

MOSAIC OF THOUGHT TEACHING COMPREHENSION IN A READERS WORKSHOP ELLIN OLIVER KEENE READ ONLY

Mosaic of Thought

Straightforward and jargon-free, *Mosaic of Thought* is relevant to all literature-based classrooms, regardless of level. It offers practical tools for inservice teachers, as well as essential methods instruction for preservice teachers at both the undergraduate and graduate level.

Mosaic of Thought

Explains how teachers can enhance their students comprehension skills; providing classroom strategies, examples, vignettes, tools for creating reader workshops, advice on think-alouds and conferring, and tips on long-term planning.

Mosaic of Thought -Lib

Mosaic of Thought Online Course available to all adopters of 25 copies or more of *"Mosaic of Thought,"* Second Edition. Ellin Oliver Keene and Susan Zimmermann have returned with a new edition of *"Mosaic of Thought"* that features 70 percent new material. When the first edition published ten years ago, *"Mosaic of Thought"* became a runaway best seller as the first book to explicitly describe the use and benefits of strategy-based comprehension instruction. Since then comprehension strategy instruction has exploded, leading to numerous inspiring variations on *"Mosaic"*'s instructional principles, as well as a widening of the comprehension research base. Now the second edition offers up-to-the-minute insight for classroom teachers, literacy coaches, and school leaders everywhere, and reminds everyone of precisely what effective, long-lasting comprehension teaching looks like. *"Mosaic of Thought,"* Second Edition, has been carefully revised and reflects Keene and Zimmermann's latest thinking. It's designed to help teachers implement practical, thoughtful ideas for teaching comprehension in contemporary classrooms through the seven core strategies that successful readers use to engage with texts. Packed with new classroom examples, grounded in the latest research, and written in the same accessible tone as the first edition, reaffirms the essential elements of powerful comprehension teaching introduced in the first edition while adding and updating features, including: Key Ideas sections for each strategy that describe crucial comprehension concepts new classroom examples that show comprehension strategies put into action in dynamic, literature-rich, current classrooms new opening vignettes that illustrate the concepts students will learn through explorations of the thinking used by proficient adult readers new tools to help teachers create effective reader's workshops innovations from teachers around the country for fine tuning think-alouds and conferring practices new advice on long-term instructional planning. Keene and Zimmermann have also created an invaluable Q-and-A section with smart, informed responses to the questions that today's teachers most frequently ask about strategy-based teaching. Whether you are just now joining the hundreds of thousands of teachers who have made Keene and Zimmermann their central resource for comprehension teaching, or whether you've relied on their advice for years, *"Mosaic of Thought,"* Second Edition, will change your literacy instruction - and possibly your own reading - forever. It's filled with vital, new information, new research, and proven practices. Read it today and give your students strategies for connecting with texts that will last a lifetime.

Comprehension Going Forward

Examines the characteristics of effective comprehension instruction, explores the range of applications it has for students, and discusses areas for improvement.

Talk about Understanding

Reading education pioneer Ellin Oliver Keene demystifies comprehension instruction by describing what it can look like when readers comprehend deeply and what it can look like when teachers aim for this deep comprehension. This ground-breaking book is illustrated with video footage of Ellin modeling the reading instruction she describes. Here, you can watch Ellin use language and teaching moves that help students go beyond superficial reading comprehension to lasting understanding. *Talk About Understanding* offers:

- "Outcomes of Understanding" Markers-descriptions of the behaviors present when children understand a text deeply including ways to assess with and teach toward these outcomes.
- "Talk About Understanding" Principles-suggestions to modify teaching language and teaching interactions to deepen children's ability to comprehend.
- "From the Inside" Video Segments-classroom footage of Ellin teaching lessons that illustrate use of the "Outcomes of Understanding" markers and "Talk About Understanding" principles from the book.

Do your students understand their reading as deeply as they need to? *Talk About Understanding* has the guiding principles, the teaching suggestions, the carefully described outcomes, and the video support to help you teach your students how to comprehend, thoroughly and eagerly, the varied and complicated texts in the world around us.

