By Douglas Fisher Improving Adolescent Literacy Content Area Strategies At Work 3rd Third Edition

Content-area Conversations

How to Create a Culture of Achievement in Your School and Classroom

Help students write about social studies content and build their historical thinking skills This 2nd edition resource was created to support College and Career Readiness Standards, and provides in-depth research about content-area literacy instruction, including key strategies to help students write about and comprehend historical content. Each strategy includes classroom examples by grade ranges (1-2, 3-5, 6-8 and 9-12) and necessary support materials, such as graphic organizers, templates, or digital resources to help teachers implement quickly and easily. Specific suggestions for differentiating instruction are also provided to help English language learners, gifted students, and students reading below grade level.

ERS Focus on Adolescent Literacy

Improve your students’ reading comprehension, writing skills, and critical thinking skills This 2nd edition resource was created to support College and Career Readiness Standards, and provides in-depth research about content-area literacy instruction, including key strategies to help students write about and comprehend historical content. Each strategy includes classroom examples by grade ranges (1-2, 3-5, 6-8 and 9-12) and necessary support materials, such as graphic organizers, templates, or digital resources to help teachers implement quickly and easily. Specific suggestions for differentiating instruction are also provided to help English language learners, gifted students, and students reading below grade level.

Better Learning Through Structured Teaching

The benefits of collaborative learning are well-documented and yet, almost every teacher knows how group work can go wrong: restless students, unequal workloads, lack of accountability, and too little learning for all the effort involved. In this book, educators Nancy Frey, Douglas Fisher, and Sandy Cowen show you how to make all group work productive group work with all students engaged in the academic content and with each other, building valuable social skills, consolidating and extending their knowledge, and increasing their readiness for learning for the future. The key to the most out of group work is to match research-based principles of group work to the specific needs of your classroom. Specific examples across grade levels and disciplines illustrate how to create productive group work: * Design challenging and engaging group tasks * Ensure group and individual accountability * Assess and monitor students’ developing understanding (and show them how to improve) * Foster essential interpersonal skills, such as thinking with clarity, listening, giving useful feedback, and considering different points of view. The authors also address the most frequently asked questions about group work, including the best ways to form groups, accommodate mixed readiness levels, and introduce collaborative learning activities into the classroom. Throughout, they build a case that productive group work is both an essential part of a gradual release of responsibility instructional model and a necessary part of good teaching practice.

Handbook of Research on Teaching the English Language Arts

What does it feel like to walk into your school? Is it a welcoming place, where everyone feels valued? Most school improvement efforts focus on academic goals, instructional models, curriculum, and assessment. But sometimes what can make or break your learning community are the intangibles—the relationships, identity, and connections that make up its culture. Authors Nancy Frey, Douglas Fisher, and Pam Lapp believe that no school improvement effort will be effective unless school culture is addressed. They identify five factors that are critical to building a culture of achievement. * Welcome: Imagine if all staff members in your school considered it their job to make every student, parent, and visitor feel noticed, welcomed, and valued. 2. No harm: Do no harm: Your school rules should be tools for teaching students to become the moral and ethical citizens you expect them to be. 3. Choice words: When the language students hear helps them tell a story about themselves that is one of possibility and potential, students perform in ways that are consistent with that belief. 4. It’s never too late to learn: Can you push students to go beyond the minimum needed to get by, or are they capable of answering * Yes or no? * What is the culture of school learning? 5. The best school in the universe: Is your school the best place to teach and learn? The best place to work? Drawing on their years of experience in the classroom, the authors explain how these pillars support good teaching and learning. In addition, they provide 15 action research tools that can help teachers assess the culture of their school or classroom so that it can be changed. After reading this book, you’ll see why culture makes the difference between a school that enables success for all students and a school that merely houses those students during the school day.

Preserve Secondary Teachers’ Conceptions of Teaching for Understanding, Adolescents, and Literacy Within Content Areas

Develop strategies for integrating the Common Core State Standards for English Language Arts for grades 6-8 in this resource, which focuses on areas of instruction, curriculum, assessment, and intervention. You’ll also learn how to implement the CCSS within the powerful PLC at Work® process. Critical chapter-opening questions guide discussion and help you leverage the CCSS to optimize student learning.

