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Book Study Guide–Teaching Reading Across the Day

Welcome to the study guide for ***Teaching Reading Across the Day***. We know professional development is an essential component of being a thoughtful teacher, but we also recognize that there are a lot of demands on your time. This study guide is designed to pace your reading, offer suggestions for before, during, and after reading each chapter, and offer you opportunities to collaborate with colleagues. If you do everything as suggested, you should plan to meet as a group at least 12–26 times and work independently (or in teams) for one to two hours before and after the group meeting. Depending on the time you have, you could also choose to study some chapters on your own and some as a group following this guide. Designed to be flexible, this guide allows you to spend your time studying what you feel will be most helpful for your ongoing professional development and most beneficial for your students. If you would like to join Jen or a member of her team to guide or participate in your book study, virtually or in person, reach out through her website jenniferserravallo.com/contact

By the end of this book study, as a group, you will:

- * Have developed a thorough understanding of the Active View of Reading model and how it can help ensure your reading lessons cover all the skills students need to become proficient readers.
- * Learn to understand the elements of explicit, engaging teaching and how to practice them within the nine lesson structures.
- * Know how to select texts for each of the nine lesson structures.
- * Understand the research base for each of the nine lesson structures and how it informs explicit, engaging classroom practice.
- * Understand how to incorporate knowledge and vocabulary building into read-aloud, phonics and spelling, focus, shared-reading, close-reading, guided inquiry, reader’s theater, and conversation lessons.
- * Understand how each of the lesson types can be used to support content knowledge and the development of reading skills not only in English language arts (ELA) but also in Social Studies and Science (with the exception being phonics and spelling lessons which are best taught during ELA time).
- * Know how to group students for whole class, small-group, or individual instruction within a particular lesson type.
- * Understand the elements of and purposes for each lesson type.
- * Have studied and taught every lesson type in both a whole-class and small-group setting.
- * Understand how using a repertoire of nine lesson structures can help you cover all the reading skills students need to meet grade-level standards.
- * Have learned and practiced responsive teaching language frames, responses, and prompts for each lesson structure.
- * Have studied, taught, and discussed 22 video lessons (almost four hours of classroom footage) and nine lesson vignettes, aligned to the nine lesson structures, from K–8 classrooms across subject areas. All lesson examples include annotated plans or transcripts.
- * Have prepared additional lessons for your classroom and to share with your book study colleagues.

Introduction

Synopsis

- * Outlines the structure and sections repeated in each of the lesson structures' chapters.
- * Reviews the online resources.
- * Provides further guidance on how to use this book as a professional learning or supplemental resource.
- * Discusses how *Teaching Reading Across the Day* adds to and complements Jen's previous titles.

During Reading

1. What are three reading challenges your students are currently having?

Challenge 1 _____

Challenge 2 _____

Challenge 3 _____

2. How do you hope this book and participating in this book study will help you meet these challenges? Note your top three goals.

Goal 1 _____

Goal 2 _____

Goal 3 _____

As a Group

1. Share the challenges you are currently having with the readers in your classroom. Any similarities among the groups?
2. Study the chart (table 0.2) on pages 11–12. Which scenario most resonates with you?
3. As a group, chart your top three goals for the book study (you can revisit these as the book group progresses).

Goal 1 _____

Goal 2 _____

Goal 3 _____

Chapter 1: Teaching Reading Across the Day

Synopsis

- * Explains reader models with a special focus on Duke and Cartwright's (2021) Active View of Reading.
- * Explains the role of text, task, and sociocultural context in reading and reading instruction.
- * Discusses the importance of teaching strategies alongside knowledge building.

Reading Timeline (here's how you might divide the reading into manageable segments)

Day 1: Read pages 19–24.

Day 2: Read pages 25–31.

During Reading

1. Study Table 1.1 (Explanations and Examples of the Components Detailed in the Active View of Reading) and consider how you apply these components across different types of texts, genres, and subjects. Are there any that need more attention in your classroom?
2. Reflect on this quote, *"The ultimate goal of reading is comprehension, and we know from research that readers need both knowledge and strategies to make meaning of texts."* (page 30)

As a Group

1. Share how you currently apply the components of the Active View of Reading Model (Table 1.1) across different types of texts, genres, and subjects.

Are there components that you think are more important to address given the reading challenges your students are currently facing? (Note: these will change as student challenges evolve.)

2. Determine what considerations you might keep in mind going forward to address texts, tasks, and sociocultural context as you plan your reading instruction, and note the most important three steps for each.

