

# SUBJECT INDEX

- A**
- A to Z Teacher Stuff<sup>®</sup>, 269
- ABC School Battery, 266
- ABC Teach, 269
- Abilities: different, students being adept in, recognition of, 4; literacy, wide range of, 1–2, 3
- Academic language, 91, 203, 245, 246, 252
- Accelerated Vocabulary, 213
- Accommodations, making: for reluctant speakers, 106, 114; for special needs students in book clubs, 182–183; for students with reading difficulties, 266; for students with writing difficulties, 211–213, 266. *See also specific accommodations*
- Accountability, in book clubs, 174, 183
- Accountable talking, 37–38, 40, 105, 178, 184
- Act 360 Media Ltd., 256
- Acting out a scene, 107–108, 112
- Action: strategy involving, 227; teaching students about, 228
- Additional resources, websites of, 269–273
- AD/HD. *See* Attention deficit/hyperactivity disorder (AD/HD)
- Advanced Learning Technologies in Education Consortia (ALTEC), 269
- Advanced organizers, 220. *See also* Graphic organizers
- Advanced readers and writers. *See* Good readers; Good writers
- Aesop’s Fables Online Collection, 271
- Affixes: difficulties with, 209; teaching, 89
- Affluent school districts, and technology use, 249, 250
- After-reading comprehension strategies, 224–225
- After-school clubs, 114, 184
- Alliteration, described, 159
- Alliterative format, 108
- Alphabetic stage, 83
- AlphaSmart, 266
- ALTEC (Advanced Learning Technologies in Education Consortia), 269
- Amazon, 17
- Amelia Bedelia* (Parish), the series, 19
- American Folklore, 272
- American Library Association, 13
- Analogy, knowledge and skill in, need for, 81–82
- Anastasia Krupnik* (Lowry), 150, 280, 281, 282, 283, 286
- Anchors Away*, 141
- Anecdotal records, taking, 31, 114
- Anecdote, described, 159
- Animalia* (Base), 19, 108
- Anthologies: as a nonfiction entry point, 63; older, obtaining, 17; for poem performance selection, 109; responding to, as a literacy station, 35
- Anticipation guides, 219
- AppleWorks, 251
- Armadillo from Amarillo, The* (Cherry), 7, 280, 281, 286
- Art activities, sample list of, for book clubs, 196
- Art of Teaching Reading, The* (Calkins), 11
- Artemis Fowl* (Colfer), 13
- Artist’s Attic, 35
- Ask for Kids<sup>™</sup>, 252, 269
- Assessments: balancing, 6, 30; baseline, 44, 47, 74; beginning with, in word study, 82; in book clubs, 183, 198, 199; conducting, to assess prior knowledge, 45–46; continuous, 183, 205; for discovering student strengths and weaknesses, 34; to gain awareness of writing difficulties, 211; in lesson plan on symbolism, 154; in the Literacy Workshop, 30–31; for measuring understanding of nonfiction, 74; of oral language, 111–112, 114; of reading skills, importance of, to identify deficits, 203; in the Reading Workshop, 37–40, 183; and reviewing journals, 130; and the use of rubrics, 53–54; of writing, tool for, 46–47, 244; in the Writing Workshop, 44, 47, 183
- Assistive technology, 213, 266–268. *See also specific type*
- Attempt, in stories, described, 242
- Attention deficit/hyperactivity disorder (AD/HD): bypass strategies and accommodations for, 212; and reading difficulties,

- Attention deficit (*continued*)  
 205–206; and writing difficulties, 207–211
- Audience, establishing, 48–49
- Audiobooks, 17, 125, 131, 256–257, 266, 267
- AudioPlus<sup>®</sup>, 257
- Auditory-sequential memory, deficits in, 208
- Author studies: activities involving, samples of, 156–158; in book clubs, 176; as a literacy station, 35, 146–147; for schoolwide book clubs, 186; as a special unit of study, 145–148; in thematic units, 153
- “Author-and-you” questions, 226
- Author’s chair strategy, 107, 262
- Author’s message, described, 162
- Autobiographies, 63
- Avoidance, barrier of, 203
- Award-winning books: list of, website for, 13; selecting, 12–13, 33; for use in literacy stations, 35
- B**
- Back-to-school nights, 16, 101
- Balanced literacy: components of, 2–4; instructional approaches for, 4–6; key component of, 234; overview of, 1
- Balanced literacy environment: building a community of learners for a, 6–10; climate in the, 6, 7, 45, 103, 105; and the look of today’s classroom libraries, 12; monitoring student reading in a, 23–24; organizing the classroom library for a, 18–23; overview of, 11–12; sample activities and forms for setting up a, 25–27; selecting books for a, 12–18
- Balanced Reading, 269
- Ballad of Lucy Whipple, The* (Cushman), 149
- Barnes & Noble, 17
- Barriers, development of, from years of reading failure, 203
- Baseline assessments, 44, 47, 74
- Because of Winn Dixie* (DiCamillo), 13, 126, 153–155
- Before-school book club, 184
- Belonging, sense of, book clubs giving members a, 173
- Benchmark, 96
- Ben’s Dream* (Van Allsburg), 146
- Beyond Leveled Books* (Szymusiah and Sibbersoni), 12
- Big books, 36, 63
- Biographies: as a narrative, 241; as a nonfiction entry point, 63; suggested project for study of, 168; using, to teach time order (sequence) structure, 66–68
- Black Pearl, The* (O’Dell), 130
- Blind students, books for, 257, 267
- Blue books, advantage of, 130
- “Blue Prints” (Holbrook), 284, 285, 286
- Board games. *See* Games
- Body motions and chanting, use of, 229, 246
- Boggle, 90
- Book club catalogs, 16, 17
- Book clubs: activities involving, samples of, 187–199; for author studies, 147, 148; balancing, with guided reading, 35; benefits of, 174; choosing materials for, 176–177; common features of, 173–174; culminating activities for, 194–197; defining and describing, 174; etiquette and rules for, 178–179; evaluation activities for, 183, 190, 198, 199; and expectations for culminating activities and assessment, 183; folders for, 179; getting started working with, 177; and grouping in the classroom, 5, 173, 175–176; increasing need for, 206; managing, 178–183; naming issue involving, 173; and oral language practice, 106; planning sheet for, 192; preparation for, as a literacy station, 36; putting into practice, 175–178; reading schedule for, sample of a, 187; schoolwide, 183, 184–186; setting the schedule for, 177–178; student roles in, 178; with a survival theme, organizing, 130; timing for, 175; troubleshooting in, 182; types of questions for, 179–180, 193; variations of, 183–184
- Book covers: activity involving, 169; hidden, problem of, 22; student-created, benefit of, 23
- Book display rounders, 22
- Book fairs, schoolwide, 16
- Book genres, standard, 18. *See also* Genre studies
- Book jacket activity, sample of a, 169
- Book of the Week, establishing a, 22
- Book recommendation form: sample of a, 42; for use in literacy stations, 36; using a, 22
- Book reports, activity involving, sample of an, 115
- Book sales, used, 16, 17
- Book selection: balanced approach to, importance of a, 11; for book clubs, 176–177; for classroom libraries, 12–18; and evaluation, form for, 20, 25; for read-alouds, 32–33; for the Reading Workshop, 31–32; by students, 11, 16, 17, 24
- Book talks, informal, 104, 105–106, 150. *See also* Book clubs
- Books: access to, 11, 12, 21, 23–24, 95, 207; categorizing, 18–20, 25; comparing, to movies, 126–127, 154; displaying, 21, 22; keeping, for yourself, 20; labeling, 18, 20; lending and keeping track of, 21–22; marking, 22–23; new, introducing, 22; obtaining more, strategies for, 16–17; organizing, for classroom libraries, 18–23; protecting, 23; with special messages and literary elements, 19; teachers knowing the, importance of, 21; that build a community of reader-writers, 18; unused and old, cleaning out, 23. *See also specific types and titles of books*
- Books on tape. *See* Audiobooks
- Bookshare, 267
- Bookstores: independently selecting books in, 24; visiting, 17
- Boys: and book club grouping, 176; and character study, 149; reading achievement of, 17, 206; reading preferences of, 62, 176; selecting books that appeal to, 17–18, 206
- Braille, 267
- Brainium Technologies, 266
- BrainPop<sup>®</sup>, 261
- Brainstorm, Inc., 251
- Brainstorming chart, lesson plan with, 129
- Brainstorming, described, 235. *See also* Prewriting phase
- Brian’s Winter* (Paulsen), 125
- Bridge on the River Kwai*, 141
- Bridge to Terabithia* (Paterson), 13, 126, 130, 139, 148
- British schools, popular software in, 251
- Broderbund<sup>®</sup>, 251
- Bud, Not Buddy* (Curtis), 13, 130, 131, 284, 286
- Buddy system, the, 36, 96, 103, 186, 239
- Bulletin boards, showcasing student work on, 51