The Path to Get There

Teaching Reading in Today’s Elementary Schools sets the standard for reading instruction to ensure that aspiring teachers are able to learn the mechanics of word recognition, how to comprehend what they read -- and enjoy the process. The book advances a balanced approach to reading, presenting newer approaches with more traditional approaches that have proven value, such as phonics, vocabulary instruction, and strategies for literal and higher-order comprehension. Practices are featured, such as use of recent technologies for literacy learning, varying approaches with attention to dealing with the many types of diverse learners in today’s classrooms. This 3rd edition is thoroughly updated and includes classroom examples by grade range and includes graphic organizers and digital resources to help teachers implement quickly and easily. Specific suggestions for differentiating instruction are also provided to help English language learners, gifted students, and students reading below grade level.

Writing Strategies for Science

Teachers across the country are seeking ways to make their multicultural classrooms come alive with student talk about content. Content-Area Conversations: How to Plan Discussion Lessons for Diverse Language Learners is a practical, hands-on guide to creating and managing environments that spur sophisticated levels of student communication, both oral and written.

Improving Adolescent Literacy

Teach students how to capture their imaginative ideas on paper and make writing as fun! This 2nd edition resource was created to support current standards, provides an in-depth research base about literacy instruction, and includes key strategies to help students write and understand fiction. Designed in an easy-to-use format, this book includes detailed approaches and examples that will work with classroom examples by grade range and includes graphic organizers and digital resources to help teachers implement quickly and easily. Specific suggestions for differentiating instruction are also provided to help English language learners, gifted students, and students reading below grade level.

Teaching to Complexity: A Framework to Evaluate Literacy and Content-Area Texts

Successful students use comprehension skills and strategies throughout the school day. This timely book, leading scholars present innovative ways to support reading comprehension, writing, and critical thinking in social studies, math, and science, as well as language arts and English classrooms. Cutting-edge theoretical perspectives and research findings are clearly explained. Special attention is given to integrating out-of-school literacies into instruction and developing comprehension in English language learners.

Background Knowledge

Preserves articles that describe how teachers and literacy specialists can use visual media, including graphic novels, cartoons, and picture books, to motivate reading.

Writing Strategies for Mathematics

Straightforward, affordable, and practical, Improving Adolescent Literacy gives all middle and secondary school teachers instructional routines that will allow them to...
Enhancing RTI

A teacher presents a lesson, and at the end asks students if they understand the material. The students nod and say they get it. Later, the teacher is dismayed when many of the students fail a test on the material. Why aren’t students getting it? And, just as important, why didn’t the teacher recognize the problem? In Checking for Understanding, Douglas Fisher and Nancy Frey show how to increase students’ understanding with the help of creative formative assessments. When used regularly, formative assessments help teachers to determine what students know and what they still need to learn. Fisher and Frey explore a variety of engaging activities that check for and increase understanding, including interactive writing, portfolios, multimedia presentations, audience response systems, and much more. This new 2nd edition of Checking for Understanding includes a new section on formative assessment and provides teachers with guidelines to reflect the new research on the topic.

Rigorous Reading, Florida Edition

This popular text, now in its Fourth Edition, introduces pre-service and in-service teachers to the most current theories and methods for teaching literacy to children in elementary schools. The methods presented are based on scientific findings that have been tested in many classrooms. A wealth of examples, hands-on activities, and classroom vignettes—including lesson plans, assessments, lists of children’s literature books to fiction and nonfiction texts, and more—illustrate the methods and bring the information to life in all the chapters. The book presents a new chapter on digital reading and writing, while also promoting creativity and self-expression. Special features include reproducible worksheets and checklists for developing, evaluating, and implementing arts-related lesson plans.

Activating the Learner’s Brain

Join Nancy Frey and Douglas Fisher as they outline a clear-cut, realistic, and rewarding approach to formative assessment. They explain how four discrete steps work in tandem to create a seamless, comprehensive formative assessment system—one that has no beginning and no end. This ongoing approach enhances an active give-and-take relationship between teachers and students to promote learner engagement. Where am I going? Step 1: Feed-up ensures that students understand the purpose of an assignment, task, or lesson, including how they will be assessed. Where am I now? Step 2: Checking for understanding guides instruction and helps determine if students are making progress toward their goals. Where am I going next? Step 4: Feed-forward builds on the feedback from step 3 and uses performance data to facilitate student achievement. Dozens of real-life scenarios demonstrate how to apply these steps in your classroom, always focusing on the presence or absence of student learning to guide the action. By enabling teachers and students alike to see more clearly what they need to do for learning to be successful, this approach builds students’ confidence, and, understanding. No matter what grade level you teach, The Formative Assessment Action Plan will help you make better use of assessment data so you can more quickly adjust instruction to keep every student on the path to success.

