unit, 41–42
Differentiated community, building, 41
Differentiated Reading Instruction (Robb), 44
Dipstick strategies, 58, 269
Direct instruction, 102
DK Eyewitness, 90
DonorsChoose (grant service), 183
Do-nows, 22, 266, 268, 289, 298, 300–302, 307, 308, 315, 352; sample, 301
Dostoevsky, F., 133
Double-entry journals, 105–106; sample, 106 Fig. 3.9
Drexel University, Philadelphia, 226
Driven by Data: A Practical Guide to Improve Instruction (Bambrick-Santoyo), 325
Duber, Albrecht, 94
Dweck, C., 40, 88

E
“Easy book unit,” 41–42
Echo reading, 153
Elmos, 105
Empathy, cognitive, 133–134, 215, 349
English Regents exam, 4
E-readers, 45
Ericsson, K. A., 17, 145–146
Essential 55 (Clark), 208
Example/Non-example, 260–262
Excel, 241, 243
Explicit criteria, 330–331
Index

F
Facebook, 177, 198
Fahrenheit 451 (Bradbury), 94
Federer, Roger, 227, 244
Feinberg, M., 16
"Fine Structure of Synaptogenesis in the Vertebrate Central Nervous System" (Synapse), 52
Finland, 2
Fischer, Edmond, 226
Fishbowl, 276, 279
Five-finger test, 37
Flip cards, 241–242
Fluency, 159–160
Focus on Vocabulary (Lehr and Hiebert), 267
Force rank, 62
Formative assessments, 307
Fountas, I., 38, 44, 155, 159, 165
"Four Horsemen of the Apocalypse" (Durer), 94
Freedman, Lauren, 67
Frindle (Clements), 150
Frustration zone (learning zone), 28–29
Fry Graph for Estimating Readability, 38, 42
Frye, B., 9
Fluency, 160; questions to prompt, 160

G
Gee, J., 50
Genres, mixing up, 123
Gettysburg Address (Lincoln), 290
Giver, 60, 61, 62
Gloss notes, 138
Goals: and celebrating growth, 88; and goal setting with book marks and sticky notes, 87; and goal setting with reading calendar, 86–87; holding students accountable for, 243–244; and making genre goals, 87–88; total books, 85–86; whole-class, 85
Golding, W., 94, 141
Gossip Girl (television series), 118
Grading, 323; and co-grading, 324; student involvement with, 324; sustainable, 320–321
Grants, 183
Great Books Foundation, 276, 278
Griffin, P., 6
Group inventories: and five-finger test, 37; and self-evaluation, 37; using, 37–38
Grow goals: creating, for each student, 232–236; establishing, 233; and giving specific next steps, 240–241; making sure students remember their, 243–244; sticking to one, until mastered, 237–241; suggested (in order of priority), 233–236 Tab. 9.1; what to do if student masters, 239–240
Growth, posting, 40
Growth mindset, changing thinking to, 211
Guided practice, 102
Guided reading, 12–13; additional resources for, 163; after reading strategies, 153–154; and conference for grow goals, 155–159; direct instruction in, 149–153; following same predictable structure in, 147–154; and grouping students homogenously and teaching one grade level up, 155–160; and homework, 168; and how guided reading boosts reading achievement, 147
Fig. 5.1; mild, medium, spicy next-step suggestions for, 164–165; to move students along continuum, 145–168; pitfalls, 167; planned, 160–161; prioritizing, 166–167; and readers who read on grade level, 166; and reassessment, 163, 166; and sample seven-week guided reading plan for students comfortably reading on second-grade level, 161 Tab. 5.2; skills and strategies to teach to different developmental groups during, 156–158 Tab. 5.1; and strategies before reading, 148–149; suggested further reading for, 16; suggestions for coaches and school leaders on, 166; teacher checklist for, 20; team and family in, 167; texts for, 39; and what teacher is doing during independent work, 153
Guiding Readers and Writers (Fountas and Pinnell), 44, 165
Gunning, T., 9, 27, 130