*Burma Road*, 141  
Bytes of Learning, Inc., 251

## C

- Cadaco, 90  
Caldecott Award books: activity involving, sample of, 170–171; selecting, 13, 33; studying, 155; suggested project for study of, 168; for use in literacy stations, 35  
California, state-mandated anthology in, 63  
CALL Centre, 267  
*Call of the Wild* (London), 130, 131  
Calling on specific students, use of, 7, 9  
Camcorders, 260  
Cameras: digital, 259–260; document, 47, 261, 263, 264, 265  
Capstone Publishers, 63  
Career reports, 260  
Carol Hurst's Children's Literature, 270  
CASL Handwriting Program, 215  
Categorizing books, 18–20  
Cause-and-effect structures, 62, 64, 65, 68–69, 260  
*Caves and Caverns* (Gibbons), 66  
*Cay, The* (Taylor), 127, 128, 129, 130, 131, 132, 137, 138, 177  
CD-ROM, books on. *See* Audiobooks  
Celebrating writing. *See* Writing celebrations  
Celebrity writing, 36  
Center for Instructional Innovation, 256  
Cereal box book report and commercial, sample activity involving, 115  
*Chair for My Mother, A* (Williams), 13  
Challenged readers and writers. *See* Struggling readers; Struggling writers  
Challenged speakers, 102–103  
Challenged spellers, 51, 267  
Challenges, addressing, balance in, 1–2  
Chanting and body motions, use of, 229, 246  
Character chart, 149, 163  
Character investigator, role as, described, 189  
Character sketch cards, 152–153, 164–165  
Character study: activities involving, samples of, 163–165; as a special unit, 149–153  
Character web, 228  
Character word banks, list of words for, 151–152  
Characterization: described, 159; teaching students about, 242  
Characters: charted, sample of, 231; described, 232; teaching students about, 228, 242  
Character-to-character letter writing, 129, 136  
*Charlie and the Chocolate Factory* (Dahl), 126  
*Charlotte's Web* (White), 126  
Charts. *See specific type*  
Cheapbooks, 17  
Check-in conferences, 52  
Checklists, teaching students the use of, 235, 236, 238  
Child-centered exploration, 6  
Children's book, creating a, activity for, 79  
Children's book titles. *See specific titles*  
Children's Choice Award books, 12  
Children's Literature Web Guide, 270  
Choice award-winning books, 12, 13  
Choice, building in, 5, 6  
Choice reading: allowing for more, 207; as a literacy station, 36; monitoring, 23–24, 26, 27  
Choice writing: balancing guided writing with, 47–48; in nonfiction study, 74  
Choral poetry reading, 109–110  
Choral reading, 95  
Choral response, 90  
*Chronicles of Narnia: The Lion, The Witch and The Wardrobe* (Lewis), 126, 131  
Chunking wall, the, 89  
Clarifying, in reciprocal teaching, 223  
ClarisWorks for Kids, 251  
ClaroRead PLUS, 267, 268  
Class leaders, 103  
Classroom environment. *See* Balanced literacy environment  
Classroom libraries: balancing resources in, 3; current look of, 12; improvements made in, 11; kid-friendly, transition to, 11–12; organizing, 18–23, 25; selecting books for, 12–18  
Classroom wish lists, 16  
Classrooms: electronically connecting, from around the world, 258; sound amplification in, 262  
Cliché, described, 159  
Clicker 5, 251  
Climax: charted, sample of, 231; described, 159, 232; and plot, 242; teaching students about, 228  
Clip art resources, 251–252  
Closings, powerful, teaching students about writing, 240  
Closure: in lessons from a two-week unit, 8, 9, 10; in thematic unit lesson plan, 129  
Clothespin words, 88  
Cluster maps, 228, 237  
*Cobblestone: The History Magazine for Kids*, 176–177  
Code breaking, skilled in. *See* Decoding skills  
Cognitive reading comprehension strategies, 226–227  
Collaborative community online, 258  
Collaborative learning format, balancing, with other grouping formats, 5  
Collaborative learning opportunities, providing, 217  
Collaborative reading and writing, fostering, 207, 221  
College blue books, advantage of, 130  
Color-coding system, 18  
Comic book corner, 36  
Commercials, creating: activity involving, sample of, 115; for oral language practice, 106  
Committee on the Prevention of Reading Difficulties in Young Children, 201  
Communication: multiple opportunities for, providing, 101, 102, 258; standards for, 102. *See also* Listening; Speaking  
Community building: books on, 18; importance of, 6–7; on the Internet, 258; two-week unit for, lesson plans for, 6–10, 275–286  
Community resources, tapping into, 114  
Compact discs (CDs), books on. *See* Audiobooks  
Compare-and-contrast activities: samples of, 136–139, 158; use of, 129–130, 147, 148; using digital cameras for, 259  
Compare-and-contrast paragraphs, 240  
Compare-and-contrast structures, 62, 64, 65  
Comparison chart, 227  
Composition books, issue with, 130

- Comprehension: and access to grade-level texts, 207; and AD/HD students, 205–206; and dyslexia, 204; focus on, for reading instruction, 201, 202
- Comprehension checkpoints, 221, 230
- Comprehension checks: and grouping in the classroom, 5; during read-alouds, 32
- Comprehension programs, successful, components critical for, 217
- Comprehension strategies: active reading and discussion as, 229; activities involving, samples of, 230–232; after-reading, 224–225; building, need for, 203; and characteristics of good readers, 217–218; cognitive, 226–227; deficits in, 203; during-reading, 220–224; and graphic aids, 227–228; and metacognitive readers, 218; overview of, 217; prereading, 219–220; teacher-directed instruction in, importance of, 217; and text structure, 228–229. *See also specific strategies and scaffolds*
- Computer access, 238, 239, 250, 251, 261. *See also Technology*
- Computer buddies, 73
- Computer research, as a literacy station, 36
- Conclusions, powerful, teaching students about writing, 240
- Conferencing: and grouping in the classroom, 5; knowing the books for, importance of, 21; during nonfiction study, 74; and oral language practice, 105; procedure for, 40; providing students with, 29; in the Reading Workshop, 31, 38–40; setting aside time for, 39; using rubrics when, 244; in the Writing Workshop, 45, 49, 51–53, 68
- Conferring baskets, 39–40
- Conferring management system, 45
- Conferring notes: for reading, 31, 39, 41; for writing, 52, 59
- Conferring sessions. *See Conferencing*
- Conflict connector, role as, described, 188–189
- Conflict, described, 159. *See also Problem or conflict*
- Connections, helping students make, 32, 221, 222
- Connector role, described, 188
- Consumer Reports for Kids*, 176–177
- Content: of lessons, previewing, using presentation software for, 255; of persuasive essay, rubric on organization and, sample of, 247
- Content areas, integrating other, 3–4, 104, 131–132, 255, 262–263
- Content conference, 52
- Content-specific words, 91
- Continuous assessment, 183, 205
- Convention, as a writing trait, 46, 49–50
- Conversation-controlling students, 103
- Corrective Reading, 214
- Co:Writer<sup>®</sup>, 267, 268
- Creating Young Writers* (Spandel), 184
- Creative writing, allowing time for, 48, 146
- Creativity, encouraging, in nonfiction writing assignments, 74
- Crick Software, 251
- Crick Magazine*, 36
- Cross-age literacy exchange, 186
- Cross-age tutoring, 96
- Crossword puzzles, 90, 94
- Cry in the Wild, A*, 126
- Culminating activities, for book clubs, 183, 194–197
- Cultures, different, understanding, 3
- Curiosity, natural, capitalizing on, 61
- Cursive writing, issue of, 58. *See also Handwriting*
- Cyberguides for Literature, 272
- Cyberschoolbus, 272–273
- ## D
- Daily evaluation, in book clubs, 183, 190
- Decoding skills: and AD/HD students, 205; building, 94; classrooms providing minimal instruction in, 203; and dyslexia, 204; improving, need for, 203; poor, 202; proficient, requirements for, 81–82
- Demonstration of learning, providing options in, 4
- Derivational patterns stage, 84, 89
- Description, described, 160
- Description structures, 64, 65, 66
- Descriptive paragraphs, writing, 240
- Design conference, 52
- Desktop Publishing, 251
- Destination Reading Course III and IV, 250
- Developmental Reading* (Beaver), 20
- Developmental Spelling Analysis, 82
- Devil's Arithmetic, The* (Yolen), 131
- Dewey decimal numbers, 22
- Diagram activities for book clubs, 197. *See also Venn diagram*
- Dialect, described, 160
- Dialogue, described, 160
- Diary of Anne Frank, The* (Frank), 141
- Diction, described, 160
- Dictionary and thesaurus activities, 36, 93
- Dictionary of Idioms* (Terban), 19
- Differentiation of instruction, 205, 211
- Difficult books: identifying, 15–16; problem with students selecting, 13, 14
- Digital cameras, 259–260
- Digital disconnect, 249
- Digital Educator Network, 256
- Digital video (DV) camcorders, 260
- Direct assistance, providing, to students with writing difficulties, 212
- Direct consequences, in stories, described, 242
- Directed reading-thinking activity (DR-TA), 220
- Directional paragraphs, writing, 239–240
- Dirty Dozen, The*, 141
- Disabled students. *See Learning disabled students; Physically disabled students, technology for*
- Discovery Education, 260
- Discovery School's Kathy Schrock's Guide for Educators, 272
- Discrimination and prejudice, activity on, sample of an, 137
- Discussion: encouraging, for reading comprehension, 229; free flow of, maintaining, in book clubs, 180; introductory, in thematic unit lesson plan, 128; quality, literature providing, 33; sparking, with questions, 104–105; in two-week unit of study, 275–285
- Discussion chart, 181
- Discussion director, role as, described, 188
- Discussion groups. *See Book clubs*
- Discussion notes, 181, 191
- Distractible students, motivating, 107
- Document cameras, 47, 261, 263, 264, 265
- Don Johnston, Inc., 268