To Understand

To Understand proposes a model that incorporates all aspects of literacy instruction and describes how teachers can focus on what matters most. Keene shows that when teachers target the most essential content, they can help every student engage more deeply with texts and discover a passion for reading and learning. You'll learn to draw out students' intellectual interests and spark improvements in their literacy learning and comprehension-even among students who struggle. You'll see that teaching the Outcomes and Dimensions of Understanding can help readers exceed expectations and also help broaden your vision of their capacity and energy for learning.

Yellow Brick Roads

Provides teachers with research, practical methods, detailed strategies, and resources for read-aloud, shared, guided, and independent reading.

Growing Readers

Primary-grade teachers face an important challenge: teaching children how to read while enabling them to build good habits so they fall in love with reading. Many teachers find the independent reading workshop to be the component of reading instruction that meets this challenge because it makes it possible to teach the reading skills and strategies children need and guides them toward independence, intention, and joy as readers. In *Growing Readers*, Kathy Collins helps teachers plan for independent reading workshops in their own classrooms. She describes the structure of the independent reading workshop and other components of a balanced literacy program that work together to ensure young students grow into strong, well-rounded readers. Kathy outlines a sequence of possible units of study for a yearlong curriculum. Chapters are devoted to the individual units of study and include a sample curriculum as well as examples of mini-lessons and reading conferences. There are also four "Getting Ready" sections that suggest some behind-the-scenes work teachers can do to prepare for the units. Topics explored in these units include: print and comprehension strategies; reading in genres such as poetry and nonfiction; connecting in-school reading and out-of-school

reading; developing the strategies and habits of lifelong readers. A series of planning sheets and management tips are presented throughout to help ensure smooth implementation. We want our students to learn to read, and we want them to love to read. To do this we need to lay a foundation on which children build rich and purposeful reading lives that extend beyond the school day. The ideas found in *Growing Readers* create the kind of primary classrooms where that happens.

The Book Whisperer

Turn any student into a bookworm with a few easy and practical strategies Donalyn Miller says she has yet to meet a child she can't turn into a reader. No matter how far behind Miller's students might be when they reach her 6th grade classroom, they end up reading an average of 40 to 50 books a year. Miller's unconventional approach dispenses with drills and worksheets that make reading a chore. Instead, she helps students navigate the world of literature and gives them time to read books they pick out themselves. Her love of books and teaching is both infectious and inspiring. In the book, you'll find: Hands-on strategies for managing and improving your own school library Tactics for helping students walk on their own two feet and continue the reading habit after they've finished with your class Data from student surveys and end-of-year feedback that proves how well the Miller Method works *The Book Whisperer* includes a dynamite list of recommended "kid lit" that helps parents and teachers find the books that students really like to read.

I Read It, But I Don't Get it

Practical, engaging account of how teachers can help adolescents develop new reading comprehension skills. You will be taken step-by-step through practical, theory-based reading instruction that can be adapted for use in any subject area.

Reading with Meaning

In the second edition of *Reading with Meaning*, Debbie Miller shares her new thinking about comprehension strategy instruction, the gradual release of responsibility instructional model, and planning for student engagement and independence. It has been ten years since the first edition, in which Debbie chronicled a year in her own classroom. *Reading with Meaning, Second Edition* supports that work and expands her vision of strategy instruction and intentional teaching and learning. Debbie believes that every child deserves at least a full year of growth during each classroom year and offers planning documents with matching assessments to ensure that no child falls through the cracks. The second edition also provides new book recommendations that will engage and delight students, and current picture books for reading aloud and strategy instruction. This new edition reflects Debbie's professional experiences and judgment, her work in classrooms and collaboration with colleagues, and the current research in the field, showcasing her newest, best thinking.

The Literacy Studio

"In *The Literacy Studio*, the author reconsiders our most basic assumptions about the "traditional" reader's and writer's workshop approach and structure. The author proposes an alternative workshop structure, one teachers can adjust, amend, tinker with. A literacy block that is flexible enough to allow teachers to be directly responsive to your kids' needs. She addresses planning, scheduling, conferring, differentiating, record keeping, and reflecting so that students can build their knowledge of reading by writing and vice versa. She discusses how to maximize students' choice in how they spend their time and engagement as independent readers and writers. *The Literacy Studio* takes teachers and children beyond the workshop structures that we've used for many years by maximizing time for active learning because reading and writing instruction is integrated"--

Beating Them All! Thirty Days to a Magic Score on Any Elementary Literacy Instruction Exam for Teacher Certification

Study guide for teacher certification exams.