Texts:

Tasks:

Sociocultural Context:

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Chapter 2: Engaging, Explicit Instruction

Synopsis

- * Articulates and defines the elements of explicit instruction and how the lesson structures in the book map to these elements.
- * Reviews the nine lesson structures: what they are, and when and why you'd choose each.
- * Provides an overview of teacher decision-making within explicit teaching structures.
- * Discusses how to choose what to teach, how to group students, and considerations for selecting texts.

Reading Timeline *(here's how you might divide the reading into manageable segments)*

Day 1: Read pages 33–49.

Day 2: Read pages 50–57.

During Reading

1. Using figure 2.1 (Elements of Explicit Instruction), think about how your current teaching aligns with these elements in your classrooms. What opportunities do you see to try new practices? Note two to three elements of explicit instruction that you would personally like to concentrate on.

Element 1 _____

Element 2 _____

Element 3 _____

2. Reflect on the methods of scaffolding outlined on pages 45–49. Consider the lessons you have taught in the last few weeks, when did you use a particular scaffolding method? Why did you use that particular method? How did it help move student learning forward? What would you have done differently? Bring your notes to the group meeting to share and discuss.

Scaffolding Method	When/Why Did You Use It?	What Worked Well?	What Would You Change?
Demonstration			
Shared practice			
Example and explanations			
Guided inquiry			
Prompting and feedback			

3. Review the section on prompting and feedback on pages 47–49. Reflect on skills you are focusing on next week, and brainstorm prompts that fit the elements of effective feedback (page 48) and offer more and less support according to what you notice students need (page 49).

Skill and Strategy	Prompts that Offer More Support	Prompts that Offer Less Support

As a Group

1. Reflect on the methods you used over the last week to scaffold (demonstration, shared practice, example and explanation, and guided inquiry) and the ways you guided and responded to students through your prompting and feedback. Where do you feel your students need more support? Less? How will you adjust instruction in the upcoming week?
2. As a group, using table 2.3 (Reading Goals and Assessment Samples), discuss how you are currently assessing the various reading goals. What works? What would you change? What do you want to try?

Reading Goal	Current Assessment	What Worked Well?	New Assessment to Try

Into the Classroom (After Group Meeting)

1. As you create your lessons, refer to the best practices the group identified for each scaffolding method and incorporate them into your plans.
2. Try one or two assessment methods you haven't used before. How did each method help you move student learning forward?

Notes

Chapter 3: Read Aloud Lessons

Synopsis

- * Explains the elements and purposes of and research base for read-aloud lessons.
- * Provides suggestions for planning including text selection, structure and timing, knowledge and vocabulary building, responsive teaching, and student engagement strategies.
- * Includes three annotated lesson plans connected to the classroom video of Jen teaching, as well as an annotated lesson vignette with its lesson plan.

Reading Timeline *(here's how you might divide the reading into manageable segments)*

Day 1: Read pages 61–68.

Day 2: Read pages 69–77.

Day 3: Read pages 78–79, watch the video, and re-read the lesson plan and annotations.

Day 4: Read pages 80–81, watch the video, and re-read the lesson plan and annotations.

Day 5: Read pages 82–85, watch the video, and re-read the lesson plan and annotations.

During Reading

As you read through the chapter and watch the video examples, jot down your notes as you think about:

- * Components of the Active View or Reading (see pages 21–24) you might address during read-aloud lessons.
- * Elements of explicit teaching you can incorporate (see pages 36–37).
- * Grade-level standards and student needs from your grade and class that you can support by choosing a read-aloud lesson.
- * Reading strategies you might model to support student thinking.
- * Genres, or specific texts, you might include in read-aloud lessons.
- * Topics around which you could build coherent text sets for read-aloud lessons.
- * Scaffolding methods to support students with texts beyond their grade level.
- * Responsive teaching moves you'll want to be ready to use during read-aloud lessons.
- * Key takeaways based on patterns from the video lesson examples and teaching vignette you read at the start of the chapter. What did you find to be the elements, teaching moves, and student and teacher responsibilities during each part of the lesson, regardless of grade level or subject area? Note any specific teaching moves you want to try.

Notes

Into the Classroom (Before Group Meeting)

Lesson templates are available online as writeable PDFs, or you can make a copy from the Appendix.

1. On your own or with your team, plan a read-aloud lesson, paying particular attention to student needs, text selection, explicit teaching moves, engagement strategies, and look-fors as you observe and listen during the lesson.
2. Teach your lesson and make notes on your lesson plan about what went well, in-the-moment responsive teaching moves, pacing suggestions, and ideas for follow-ups based on how students responded. Consider video recording your teaching to share with colleagues during the group meeting.
3. If time permits, ask a group member to observe your lesson and make notes on the lesson template.