- Donovan's Word Jar* (DeGross), 3, 7
- Don't Fence Me In* (Spanjaard), 141
- Double-entry journal, 225
- Dr. Seuss celebration, 186
- Draft:Builder<sup>®</sup>, 268
- Drafting phase: grade-level standards and expectations for, 233, 234; integrating technology in the, example of, 264–265; and the narrative organizer chart, 242; and portable word processors, 266; software for the, 268; strategies for the, 237; as a writing process, 48
- Dragon Naturally Speaking, 267, 268
- Drama club, 114
- Drama performance, for oral language practice, 107–108, 112
- DreamWriter, 266
- Drexell University, 259
- Dropouts, 202, 206
- During-reading comprehension strategies, 220–221
- During-reading metacognitive strategies, 221–224
- Dysgraphia, 209–210
- Dyslexia, 204–205, 257, 267
- E**
- Early intervention, importance of, 202, 203, 211
- Easy books, identifying, 15
- E-books, 257
- Echo reading, 95
- EdHelper, 237
- Editing phase: confusing the, with the revising phase, 238; difficulties with, 210; grade-level standards and expectations for, 233, 234; software for the, 268; strategies for the, 239; as a writing process, 48
- Edscope, 270
- Education Department of Western Australia, 238
- Education Development Center, Inc., 270
- Education, new models of, demand for, 249
- Education Resources Information Center (ERIC), 270
- Education World<sup>®</sup>, 270
- Educational reform, tool of, 259
- Effort, focusing more on, 207
- E-learning, 258–259
- Electric Teacher, 256
- Electronic books, 257
- Electronic mail, 250, 257–258, 259
- E-mail, 250, 257–258, 259
- Emergent stage, 83
- Emotions, described, 232
- EnableMart, 268
- Encarta*, 57
- Encounter at Easton* (Avi), 147
- Endings, story, strategy involving, 227. *See also* Resolution
- English language learners (ELL): and book clubs, 176, 178; challenges of, 2; and character study, 149; and difficulty with language processing skills, 209; enhancing language instruction for, 260; and multisensory lecture note strategy, 246; selecting books for, 12; and sound-field systems, 262
- Enola Gay*, 141
- ePALS Classroom Exchange<sup>®</sup>, 258
- Epson Presenters Online, 261
- Ereth's Birthday* (Avi), 147
- Esperanza Rising* (Ryan), 130, 176
- Essay format, 241, 243, 247, 263
- Evaluation: in book clubs, 183, 190, 198, 199; of oral language, 114, 122; in sample lesson plan, 129; of students with writing difficulties for possible referral, 211. *See also* Assessments
- Evaluation conference, 52
- eWord Bank, 268
- Exaggeration, described, 160
- Expository summaries, 240, 241
- Expository texts. *See* Nonfiction entries
- Expository writing: described, 160; teaching students about, 242–243
- Expressive language difficulties, sound-field systems and, 262
- F**
- Fact cards, use of, 130
- Fantastic! Wow! and Unreal!* (Heller), 19
- Fantasy genre, suggested project for study of, 168
- Farewell to Manzanar* (Houston), 141
- Fast as a Snap words, 85
- Fast ForWord, 214
- Fast Track Reading, 214
- Fat questions, 179, 189, 193
- Favorite Authors*, 19
- Favorite part graph, 228
- Fear, of speaking in public, 101, 114
- Feast of Homonym Riddles, A* (Terban), 97
- Federal funding, 213
- Feedback: for building fluency, 95; in the drafting phase, 237, 242, 266; and grouping in the classroom, 5; high level of, importance of providing, 234; intervention programs providing a high rate of, 214; on journals, in survival thematic unit, 130; providing, by responding to journal entries, 181; realistic, cognizant of assessments providing, 6; in the revising phase, 238–239; and using rubrics, 244
- Feelings word bank, 151–152
- Female students. *See* Girls
- Fiction: discussing differences between nonfiction and, 69; familiarity with, 61–62; poetry experiences in, providing, throughout the year, 109; and sample text structure chart, 228; structure of, 61–62; study of, suggested project for, 168; teaching students about, 241; teaching the structure of, for reading comprehension, 228–229, 231, 232; time spent immersed in, 61; using commercial scripts for, 111. *See also* Story elements
- Fiction titles. *See specific titles*
- Fictional narratives, described, 241
- Fighting Ground, The* (Avi), 128, 131, 147
- Figurative language: described, 160, 232; understanding, using presentation software for, 252
- Filtering software, 258
- First person, described, 161
- “First Skateboard in the History of the World, The” (Byars), 276, 286
- First Steps, 64
- Fishbowl activity, 106, 229
- “Five Dollars” (Little), 279, 286
- 504 Accommodation Plans, 211–213
- Five senses, using, as a tool, 232
- Five Ws chart, 228
- Five-Finger Test, 16
- Five-paragraph essays: format of, 241, 243; rubric for, sample of, 247; teaching students about writing, 243
- “Fix-up” strategies, teaching, 221
- Flash cards, 94, 252
- Flashback, described, 160
- Flea markets, 17
- Flexible grouping, 5
- Flip books, creating, sample activity involving, 156–157
- Flip charts, 262
- Florida State University, 206

- Flow chart, 227
- Fluency: and access to grade-level texts, 207; and AD/HD students, 205; and audiobooks, 257; building, strategies for, 95–96, 109; defining and describing, 94; developing, program for, 214; and dyslexia, 204; and e-books, 257; factors that contribute to, 94–95; focus on, for reading instruction, 201, 202; rebuilding, need for, 203; resources for, 96; and shared reading, 33–34; using presentation software to practice, 252
- Fluency Formula™ Program, The, 96
- Focus or main idea, described, 160
- Focused lesson plans, providing
- Follow-up, in lesson plan on symbolism, 154–155
- Foreshadowing, described, 160
- Formal assessments: balancing, with informal assessments, 6, 30; discovering student strengths and weaknesses in, 34; for measuring understanding of nonfiction, 74; of oral language, 114
- Formal instruction, balance between informal and, 208
- Formal speeches: described, 112–114; planning for, 113, 117, 118; preparing, sample instructions for, 120–121
- Framed outlines, 227
- Franklin, 268
- Frederick*, 141
- Frindle* (Clement), 13
- Front-loading vocabulary prior to reading, 92, 220, 245–246
- Fun web sites, 88
- FunBrain, 271
- Functional reading and writing, as a literacy station, 36
- Functional texts, as a nonfiction entry point, 63
- G**
- Gage Elementary School, 184
- Games: for book clubs, sample list of, 197; teaching, for oral language practice, 112; using, for word study, 90, 94
- Garage sales, 17
- Garden of Abdule Gasazi, The* (Van Allsburg), 146
- Gender: and the appeal of books, 17–18; and book club grouping, 176; and character study, 149; and preferences in reading, 62, 176; and reading achievement, 17, 206
- Gender gap, 17, 206
- Generating interaction between schemata and text (GIST), 223
- Genre studies: activities involving, samples of, 168–171; for book clubs, 177; as part of schoolwide book clubs, 184, 186; schedule for, 168; as a special unit of study, 155. *See also specific genres*
- Genres, standard, list of, 18
- Geography, integration of, and language arts, 255
- Georgia College & State University, 259
- Gifted and talented students: selecting books for, 12; tips for parents of, on monitoring reading, 23; and video streaming, 260
- Giggle Poetry, 271
- Girls: and book club grouping, 176; and character study, 149; reading achievement of, 17, 206
- GIST (generating interaction between schemata and text), 223
- Glossophobia, 101
- Goal setting: for fluency, 96; for reading, 30; for writing, 44
- Goals of characters: charted, sample of, 231; described, 232
- “Goldilocks and the Three Bears” approach to book selection, 14
- Good readers: and book clubs, 175, 182–183; challenges of, addressing the, 1–2; characteristics of, 217–218; modifying thematic units for, 124
- Good spellers, characteristics of, 84–85
- Good writers: challenges of, addressing the, 1–2; characteristics of, 237–238, 239; modifying thematic units for, 124
- Google, 252
- Grade-level book clubs, 184
- Grade-level texts, access to, for struggling readers, 207
- Grade-level writing expectations, 233–234
- Gradual release of responsibility model, 4
- Graduation time, 56
- Grandfather’s Journey* (Say), 13
- Grapheme and phoneme matching, skills in, building, need for, 203
- Graphic aids: described, 69; for reading comprehension, 227–228
- Graphic nonfiction books, 63
- Graphic organizers: book club activities using, sample of, 197; creating, software for, 250; as a metacognitive strategy, 220; during the Reading Workshop, 38, 67; teaching students the use of, 235, 236; templates of, resources for, 237; for text structures, 64, 65; and video streaming, 261. *See also Mapping*
- Graphic presentations, software for, 251–256
- Graphomotor skills, difficulties with, 209–210
- Great Gilly Hopkins, The* (Paterson), 13, 130, 148
- Great Leaps, 213
- Group learning, sense of, bringing about a, 34
- Group newspapers, creating, activity involving, 126, 134–135
- Group poetry, 109–110
- Group sharing, icebreaker activity involving, 103
- Grouping in the classroom, balancing, 5, 173, 175–176
- “Growing Pains” (Little), 283, 286
- Guided experiences, and the gradual release of responsibility model, 4
- Guided instruction, providing, 29
- Guided practice examples, lesson plans with, 129, 154
- Guided questioning technique, use of, 222
- Guided reading: described, 34–35; and grouping in the classroom, 5; as a metacognitive strategy, 223; perfect tool for, 261
- Guided writing: balancing, with choice writing, 47–48; described, 44; and grouping in the classroom, 5; importance of, 234; perfect tool for, 261
- Guiding Readers and Writers (Grades 3-6)* (Fountas and Pinnell), 11–12, 40
- Guys Write for Guys Read* (Scieszka), 17–18
- Guysread.com, 18
- H**
- Handheld devices, 259
- Handwriting: difficulties with, 209; intervention programs for, 215; issue of, 58; for older students, 58