The First Days of School

Over 3 million copies have been sold of the preeminent book on classroom management and teaching for lesson achievement. The book walks a teacher, either novice or veteran, through the most effective ways to begin a school year and continue to become an effective teacher. This is the most basic book on how to teach. Every teacher and administrator needs to have a copy. The book is used in thousands of school districts, in over 65 countries, and in over 1000 college classrooms. It works and it's inspiring. Included in this 3rd edition is a free 38 minute Enhanced CD, Never Cease to Learn. This bonus CD features Harry Wong with a special introduction by Rosemary Wong. The motivational message delivered is one all educators must hear and see.

The Teacher You Want to be

This book is about bringing the education we want for our own children to all. It is focused on a set of strongly held beliefs that drive the actions of educators every day. Each chapter of the book is focused on a single belief and invites readers to consider what they can do to help children attend schools based on the true, authentic expressions of their teachers' beliefs. Contributions include essays by many prominent educators including Sir Ken Robinson, Deborah Meier and Thomas Newkirk. Please click on the contents tab below for a list of all 18 contributors. In 2012, a diverse group of American educators made a pilgrimage to Italy to observe instruction at a Reggio Emilia school. Their observations resulted in a desire to articulate a set of belief statements about education. This book is based on those beliefs. With this collection, the authors and editors hope to create a space in the current education conversation for teachers to know that they can teach in a way that is aligned to their beliefs.

Strategies that Work

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.

No More Independent Reading Without Support

We know children learn to read by reading. Is independent reading valuable enough to use precious classroom minutes on? Yes, writes Debbie Miller and Barbara Moss, but only if that time is purposeful. DEAR and SSR aren't enough. Research shows that independent reading must be accompanied by intentional instruction and conferring. Debbie and Barbara clear a path for you to take informed action that makes a big difference, with: -a rationale for independent reading that's worth finding the time for -research evidence on its effectiveness and instructional best practices -a framework with 10 teaching tactics for starting and sustaining success. "When we set children loose day after day with no focus or support, it can lead to fake reading and disengagement," write Debbie and Barbara. "It's our job to equip children with the tools they need when we're not there." Read *No More Independent Reading Without Support* and find out how.

Making Words

Contains one hundred sixty lessons for teachers to use when teaching language arts to grades 1-3. Includes reproducibles.

No More Taking Away Recess and Other Problematic Discipline Practices

Frustrated by ongoing difficult student behavior? You're not alone: classroom management issues are a leading cause of teacher burnout. But there is a solution. *No More Taking Away Recess and Other Problematic Discipline Practices* shows how to promote good behavior, address interruptions, and keep everyone moving forward. "Management and control are not the same," write teacher and school leader Gianna Cassetta and noted researcher Brook Sawyer. If trying harder to exert control is sapping your energy, watch as they show how to transition away from the roles of disciplinarian or goody dispenser and toward an integrated, professionally satisfying model for classroom management. You'll find everything you need to get going, including: the rationale for abandoning rewards and consequence tactics research on more developmentally appropriate-and efficient-management a plan that integrates instruction and management to decrease interruptions specific strategies for addressing misbehavior and refocusing on learning goals ways to analyze problematic behaviors and help students connect and stay motivated. Ease your frustration with classroom management and return dozens of hours lost each year to addressing problematic behaviors. Take a page from *No More Taking Away Recess and Other Problematic Discipline Practices* and turn your classroom into a community that helps students become their best selves-and helps you rediscover the joy of teaching. About the Not This, But That Series *No More Taking Away Recess and Other Problematic Discipline Practices* is part of the Not This, But That series, edited by Nell K. Duke and Ellin Oliver Keene. It helps teachers examine common, ineffective classroom practices and replace them with practices supported by research and professional wisdom. In each book a practicing educator and an education researcher identify an ineffective practice; summarize what the research suggests about why; and detail research-based, proven practices to replace it and improve student learning. Read a sample chapter from *No More Taking Away Recess and Other Problematic Discipline Practices*.