H
Haddix, Margaret Peterson, 94
Halftime conferences, 228–230
Harlem, New York, 1
Hart, B., 249
Harvey, Stephanie, 52–53
Hattie, J., 317
Hawthorne, N., 118
Heath, C., 241, 335
Heath, D., 241, 335
Hello Kitty, 100
Henry and Mudge (Rylant), 42
Index

Hidden directives, 318
Hiebert, E. H., 267
Higbee, K. L., 190
Hillocks, G., 128
Holes (Sachar), 141
Hosseini, Khaled, 28
Houston, Texas, 16
Hugo, Victor, 177
Hunger Games (Collins), 93–95, 290; playlist for, 94
Hunter, Madeline, 58

I
I Love Reading pages, 107–109; and sample choice reading blog entry, 108 Fig. 3.11; survey, 114
I Read It, but I Don’t Get It (Tovani), 67, 165
IEPs, 1–2
Importance, determining, 72, 74
Incremental time, 84
Independent practice, 102
Independent readers, 9, 51–54; difference between, and dependent readers, 53
Independent reading, 93, 150–151
Inferring, 72; and making inference strategies, 73
Intentional interruption, 282–283
Intentional layout, 346
Interactive learning, 61
Intervention groups, 298–299
i-Think journals, 103–104, 119
Iyengar, S., 89

J
Jackson, Shirley, 94
Jago, C., 117, 133
Jeopardy (game), 130
Johnson, Holly, 67
Judy Moody (McDonald), 118
Justifiable interpretations, 132

K
Keene, Mary Ellen, 67
Kimball, Juliana, 177
King, M. L., 129
King, Stephen, 94
KIPP: AMP, 255
KIPP (Knowledge Is Power Program) Academy, 259, 291, 295, 315; mission, 176
KIPP Academy: Houston, 16; New York (South Bronx), 16
KIPP Infinity Charter School (Harlem, New York), 1, 2, 4, 5, 16, 53, 80, 106, 167
Kite Runner (Hosseini), 28
Knick-knacks, 183
Knowledge goals, 312, 331
Kounios, John, 226
Krashe, S., 9, 80
Kriete, R., 84, 191, 353
Kucan, Linda, 253, 260, 262

L
Lehr, F., 267
Lemov, D., 60, 141, 266
L’Engle, M., 26
Leslie, L., 44
Lesson planning: additional resources for, 341; and applying strategy across genres and applications, 340; and closing out lessons, 337–340; and connecting to what students did yesterday, 333–334; and creating explicit criteria based on aim, 330–331; for direct instruction (I do/we do), 334; and example and non-example of criteria, 332 Tab. 14.1; following same predictable structure in, 331–334; and guided practice and checks for understanding (we do), 334–336; and independent reading (you do), 336–337; introducing, 333; mild, medium, spicy next-step suggestions for, 341; overview of, 329–330; and pacing, 340; pitfalls, 342; purpose of, 333; and schema, 333; and strategies for coaches and school leaders, 343; and time check, 335–336
“Letter from a Birmingham Jail” (King), 122, 129
Leveled reading, suggestions for, 44
Levin, David, 4, 16, 17, 172, 185, 304
Lewis, C.S., 113
Lewis, Michael, 210
Lexile.com, 38, 39
Libraries, 91; having up-to-date, 90–91; intentional set up for, 179–181; making use of school or public, 91
Library checkout, 179
Lifelong readers: launching, 19; steps to creating, 19–20, 49–78; steps to enhance, 21–22; and strategic reading, 51–54; and teaching students to understand what they read, 49–78
Lightning Thief (Riordan), 93
Lincoln, Abraham, 290
Literal meaning, strategies to determine, 69–71
Literary elements: analyzing, strategies, 74
Literary essay, 278–279
Literature Circles: Voice and Choice in the Student-Centered Classroom (Daniels), 281
Index

Long Walk (King), 94
Lord of the Flies (Golding), 94, 141
"Lottery" (Jackson), 94