- Handwriting Without Tears™, 215
- Hangman, 90
- Harry Potter* (Rowling), the series, 126
- Hasbro, 90
- Hatchet* (Paulsen), 112, 125, 126, 128, 129, 131, 132, 133, 134–135, 177
- Hearing loss, sound-field systems and, 262
- Heterogeneous grouping, balancing, with other grouping formats, 5, 176
- Hey World, Here I Am!* (Little), 177, 276, 277, 279, 282, 283, 286
- Hiding Place, The*, 141
- High and low activity level, mix of, need for, consideration of the, 4
- High Point, 214
- High-achieving readers and writers. *See* Good readers; Good writers
- High-frequency words, 85, 86, 210
- Highlighting: for reading comprehension, 221; skill in, 72–73; technology assisting with, 264
- High-stakes testing, teachers coping with, 6
- Historical books, as a nonfiction entry point, 63
- Historical scripts, as a nonfiction entry point, 64
- History presentations, using reader's theater for, 111–112
- Hitler Youth organization, 141
- Holes* (Sacher), 13, 126, 130, 131
- Holistic approach, shift toward, 1
- “Homework” (Prelutsky), 108
- Homogenous grouping, balancing, with other grouping formats, 5, 176
- Homograph activities, 88–89
- Homophone activities, 88, 97–98
- Honor Books, 13, 148
- Hooks, forms of, 113
- Hot seat strategy, 108, 229
- Houghton Mifflin Education Place, 237, 270
- How to Reach and Teach All Students in the Inclusive Classroom* (Rief & Heimburge), 131, 201, 206, 243
- How to Reach and Teach Children with ADD/ADHD* (Rief), 201
- How Would You Survive in ...?* (series), 133
- How Your Body Works* (Hindley & Rawson), 63
- How-to books: as a literacy station, 36; on puppetry, 111
- How-to speeches, presenting, 114, 120–121
- How-to structures, 64
- Humor, described, 160
- Hyperbole: activity involving, sample of, 166–167; addressing, 155; described, 160
- ## I
- “I Am” (Holbrook), 284, 285, 286
- I Am Joe's Heart*, 126
- I Am Phoenix* (Fleischman), 110
- Icebreaker activity, 103
- Ideas, as a writing trait, 46
- Idiom, described, 160
- If You Were at the First Thanksgiving* (Kamma), 66
- Illustration: of reports, using digital cameras for, 260; of settings, using presentation software for, 253, 254; using, for prompting, 146
- Illustrative features, described, 69
- Illustrator role, described, 188
- Imagery: activity involving, sample of, 166–167; addressing, 155; described, 160; as a metacognitive strategy, 222
- Impulsive talkers, 103
- In the Swim* (Florian), 63
- Independent reading: books for, selection and evaluation of, activity for, 20, 25; and grouping in the classroom, 5; providing students with, 29
- Independent stage, and the gradual release of responsibility model, 4
- Independent writing: described, 44; and grouping in the classroom, 5; providing students with, 29
- In-depth units. *See* Special units of study
- Index cards, use of, 103
- Individual Software, 251
- Individualized educational programs (IEPs), 211–213
- Individuals with Disabilities Education Act, 266
- Informal assessments: balancing, with formal assessments, 6, 30; discovering student strengths and weaknesses in, 34; for measuring understanding of nonfiction, 74; of oral language, 114
- Informal book talks, 104, 105–106
- Informal instruction, balance between formal and, 208
- Information and communication technology (ICT), importance of, 250. *See also* Technology
- Informational texts. *See* Nonfiction entries
- Initiating events, described, 242
- Inner-city students, reading proficiency of, 202
- Inquiry-based instruction, 6
- Insectopedia* (Florian), 63
- Insights Reading Fluency®, 96
- Inspiration™, 237, 250
- Instant messaging (IM), 250
- Institute for Learning, 32, 37
- Institute of the Educational Sciences, 270
- Instruction: multilevel, importance of, 5; structure of, 29
- Instructional approaches: balancing, 4–6; differentiation of, 205, 211; informed by writing conference notes, 52; online, 258–259; for the Reading Workshop, 32–35; to writing, effective, 207–208; for the Writing Workshop, 44
- Instructional materials, variety of, importance of, 29
- Instructional strategies: after-reading, 224; during-reading, 220–221; prereading, 219
- Instructional teaching time, tool for increasing, 262
- Intellitools, 268
- Interactive whiteboards, 262
- Interest, grouping students by, for book clubs, 175–176
- Interest surveys, using, for selecting library books, 12
- Interesting texts, access to, ensuring, 207
- Internal responses, in stories, described, 242
- International Children's Digital Library, 270
- International Dyslexia Association, 204, 209, 210
- International Reading Association, 250, 270
- Internet 4 Classrooms, 256
- Internet, the: additional recommended resources available on, 269–273; challenges students face in using, 73; collaborative community on, 258; and e-books, 257; for information access in the classroom, 258; and the nature of literacy, 250
- Interventions: early, importance of, 202, 203, 211; effective, features necessary for, for struggling readers, 206–207; intensity of, determining, 213; providing a high-rate of practice, 214;

- Interventions (*continued*)  
 research-based, 96, 213–215;  
 software for, 250; students  
 requiring, 2; tailored, need for,  
 213
- Interviewing experiences: activity  
 providing, in a thematic unit,  
 144; opportunities for,  
 providing, 110–111, 131;  
 planning for, 111, 116,  
 140
- Introduction: charted, sample of,  
 231; described, 232; leads in the,  
 teaching students how to write,  
 240, 264–265
- Introduction to lessons, detailed  
 examples of, 7, 8–9, 9–10
- Introductory discussion, example  
 of, in lesson plan, 128
- InvestWrite, 263
- Involvement techniques, for read-  
 aloud lesson plan, 7
- iPods, 259
- Irony, described, 161
- Island of the Blue Dolphins*  
 (O'Dell), 149, 253
- It's Fine to Be Nine* (MacLachlan),  
 177
- J**
- James Madison University Special  
 Education Department, 226–  
 227
- Jeopardy, 94
- Jigsaw activity, 229
- Journals: double-entry, strategy of,  
 225; in the Literacy Workshop,  
 use of, 35; for literature  
 response, 35, 130–131, 180–  
 181; metacognitive, 225;  
 scanning, for spelling error  
 patterns, 51; teachers looking  
 over entries in, 183; volunteers  
 using material from, 53; in the  
 Writing Workshop, use of,  
 44–45
- Journey Back* (Reiss), 141
- Journey to America* (Levitin),  
 131
- Joyful Noise* (Fleischman), 110
- Jumanji* (Van Allsburg), 13, 146
- Jumble Word Game, 90
- Jump* (Cooper), 66
- JumpStart Typing, 251
- Just a Dream* (Van Allsburg), 146
- “Just right” books, choosing, 11,  
 13–16, 20, 24
- K**
- Kaleidoscope: Level B, 213
- Kent National Grid for Learning,  
 256
- Keyboarding skills, providing  
 training and practice in, 251
- Kids' Address Book, The* (Levine),  
 185
- Kids' Book of Questions, The*  
 (Stock), 104–105
- Kids Discover*, 36, 133, 176
- KidsKonnnect.com<sup>®</sup>, 271
- Kidsread, 271
- Kites Sail High* (Heller), 19
- Knowledge Adventure, 251
- Kurzweil 3000, 267
- Kurzweil Educational Systems,  
 268
- K-W-L Plus, 225
- K-W-L strategy, 220, 261
- L**
- Labeling books, 18, 20
- Language arts domains, 102. *See*  
*also* Listening; Reading;  
 Speaking; Writing
- Language development,  
 relationship between visual and  
 media literacy and, 102
- Language processing, difficulties  
 with, 208–209
- Language structure: difficulties  
 with, 208, 209; enhancing  
 instruction of, 260
- Language! The Comprehensive  
 Literacy Curriculum, 214
- Language usage, rubric involving,  
 sample of a, 247
- Language-based learning disorder,  
 204
- Lazyreaders club, 18
- Leaders, issue of, in the class,  
 103
- Leads, powerful, teaching students  
 about writing, 240, 264–265
- League of Their Own, A*, 140
- Learning community, building a.  
*See* Community building
- Learning Company, The, 251
- Learning disabilities (LDs), types of,  
 204–206. *See also* Attention  
 deficit/hyperactivity disorder  
 (AD/HD); Dyslexia
- Learning disabled students:  
 audiobooks for, 257, 267;  
 bypass strategies and  
 accommodations for, 212;  
 characteristics of, 204–205; and  
 the developmental stages of  
 spelling, 83, 84; providing  
 editing assistance for, 210; and  
 reading difficulties, 204–206;  
 toolbox for, 226–227; and  
 writing difficulties, 207–211.  
*See also* Struggling readers;  
 Struggling writers
- Learning environment for balanced  
 literacy. *See* Balanced literacy  
 environment
- Learning logs, 225
- Learning strengths, tapping into, 4
- Learning style preferences:  
 balancing, 4; discovering, and  
 making teaching adjustments,  
 31
- Learning Toolbox, The, 226–227
- Lecture notes, 92, 220, 245–246
- Legible writing, need for, stressing  
 the, 58
- Less affluent school districts, and  
 technology use, 249
- Lesson plans: adapting, for  
 multilevel instruction,  
 importance of, 5; for building  
 community, 7–10, 275–286;  
 focused, providing, 29; for  
 special unit on symbolism, 153–  
 155; for survival thematic unit,  
 127–129
- Letter name stage, 83
- Letter writing: persuasive, 243; to  
 publishers, 16; sample activity  
 on, 136; teaching students  
 about, 241; use of, 129
- Letting Swift River Go*  
 (Yolen), 63
- Leveling system, 20
- Lexia SOS: Strategies for Older  
 Students, 213, 250
- Librarian from the Black Lagoon,*  
*The* (Thaler), 21
- Libraries. *See* Classroom libraries;  
 Public libraries
- Lindamood-Bell Learning  
 Processes, 214
- Linguistic frames, 252
- Linguistic intelligence, 51–52
- Linguistic systems, multiple,  
 process involving, 94
- Lion, The Witch and The*  
*Wardrobe, The* (Lewis), 126,  
 131
- List structures, 64
- Listening: and accountable talking,  
 37, 105; average time spent, by  
 the time students reach  
 secondary level, 245; balancing,  
 with other literacy components,  
 3; critical, during author study  
 read-alouds, 147; as a learned  
 skill, 102; in lessons from a two-  
 week unit, 277, 279, 281, 283; in  
 the Literacy Workshop, 105;  
 multiple opportunities for,  
 providing, 101; as an oral  
 language assessment tool, 114;  
 and speaking, issues  
 surrounding, 102–104;