Engaging Children

What motivates us to learn? We all want our students to be engaged learners, but we often struggle with getting them excited about and responsible for their own learning. In *Engaging Children*, Ellin Oliver Keene explores the question: What can we do to help students develop internal motivation or, better yet, engagement? Differentiating between compliance, participation, motivation, and engagement, she shows how to develop and recognize true student engagement in your classroom and help students take more responsibility for their learning. Explore the conditions where student-driven engagement flourishes. As a teacher, instructional coach, or principal you will learn to cultivate an environment for increasing student engagement. You will also explore four pillars of engagement that provide a framework for considering what it means to be engaged: Intellectual urgency: The compelling drive we experience when we choose to invest time and effort in learning; using questions to propel our learning forward. Emotional resonance: The ability

to describe when a concept is imprinted on our mind and our heart; experiencing a strong emotional connection to what we learn or read. Perspective bending: An awareness of how others' knowledge, emotions, and beliefs shape our own; adjusting our thinking when challenged and relishing the opportunity to impact others with our ideas. The aesthetic world: A recognition of moments when we find something uniquely beautiful, captivating, hilarious, or meaningful; discussing a book, an illustration, a painting, or an idea that seems to have been created just for us. Truly engaged children are more likely to remember and reapply what they learn. Engagement provides authentic motivation for students and helps them become citizens who act on their learning for the betterment of the world. With Ellin's guidance, you'll discover how to help all children uncover their drive for deeper learning. Join the Engaging Children Facebook group: facebook.com/groups/EngagingChildren

No More Summer-Reading Loss

"Everyone loves summer-except reading teachers. Kids take a vacation from books and those with limited access to books lose ground to their peers. You may have thought there's nothing you can do about it, but there is. No More Summer-Reading Loss shows how to ensure that readers continue to grow year round. Building independence. Keeping kids on grade-level. Closing the achievement gap. These are just a few of the valuable outcomes that No More Summer-Reading Loss can support. Most importantly, it will help you pass on a love of reading that knows no season and gives readers confidence when they return in the fall."-- Publisher's description.

Practical Punctuation

Dan has made it his business to delve into punctuation, and we are all the wiser for the impressive and exciting writing about the subject that he has done in this book. - Carl Anderson Author of *How's It Going?* and *Assessing Writers* In all the books I've read about written language, Dan's is the first to explore the mind's ear.... He has actually changed the way I read as well as write. How lucky we are to (finally) have an intellectually engaging exploration of what we have too long considered drudgery.... When you consider Dan's approach, you'll wonder how you ever taught another way. - Ellin Oliver Keene Coauthor of *Mosaic of Thought*, Second Edition, and author of *To Understand Get ready to be taken by the hand by a master teacher* who will show you how to teach students the rules of punctuation in clearly defined lessons. From the first page I was eager to take this book to my own teaching. - Mary Ehrenworth Author of *The Power of Grammar* Punctuation is important. Period. Good writers know the rules, but skilled punctuators don't simply go by the conventions. They use punctuation to make meaning. *Practical Punctuation* shows you how to help students discover the relationship between punctuation and meaning - and how they can use it to improve their writing. *Practical Punctuation's* strategies help writers connect periods, commas, and dashes to mood, emphasis, and rhythm. Dan Feigelson's ready-to-use lessons provide opportunities to: show students the purposes of punctuation before teaching them the rules give writers chances to experiment with punctuating model the thinking that goes into punctuating teach conventions explicitly, but not absolutely hold students accountable for punctuation in formal writing. Feigelson's lessons are highly structured. They demonstrate how to teach punctuation as a craft tool with writers of varying sophistication or age: beginners: ending punctuation intermediate-stage writers: the comma advanced writers: internal punctuation and cadence. Feigelson includes a handy teacher's reference guide to punctuation as well as grade-by-grade guidelines that make assessing punctuation simpler. And his interviews with world-renowned authors will help you and your writers better understand the power punctuation has to impart meaning. Read *Practical Punctuation* and help students make choices with punctuation - instead of letting punctuation rules make choices for them.

