



Book Study Groups

(Teachers may attend one Book Study Group a year.)

Goals:

- Support the reading of professional materials
- Apply new ideas to teaching and learning situations
- Support the District #202 Board Goals and adopted curriculum

Audience:

- Teachers at any grade level PreK-12

(First year teachers need approval from their administration)

Compensation:

- Six induction hours

Group Size:

- Four to six

How to establish a Book Study Group:

- Put together a **Group of Teachers** you would like to work with that are interested in the same book and designate a leader.
- **Your Group** must select a book from those listed on the workshop website
- **Your Group** must sign up for the book you are interested in reading
- Purchase (or borrow) the book you will read
- Complete the Information Sheet with the names of the book, locations, dates and times of your meetings, and have your leader send it to Nancy Hayhurst or Nancy Ziech.
- Group is sent attendance sheets to be signed and returned by date noted

Process for Book Study Groups:

Your first meeting will probably last less than an hour. At this meeting,

- Establish a regular time, schedule, and meeting site
- Future meetings should last a minimum of 1 hour (total of 3 future meetings)
- Come to consensus on group norms such as: beginning and ending on time; coming prepared, being an active participant, respecting others' opinions, etc.

- Do a “walk-through” the book and establish a schedule for reading the book
- Submit the Book Study Group information sheet to Nancy Hayhurst at the Administration Center
- Review the Board Goals (provided) and how they would relate to the text to be read

At subsequent meetings:

- Come prepared with Part 1 of your *Conversation Guide* completed. *Conversation Guides* will be sent to you once your group is formed
- Discuss the assigned section of the book, paying particular attention to making connections with your own work
- At the end of the session, complete Part 2 of the *Conversation Guide*

After your last meeting:

- Write a 1-2 page written reflection on the possible impact this book may have on your work
- Submit this reflection, your *Conversation Guides*, and your attendance sheets for each session to Nancy Hayhurst for credit

Approved Book Study Groups:

- 1.) **Strategies That Work, 2000** (Stephanie Harvey, Anne Goudvis) Target Audience: K-12

This is the companion book to *Mosaic of Thought*. This work gives teachers the “how to” for teaching the strategies that help students become active thinkers as they read. It includes strategy lessons, ways to use short text in the guided reading setting, ways to help children use reading strategies in the content areas, and appendices listing resources that support strategy instruction.

- 2.) **Mosaic of Thought, 1997** (Ellin Keene, Susan Zimmermann) Target Audience: K-12

The authors look at the thought processes of proficient readers. The book helps teachers understand how readers of all ages work to build comprehension strategies. Keene and Zimmermann show how thinking comes together for children when strategies are taught in depth. “As the students connect their reading to their background knowledge, create sensory images, ask questions, draw inferences, determine what’s important, synthesize ideas, and solve problems, they are able to construct a rich mosaic of meaning.”

- 3.) **Understanding By Design, Second Edition 2005, First Edition, 2004** (Grant Wiggins and Jay McTighe) Target Audience PreK-12

What is understanding and how does it differ from knowing? What do we want students to understand and be able to do? How can we design our courses and units to

emphasize understanding and “uncoverage” rather than “coverage”? This book explores these questions and suggests practical solutions for teachers, providing a powerful, practical framework for designing curriculum, assessment and instruction. It will help educators enhance their “understanding of understanding” so that the curriculum and assessments they design will truly focus on enhancing the understanding and learning of their students.

4.) **When Kids Can’t Read, What Teachers Can Do, 2002** (Kylene Beers) Target Audience: 6-12

In this text, Beers shows teachers how to help struggling readers with: comprehension, vocabulary, word recognition, motivation, and fluency. This book is filled with detailed strategies, student transcripts, reproducible material, and extensive book lists.

5.) **6 + 1 Traits of Writing: The Complete Guide Grades 3 and Up, 2003** (Ruth Culham) Target Audience: Grades 3-12

Look at good writing in any genre, and you’ll find clear evidence of these traits. This book contains all the tools you need to assess student writing for the traits and plan instruction. You’ll find detailed definitions of each trait, scoring guides, sample student papers with running commentary, and focus lessons and activities.

6.) **Whatever It Takes: What Professional Learning Communities Respond When Kids Don’t Learn, 2004** (Rebecca DuFour, Robert Eaker, Gayle Karhanek, Rick DuFour) Target Audience: PreK-12

The authors describe the systems of interventions created by a high school, a middle school, and two elementary schools. The authors also discuss the logistical barriers these schools faced and their strategies for overcoming them.

7.) **Do I Really Have to Teach Reading? Content Comprehension Grades 6-12, 2004** (Cris Tovani) Target Audience: 6-12

This is the question many teachers of adolescents are asking, wondering how they can possibly add a new element to an already overloaded curriculum. If teachers want their students to learn complex new concepts in different disciplines, they often have to help their students become better readers. Tovani takes on the challenge of helping students apply reading comprehension strategies in any subject and she shows how teachers can expand on their content expertise to provide instruction students need to understand specific technical and narrative texts.

8.) **Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, 2001** (Robert J. Marzano, Debra Pickering, Jane E. Pollack) Target Audience: Elementary school educators, administrators, and academic advisors and counselors.

This brief book presents research on the best strategies for raising student achievement through classroom instruction. Readers will find a wealth of research evidence, statistical

data, and case studies. Nine categories of instructional strategies—Identifying Similarities and Differences; Summarizing and Note Taking; Reinforcing Effort and Providing Recognition; Homework and Practice; Nonlinguistic Representations; Cooperative Learning; Setting Objectives and Providing Feedback; Generating and Testing Hypotheses; and Cues, Questions, and Advance Organizers—that maximize student learning are introduced, along with the pertinent information to understand and synthesize each.