- standards for, 102; and storytelling, 107; by teachers, 5–6
- Listening Post, 36
- Literacy block, integrating content into the, 3–4
- Literacy books, using, to build a sense of community, 7
- Literacy community building. *See* Community building
- Literacy components, balancing, 3. *See also* Listening; Reading; Speaking; Writing
- Literacy improvement: new focus on, result of, 11; strategies for, in the Reading Workshop, 37–40
- Literacy interventions. *See* Interventions
- Literacy Matters, 270
- Literacy stations, 35–37
- Literacy Web, The, 271
- Literacy Workshops: assessment in, 30–31; components of, 29, 43–44; discussion fostered in, 105; managing, 30; stations in, 35–37; valuable tool in, 35. *See also* Reading Workshops; Writing Workshops
- Literary element locator, role as, described, 189
- Literary terms: activity involving, sample of, 166–167; handout of, 149, 159–162
- Literature: access to, 3; content-based, using, 4; good, for thematic units, selecting, 124; new, teachers keeping current with, 33; older, retaining, 33; quality, 3, 12, 31–32, 174, 176. *See also specific types of literature*
- Literature circles and discussion groups. *See* Book clubs
- Literature logs, use of, 180–181
- Literature presentations, using reader's theater for, 111–112
- Literature response: flip book for, activity involving, 157; as a literacy station, 35; providing parents with a write-up about assignments involving, 56–57; teaching students about writing a, 241
- Literature response journals, 35, 130–131, 180–181
- Little Pigeon Toad, A* (Gwynne), 19
- Little-word search activity, 88
- Lizards, Frogs, and Polliwogs* (Florian), 63
- Long-term memory, difficulties with, 208
- Low and high activity level, mix of, need for, consideration of the, 4
- Lower-achieving readers and writers. *See* Struggling readers; Struggling writers
- ## M
- Magazine Rack, as a literacy station, 36
- Magazines: for book clubs, 176–177; as a nonfiction entry point, 63
- Magnificent Seven, the, 103
- Main idea, described, 160
- Major setting, described, 242
- Male students. *See* Boys
- Mammalabilia* (Florian), 63
- Maniac McGee* (Spinelli), 13, 130, 150
- Mapping: for reading comprehension, 221, 225; sample form for, 230; software for, 237, 250; teaching of, 228
- MarcoPolo: Internet Content for the Classroom, 273
- Marianthe's Story: Painted Words and Spoken Memories* (Aliko), 7
- Mario Teaches Typing 2, 251
- Matilda* (Dahl), 126
- Mavis Beacon Teaches Typing, 251
- “Maybe a Fight” (Little), 276, 277, 286
- Meadowbook Press, 271
- Mechanics of writing: other, difficulties with, 210; rubric involving, sample of, 247
- Media literacy, relationship between, and language development, 102
- Memoirs: lesson plan involving, 7–8; teaching students about writing, 241
- Memory: deficits in, 210; described, 208
- Memory aids. *See* Mnemonic activities
- Mentor texts, 33, 45, 47, 148, 149
- Mentoring programs, for boys, 206
- Merriam-Webster, 271
- Merry-Go-Round* (Heller), 19
- “Messy Room” (Silverstein), 108
- Metacognitive journal, 225
- Metacognitive skills: and AD/HD students, 205–206; of good readers, 218; teaching students to apply, means of, 236, 264–265
- Metacognitive strategies: after-reading, 225; during-reading, 221–224; prereading, 219–220
- Metaphors: activity involving, sample of, 166–167; addressing, 155; described, 161; as a type of figurative language, 160
- Microphones, use of, 107
- Microsoft clip art gallery, 251–252
- Microsoft Word, 251
- Midway*, 141
- Mini Page, The*, 64
- Minilessons, and grouping in the classroom, 5
- Minor setting, described, 242
- “Miss Harriet's Room” (Byars), 7–8, 276, 286
- Missing letters activity, 88
- Misspelled words, commonly, 85–86, 210
- Mnemonic activities: for building vocabulary, 93; to improve spelling, 89, 253, 254; to remember information and directions, 255; used in cognitive reading comprehension strategies, 227
- Modality strengths, other, substituting, 212
- Modeled instruction, examples of, in lesson plans, 7–8, 9, 10, 154
- Modeled language, 105, 106
- Modeled reading: described, 33, 34; perfect tool for, 261. *See also* Read-alouds; Shared reading
- Modeled speech, 113
- Modeled writing: described, 44; example of, 47; and the gradual release of responsibility model, 4; and grouping in the classroom, 5; importance of, 234; perfect tool for, 261
- Modern Curriculum Press, 96
- Monitoring students' reading choices, 23–24, 26, 27
- Monthly genre study schedule, sample of a, 168
- Monthly oral language presentations, 114, 119
- Mood, described, 161
- Moon and I, The* (Byars), 7–8, 276, 286
- Moon Book, The* (Gibbons), 66
- Moral: charted, sample of, 231; described, 232; teaching students about, 228
- Morpheme, defined, 209
- Morphemic analysis, knowledge and skill in, need for, 82
- Morphology, difficulties with, 208, 209
- Motivation, 203, 205, 206, 219, 262–266
- Motive, described, 161
- Movies, comparing books to, 126–127, 154

- “Mr. Entwhistle” (Little), 282  
 MrNussbaum.com, 271  
*Mrs. Frisby and the Crow* (O’Brien), 253, 254  
 Multilevel instruction, importance of, 5  
 Multimedia software, 251–256  
 Multiple intelligences, 4, 52  
 Multisensory strategies, 4, 228, 246, 257  
*Muse*, 16, 36  
 Music activities, sample list of, for book clubs, 196  
 Music Station, 36  
*My Side of the Mountain* (George), 130  
*Mysteries of Harris Burdick, The* (Van Allsburg), 56, 145–146  
 Mystery genre study, 145, 155, 168, 177
- N**
- Narrative discourse, fostering, 107  
 Narrative nonfiction: as a nonfiction entry point, 63; teaching students about, 241; using, to teach time order (sequence) structure, 66–68. *See also* Biographies; Personal narratives  
 Narrative paragraphs, 240  
 Narrative summaries, 240, 241  
 Narrative text organization chart, 228, 231, 242  
 Narrative text structures: charting, 228, 231, 242; script of, 229, 232; teaching, 228–229  
 Narratives, teaching students about, 241. *See also* Fiction; Narrative nonfiction; Story elements  
 National Assessment of Educational Progress, 202  
 National Center for Education Statistics, 202, 206  
 National Communication Association (NCA), 102  
 National Council of Teachers of English (NCTE), 270  
 National Educational Technology Plan, 249, 257, 258  
 National Geographic School Publishing, 62  
 National Institute of Child Health and Human Development (NICHD), 81, 201  
 National Reading Panel (NRP), 201, 202  
 National Research Council, 201  
 Native American study, 176  
 Natural curiosity, capitalizing on, 61
- Neatness, rubric involving, sample of a, 247  
 Network for Instructional TV, 271  
 Neurobiological disorders, 204–206  
 New literature, teachers keeping current with, 33  
 New Monic Books, 93  
 New York Stock Exchange, 263  
 Newbery Award books, 12–13, 148, 168, 176, 182  
 News story, choosing a, sample activity involving, 144  
 Newscast creation, 110  
 Newsletters, sending out, to parents, 56  
 Newspaper form, book report in, group activity involving, 126, 134–135  
 Newspaper Nook, 37  
 Newspapers, as a nonfiction entry point, 63  
 Newspapers in Education Programs, 63, 64  
*Newsweek*, 206  
*Night Journeys* (Avi), 147  
 No Child Left Behind legislation, 201–202, 213, 259  
 No Excuse Words, 85  
 Nonfiction: accessing, skills and strategies for, 70–73; activities involving, samples of, 75–79; assessing understanding of, 74; for book clubs, 176–177; categories of, 19; comprehending, metacognitive strategy used for, 223; described, 61–64; discussing differences between fiction and, 69; entry points for, 62–64; explicitly teaching, reason for, 62; features of, 69–70; importance of teaching, 61; incorporating, in the survival thematic unit, 131; increased exposure to, 62; narrative, 63, 66–68, 241; poetry experiences in, providing, throughout the year, 109; searching for information in, practice in, importance of, 71; special types of, list of, 19; structure of, 64–69; suggested project for study of, 168; supporting struggling readers in study of, 73–74; teaching the structure of, importance of, 228; using commercial scripts for, 111. *See also* Text features; Text structures  
 Nonfiction picture books, reason for using, 33  
 Nonfiction titles. *See specific titles*
- Nonfiction writing assignments, creativity and choice in, encouraging, 74  
 Northern Nevada Writing Project, 273  
 Note taking: and interactive whiteboards, 262; lessons in, during read-alouds, 73; and portable word processors, 266; skill of, teaching the, 244–246. *See also* Confering notes; Observational note taking  
*Note to the Reader* sections, pointing out, 67  
 Notebooks, 87, 93, 97  
*Nothing Ever Happens on 90th Street* (Schotter), 284, 286  
 Nuance Communications, Inc., 268  
*Number the Stars* (Lowry), 13, 130, 131, 137, 140–142
- O**
- Objective writing, described, 161  
 Observation: for gaining awareness of writing difficulties, 211; throughout the book club process, 183  
 Observational note taking, 31, 34, 114, 183  
 Obstacles, described, 232  
 Office of Educational Technology, 257, 258  
 Old anthologies, 17  
 Older students: handwriting for, 58; that struggle with reading, addressing, 203–204  
 Omniscient point of view, described, 161  
 One Minute Wonders, 94  
 One-on-one instruction, balancing, with other grouping formats, 5  
 Online bookstores, 17  
 Online collaborative community, 258  
 Online instruction, 258–259  
 Online Reading Program, 271  
 Online Writing Lab (OWL), 271  
 Onomatopoeia, described, 161  
 On-the-spot instruction, 261  
 “On-your-own” questions, 226  
 Open house night, 16, 256  
 Oral language: and accommodations for reluctant speakers, 114; activities involving, samples of, 115–122; assessment of, 111–112, 114; book club activities involving, sample list of, 195; evaluation of, 114, 122; experimenting with, through after-school clubs, 114; and formal speeches,