A Teacher's Guide to Reading Conferences

"With a focus on goal-directed, purpose-driven reading conferences, the author shows how form follows function--the structure of each conference is clearly designed to serve its purpose. Through "Researcher Spotlights" in each chapter, she'll also introduce you to a few of the teaching mentors and researchers who've

had a profound influence on her work. The author describes different types of conferences, some designed for individuals, others for small groups. Some are used during independent reading time, others during partnership or club time. One can read the chapters in order or dip into the chapter that best suits their needs and purpose"--

The Comprehension Toolkit

Grades 3-6 "Active literacy is the means to deeper understanding and diverse, flexible thinking, and is the hallmark of our approach to teaching and learning. Reading, writing, talking, listening, and investigating are the cornerstones of active literacy. The Toolkit captures the language of thinking we use to explicitly teach kids to comprehend the wide variety of informational text they encounter. Through the Toolkit lessons, we demonstrate how the kids adopt and adapt our teaching language as their learning language." - Stephanie Harvey and Anne Goudvis In *The Comprehension Toolkit*, Stephanie Harvey and Anne Goudvis have created an intensive curricular resource designed to help students understand, respond to, and learn from nonfiction text. By actively engaging students in reading, talking, and writing about information and ideas, *The Comprehension Toolkit* provides a foundation for developing independent readers and learners across the curriculum and throughout the school year. Framed around the Gradual Release of Responsibility approach, *The Comprehension Toolkit* provides scaffolded comprehension strategy instruction. First through modeling and guided practice, then releasing responsibility to students through collaborative practice, independent practice, and application, the Toolkit's lessons teach students to use comprehension strategies flexibly in a variety of texts, topics, and subject areas. Professional Support A series of resources introduce, support, and extend the Toolkit's core lessons. The Teacher's Guide outlines the thinking behind the Toolkit and describes its components, instructional design, and assessment options. The Resources for *The Comprehension Toolkit* CD-ROM provides an array of print and video resources including a photographic overview of an Active Literacy Classroom, downloadable research articles, templates, assessment masters, and full-colour lesson text. *Extend and Investigate* helps you extend the Toolkit's comprehension strategies across the curriculum and throughout the year. It provides strategies for content area reading and research, textbook reading, test reading, and a variety of practical bibliographies. *6 Strategy Clusters* The 26 strategy lessons in *The Comprehension Toolkit* are organized into six Strategy Cluster books. *Informational Text A* series of short, engaging, real-world informational texts provide an effective context for using and practising the Toolkit's comprehension strategies. *The Source Book of Short Text* provides two kinds of nonfiction text: *Lesson Text*, 24 articles from children's magazines; and *Nonfiction Short Text*, 43 short informational articles specially written for the Toolkit.

No More Sharpening Pencils During Work Time and Other Time Wasters

No More Sharpening Pencils during Work Time and Other Time Wasters shows you where to find more classroom time as well as research-based ways to align crucial classroom minutes with the goals you have for learners. The most important learning in any classroom occurs when students actively engage in work that matters, so clearing away anything that siphons off learning time is crucial. Elizabeth Brinkerhoff and Alysia Roehrig provide tools for assessing your classroom time, a summary of pertinent research, and suggestions for planning and teaching that help make every minute count. Their strategies will help you create and leverage instructional opportunities by: finding new efficiencies in your classroom management; improving alignment between instruction and learning objectives; increasing the time students spend in higher-level thinking. --

Choice Words

Describes how elementary teachers can build healthy learning communities through language, providing examples of words, phrases, and language use to help students become strategic thinkers and develop literacy skills.

Interpreting Literature With Children

Clearly organized and beautifully written, *Interpreting Literature With Children* is a remarkable book that stands on the edge of two textbook genres: the survey of literature text and the literary criticism text. Neither approach, however, says enough about how children respond to literature in everyday classroom situations. That is the mission of this book. It begins by providing a solid foundation in both approaches and then examines multiple ways of developing children's literary interpretation through talk, through culture, class, and gender, as well as through creative modes of expression, including writing, the visual arts, and drama. The result is a balanced resource for teachers who want to deepen their understanding of literature and literary engagement. Because of its modest length and price and its ongoing focus on how to increase student engagement with literature, either pre-service or practicing teachers can use this text in children's literature, language arts, or literacy and language courses.

Rethinking the Gospel Sources

Offers a fresh reading of the much-debated Synoptic Problem.

No More Look Up the List Vocabulary Instruction

"The way we've learned influences the way we teach, but the vocabulary instruction many of us received-- looking up words and writing sentences or completing worksheets-- just doesn't work. So what can we do instead? *No More "Look Up the List" Vocabulary Instruction* is your guide to engaging, research-proven practices for teaching words effectively. Practitioner Charlene Cobb and researcher Camille Blachowicz share why old-fashioned methods don't work, what the research shows does work, and how to put the research into action."--Publisher's description.