As a Group

If you present multiple lesson plans, you will need more than one meeting.

1. Choose a video to re-watch from those in the chapter, or watch a video of one of your group members teaching. Pause to note what you learned from the video.
2. Individuals (or teams) present the lesson they planned and tried in their classroom(s). Discuss lesson goals, knowledge and vocabulary goals, text selection, how the lesson progressed, where it deviated from the plan and how they responded, what went well, and what they would do differently next time.
3. Work together as a group or in teams to plan another read-aloud lesson, keeping in mind what went well and the goals for future lessons.

Chapter 4: Phonics and Spelling Lessons

Synopsis

- * Explains the lesson components, structure and timing, progression, research base, and responsive teaching suggestions or phonics and spelling lessons.
- * Defines key vocabulary used throughout the chapter.
- * Provides guidance for and concrete examples of assessments and progress monitoring.
- * Recommends a small set of simple tools and materials and provides a short list of research-based activities to keep lessons novel and help students master different skills.
- * Includes two annotated lesson plans aligned to the classroom video of Jen teaching, as well as an annotated lesson vignette with its lesson plan.

Reading Timeline *(here's how you might divide the reading into manageable segments)*

Day 1: Read pages 87–96.

Day 2: Read pages 97–108.

Day 3: Read pages 109–119.

Day 4: Read pages 120 and 121, watch the video, and re-read the lesson plan and annotations.

Day 4: Read pages 122–124, watch the video, and re-read the lesson plan and annotations.

During Reading

As you read through the chapter and watch the video examples, jot down your notes as you think about:

- * Components of the Active View of Reading (see pages 21–24) you might address during phonics and spelling lessons.
- * Elements of explicit teaching that are incorporated in this lesson type (see pages 36–37).
- * Grade-level standards and student needs based on assessments (see pages 97–103 for additional guidance).
- * Ways to balance assessments of spelling (encoding) with word reading (decoding).
- * Activities or games you haven't previously used that you may want to try to incorporate.
- * Ideas for engaging students during phonics and spelling lessons.
- * Responsive teaching moves you'll want to be ready to use during phonics and spelling lessons.
- * Key takeaways based on patterns from the video lesson examples and teaching vignette you read at the start of the chapter. What did you find to be the elements, teaching moves, and student and teacher responsibilities during each part of the lesson, regardless of grade level or subject area? Note any specific teaching moves you want to try.

Notes

Into the Classroom (Before Group Meeting)

Lesson templates are available online as writeable PDFs, or you can make a copy from the Appendix.

1. Assess the students in your class (see pages 97–101) and create a class-at-a-glance summary page (see pages 102–103).
2. On your own or with your team, plan a phonics and spelling lesson for the class or a small group based on your students' assessed needs. Pay particular attention to connected text choices, explicit teaching moves, tools to enhance learning, activities or games you might use during the lesson, and ways of keeping students engaged with many opportunities for response.
3. Teach your lesson and make notes on your lesson plan about what went well, in-the-moment responsive teaching moves, pacing suggestions, and ideas for follow-ups based on how students responded. Consider video recording your teaching to share with colleagues during the group meeting.
4. If time permits, ask a group member to observe your lesson and make notes on the lesson template.

As a Group

If you present multiple lesson plans, you will need more than one meeting.

1. Choose a video to re-watch from those in the chapter, or watch a video of one of your group members teaching. Pause to note what you learned from the video.
2. Individuals (or teams) present the lesson they planned and tried in their classroom(s). Discuss lesson goals, vocabulary goals (if any), text selection, how the lesson progressed, where it deviated from the plan and how they responded, what went well, and what they would do differently next time.
3. After the presentation, work together as a group or in teams to plan another phonics and spelling lesson, keeping in mind what went well and where improvements could be made.
4. Time permitting, work as a group to plan the scope and sequence of phonics and spelling you will use across Grades K–2.

Chapter 5: Vocabulary Lessons

Synopsis

- * Explains the lesson components, structure and timing, progression, research base, and responsive teaching suggestions for vocabulary lessons.
- * Provides guidance on how to plan a vocabulary lesson including:
 - Selecting focus words,
 - Explaining the meaning and usage of the focus word,
 - Providing opportunities for students to apply and deeply process that word, and
 - Extending focus words through exploration of morphology or semantic/conceptual connections.
- * Shares online tools that can speed up planning.
- * Includes two annotated lesson plans to accompany the classroom video of Jen teaching, as well as an annotated teaching vignette with its lesson plan.