- 112–114; and issues surrounding speaking and listening skills, 102–104; practicing, strategies for, 104–112; prioritizing, importance of, 101; with puppetry, 111; tracking development of, 113–114
- Oral reading: of personal writing piece, for oral language practice, 107; repeated and monitored, 95. *See also* Read-alouds
- Ordinary Mary's Extraordinary Deed* (Pearson), 186
- Organization: rubric on content and, sample of, 247; as a writing strategy, 46
- Organization of narrative text, chart of, 228
- Organization skills, 208, 218
- Organizational aids, described, 69
- Organizational structure of texts. *See* Text structures
- Organizers: advanced, 220; visual, benefits of, 236. *See also* Graphic organizers
- Origins of words, teaching, 89
- Orthographic processing, deficits in, 205, 210
- Orton-Gillingham Failure Free Reading Program, 214
- Outburst, 94
- Outcomes, focusing less on, 207
- Outlines, graphic. *See* Graphic aids; Graphic organizers
- Ownership, 11, 14, 16, 19, 22, 205
- P**
- Pacific Northwest Library Association, 13
- Paint-stirring sticks, use of, 22
- Paired books, same-topic, use of, 63
- Pairs, working in. *See* Partner entries
- Paragraphs, teaching students about writing, 239–240
- Paraphrasing, teaching, 220
- Parent wish list, schoolwide, creating a, 16
- Parents: asking, for magazine subscription money, 63; and book clubs, 177, 184; and conferring with students about books, 39; enlisting help of, in covering books, 23; informing, keeping up on, 56–57; involving, in establishing a thematic unit, 124; tips for, on keeping current with their child's reading, 23–24
- Parker Brothers, 90
- Partner format, balancing, with other grouping formats, 5. *See also* Buddy system, the
- Partner reading, 95
- Partner talking and sharing, creating opportunities for, 103
- PASS (preview, ask, summarize, and synthesize) process, 224
- Passage picker, role as, described, 189
- Password, 94
- Patterned response format, setting a, 104
- Patton*, 141
- PBS Kids, 88, 273
- Pearson Education, 271
- Peer editing, 239
- Peer evaluations: in book clubs, 183, 190; of oral language, 114, 122
- Peer learning, providing opportunities for, 217
- Peer modeling: future, making copies of writing for, 47; of oral language, 105, 106
- Peer-assisted learning strategies (PALS), 215
- Perfect Island activity, 138–139
- Performance activities: for book clubs, sample list of, 196; for oral language practice, 107–108, 111–112; practicing for, to improve fluency, 96
- Performer's Parlor, 37
- Personal narratives: described, 161; sample rubric for, 54; starting the year with, 44–45, 47; teaching students about writing, 241
- Personal story telling, 235
- Personality trait word bank, 152, 153
- Personification: described, 161; understanding, using presentation software for, 252
- Persuasion, described, 161
- Persuasive paragraphs, 240
- Persuasive structures, 64
- Persuasive writing, 243, 247
- Phonemic awareness: building, need for, 203; deficits in, 203, 210; developing, program for, 214; and dyslexia, 204; focus on, for reading instruction, 201, 202; lack of teaching, 203
- Phonetic analysis, knowledge and skill in, need for, 81
- Phonics, 201, 202, 203
- Phonological awareness: building, need for, 203; deficits in, 203–204, 205, 208, 210; and dyslexia, 204
- Physical features, as a tool, described, 232
- Physically disabled students, technology for, 257, 262, 267
- Picture books: activity involving, sample of, 170–171; categorizing, 19; for character study, 149–150; for literacy stations, 35; as a nonfiction entry point, 63; for read-alouds, 33; selecting, 13; studying, 155; for teaching text structures, 65
- Pizza the Size of the Sun, A* (Prelutsky), 98
- Planning and organization skills: difficulties with, 208; of good readers, 218
- Planning forms: for interviews, 116; for speeches, 117, 118; for writing, teaching students the use of, 235, 236
- Plays, 111. *See also* Drama performance; Reader's theater
- Pleasure reading, providing experiences in, importance of, 3
- Plot: charted, sample of, 231; described, 161, 232; interesting, writing an, teaching students about, 242
- Plot charts, 227
- Podcasting lectures, 259
- Poetry: for fluency practice, 95; group, performing, 109–110; as a nonfiction entry point, 63; performing, guidelines for, 108–109; and reader's theater, 111; study of, suggested project for, 168. *See also* specific poems
- Poetry 4 Kids: Ken Nesbitt's Children's Poetry Playground, 271
- Poetry parties, 109
- Poetry stations, 37, 109
- Poetry Teachers, 271
- Point of view, described, 161
- Polar Express, The* (Van Allsburg), 13, 146
- Poppy* (Avi), 147, 158
- Portable computers, 250
- Portable word processors, 266
- Portfolios, 53, 55–56, 87, 130, 255–256
- Poster Software, 251
- PowerPoint, 251–256, 260, 261, 264
- PowerPoint in the Classroom, 256
- Practical reading, providing experiences in, importance of, 3
- Preassessment, 45–46, 69, 72

*Pre-colonial Times Through the Revolutionary War* (collection of songs), 64  
 Predetermined reading standard or goal, 96  
 Predicting, in reciprocal teaching, 224  
 Prediction charts, 227  
 Prefixes: difficulties with, 209; teaching, 89  
 Prejudice and discrimination, activity on, sample of an, 137  
 Prephonemic or preliterate stage, 83  
 Prereading comprehension strategies, 219–220, 245–246  
 Presentation, as a writing trait, 46  
 Presentation software, 251–256  
 Presentations, oral, formal. *See* Formal speeches  
*Preventing Reading Difficulties in Young Children* (Snow, Burns, & Griffin), 201  
 Previewing, in the PASS process, 224  
 Prewriting phase: grade-level standards and expectations for, 233, 234; and the narrative organizer chart, 242; software for, 250; strategies for the, 235; use of checklists for the, teaching the, 235, 236; as a writing process, 48  
 Print features, described, 69  
 Print Shop<sup>®</sup>, The, 251  
 PrintMaster<sup>®</sup> Gold, 251  
 Prioritizing, 4  
 Problem or conflict: charted, sample of, 231; described, 159, 232; strategy involving, 227; teaching students about, 228, 229  
 Problem-and-solution structures, 64, 65  
 Process conference, 52  
 Processing speed, difficulties with, 211  
 Professional book clubs, 183  
 Proficient readers and writers. *See* Good readers; Good writers  
 Progress reports, notations for, importance of, 31  
 Project Read: Language Circle, 214  
 Prompting: examples of, in lesson plans, 7–8, 9, 10; in oral language practice, 104–105; in the prewriting phase, 235; using illustrations for, 146; in word study, 82–83  
 Proofreading. *See* Editing phase  
 Prosody, importance of, 95  
 Protagonist, described, 242  
 ProTeacher, 271  
 PTA, the, 16, 63

Public Broadcasting Service (PBS), 208. *See also* PBS Kids  
 Public libraries, 16, 24  
 Public Library of Charlotte and Meddenburg County, 271  
 Public speaking, fear of, 101, 114  
 Publish Often—Celebrate Regularly motto, 57  
 Publishers, writing letters to, 16  
 Publishing phase: grade-level standards and expectations for, 233, 234; software for the, 251; strategies for the, 239; as a writing process, 48; in the Writing Workshop, 54  
 Publishing Students, 273  
 Publish-iT 3.4, 251  
 Pun, described, 162  
 Puppetry, oral language with, 111  
 Purdue University, 271  
 Purpose of writing, described, 162  
 Puzzles and games, using, for word study, 90, 94

## Q

Quality discussion, literature providing, 33  
 Quality literature: balancing, with other resources, in libraries, 3; in book clubs, 174, 176; choosing, importance of, for classroom libraries, 12; selecting, for Reading Workshops, 31–32  
 Quality work, by students, suggestions for, 51  
 Question-and-answer structures, 64  
 Question-answer relationships (QAR) strategy, 226  
 Questioning techniques: examples of, in lesson plans, 8, 9, 10; of good readers, 218; guided, to elicit visualization, 222; in reciprocal teaching, 223; in the SQ3R strategy, 226  
 Questions: asking, in the PASS process, 224; different classifications of, in the QAR strategy, 226; for the drafting phase, 237; for getting to the depth of character, 150–151; guiding students with, in word study, 82–83; for prewriting checklists, 236; sparking discussion with, 104–105; types of, for book clubs, 89, 179–180, 193  
 Quick Reads, 96  
 Quick talks, 104  
 Quick writes, 235, 243  
 Quillsoft Ltd., 268