M
Made to Stick (Heath and Heath), 241
"Magic beans" strategy, 102
Magic ratio, 113–114
Make It Yourself reading inventory, 29
Mandrian, Brigitte, 87–88
Manhattan, borough of, 4
Mario Cart (videogame), 90
Marsden, John, 105
Marzano, R., 253, 257, 260
McCarthy, Brandon, 209–210, 214, 218, 285
McCarthy, Cormac, 94
McDonald, Megan, 118
McKnew, G., 253, 260, 262, 268
McTighe, J., 309
Measures of Academic Progress (MAP), 37–38
Medina, J., 111, 187
Meyer, Stephanie, 55, 56
Mild, medium, spicy next-step suggestions, 43, 76–77
Miller, D., 91, 140
Miscues, 32, 33, 155, 161
Moneball (Lewis), 210
Montgomery, K., 299
Morning Meeting Book (Kriete), 84, 353
Morphemes, 254, 269
Mosaic of Thought (Keene and Zimmerman), 67
Most Dangerous Game (Connell), 94
Muscle memory routines, 185–208; additional resources for, 207–208; and criteria for teaching classroom routine, 186; examples and non-examples in, 188–190; and keeping it real, 206–207; and making it bizarre and fun, 190; mild, medium, spicy next-step suggestions for, 205–206; and Reading Without Limits routines, 191–192; and remind and reinforce, 190–191; suggestions for coaches and school leaders on, 208; and visualizing routine, 187–188
Musical chairs, 61

N
NAEP. See National Center for Educational Studies (NAEP)
National Center for Educational Studies (NAEP), 1, 3
National Governors Association for Best Practices, 67
National Reading Panel (NRP), 8
New York City school report cards, 4
New York State, 294
New York State English Language Arts test, 316
New York Times, 2
New York University Bobst Library, 176
New York Yankees (baseball team), 32
No Child Left Behind, 9
Non-examples, 187
Nonfiction, 6–7
Not Hot routines, 193
Note taking, 241–243
Question hierarchy, 130

O
O3 (one-on-one) conferences, 232, 241–243, 246; when to do, 243
Odyssey (Homer), 10
Of Mice and Men (Steinbeck), 164
Onstad, Michael, 92
Osborn, J., 267
Oscar Meyer commercial, 97
Over writer/over reader, 113–114

P
Pacing, 241
Paradise of Choice (Schwartz), 89
Paraphrasing, 69–70
Partner checklist, 274
Pass the Mic, 283–284
Patterson, J., 9
Pickering, D., 253, 260
Picture book, 66
Pinnell, G. S., 38, 44, 155, 159, 165
PISA exams, 2
Playlists, creating, 94–95; sample, for Hunger Games, 94
Post growth, 40
Potter, Harry, 93
Power of Reading (Krashen), 9
Props, 153
Proximal development, learning zone of, 29

Q
QRI-5 reading inventory, See Qualitative Reading Inventory-5 (Leslie)
Qualitative Reading Inventory-5 (Leslie), 5, 29, 37, 44
Question criteria, 272–273; and difference between great and not great discussion questions, 273 Tab. 11.1
Question hierarchy, 130