Writing Strategies for Fiction

Southern Fiddlers and Fiddle Contests explores the phenomenon of American fiddle contests, which have now replaced the dances as the main public event where American fiddle music has been heard. Yet it is often forgotten that these events hold more potential for fostering a love of reading than most educators recognize. Southern Fiddlers and Fiddle Contests explores the ways in which fiddlers can bring reading alive, building a reading habit, and it presents a wealth of teaching ideas and activities that teachers can use to help students become better readers. The text focuses on strategies for teaching reading, with special emphasis on improving comprehension. The book’s lively style is designed to make learning enjoyable for both teachers and students.

Improving Adolescent Literacy

Written by a science educator and a literacy expert, this resource gives secondary science teachers an approach for developing students’ disciplinary literacy so they can access science content.

Rigorous Reading, Texas Edition

This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. This is the bound book, or the Enhanced Pearson eText with Pearson eText Notebook. This instant access code gives you access to the Enhanced Pearson eText and绑定的 Pearson eText Notebook. This interactive, straightforward, and affordable, this guide give middle and secondary school teachers the tools they need to support their students’ comprehension and success.见面会中, whoes and What I'm doing. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on a smartphone or tablet. Affordable. The Enhanced Pearson eText may be purchased stand-alone or with a loose-leaf version of the text for 40%-60% less than the print book. bounded. The Enhanced Pearson eText is optimized for the tablet and smartphone experience. It is available in the Pearson eText format. It may be found in the Appendix (B) in the Pearson eText format.

Checking for Understanding

In this updated 2nd edition of the ASCD best-seller, Douglas Fisher and Nancy Frey dive deeper into the hows and whys of the gradual release of responsibility instructional framework. To gradually release responsibility is to equip your students with the tools they need to be engaged, self-directed learners. The authors review the research and provide step-by-step guidelines for using the gradual release model in your classroom. This new edition has been completely re-organized, adding three new chapters, to focus on the ways in which teachers can use reading, writing, speaking, and listening in their classes, emphasizing reading and comprehending texts, creating graphic organizers, developing vocabulary knowledge, and writing to learn.

Improving Adolescent Literacy

In this updated 2nd edition of the ASCD best-seller, Douglas Fisher and Nancy Frey dive deeper into the hows and whys of the gradual release of responsibility instructional framework. To gradually release responsibility is to equip your students with the tools they need to be engaged, self-directed learners. The authors review the research and provide step-by-step guidelines for using the gradual release model in your classroom. This new edition has been completely re-organized, adding three new chapters, to focus on the ways in which teachers can use reading, writing, speaking, and listening in their classes, emphasizing reading and comprehending texts, creating graphic organizers, developing vocabulary knowledge, and writing to learn.

Activating the Learner’s Brain

Join Nancy Frey and Douglas Fisher as they outline a clear-cut, realistic, and rewarding approach to formative assessment. They explain how four discrete steps work in tandem to create a seamless, comprehensive formative assessment system—one that has no beginning and no end. This ongoing approach enhances an active give-and-take relationship between teachers and students to promote learner engagement. Where am I going? Step 1: Feed-up ensures that students understand the purpose of an assignment, task, or lesson, including how they will be assessed. Where am I now? Step 2: Checking for understanding guides instruction and helps determine if students are making progress toward their goals. Where am I going next? Step 4: Feed-forward builds on the feedback from step 3 and uses performance data to facilitate student achievement. Dozens of real-life scenarios demonstrate how to apply these steps in your classroom, always focusing on the presence or absence of student learning to guide the action. By enabling teachers and students alike to see more clearly what they need to do for learning to be successful, this approach builds students’ confidence, and, understanding. No matter what grade level you teach, The Formative Assessment Action Plan will help you make better use of assessment data so you can more quickly adjust instruction to keep every student on the path to success.

Writing Strategies for Fiction

Southern Fiddlers and Fiddle Contests explores the phenomenon of American fiddle contests, which have now replaced the dances as the main public event where American fiddle music has been heard. Yet it is often forgotten that these events hold more potential for fostering a love of reading than most educators recognize. Southern Fiddlers and Fiddle Contests explores the ways in which fiddlers can bring reading alive, building a reading habit, and it presents a wealth of teaching ideas and activities that teachers can use to help students become better readers. The text focuses on strategies for teaching reading, with special emphasis on improving comprehension. The book’s lively style is designed to make learning enjoyable for both teachers and students.

Improving Adolescent Literacy

Written by a science educator and a literacy expert, this resource gives secondary science teachers an approach for developing students’ disciplinary literacy so they can access science content.