## R

*Ragweed* (Avi), 147  
 Random grouping, balancing, with other grouping formats, 5  
*Ranger Rick*, 16, 36  
 RAP-Q strategy, 227  
*Rascal* (North), 131  
 Rating scales, typical, 244. *See also* Rubrics  
 Reach System, 214  
 Reactions, in stories, described, 242  
 Read & Write GOLD, 267, 268  
 Read 180 program, 214, 250  
 Read Across America's Dr. Seuss celebration, 186  
 Read Naturally, 96, 214  
 Read-alouds: for author studies, 146, 147; of biographies, 68; for book clubs, 177; of complicated books, importance of, 127; a deeper look at, 32–33; and the gradual release of responsibility model, 4; and grouping in the classroom, 5; in lessons from a two-week unit, 7–8, 276, 278, 280, 282, 284; in literacy stations, 36, 37; models for, 108; for persuasive writing, 243; providing lessons in note taking during, 73; and schoolwide book clubs, 184; selecting books for, 31–32; during survival thematic unit, 125; and the use of word banks following, 50; at writing celebrations, 57. *See also* Shared reading  
 Reader's chair strategy, 107, 262  
 Reader's theater: for oral language practice, 111–112; in the survival thematic unit, 132  
 Reader's Theater Editions, 272  
 Reader's Theater for Fluency and Comprehension program, 96  
 Reading: active, encouraging, 229; balancing, with other literacy components, 3; being reflective in, students needing chances for, 180; building blocks for, 203; increasing the amount of time spent on, 205; key building blocks to, 94; prior to beginning the Writing Workshop, 45; providing large amounts of time for, 217; research on, 201; setting goals for, 30; in the SQ3R strategy, 226; success in, developing, key to, 30; teaching, areas of focus for, 201; to the wall, 50, 68, 108–109, 113; writing intertwined with, 43–44. *See also specific types of reading*

- Reading achievement: gender gap in, 17, 206; improving, factors necessary for, 205, 206, 207
- Reading activities, list of, for culmination of book clubs, 194–195
- Reading and Literacy Resources for Present and Future Teachers, 271
- Reading Assistant: The Fluency Solution, 96
- Reading A-Z, 271
- Reading community, schoolwide, building a, 184–186
- Reading comprehension. *See* Comprehension; Comprehension strategies
- Reading difficulties: addressing, strategies for, 206–207; and audiobooks, 257; bypassing and accommodating, strategies for, 266; preventing, overview of, 201–202; and research findings, 202–206; research-based interventions for, 213–215; statistics on, 202. *See also* Struggling readers
- Reading Essentials* (Routman), 183
- Reading failure, years of, barriers developed from, 203
- Reading First initiative, 201–202, 213
- Reading fluency. *See* Fluency
- Reading for the Blind and Dyslexic, 257, 267
- Reading logs: as an after-reading strategy, 225; assessing reading level through use of, 23; for home, sample of, 27; sample of, 26; updating, as a literacy station, 36
- Reading Mastery Plus, 214
- Reading material: diversity of, 24; of interest, access to, 95. *See also specific type*
- Reading Online, 270
- Reading Portfolios, 53, 55–56
- Reading proficiency, statistics on, 202
- Reading rate, importance of, 95
- Reading Rockets, 273
- Reading schedules, for book clubs, sample of, 187
- Reading strategies, 32–35, 205, 206
- Reading terms. *See* Literary terms
- Reading volume, importance of, 94–95
- Reading Workshops: and character study, 149; conferring notes form for, sample of, 41; conversation within, and cover changes, 22; helping students improve literacy in, strategies for, 37–40; and the importance of knowing the books, 21; literacy stations in, 35–37; providing explicit instruction in, on nonfiction, 62; putting special books away after, 20; and schoolwide book clubs, 186; selecting books for, 31–32; setting up, 30–31; strategies for, 32–35; using biographies in, to teach time order structure, 67
- Readingpen<sup>®</sup>, 268
- ReadingQuest, 271
- Read:Outloud<sup>®</sup>, 267, 268
- ReadPlease<sup>®</sup>, 267, 268
- ReadWriteThink, 270
- Realistic fiction, suggested project for study of, 168
- Receptive language difficulties, sound-field systems and, 262
- Reciprocal teaching strategy, 223–224
- Reciting, in the SQ3R strategy, 226
- Recursive writing, 48
- Reference books, use of, in the prewriting phase, 235
- Reluctant readers: and audiobooks, 131; and guided reading, 35; hooking in, finding strategies for, importance of, 206; inspiring, 148; and journal writing, 130; needs of, making space for, 17–18; nonfiction entry points for, 63; and technology, 249; and the use of picture books, 33; websites for, 18; and word banks, 50–51
- Reluctant speakers: accommodations for, 106, 114; disconcerting experience for, 102–103; props that help, 107
- Reluctant writers: and the editing phase, 239; and the help of visual organizers, 236; and the importance of modeling, 234; and journal writing, 130; providing assistance to, on topic selection, 47; and the revising phase, 237–238; and technology, 249; and word banks, 50–51
- Remedial students, reading preferences of, 62
- Repetitions, multiple, use of, 246
- Report card periods, 55, 56
- Report illustration, 260
- Research activities, sample list of, for book clubs, 196
- Research papers, teaching students about, 243
- Research-based intervention programs: incorporating, 213–215; need for, 96
- Researcher Expert, as a literacy station, 37
- Resolution: charted, sample of, 231; described, 232; and plot, 242; strategy involving, 227; teaching students about, 228
- Response patterns, setting, 104
- Response to literature. *See* Literature response; Literature response journals
- Responsibility, gradual release of, 4
- Restructuring text, tool of, for reading comprehension, 225
- Retained at grade level, 206
- Re-teaching, and grouping in the classroom, 5
- Retelling, strategy of, 225
- Reviewing, in the SQ3R strategy, 226
- Revising phase: and the narrative organizer chart, 242; software for the, 268; strategies for the, 237–239; as a writing process, 48
- Revision checklists, providing students with, 238
- Rewards—Reading Excellence, 213, 214
- Rewriting, tool of, for reading comprehension, 225
- Rhyme, described, 162
- Right words, selecting, 82
- “Right-there” questions, 226
- River Ran Wild, A* (Cherry), 63, 68
- River, The* (Paulsen), 125, 126, 128, 129, 133, 134–135
- Riverdeep, 251
- Role sheets, use of, 178
- Role-play activity, 108, 112
- Roles in book clubs: described, 178; learning the, 177; possible, described, list of, 188–189
- Root words: difficulties with, 209; teaching, 89
- Roots* (Haley), 57
- Royal Bee, The* (Park & Park), 278, 279, 286
- RubiStar, 244, 269
- Rubrics: for book club presentations and projects, sample of, 198; creating, for writing assignments, importance of, 235; including, in newsletters, 56; for the InvestWrite essay contest, 263–264; for persuasive essays, sample of, 247; use of, 53–54, 113, 114, 244

- S**
- Safe environment, importance of a, 6, 7, 45, 103, 105
- San Diego County Office of Education, 272
- San Diego* magazine, 16
- San Diego State University, 258
- San Diego Unified School District, 12
- Sarcasm, described, 162
- Scaffolds, gradual removal of, 4. *See also* Comprehension strategies; Writing strategies
- Scanned books, 267
- Scanner pens, 268
- Scanning and skimming, 71–72, 228
- Scattergories, 94
- Schindler's List*, 141
- Scholastic, Inc., 96
- School districts, disparity between, in the use of technology, 249
- School unity, book clubs bringing, 186
- Schools of California Online Resources for Education (SCORE), 272
- Schoolwide book clubs, 183, 184–186
- Schoolwide parent wish list and book fairs, 16, 185
- Schwab Learning, 202
- Science experiments: demonstration of, 112; planning for, 112, 117
- Science Experiments You Can Eat* (Cobb), 155
- Science fiction, suggested project for study of, 168
- Science Station, 37
- Scoring guide, use of a, 53–54. *See also* Rubrics
- Scrabble, 90
- Scrambled words, 88
- Screen Actors Guild (SAG) Foundation, 272
- Seating chart tally marks, use of, 103
- Second-language students. *See* English language learners (ELL)
- Secret School, The* (Avi), 147
- Seedfolks* (Fleischman), 177
- Self-assessment: in conferring sessions, 40; and evaluation, in book clubs, 183, 198, 199
- Self-concept, poor, as a barrier, 203
- Self-monitoring skills: difficulties with, 211; of good readers, 218; written expression requiring, 237
- Self-questioning, 236, 237
- Self-selected grouping, balancing, with other grouping formats, 5
- Self-selecting books, 11, 16, 17, 24
- Semantic maps, 228
- Semantic webbing, 93
- Semantics, difficulties with, 208, 209
- Sentence expansion, 91
- Sentence fluency, as a writing trait, 46
- Sequence (time order) structures: described, 64, 65; enhancing instruction of, 259; teaching, through biographies, 66–68
- Series of Unfortunate Events, A* (Snicket), the series, 126, 131
- Setting: charted, sample of, 231; described, 162, 232; illustrations of, using presentation software for, 253, 254; strategy involving, 227; teaching about, 228, 229, 242
- Seuss books, schoolwide reading of, 186
- Seven-paragraph essay, 263
- Shared experiences, and the gradual release of responsibility model, 4
- Shared instruction, providing, 29
- Shared reading: described, 33–34; and grouping in the classroom, 5; in lessons from a two-week unit, 8–9, 277, 279, 281, 283, 285; in thematic unit lesson plan, 128–129. *See also* Read-alouds
- Shared writing: described, 44; and grouping in the classroom, 5
- Shelter*, 133
- Shiloh* (Naylor), 131
- Short stories, beginning book clubs with, 177, 178
- Should There Be Zoos?* (Stead & Ballester), 63, 66, 243
- Showcasing student work, 51, 55. *See also* Portfolios; Writing celebrations
- Sign of the Beaver, The* (Sprear), 150, 176
- Silence, beliefs about, 101
- Similes: activity involving, sample of, 166–167; addressing, 155; described, 162; as a type of figurative language, 160
- Sing Down the Moon* (O'Dell), 176
- Sirius Thinking, 273
- Sites for Teachers, 252, 272
- 6 + 1 Traits of Writing* (Culham), 46–47, 183
- Skilled readers and writers. *See* Good readers; Good writers
- Skimming and scanning, 71–72, 228
- Skinny questions, described, 179–180
- Slang, described, 162
- Slave Dancer, The* (Fox), 31–32
- Slide show software, 251–256
- Slingerland Multisensory Structured Language Instructional Approach®, 214
- Small-group formats, balancing, with other grouping formats, 5
- Small-group talking, prompts for, 104–105
- SmartWriters, 272
- Smoky Night* (Bunting), 13
- Snowflake Bentley* (Martin), 13
- Soar to Success, 213
- Social talk, 102
- Softease, 251, 268
- Software: for building reading fluency, 96; filtering, 258; for interventions, 250; for students with reading and writing difficulties, 267–268; to supplement the classroom literacy program, 250–256. *See also specific software programs*
- Soliloquy, 96
- Songs from history, as a nonfiction entry point, 64
- Sonoma County Office of Education, 203
- Sopris West Herman Method, The, 214
- Sound and pattern activities, 87–90
- Sound of Music, The*, 141
- Sound spelling cards, 253, 254
- Souder* (Armstrong), 13, 130
- Sound-field classroom amplification, 262
- South Pacific*, 141
- Southern Utah University, 271
- Speaker's club, 114
- Speaking: balancing, with other literacy components, 3; encouraging, opportunities for, 103–104; as a learned skill, 102; in lessons from a two-week unit, 277, 279, 281, 283; and listening, issues surrounding, 102–104; in the Literacy Workshop, 105; multiple opportunities for, providing, 101; in public, fear of, 101; standards for, 102; using interviews to build confidence in, 110–111; to the wall, 106, 108, 113. *See also* Accountable talking; Oral language
- Speaking, Listening, and Media Literacy Standards for K Through 12 Education*