R
Racetrack conferences, 230–232, 246
Ramp Up Literacy (America’s Choice), 177
Ranking, 154
Read-aloud/think-aloud, using, to introduce strategies,
Read-aloud/think-aloud, (Continued)
54–57, 150–152, 346; check for understanding during, 57–59; example of, 55–57
Read-a-thons, 113
Reading: binders, 195–196, 205–207; café, 175; calendar, 86–87; comprehension, sequence of strategies for, 67–68; conferences, 21; inventory, 29; leveled, 44; partnerships, 95; scales, 38 Table 1.3; span, 27–30
Reading, flow of: and creating playlists, 94–95; and creating reading partnerships, 95–96; helping students get lost in, 92–96; and series books, 93–94
Reading Don’t Fix No Chevys (Smith and Wilhelm), 89
Reading level: additional resources for finding, 42–43; assessments, 46; and baby books for big kids, 45; and creating environment where peers support each other’s differences, 39–42; determine, by using running record, 30–36; finding students’, 25–46; and formula for reading span, 27–30; and matching students to books based on comfort level, 38–39; mild, medium, spicy next-step suggestions for finding, 43; and ordering lots of lower reading level books, 45; organizing, 46; and sneaking harder books, 44; and suggested further reading for leveled reading, 44; suggestions for coaches and school leaders on, 45–46; and teacher language around levels, 44–45
Reading symbols, 104–105; that align with common core standards, 105
Reading Without Limits: and choice reading, 8–10; and guided reading, 12–13; literacy mission of, 3; overview of, 5–7; program description, 5 Fig. 1.1; and shared reading, 10–12; teacher checklist, 19–22
Reading Without Limits, literacy values of, 14–18; and deliberate practice, 18; and high expectations, 16–17; and joy and rigor, 15–16; and more time, 17–18; and stamina, 14–15
Reading Without Limits program, building, 343; additional resources for, 353–354; components of, 344–345; and do now’s, 352; and keeping it real, 354–355; and mild, medium, spicy next-step suggestions, 354; and remind and reteach, 353; and routinizing essentials, 345–348; and spiral, 352–353; and stage one assessments, 348; and stage one choice reading, 346–347; and stage one shared reading, 347; and stage one vocabulary, 348; and stage three choice reading, 350–351; and stage three guided reading, 352; and stage three strategic reading, 351–352; and stage two choice reading, 349; and stage two introducing guided reading, 350; and stage two shared reading, 349–350; and strategies for coaches and school leaders, 355; and using scripts, 353
Reading Without Limits routines: and choice, shared, and guided reading: comfortable seating, 197; and choice, shared, and guided reading: how to handle a book, 201–202; and choice, shared, and guided reading: students listening to read-aloud, 202–204; and choice, shared, and guided reading: turning and talking, 199–200; and choice and shared reading: reading binders, 195–196; and choice reading: abandoning books, 196–197; and choice reading: book return, 191–194; and choice reading: bookcase updates, 198; and choice shared, and guided reading: keeping clean library, 194–195; and shared reading: assigned books, 204–205
readings-a-z.com, 166
Reflecting, 285
Remind and reinforce, 84, 162, 190–191, 205, 212, 214
Resnick, L. B., 131
Response logs, 340
Reteaching, 238–239
Retell, 33–34
Rigor, 15–16, 27
Riordan, Rick, 93
Risley, T., 249
Riverdale High School (New York City), 10
Road, The (McCarthy), 94
Road maps, 132–133
Robb, L., 44, 78
Rodriguez, Alex (A-Rod), 32