Reading Timeline (here's how you might divide the reading into manageable segments)

Day 1: Read pages 127–133.

Day 2: Read pages 134–143.

Day 3: Read pages 144–147, watch the video, and re-read the lesson plan and annotations.

Day 4: Read pages 148–150, watch the video, and re-read the lesson plan and annotations.

During Reading

As you read through the chapter and watch the videos, jot down your notes as you think about:

- * Components of the Active View or Reading (see pages 21–24) you might address during vocabulary lessons.
- * Elements of explicit teaching you can incorporate (see pages 36–37).
- * Student needs to meet any grade-level vocabulary requirements.
- * Best practices for explaining, applying, and extending vocabulary words.
- * Activities or games you haven't previously used that you may want to try to incorporate.
- * Ideas for framing your responses as students learn and apply their new word knowledge.
- * Responsive teaching moves you'll want to be ready to use during vocabulary lessons.
- * Key takeaways based on patterns from the video lesson examples and teaching vignette you read at the start of the chapter. What did you find to be the elements, teaching moves, and student and teacher responsibilities during each part of the lesson, regardless of grade level or subject area? Note any specific teaching moves you want to try.

Notes

Into the Classroom (Before Group Meeting)

Lesson templates are available online as writeable PDFs, or you can make a copy from the Appendix.

1. On your own or with your team, plan a whole class or small group vocabulary lesson, paying particular attention to explicit teaching moves, online tools to help streamline planning, the language you use to define the focus word and any examples you might share, activities to help deepen learning, and support you'll provide as students extend the focus word.
2. Teach your lesson and make notes on your lesson plan about what went well, in-the-moment responsive teaching moves, pacing suggestions, and ideas for improvement. Consider video recording your lesson to share with your colleagues during the group meeting.
3. If time permits, ask a group member to observe your lesson and make notes on the lesson template.

As a Group

If you present multiple lesson plans, you will need more than one meeting.

1. Choose a video to re-watch from those in the chapter, or watch a video of one of your group members teaching. Pause to note what you learned from the video.
2. Individuals (or teams) present the lesson they planned and tried in their classroom(s). Discuss lesson goals, text selection, how the lesson progressed, where it deviated from the plan and how they responded, what went well, and what they would do differently next time.
3. After the presentation, look at your plans for content studies over the next week and make a list of the words that students will need to know to understand the content. Select a few words to focus on during a vocabulary lesson.
4. Work together as a group or in teams to plan another vocabulary lesson using one of the focus words you listed, keeping in mind what went well and where improvements could be made.

Chapter 6: Focus Lessons

Synopsis

- * Explains the lesson components, structure and timing, progression, research base, and responsive teaching suggestions for focus lessons.
- * Details how to determine and articulate a strategy for your focus lesson and how strategy differs from the goal or skill being taught during the lesson.
- * Reviews specific text considerations and how to use visual anchors.
- * Includes three annotated lesson plans with the accompanying classroom video of Jen teaching, as well as an annotated teaching vignette with the companion lesson plan.

Reading Timeline *(here's how you might divide the reading into manageable segments)*

Day 1: Read pages 153–160.

Day 2: Read pages 161–167.

Day 3: Read pages 168–169, watch the video, and re-read the lesson plan and annotations.

Day 4: Read pages 170–171, watch the video, and re-read the lesson plan and annotations.

Day 5: Read pages 172–176, watch the video, and re-read the lesson plan and annotations.

During Reading

As you read through the chapter and watch the videos, jot down notes as you think about:

- * Components of the Active View or Reading (see pages 21–24) you might address during focus lessons.
- * Elements of explicit teaching you can incorporate (see pages 36–37).
- * Grade-level standards that focus lessons can help you address.
- * Student needs and what strategies might address the need.
- * Types of visual anchors you have used successfully in your classroom, and what you might try.
- * Specific supports you might offer as students learn and apply a new strategy.
- * Responsive teaching moves you'll want to be ready to use during focus lessons.
- * Key takeaways based on patterns from the video lesson examples and teaching vignette you read at the start of the chapter. What did you find to be the elements, teaching moves, and student and teacher responsibilities during each part of the lesson, regardless of grade level or subject area? Note any specific teaching moves you want to try.

