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Please enjoy this complimentary excerpt from Teaching Reading Across the Day, Grades K-8.

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Using Teaching Reading Across the Day as Professional Learning and/or as a Supplemental Resource

The advice, lesson types, and ideas throughout the book stand on decades of research on effective teaching and can be helpful in a wide range of classrooms and for teachers at every point in their career—from first-year teachers to experienced educators looking to fine tune; from classrooms using new core reading programs to those creating their own curriculum from scratch; from teachers of kindergarten through eighth grade; from ELA teachers to teachers of content studies such as science or history (see Table 0.2).

Table 0.2

If . . .	How This Book Can Help . . .
You recently adopted a new core reading program.	Even with a scripted program, you'll make choices—you'll modify a long lesson to fit within your time constraints, swap out a text for another that's more relevant or engaging, tailor your responses during lessons to the students in front of you, and more. Often, you'll keep the text and task the program suggests but need to use a different lesson structure with more or less scaffolding. In this book, you'll find practical, use-tomorrow advice and many other modifications necessary to adapt any program.
You embrace (or have been asked to embrace) the science of reading and want clarity around what it looks like in practice.	Much of the science of reading research tells us what happens in the brain of a reader and what areas of reading instruction to focus on. I've read the research—there are over 300 citations throughout this book—and have used that, together with countless hours of teaching in classrooms around the country and working with hundreds of educators over decades, to suggest methods, structures, and practices that honor both the science of reading and the art of teaching reading.
You're a content area teacher (i.e., science, social studies) and you assign reading, read aloud to students, or include texts in your lessons in another way.	Though a primary purpose for assigning reading in the content areas may be to help students learn content, most students will benefit from explicit instruction about how to read discipline-specific texts and will need guided practice to do so. The teaching methods and practices in the nine lesson structures in this book are designed to help students develop the skills to both read and engage meaningfully with texts <i>and</i> to learn content from the texts.
You work in a district where you create your own curriculum maps and lesson plans from scratch.	If you're designing lessons from the ground up, you'll need streamlined templates to help you plan efficiently and advice for how to maximize effectiveness. After reading this book, you'll know nine lesson structures and an assortment of methods to use within each that you can use to teach reading about any topic in any subject, text, or grade level.

(Continued)

Table 0.2 (Continued)

If . . .	How This Book Can Help . . .
<p>You are looking for ways to boost student engagement during lessons.</p>	<p>The most effective lessons are ones in which students are highly active and engaged—some research suggests that the most effective teachers elicit three to five opportunities for simple responses (quick choral responses, gestures such as a thumbs up, or holding up a response cards) and at least one opportunity for a complex response (turn and talk, writing a response on a whiteboard, or partner reading) <i>per minute</i> of each lesson. This book is filled with suggestions and concrete examples of how to engage students in lessons and then respond with feedback and prompts to keep them active.</p>
<p>You want practical, tangible examples—written lesson plans and videos—of what effective research-based reading instruction looks like.</p>	<p>Many books about research-based instruction tell about it, but few show it with concrete examples. This book contains more than 30 sample lesson plans in K–8 ELA, science, and social studies classrooms, along with video of me teaching about two dozen lessons to show what the plans look like in action. The videos were filmed across two days, all in one take, with very minimal editing. Watching them, I thought of things I would have done differently, and I have ideas for follow-up (included as commentary alongside the plans). My goal was to show not perfect lessons but rather the reality of what it means to be informed by all the best research and have the most well-intentioned plans but then need to modify and make on-the-spot decisions when teaching.</p>
<p>You want practical ideas for how to bring more intentional knowledge building and vocabulary development into each lesson.</p>	<p>Research has consistently found that knowledge and vocabulary are critical to comprehension. All of the lesson structures in this book, and all of the written and video lesson examples, show how to balance explicit teaching of strategies with intentional knowledge and vocabulary building. In addition, an entire chapter is devoted to explicit teaching of vocabulary.</p>
<p>You have students reading below grade level, but you know they need experience with grade-level texts.</p>	<p>All students need experience with grade-level texts every day. Depending on the level of text each student can read independently and their background knowledge of the topic they are reading about, they may need more or less scaffolding with that text. Several of the lesson structures in this book offer the support your students need to engage with a text that is more complex than what they can read independently.</p>
<p>Your students need support with foundational skills, including phonics and fluency.</p>	<p>Whether you teach Grades K–2 (where all or most of your class will need support with these skills) or Grades 3–8 (where only certain students might need support), the lesson structures in this book can help. Lesson structures for phonics and spelling, reader’s theater, shared reading, or focus lessons that can be centered around word reading or fluency strategies will keep your teaching streamlined and student engagement high.</p>
<p>You are in a preservice program learning to be a teacher or are new to the teaching profession.</p>	<p>The advice throughout the book is based on decades of research with hundreds of links to peer-reviewed studies and is presented clearly and with helpful scaffolds (i.e., lesson templates, video examples) to make it accessible. The lesson structures make planning more streamlined and focused and teaching more intentional, and the guidance for responsiveness and offering feedback supports the on-your-toes decision-making that is critical to effective instruction.</p>