Rigorous Reading, Texas Edition

This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. This is the bound book, or the Enhanced Pearson eText with Pearson eText Notebook. This instant access code gives you access to the Enhanced Pearson eText and bounded. The Enhanced Pearson eText is optimized for the tablet and smartphone experience. It is available in the Pearson eText format. It may be found in the Appendix (B) in the Pearson eText format.

Checking for Understanding

In this updated 2nd edition of the ASCD best-seller, Douglas Fisher and Nancy Frey dive deeper into the hows and whys of the gradual release of responsibility instructional framework. To gradually release responsibility is to equip your students with the tools they need to be engaged, self-directed learners. The authors review the research and provide step-by-step guidelines for using the gradual release model in your classroom. This new edition has been completely re-organized, adding three new chapters, to focus on the ways in which teachers can use reading, writing, speaking, and listening in their classes, emphasizing reading and comprehending texts, creating graphic organizers, developing vocabulary knowledge, and writing to learn.

Improving Adolescent Literacy

In this updated 2nd edition of the ASCD best-seller, Douglas Fisher and Nancy Frey dive deeper into the hows and whys of the gradual release of responsibility instructional framework. To gradually release responsibility is to equip your students with the tools they need to be engaged, self-directed learners. The authors review the research and provide step-by-step guidelines for using the gradual release model in your classroom. This new edition has been completely re-organized, adding three new chapters, to focus on the ways in which teachers can use reading, writing, speaking, and listening in their classes, emphasizing reading and comprehending texts, creating graphic organizers, developing vocabulary knowledge, and writing to learn.
features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.* Affordable. Experience the advantages of the Enhanced Pearson eText along with all the benefits of print for 40% to 50% less than a print bound book. * The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. *The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7” or 10” tablet, or iPad iOS 5.0 or later.

The Formative Assessment Action Plan

Douglas Fisher and Nancy Frey help you develop lasting subject-area understanding with ideas for modeling, guided practice, productive group work, and independent work that effectively engage adolescents. You’ll learn to: distinguish incidental knowledge from core background knowledge; check students’ understanding prior to a unit with tools such as opinionnaires, interest surveys, and anticipation guides; model how to activate and apply prior knowledge so kids can wrestle with new content; build up students’ background knowledge through virtual fieldtrips, YouTube, guest experts, and more; and provide collaborative ways for students to develop expertise, show what they know, and own their learning. --From publisher’s description.

Improving Adolescent Literacy

As an important tool for instruction and text selection, Teaching to Text Complexity helps teachers learn to evaluate children’s and young adult literature and informational text for quality and complexity to support rigorous literacy and content learning. In addition, this timely resource explores how instructional purpose shapes not only the kinds of curricular texts used, but also considers their complexity relative to readers. By offering a framework for text selection, this book helps teachers more deeply understand text complexity in today’s standards as well as its importance when building and using text sets in the classroom and reading for different purposes.

Comprehension Across the Curriculum

The Common Core State Standards represents a call for all teachers to focus on the literacy learning of their students. Together, these skillreading, writing, speaking, listening, and viewingcomprise the literacies that students must develop if they are to master content and be successful in college or the workplace. This book will assist content area teachers in understanding the Common Core State Standards that apply to their various courses. Standards in history/social studies, science, and technical subjects are explained in detail, including examples of lessons designed to ensure that students master each standard.

Better Learning Through Structured Teaching

Help students write about science content and build their scientific thinking skills! This 2nd edition resource was created to support College and Career Readiness Standards, and provides an in-depth research base about content-area literacy instruction, including key strategies to help students write about and comprehend scientific content. Each strategy includes classroom examples by grade ranges (1-2, 3-5, 6-8 and 9-12) and necessary support materials, such as graphic organizers, templates, or digital resources to help teachers implement quickly and easily. Specific suggestions for differentiating instruction are also provided to help English language learners, gifted students, and students reading below grade level.

Adolescent Literacy in the Era of the Common Core

Teaching Reading to Every Child

Activating the Learner’s Brain promotes a “Learner’s Brain Model”, using brain research to understand the nature to the learner. This book goes beyond lesson planning as it addresses Instructional delivery, use of assessments, Consolidation for Closure, reflection and includes rubrics for professional growth. The first chapter is devoted to addressing planning and executing Instructional delivery answering the question: do I teach for competency or performance? Following lesson execution, the subsequent chapter discusses assessments. Are assessments of learning or for learning, or both? Assessments are used to collect data as well as a strategy called “Consolidation for Closure” Once the data is collected, the data is analyzed and used for subsequent lessons. A critical component for success is reflection and the last chapter provides reflective questions teachers and students can use.