Notes

Into the Classroom (Before Group Meeting)

Lesson templates are available online as writeable PDFs, or you can make a copy from the Appendix.

1. On your own or with your team, plan a whole class, small group, and/or one-on-one focus lesson, paying particular attention to student needs, text selection, visual anchors, explicit teaching moves, and look-fors as you observe and listen during the lesson.
2. Teach your lesson and make notes on your lesson plan about what went well, in-the-moment responsive teaching moves, pacing suggestions, and ideas for improvement. Consider video recording your lesson to share with colleagues during the group meeting.
3. If time permits, ask a group member to observe your lesson and make notes on the lesson template.

Note: If you have never taught a focus lesson, you might want to start with a one-on-one lesson (coaching conference). You will practice many of the same teaching moves but can concentrate on one student rather than multiple students.

As a Group

If you present multiple lesson plans, you will need more than one meeting.

1. Choose a video to re-watch from those in the chapter, or watch a video of one of your group members teaching. Pause to note what you learned from the video.
2. Individuals (or teams) present the lesson they planned and tried in their classroom(s). Discuss lesson goals, knowledge and vocabulary goals, strategy, text selection, how the lesson progressed, where it deviated from the plan and how they responded, what went well, and what they would do differently next time.
3. After the presentation, work together as a group or in teams to plan another focus lesson, keeping in mind what went well and where improvements could be made.

Chapter 7: Shared-Reading Lessons

Synopsis

- * Explains the lesson components, structure and timing, progression, research base, and responsive teaching suggestions for shared-reading lessons.
- * Compares shared-reading with close-reading and read-aloud and discusses unique purposes for and elements of each.
- * Offers guidance on the type of skills and strategies particularly appropriate for shared-reading lessons.
- * Presents ideas for building knowledge and vocabulary during shared-reading lessons.
- * Includes two annotated lesson plans with the corresponding classroom video of Jen teaching, as well as one annotated teaching vignette with its lesson plan.

Reading Timeline (here's how you might divide the reading into manageable segments)

Day 1: Read pages 179–185.

Day 2: Read pages 186–193.

Day 3: Read pages 194–195, watch the video, and re-read the lesson plan and annotations.

Day 4: Read pages 196–199, watch the video, and re-read the lesson plan and annotations.

During Reading

As you read through the chapter and watch the video, jot down your notes as you think about:

- * Components of the Active View of Reading (see pages 21–24) you might address when using the shared-reading lesson structure.
- * Elements of explicit teaching you can incorporate (see pages 36–37).
- * Grade-level standards and how shared-reading can be used to support student skill development aligned to many of them.
- * Reading skills and strategies that shared-reading addresses particularly well.
- * Responsive teaching moves you'll want to be ready to use during shared-reading lessons.
- * Key takeaways based on patterns from the video lesson examples and teaching vignette you read at the start of the chapter. What did you find to be the elements, teaching moves, and student and teacher responsibilities during each part of the lesson, regardless of grade level or subject area? Note any specific teaching moves you'll want to try.

Notes

Into the Classroom (Before Group Meeting)

Lesson templates are available online as writeable PDFs, or you can make a copy from the Appendix.

1. On your own or with your team, plan a shared-reading lesson, paying particular attention to student needs, text selection, explicit teaching moves, decision about focusing or orchestrating strategies, and opportunities to build vocabulary and knowledge.
2. Teach your lesson and make notes on your lesson plan about what went well, in-the-moment responsive teaching moves, pacing suggestions, and ideas for improvement. Consider video recording your lesson to share with colleagues during the group meeting.
3. If time permits, ask a group member to observe your lesson and make notes on the lesson template.

As a Group

If you present multiple lesson plans, you will need more than one meeting.

1. Choose a video to re-watch from those in the chapter, or watch a video of one of your group members teaching. Pause to note what you learned from the video.
2. Individuals (or teams) present the lesson they planned and tried in their classroom(s). Discuss lesson goals, knowledge and vocabulary goals, text selection, how the lesson progressed, where it deviated from the plan and how they responded, what went well, and what they would do differently next time.
3. After the presentation, work together as a group or in teams to plan another shared-reading lesson, keeping in mind what went well and where improvements could be made.

Into the Classroom (After Group Meeting)

1. Re-read the Take it to Your Classroom suggestions on page 199.
2. Teach the lesson your team or group prepared making notes on your lesson plan about what went well, in-the-moment responsive teaching moves, pacing suggestions, and ideas for improvement.