Minds on Mathematics

Minds-on Mathematics explains the core elements of math workshop and provides detailed strategies for implementing the workshop structure, including Lesson Openers that engage students, Minilessons that model thinking and problem solving.

Choosing Up Sides

Luke Bledsoe is a left-hander in a right-handed world and feels like an outsider. Then he discovers he can pitch and baseball opens a whole new side to life.

No More Reading for Junk

Pizza. Pez dispensers. Nerf balls. When we give students "junk" to reward reading, we are focusing their intention away from the act of reading and from their own independence as readers. Instead, we can create classrooms where reading is seen as its own reward. In this book, esteemed researcher Linda Gambrell provides a research-based context for cultivating children's intrinsic motivation to read and identifies three essential principles, the "ARC" of motivation: access: giving kids a wealth of reading materials and opportunities to discuss texts relevance: offering high interest, moderately challenging and authentic reading experiences choice: allowing students to self-select texts and reading activities What exactly do those principles look like in action? Reading specialist and researcher Barbara Marinak shares the strategies and techniques that make a difference for student readers' motivation, turning disengaged readers into passionate ones. "Pizza and Pez dispensers are short lived," Linda and Barbara write, "but confident and empowered readers are likely to remain motivated for life."

No More Reading Instruction Without Differentiation

"The research is compelling: when teachers differentiate reading instruction, students learn more. But teachers are too often given the expectation of differentiation without the details on how to make it work. In *No More Reading Instruction Without Differentiation*, Debra Peterson and Lynn Bigelman offer an instructional framework that adapts instruction based on individual students needs and interests. Peterson unpacks the research that supports differentiated instruction. Then veteran school principal Bigelman shows how to implement differentiation using: Learning targets and performance tasks; student self-assessment; project-based learning; individual learning goals. Differentiation doesn't mean creating separate lesson plans for each student every day. Differentiation is responsive teaching that identifies what each student knows and can do and what can happen next to move that student forward in her learning. In this book, you'll find the tools and strategies to better meet the needs of the children in your classroom right now."--Publisher's description.

Building Mathematical Comprehension: Using Literacy Strategies to Make Meaning

Apply familiar reading comprehension strategies and relevant research to mathematics instruction to aid in building students' comprehension in mathematics. This resource demonstrates how to facilitate student learning to build schema and make connections among concepts. In addition, it provides clear strategies to help students ask good questions, visualize mathematics, and synthesize their understanding. This resource is aligned to College and Career Readiness Standards.

Teaching Reading in Middle School

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; and much more.

Reconnecting Reading and Writing

Reconnecting Reading and Writing explores the ways in which reading can and should have a strong role in the teaching of writing in college. *Reconnecting Reading and Writing* draws on broad perspectives from history and international work to show how and why reading should be reunited with writing in college and high school classrooms. It presents an overview of relevant research on reading and how it can best be used to support and enhance writing instruction.

The Daily 5

Describes the philosophy of the Daily 5 teaching structure, includes a collection of literacy tasks for students to complete daily, and shares the Daily 3 for math.

Strategy Instruction for Students with Learning Disabilities

"Practical and accessible, this book provides the first step-by-step guide to cognitive strategy instruction, which has been shown to be one of the most effective instructional techniques for students with learning problems. Presented are proven strategies that students can use to improve their self-regulated learning, study skills, and performance in specific content areas, including written language, reading, and math. Clear directions for teaching the strategies in the elementary or secondary classroom are accompanied by sample lesson plans and many concrete examples. Enhancing the book's hands-on utility are more than 20 reproducible worksheets and forms"--

Modifying the Four-Blocks® for Upper Grades, Grades 4 - 8

Help students in grades 4 and up become better readers and writers using multilevel instruction with Modifying the Four Blocks(R) for Upper Grades. This 240-page book includes instructions for modifying strategies to meet the needs of older students and age-appropriate activities for each of the four blocks! It also features tips for scheduling, model lessons, and reproducibles to make implementation easier. The book supports the Four-Blocks(R) Literacy Model.

Quick Small Group Reading Activities for Struggling Students

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