Index
Index

"Rolling in the Deep" (song; Adele), 202
Rotten Tomatoes, 62
Routines, 92
Rowe, M. B., 59
Running Man (movie), 94
Running record, 30–36; and difference between self-correction and miscues, 33; and evaluating comprehension with tiered questions and retell, 33–34; example of, 31–32; finding time to administer, 35–36; and group inventories, 36–38; and how to calculate student’s comfort level, 34; and kid-friendly way to start assessment, 34–35; reading miscues with, 33; and testing frequency, 35; and where to start, 34
Running Records for Classroom Teachers (Clay), 44
Rylant, C., 42
Sachar, Louis, 141
Samuels, S. J., 8
Santman, D., 67, 131, 132, 140, 299
Saphier, J., 330–331
Say something, 138–139; steps to, 139
Sayuri (seventh and eighth grade reading teacher), 83, 104, 346–347
Scarlet Letter (Hawthorne), 118
Scheduling, 166
Schema, 333
Schwartz, B., 89
Scieszka, Jon, 28
Seattle Mariners (baseball team), 32
Self-assessment, 317–318; using Bookcase Updates for, 177
Self-reflection, incorporating, 275; and self-reflection checklist, 275
Separating students, 162
Series books, 113
Shades of Meaning (Santman), 67, 131, 140
Shakespeare, W., 10
Shared reading, 10–12; additional resources for, 159; and assigned independent reading, 11–12; and assigned reading, 134–137; and book-of-the-month exercise, 144; and choosing right text, 119–120; and classroom discussion, 12; and close reading, 11; and guiding students through close reading, 123–134; mild, medium, spicy next-step suggestions for, 140–142; and mixing up genres, 123; scaffolding, for struggling readers, 138–139; scheduling block for, 118–120; suggestions for coaches and school leaders on, 143–144; to teach, reinforce, and challenge, 114–144; teacher checklist for, 20; texts for, 39, 65; texts for, for lower high school, 122; texts for, for lower middle school, 121; texts for, for mid elementary school, 120; texts for, for upper elementary school, 121; texts for, for upper high school, 123; texts for, for upper middle school, 122
Shiloh (Naylor), 313
Skillful Teacher (Saphier, Gower, and Speca), 330–331
SLANT (KIPP schools strategy), 208
Small wins 237–238
"Small Wins: Redefining Social Problems" (Weick), 237–238
Smartboards, 105
Smith, Betty, 141
Smith, M., 89
Snow, C. E., 6
So What? graphic organizer, 109
Table 3.3
Spanish speaking students, 29
SparkNotes, 137
Speca, Mary Ann Haley, 330–331
Spiraling, 264–265, 352–353
Stabookski.wordpress.com, 106
Stamina, 81–86; and abandoning book or sticking it out, 83–84; checklist, 82–83; criteria for building, 81; explicitly teaching, 82–84; and incremental time, 84; proactively building, 84–88; reading calendar for boasting, 86; and reminding and reinforcing, 84–85; teaching students how to build, 81–82; and visible accountability, 84
Standardized tests, 21–22, 289–305; additional resources for, 302; and building test-taking stamina, 294–296; and designing intervention groups, 298–299; and immersing students in testing genre starting week one, 296–297; importance of regular exposure to, 300–302; and making goals kid friendly, 291; and making goals visible, 291; mild, medium, spicy next-step suggestions for, 302–303; pitfalls, 304–305; and recognizing leveled reading, 297; and
Standardized tests, (Continued)
standardized stamina strategies, 295–296;
strategically read standardized test for,
291–292; and strategies for coaches and school leaders,
303–304; teach, like you teach strategic reading,
290–294; test-taking strategies for, 292–294
Stiggins, R. J., 325
Stine, R. L., 89, 120
Strategic reading, 51–54; and analyzing characters in
fiction or people in nonfiction texts, 71;
applying, to choice reading, 101–103; and
“before-reading” strategies, 68; and beginnings of text
strategies, 69; and choosing think-aloud text, 65–66; and
common think-aloud pitfalls, 64–65; and implied
meaning strategies, 71–74; and making new meaning
strategies, 74–76; and moving from checks for understanding to guided
practice, 57–64; and paraphrasing and
figuring-it-out strategies, 70; and sequence of strategies for reading comprehension,
66–68; and strategies for beginning of text, 69; and strategies to determine literal meaning, 69–71; and using
read-aloud/think-aloud to introduce strategies, 54–57; and visualizing strategies, 71
Strategic Reading (Wilhelm), 78
Struggling leaders: and linking learning to real life, 99
Struggling readers, 61, 77, 177, 231, 244, 312, 331; and
creating specific knowledge goals, 355; scaffolding
shared reading for, 138–139
Student engagement, harnessing:
and choosing passages from personal books, 99–100; and
connecting to life interests, 98–99; getting to know
students for, 100; and read-a-thons, 96–97; and
reading warnings, 96; and recommendation shelves,
99; and selling students on reading, 97; use of songs for,
97–98; using surveys to, 100–101
Summarizing, 14, 281, 284–285, 339
Summative assessments, 308
Surveys, using, 101–102
Switch (Heath and Heath), 335
Synthesis, 72, 74
T
Talk into the Silence, 283–284
Tangerine (Bloor), 141
Taylor, B., 9
Teach for America, 16
Teach Like a Champion (Lemov),
60, 141, 266
Teachable moments, 78
Teachers College, 107; website, 34
Teachers College Running
Records reading inventory,
29, 34
Teachers College website, 34
Teacher’s Guide to Standardized
Reading Tests (Calkins,
Montgomery, and Santman), 299
Teaching Reading in Social
Studies, Science, and Math
(Robb), 78
Testing, 306–325; additional
resources for, 321; and
assessment logistics to consider for, 319–321; and
criteria for weekly reading assessment, 308–309;
further reading on, 325; and keeping it kid-friendly,
318–319; mild, medium, spicy next-step suggestions
for, 321–322; pitfalls, 323–324; and
self-assessment, 317–318; and spiraling content from
last month, 314–315; and spiraling content from
months or years back, 315–316; and standardized assessments, 316; and strategies for coaches and school
leaders regarding, 324–325; and this week’s objectives with unfamiliar text,
312–314; and this week’s strategies, 309–312; and
types of reading assessments, 307–308; and vocabulary, 316–317
Text annotation, 136; sample, 137
Fig. 4.8
Text strategies, 69–70
Text Talk (Beck and McKeown),
269
Textual evidence, 132
Things Fall Apart (Achebe), 134
Think-aloud 1, 56
Think-alouds, 55; and avoiding
teachable moments, 64; and
choosing text for, 65–66; and
keeping, short, 65; and planning, in advance, 65; and
short excerpts, 66; and think-aloud pitfalls, 64–65
Index