Chapter 8: Close-Reading Lessons

Synopsis

- * Explains the lesson components, structure and timing, progression, research base, and responsive teaching suggestions for close-reading lessons.
- * Discusses strategies to build knowledge and vocabulary during a close-reading lesson.
- * Offers guidance on the type of skills and strategies particularly appropriate for close-reading lessons.
- * Reviews purposes aligned to various ways of reading text during a close-reading lesson.
- * Includes two annotated lesson plans with the corresponding classroom video of Jen teaching, as well as an annotated teaching vignette with its lesson plan.

Reading Timeline *(here's how you might divide the reading into manageable segments)*

Day 1: Read pages 201–209.

Day 2: Read pages 210–217.

Day 3: Read pages 218–219, watch the video, and re-read the lesson plan and annotations.

Day 4: Read pages 220–223, watch the video, and re-read the lesson plan and annotations.

During Reading

As you read through the chapter and watch the video jot down notes as you think about:

- * Components of the Active View or Reading (see pages 21–24) you might address when teaching close-reading lessons.
- * Elements of explicit teaching you can incorporate (see pages 36–37).
- * Grade-level standards and how close reading can help you cover the standards.
- * Reading skills and strategies that close reading addresses particularly well.
- * Texts you plan to teach where the support you'd offer during a close-reading lesson would allow students to access a more complex text and/or uncover deeper layers of the text's meaning.
- * Responsive teaching moves you'll want to be ready to use during close-reading lessons.
- * Key takeaways based on patterns from the video lesson examples and teaching vignette you read at the start of the chapter. What did you find to be the elements, teaching moves, and student and teacher responsibilities during each part of the lesson, regardless of grade level or subject area? Note any specific teaching moves you'll want to try.

Notes

Into the Classroom (Before Group Meeting)

Lesson templates are available online as writeable PDFs, or you can make a copy from the Appendix.

1. Survey your curriculum's texts and identify those that would lend themselves to this lesson type.
2. On your own or with your team, plan a close-reading lesson, paying particular attention to student needs, text selection, explicit teaching moves, content focus, complexity of the text, and opportunities to provide prompts, feedback, and encouragement.
3. Teach your lesson and make notes on your lesson plan about what went well, in-the-moment responsive teaching moves, pacing suggestions, and ideas for improvement. Consider video recording your lesson to share with colleagues during the group meeting.
4. If time permits, ask a group member to observe your lesson and make notes on the lesson template.

As a Group

If you present multiple lesson plans, you will need more than one meeting.

1. Choose a video to re-watch from those in the chapter, or watch a video of one of your group members teaching. Pause to note what you learned from the video.
2. Individuals (or teams) present the lesson they planned and tried in their classroom(s). Discuss lesson goals, knowledge and vocabulary goals, text selection, how the lesson progressed, where it deviated from the plan and how they responded, what went well, and what they would do differently next time.
3. After the presentation, work together as a group or in teams to plan another close-reading lesson, keeping in mind what went well and where improvements could be made.

Chapter 9: Guided Inquiry Lessons

Synopsis

- * Explains the lesson components, structure and timing, progression, research base, and responsive teaching suggestions for guided inquiry lessons.
- * Discusses the different types of guided inquiry lessons and when and why you might choose each.
- * Provides guidance on knowledge and vocabulary building within guided inquiry lessons.
- * Includes three annotated lesson plans with the corresponding classroom video of Jen teaching, as well as one annotated teaching vignette with its lesson plan.

Reading Timeline *(here's how you might divide the reading into manageable segments)*

Day 1: Read pages 225–232.

Day 2: Read pages 233–239.

Day 3: Read pages 240–24, watch the video, and re-read the lesson plan and annotations.

Day 4: Read pages 242–243, watch the video, and re-read the lesson plan and annotations.

Day 5: Read pages 244–247, watch the video, and re-read the lesson plan and annotations.

During Reading

As you read through the chapter, jot down your notes as you think about:

- * Components of the Active View or Reading (see pages 21–24) you might use to support students during guided inquiry lessons.
- * Elements of explicit teaching you can incorporate (see pages 36–37).
- * Grade-level standards and how guided inquiry can help you cover the standards.
- * Opportunities in your current unit to engage readers in self-reflection and goal setting.
- * Types of prompts and questions that support students through guided inquiry.
- * Key takeaways based on patterns from the video lesson examples and teaching vignette you read at the start of the chapter. What did you find to be the elements, teaching moves, and student and teacher responsibilities during each part of the lesson, regardless of grade level or subject area? Note any specific teaching moves you'll want to try.

