

Educator's Resource Packet©2009

Seminar Topic: Breathing Life Into Comprehension

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Catch Them ALL . . .™

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Verbal Prompts during INTERACTIVE Read-alouds



I'm wondering . . .

Why am I confused?

What am I really asking myself?

Listen to the words that helped me?

How do I know?

What makes me think that?

What did I discover today?

So now I understand that . . .

If I'm still confused, I can . .

Focus Sheet: Rate the Text



Too Easy? YES NO

Too Hard? YES NO

Interesting? YES NO

Boring? YES NO

Well Written? YES NO



Critical thinking skills are best employed in learning situations if they are:

- *Modeled* by teachers especially teachers of information literacy.
- *NOT taught as a separate or special set of skills*, but taught as normal expectations integrated in many areas of the curriculum.
- *Practiced and refined* based on *shared* reflections among learners and teachers.
- *Linked* to real life situations as well as the demands of academic exercises.

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Professional Texts

- Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking and Listening***—H.H. Jacobs. (2006). (Eye on Education).
- Assessing Readers: Qualitative Diagnosis and Instruction***--Rona F. Flippo (2003). (Heinemann)
- Catch a Falling Reader*** —C. Hebert (2005). www.conniehebert.com
- Catch a Falling Teacher***—C. Hebert (2006). www.conniehebert.com
- Changing Minds***—Howard Gardner. (2006). (Harvard Business School Press)
- Comprehension Connections***—T. McGregor (2007). (Heinemann)
- Comprehension Instruction: Research-Based Best Practices***—C. Block & M. Pressley. (2002). (The Guilford Press)
- Ekwall/Shanker Reading Inventory (5th Edition) (Pre-order for May 2008)***—Shanker & Ekwall. (Allyn & Bacon). (See www.amazon.com for earlier editions.)
- Goodbye Round Robin (25 Oral Reading Strategies)***—Opitz & Rasinsky. (1998). (Heinemann)
- Guided Reading Coaching Tool***—D. Byrd & P. Westfall. www.crystalspringsbooks.com
- How to Differentiate in Mixed Ability Classrooms***—C.A. Tomlinson. (2001). (ASCD)
- How to Get Your Point Across in 30 Seconds or Less*** --Milo O. Frank. (1986).
- I Read It, But I Don't Get It***—C. Tovani. (2000). (Stenhouse)
- Kid Writing***—E. Feldgus. (1999). (Wright Group)
- Literature Circles***—H. Daniels. (2001). (Stenhouse)
- Matching Books to Readers, Interactive Writing, & Guided Reading***--Fountas & Pinnell. (Heinemann)
- Mosaic of Thought (2nd edition)***—E.O. Keene & S. Zimmermann. (2007). (Heinemann)
- Natural Classroom Assessment***—Smith, Smith, De Lisi. (2000). (Corwin Press)
- Observation Survey***—M. Clay. (2006). (Heinemann)
- Reaching Readers***—M. Opitz & M. Ford. (2001). (Heinemann)
- Reading with Meaning***—Debbie Miller. (2002). (Stenhouse)
- Scaffolding Young Writers: A Writer's Workshop Approach. (2001)*** (Stenhouse)
- Strategies That Work: Teaching Comprehension for Understanding and Engagement (second edition)***—S. Harvey & A. Goudvis. (2007). (Stenhouse)
- Teaching with the Brain in Mind***—Eric Jensen. (2005). (ASCD)
- The Charismatic Leader: The Presentation of Self and the Creation of Educational Settings***—D. L. Bruebaker. (2006). (Corwin Press)
- The Literacy Map***—Richard Gentry. (2002). (Mondo)
- What Great Teachers Do Differently: 14 Things That Matter Most***—Todd Whitaker. (2003). (Corwin Press)
- Words Their Way: Word Study for Phonics, Vocab. & Spelling Instruction. 4th edition. (2007).*** Bear, Invernizzi, Templeton, & Johnston (Pearson)

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Carver, R.P., & Liebet, R. E. (1995). The effect of reading library books in different levels of difficulty on gain in reading ability. *Reading Research Quarterly*, 30, 26—48.

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