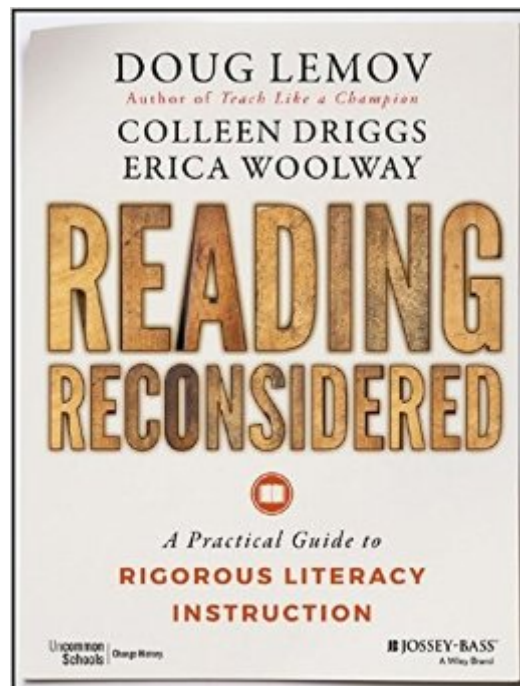


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Reading Reconsidered: A Practical Guide To Rigorous Literacy Instruction



Synopsis

TEACH YOUR STUDENTS TO READ LIKE CHAMPIONSâWITH RIGOR, INDEPENDENCE, PRECISION, AND INSIGHT The world we are preparing our students to succeed in is one bound together by words and phrases. Our students learn their literature, history, math, science, or art via a firm foundation of strong reading skills. When we teach students to read with precision, rigor, and insight, we are truly handing over the key to the kingdom. Of all the subjects we teach reading is first among equals. Grounded in advice from effective classrooms nationwide, enhanced with 40 video clips, Reading Reconsidered takes you into the trenches with actionable guidance from real-life educators and instructional champions. The authors address the anxiety-inducing world of Common Core State Standards, distilling from those standards four key ideas that help hone teaching practices both generally and in preparation for assessments. This 'Core of the Core' comprises the first half of the book and instructs educators on how to teach students to: read harder texts, 'closely read' texts rigorously and intentionally, read nonfiction more effectively, and write more effectively in direct response to texts. The second half of Reading Reconsidered reinforces these principles, coupling them with the 'fundamentals' of reading instructionâa host of techniques and subject specific tools to reconsider how teachers approach such essential topics as vocabulary, interactive reading, and student autonomy. Reading Reconsidered breaks an overly broad issue into clear, easy-to-implement approaches. Filled with practical tools, including:

- 44 video clips of exemplar teachers demonstrating the techniques and principles in their classrooms
- Recommended book lists
- Downloadable tips and templates on key topics like reading nonfiction, vocabulary instruction, and literary terms and definitions.

Reading Reconsidered provides the framework necessary for teachers to ensure that students forge futures as lifelong readers.

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Customer Reviews

As a High School Reading Coach, I was excited to read this book. I have not read Teach Like a Champion, but heard great things about the ideas presented in Doug Lemov's book. Overall, this is a great book with a terrific overview of literacy instruction, with a few oversights here and there. The authors present their ideas in "modules" or chapters that cover their four central concepts within the Common Core: 1) Reading Harder Texts - The assertion that to prepare students for standards-based assessments and college texts, teachers should select more rigorous material to read. 2) Close Reading - "Students need to be taught how to read difficult text and grapple with dense language and challenging concepts." 3) Reading More Nonfiction - "The authors argue that nonfiction should be stressed in reading curriculum, as these texts require and build background knowledge." 4) Writing for Reading - "Writing in response to these texts is the next important idea, as students present their interpretations of difficult readings through their writing." The first four modules/chapters cover these fundamental tenets, with strong arguments for the importance of selecting rigorous texts, which lend themselves to close reading. This is also why they emphasize the inclusion of nonfiction, as they build background knowledge, which has become more significant with the rise of high stakes testing. Moreover, their emphasis on writing in response to reading is important, as evidence-based reading and writing is stressed in state assessments - and the new SAT has followed suit, as well, both with their redesigned reading section and analytical essay.

Whether you're a new teacher of reading, a seasoned practitioner, or an old dog (like me!), Reading Reconsidered is a must read. Unlike so many other books on this subject, this text provides an astounding repertoire of strategies and structures, tools and techniques, which can improve the instructional practice of educators at any level. An earlier reviewer mentioned that the practices discussed lacked a foundation in research; this, however, is untrue. Where needed, the authors provide references to the studies behind their methods, but the book isn't meant to be theoretical. It's meant to be an action plan. The majority of practices discussed in the books are from the classrooms of effective teachers (many from Doug Lemov's Uncommon Schools), teachers who have helped ordinary students achieve extraordinary results. For seasoned teachers,

many of this book's ideas will reinforce and validate what you're already doing in the classroom. As I read, I often found myself saying, "I've always done that, and I knew that it worked, but I never knew why until now." In other instances, I experienced small epiphanies. Many teachers, for example, wonder why students do so well in reading comprehension when assessed informally or formatively but then perform poorly when assessed summatively or on "cold" material such as that found on standardized tests. The authors explain that a common cycle in classrooms is reading, discussion, and then writing. This typically yields good results, with all students seeming to be on the same page. However, this particular cycle often yields a false positive; rather than expressing their understanding of the reading, students instead express their understanding of the discussion of that reading.

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