Notes

Into the Classroom (Before Group Meeting)

Lesson templates are available online as writeable PDFs, or you can make a copy from the Appendix.

1. On your own or with your team, plan a guided inquiry lesson, paying particular attention to student needs, inquiry objective(s), text selection, explicit teaching moves, materials (if any), scaffolding that moves inquiry forward, and opportunities for students to self-assess.
2. Teach your lesson and make notes on your lesson plan about what went well, in-the-moment responsive teaching moves, pacing suggestions, and ideas for improvement. Consider video recording your lesson to share with colleagues during the group meeting.
3. If time permits, ask a group member to observe your lesson and make notes on the lesson template.

As a Group

If you present multiple lesson plans, you will need more than one meeting.

1. Choose a video to re-watch from those in the chapter, or watch a video of one of your group members teaching. Pause to note what you learned from the video.
2. Individuals (or teams) present the lesson they planned and tried in their classroom(s). Discuss inquiry objective, lesson goals, knowledge and vocabulary goals, text selection, student self-assessments, how the lesson progressed, where it deviated from the plan and how they responded, what went well, and what they would do differently next time.
3. After the presentation, work together as a group or in teams to plan another guided inquiry lesson, keeping in mind what went well and where improvements could be made.

Into the Classroom (After Group Meeting)

1. Re-read the Take It to Your Classroom suggestions on page 247.
2. Teach the lesson your team or group prepared making notes on your lesson plan about what went well, in-the-moment responsive teaching moves, pacing suggestions, and ideas for improvement.

Chapter 10: Reader's Theater Lessons

Synopsis

- * Explains the lesson components, structure and timing, progression, research base, and responsive teaching suggestions for reader's theater lessons.
- * Provides guidance on how to support students getting started with reader's theater.
- * Offers suggestions on how to schedule initial reading, re-readings, and performance.
- * Provides guidance on knowledge and vocabulary building within reader's theater lessons.
- * Includes two annotated lesson plans and the accompanying classroom video of Jen teaching, as well as a teaching vignette and its lesson plan.

Reading Timeline *(here's how you might divide the reading into manageable segments)*

Day 1: Read pages 249–255.

Day 2: Read pages 256–261.

Day 3: Read pages 262–263, watch the video, and re-read the lesson plan and annotations.

Day 4: Read pages 264–266, watch the video, and re-read the lesson plan and annotations.

During Reading

As you read through the chapter and watch the videos, jot down your notes as you think about:

- * Components of the Active View or Reading (see pages 21–24) you can support when teaching reader's theater lessons.
- * Elements of explicit teaching you can incorporate (see pages 36–37).
- * Grade-level standards and how reader's theater can help you cover the standards.
- * Reading skills and strategies that reader's theater addresses particularly well.
- * Texts you already plan to teach that could be easily adapted for reader's theater, and/or ways to support students in creating their own texts to use during reader's theater.
- * Responsive teaching moves you'll want to be ready to use during reader's theater lessons.
- * Key takeaways based on patterns from the video lesson examples and teaching vignette you read at the start of the chapter. What did you find to be the elements, teaching moves, and student and teacher responsibilities during each part of the lesson, regardless of grade level or subject area? Note any specific teaching moves you want to try.

Notes

Into the Classroom (Before Group Meeting)

Lesson templates are available online as writeable PDFs, or you can make a copy from the Appendix.

1. On your own or with your team, plan a reader's theater lesson, paying particular attention to text selection and/or adaptation, grouping students, explicit teaching moves, scheduling rehearsal and practice time, and responsive coaching moves.
2. Teach your lesson and make notes on your lesson plan about what went well, in-the-moment responsive teaching moves, pacing suggestions, and ideas for improvement. Consider video recording your lesson to share with colleagues during the group meeting.
3. If time permits, ask a group member to observe your lesson and make notes on the lesson template.

As a Group

If you present multiple lesson plans, you will need more than one meeting.

1. Choose a video to re-watch from those in the chapter, or watch a video of one of your group members teaching. Pause to note what you learned from the video.
2. Individuals (or teams) present the lesson they planned and tried in their classroom(s). Discuss lesson goals, knowledge and vocabulary goals, text selection/adaptation, coaching moves, how the lesson progressed, where it deviated from the plan and how they responded, what went well, and what they would do differently next time.
3. After the presentation, work together as a group or in teams to plan how you'll incorporate reader's theater in your classroom, and work together to gather texts.