Time Warp Trio (Scieszka), 28
Tom Sawyer (Twain), 290
Tomorrow, When the War Began (Marsden), 105
Toobaloos, 91, 152
Tovani, C., 67, 165
Transferring, 154
Tree Grows in Brooklyn (Smith), 141
Turn and talks, 61, 199–200
Twilight (Meyer), 55, 56, 93
Twitter, 198

U
UFC (Ultimate Fighting Championship), 100
Uncommon School Network, 60
Understanding, checks for: and allowing students to try strategy before trying on own, 60–61; and checks for understanding during read-aloud, 57–60; and dip sticking, 58; and guided practice strategies that push rigor and critical thinking, 61–64; and incorporating wait time, 57–59; moving from, to guided practice, 57–64; and right is right, 560; and signaling, 59; and stop and jot, 59
University of California, Los Angeles, 188
University of Minnesota, 8
U.S. Department of Education, 26
Usher (singer), 97

V
Vampire Diaries, 90
Vea, Michael, 36
Videogames, 40; links between, and literacy, 50
Visualizing, 71
Vladimir Tod Series, 90
Vocabulary: academic, 253; additional resources for, 268; and assess on Friday, 263–265; and buddy check on Thursday, 259–260; chant, 266; and character traits, 253; and choosing right words to teach, 252–256; devoting time to reading to boost, 250–251; and explicitly teaching new words on Monday, 256; and how to explicitly teach new words, 256–258; and incorporating application in class or homework, 260–263; mild, medium, spicy next-step suggestion for, 265–266; and morpheme families, 254, 269; and most common prefixes, 254–255; pitfalls, 268–269; and planning four-week word cycle, 255–256; and speaking using high-level, 251–252; and strategies for coaches and leaders, 267; and synonym slide on Wednesday, 259; teachable moments, 268–269; teaching, 21, 248–269; and tier two words from shared reading, 253–254, 267; tricky, 148–149; and weekly vocabulary schedule, 257
Vygotsky, Lev, 28, 117, 146; zones of proximal development, 46, 118

W
Wait time, incorporating, 58–59
Wall Street Journal, 226
Watsons Go to Birmingham, 315
Weick, K., 237–238
When Choice is Demotivating (Iyengar), 89
When Kids Can’t Read (Beers), 53, 67, 78, 139, 165
Whiteboards, 61
Wiggins, G. P., 309
Wikipedia, 8
Wilhelm, J., 54, 67, 78, 89
Williams, Venus, 227
Winfrey, Oprah, 95
With Rigor for All (Jago), 117, 133
Wooden, John, 188
Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom (Fountas and Pinnell), 155, 159, 160, 165
Word whisperer, 267
Wrinkle in Time (L’Engle), 26, 28, 42
Wu, Yi-Chen, 8

Y
YA (young adult) books, 101
Yellow Brick Roads (Allen), 165
You Gotta Be the Book (Wilhelm), 67
“You Make Me Wanna” (song; Usher), 97
Your Memory: How It Works and How to Improve It (Higbee), 190–191
Your-life questions, 63–64

Z
Zimmerman, S., 51, 52, 67