9.) Classroom Management That Works: Research-Based Strategies for Every Teacher, 2003 (Robert J. Marzano, Debra Pickering, Jane E. Pollack) Target Audience: Elementary school educators, administrators, and academic advisors and counselors.

How does classroom management affect student achievement? What techniques do teachers find most effective? How important are school wide policies and practices in setting the tone for individual classroom management? In this follow-up to *What Works in Schools*, Robert J. Marzano analyzes research from more than 100 studies on classroom management to discover the answers to these questions and more. He then applies these findings to a series of "Action Steps"

10.) A Framework for Understanding Poverty (Ruby K. Payne) Target Audience: PreK-12

Since 1995 *A Framework for Understanding Poverty* has guided hundreds of thousands of educators and other professionals through the pitfalls and barriers faced by all classes, especially the poor. Carefully researched and packed with charts, tables, and questionnaires, it not only documents the facts of poverty, it provides practical yet compassionate strategies for addressing its impact on people's lives.

11.) Literature Circles: Voice and Choice in Book Clubs and Reading Groups, 2001 (Harvey Daniels) Target Audience: Elementary, Middle, High School

Drawing on ten years of classroom experiments and innovative models from teachers nationwide, the second edition offers abundant new strategies, structures, tools, and stories that show how to launch and guide literature circles effectively.

12.) Getting Started: Reculturing Schools to Become Professional Learning Communities, 2002 (Robert Eaker, Richard Dufour, Rebecca Burnette) Target Audience: PreK-12

This book answers the question posed by schools attempting to transform themselves into Professional Learning Communities: "Where do we begin?" The authors focus on the cultural shifts that must take place as schools move from more traditional ways of doing things to functioning as professional learning communities.

13.) **A Fresh Look at Writing** (Donald Graves), **1994** Target Audience: K-9

Graves expands on many of his earlier approaches, examining portfolios, record keeping, and methods for teaching conventions, spelling, and a rich range of genre including fiction, poetry, and nonfiction.

14.) **What Works in Schools: Translating Research into Action, 2003** (Robert J. Marzano) Target Audience: All

Marzano synthesizes research to provide clear and unequalled insight into the nature of schooling. He recommends specific and attainable action steps to implement successful strategies culled from the wealth of research data.

15.) **Classrooms that Work: They Can ALL Read and Write, Second Edition, 1999** (Patricia M. Cunningham, Richard L. Allington) Target Audience: PreK-6, and administration

Trains teachers how to actually teach reading effectively in the classroom. Some topics: Guiding Children's Reading/Thinking; Guiding Children's Writing/Thinking, Developing Decoding and Fluency, Science and Social Studies Matter to Struggling Readers, A Day in a Four-Blocks Primary Classroom, A Week in an Integrated Intermediate Classroom

16.) **Student-Involved Classroom Assessment, 3rd Edition, 2001** (Richard J. Stiggins) Target Audience: All

Stiggins shows teachers how to create high-quality classroom assessments and use them to build student confidence, thereby maximizing student achievement. It offers practical guidelines on how to construct all types of assessments.

17.) **Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy, 2001** (Irene C. Fountas, Gay Su Pinnell) Target Audience: Intermediate and Middle School

Authors explore all the essential components of a quality upper elementary literacy program. This book includes: special help for struggling readers and writers, breakthrough to literacy, independent reading, guided reading, literature study, teaching for comprehension and word analysis, the reading and writing connection, and 1,000 leveled books.

18.) **Guided Reading: Good First Teaching for All Children, 1996** (Irene C. Fountas, Gay Su Pinnell) Target Audience: Primary

This book helps teachers organize their classroom for guided reading groups. It has wonderful ideas to implement learning centers and management of those centers while teaching guided reading groups.

19.) Creating Young Writers: Using the Six Traits to Enrich Writing Process in Primary Classrooms, 2004 (Vicki Spandel and Barry Lane) Target Audience: Primary

Offers a comprehensive exploration of Spandel's effective 6-trait approach to writing for K-3 teachers. It provides clear guidelines on helping young students draft, assess, and revise their writing, as well as explicit criteria to show students precisely what they must do to succeed as writers in virtually any situation.

20.) Creating Writers, Fourth Edition, 2004 (Vicki Spandel) Target Audience: Elementary, Middle, High School

Provides clear guidelines on helping students draft, assess, and revise their writing and presents a highly adaptable assessment model for identifying the attributes of good writing.

21.) Reading With Meaning: Teaching Comprehension in the Primary Grades, 2002 (Debbie Miller) Target Audience: Primary

Through explicit instruction, modeling, classroom discussion, and most important, by gradually releasing responsibility to her students, the author provides a model for creating a climate and culture of thinking and learning.

22.) On Common Ground, 2005 (Richard Dufour, Robert Eaker, Rebecca DuFour) Target Audience: All

Brings ideas and recommendations of many of North America's educational leaders into one resource for educators working to help their students achieve at ever-higher levels.



Conversation Guide

Name _____ Date: _____

Book Title: _____ Location: _____

Reading Assignment: _____

Part I: Before the Discussion...

What is one new idea you discovered in your reading?

What questions would you like to ask the group?

- 1.) _____
- 2.) _____
- 3.) _____

Part II: After the Discussion...

What were the key points made by group members during the discussion?

What new learning did you take away from this discussion?

(Every member should complete one Conversation Guide each time the Book Study Group meets.)

BOOK STUDY GROUP INFORMATION

1. Time, schedule, meeting site _____

2. Group Names:

3. Schedule for Reading Book:

4. How do Board Goals relate to your text?