Into the Classroom (After Group Meeting)

1. Re-read the Take It to Your Classroom suggestions on page 266.
2. Teach the lesson your team or group prepared making notes on your lesson plan about what went well, in-the-moment responsive teaching moves, pacing suggestions, and ideas for improvement.

Chapter 11: Conversation Lessons

Synopsis

- * Explains the lesson components, structure and timing, progression, research base, and responsive teaching suggestions for conversation lessons.
- * Provides guidance on how to group students for different conversational purposes.
- * Discusses the reciprocity between comprehension and conversation skills.
- * Includes three annotated lesson plans and the corresponding classroom video of Jen teaching the lessons, as well as an annotated teaching vignette and its lesson plan.

Reading Timeline *(here's how you might divide the reading into manageable segments)*

Day 1: Read pages 269–274.

Day 2: Read pages 275–281.

Day 3: Read pages 282–283, watch the video, and re-read the lesson plan and annotations.

Day 4: Read pages 284–285, watch the video, and re-read the lesson plan and annotations.

Day 5: Read pages 286–288, watch the video, and re-read the lesson plan and annotations.

During Reading

As you read through the chapter and watch the video, jot down your notes as you think about:

- * Components of the Active View or Reading (see pages 21–24) you might address during conversation lessons.
- * Elements of explicit teaching you can incorporate (see pages 36–37).
- * Grade-level speaking and listening standards and comprehension standards that can be covered in conversation lessons.
- * Reading skills and strategies you'll teach during conversation lessons.
- * Responsive teaching moves you'll want to be ready to use during conversation lessons.
- * Key takeaways based on patterns from the video lesson examples and teaching vignette you read at the start of the chapter. What did you find to be the elements, teaching moves, and student and teacher responsibilities during each part of the lesson, regardless of grade level or subject area? Note any specific teaching moves you'll want to try.

Notes

Into the Classroom (Before Group Meeting)

Lesson templates are available online as writeable PDFs, or you can make a copy from the Appendix.

1. On your own or with your team, plan a conversation lesson, paying particular attention to text selection and/or adaptation, grouping students, explicit teaching moves, skills you will model, models you might use, and responsive coaching moves.
2. Teach your lesson and make notes on your lesson plan about what went well, in-the-moment responsive teaching moves, pacing suggestions, and ideas for improvement. Consider video recording your lesson to share with colleagues during the group meeting.
3. If time permits, ask a group member to observe your lesson and make notes on the lesson template.

As a Group

If you present multiple lesson plans, you will need more than one meeting.

1. Choose a video to re-watch from those in the chapter, or watch a video of one of your group members teaching. Pause to note what you learned from the video.
2. Individuals (or teams) present the lesson plan to the rest of the group and discuss lesson goals, knowledge and vocabulary goals, text selection, coaching moves, how the lesson progressed, where it deviated from the plan and how they responded, what went well, and what they would do differently next time.
3. After the presentation, work together as a group or in teams to plan what conversation opportunities your students will have in the coming weeks, and how you'll use conversation lessons to support them.

Into the Classroom (after group meeting)

1. Re-read the Take It to Your Classroom suggestions on page 288.
2. Teach the lesson your team or group prepared making notes on your lesson plan about what went well, in-the-moment responsive teaching moves, pacing suggestions, and ideas for improvement.

Reflect, Report, and Reimagine

At the end of your book study, reflect and report on progress, challenges, new ideas, breakthrough moments, etc. that have happened over the last few weeks. And celebrate the remarkable learning journey you and your colleagues have undertaken and how your ongoing learning positively impacts student learning.

As a Group

- * Review the elements of explicit, engaging teaching. What elements have become regular practice when planning and teaching? What would you like to continue to work on going forward?
- * Review all the skills and strategies you have taught over the course of the book study. List the lesson types you found most effective for teaching specific skills and strategies.
- * Discuss specific ways you think your teaching of guided inquiry, reader's theater, and conversation lessons has improved.
- * Discuss specific ways you think your lesson planning in general has improved.
- * Share any learning breakthroughs you've seen your students make as you've implemented your lesson plans.
- * Share lesson plans and materials that you feel were particularly effective.

Additional Extension Ideas

- * Review the suggestions shared in the Knowledge and Vocabulary boxes in chapters 3, 4, and 6–11 alongside the ideas from chapter 5 on vocabulary. Discuss how you can layer vocabulary throughout the day across subjects.
- * Look at the texts you have used recently. What lesson types have you chosen to teach each? Could these same texts be used in other lessons?
- * Think about how you might build a multimodal, multi-genre conceptually coherent text set around a specific topic that students are studying.