- (National Communication Association), 102  
 SpeakQ™, 267, 268  
 Special Education Department, James Madison University, 226–227  
 Special education referrals:  
   percentage of, involving reading difficulties, 202; teacher's role in, 211  
 Special interest book clubs, 176  
 Special needs students:  
   accommodations for, in book clubs, 182–183; enhancing language instruction for, technology for, 260; tailoring instruction to meet the needs of, 208. *See also* English language learners (ELL); Gifted and talented students; Learning disabled students  
 Special units of study: activities involving, samples of, 156–171; author studies in, 145–148; digging deeper into story elements in, 148–155; genre studies in, 155; overview of, 145  
 Specialty books, as a literacy station, 37  
 Speech recognition systems, 267, 268  
 Speeches, formal. *See* Formal speeches  
 Speed of processing, difficulties with, 211  
 Spell-checkers, 266–267, 268  
 Spelling: and AD/HD students, 210; developmental stages of, 83–84, 210; difficulties with, 51, 210; and dyslexia, 204, 210; and the editing phase, 239; of high-frequency words, commonly misspelled words and, 85–86; importance of, 83; poor readers and, 203; proficiency in, 84–85; requirements for becoming proficient at, 81–82; rubric involving, sample of, 247; using presentation software for, 253, 254. *See also* Word study  
 Spelling inventories, 82  
 SPORE (setting, problem, order of action, resolution, and end) strategy, 227  
 Sports genre: selecting the, for a schoolwide read, 184–185; suggested project for study of, 168  
*Sports Illustrated for Kids*, 16, 36  
 SQ3R (survey, question, read, recite, and review) strategy, 226  
 SQ4R (survey, question, read, recite, write, and review) strategy, 226  
 Staff development, 21, 46  
 Stamina, building: in the Reading Workshop, 33, 35; in the Writing Workshop, 48  
 Standardized reading tests, content of, 62  
 Standards: about understanding characters in literature, 149; for communication, 102; as a conversational starting point, for goal setting, 30; for cursive writing, 58; meeting, 31, 33, 114; for nonnarrative goals, 62; predetermined, for reading fluency, 96; reviewing, for writing assignments, 235; in special unit lesson plan, 153; in thematic unit, 127; two-week unit of study with, 275–285; writing, and grade-level expectations, 233–234  
 Starfall, 272  
 State-mandated anthologies, 63  
 Sticky notes: for accessing nonfiction, 72, 73; for book clubs, 180; for reading comprehension, 221; teachers looking over, 183  
 Stigma, avoiding, 20  
 Stock Market Game™ program, 262–263  
*Stone Fox* (Gardiner), 149  
*Storms* (Simon), 66  
 Story elements: activities involving, samples of, 156, 159–167; described, 148–153, 242; as a special unit of study, 153–155. *See also specific story elements*  
 Story frames, 227  
 Story grammar, teaching, 228, 241–242  
 Story maps, 227  
 Story Place, 271  
 Storyboards, 227  
 Storyline Online, 272  
 Storytelling: for oral language practice, 107–108; personal, in the prewriting phase, 235  
 Strategic, active readers, 206, 218  
 Struggling readers: and book clubs, 175, 176, 182; challenges of, addressing the, 2; and graphic organizers, 38; and guided reading, 34, 35; and introducing new books, 22; matching knowledgeable web surfers with, 73; modifying thematic units for, 124; nonfiction entry points for, 63, 64; and reading fluency, 94; research on, 201; software for, 250; strategies for working with, 206–207; supporting, in nonfiction study, 73–74; and technology, 249, 266–268; and text structure, 228; that are older, addressing, 203–204; and the use of picture books, 33; using small-group discussion for, 127; and vocabulary, 70–71. *See also* Learning disabled students; Reading difficulties  
 Struggling writers: challenges of, addressing the, 2; and the editing phase, 239; and graphic organizers, 38; and the importance of modeling, 234; and introducing new books, 22; matching knowledgeable web surfers with, 73; modifying thematic units for, 124; and paragraphs, 239; and prewriting, 235; and the revising phase, 237–238; software for, 250; and technology, 213, 249, 266–268; and the use of picture books, 33; using small-group discussion for, 127; and visual organizers, 236. *See also* Learning disabled students; Writing difficulties  
 Student talk, balancing, with teacher talk, 5–6  
 Student Writing Center, 251  
 Student-adult reading, 95  
 Student-directed activities, balancing, with teacher-directed activities, importance of, 6  
 Students, knowing the, importance of, 5, 21  
 Study guides, providing, 221  
 Study skills, building, need for, 203  
 Style of writing, described. *See* Writing styles of authors  
 Subjective writing, described, 162  
 Substitutions, making, for students with writing difficulties, 212  
 Suburban students, reading proficiency of, 202  
 SuccessMaker® Enterprise, 250  
 Suffixes: difficulties with, 209; teaching, 89–90  
 Summaries: providing, of text, for students, examples of, 7, 9, 10; teaching students about writing, 240–241, 246; using presentation software for, 253  
 Summarizer role, described, 188  
 Summarizing: as an after-reading strategy, 225; for note taking,

- Summarizing (*continued*)  
 246; in the PASS process, 224; in reciprocal teaching, 223  
*Summer My Father Was Ten, The* (Brisson), 278, 286  
 Sunburst, 251  
 Surveying, in the SQ3R strategy, 226  
*Survival Guides* (Storm), 133  
 Survival Math, 131  
 Surviving mechanism, comparing, in author studies, 148  
*Survival Series* (Duey & Bale), 133  
 Survival thematic unit: activities for the, samples of, 134–144; and audiobooks, 131; author study in a, 153; for book clubs, 177; comparing books to movies in the, 126–127; and fitting it into the curriculum, 125; getting started on the, 125–126; incorporating nonfiction in the, 131; lesson plan for a, 127–129; and organizing a survival book club, 130; other resources for a, 133; reason for selecting the, 125; response journals in the, 130–131; supplementary activities for the, 129–130; and tying in other subject areas, 131–133; using fact cards for the, 130  
*Surviving the Applewhites* (Tolan), 130  
 “Suzanna Socked Me” (Prelutsky), 108  
*Sweetest Fig, The* (Van Allsburg), 146  
 Syllable analysis, knowledge and skill in, need for, 82  
 Syllables and affixes stage, 84, 87, 89  
 Symbol, described, 162  
 Symbolism, studying, 153–155  
 Syntax, difficulties with, 208, 209  
 Synthesizing, in the PASS process, 224
- T**
- Taboo, 94  
 Tailored instruction, 208  
 Tailored interventions, need for, 213  
*Tales of Despereaux* (DiCamillo), 108, 131, 153  
 Talk time, balancing, 5–6  
 Talking socially, 102  
 Talking software, 96  
 Tape recording: as an oral language assessment tool, 114; during the prewriting phase, 235; of textbooks, strategy of, 221  
 Tape-assisted reading, 96  
 Targeted programs, 214  
 Teacher support, greatest amount of, moving from, to the least amount, 4  
 Teacher talk, balancing, with student talk, 5–6  
 Teacher Toolbag, 272  
 Teacher-directed activities, balancing, with student-directed activities, importance of, 6  
 Teachers: book clubs for, 183; getting help from other, with establishing a thematic unit, 124; inadequate preparation of, 203  
 Teacher’s Corner™, 272  
 Teacher’s Desk, 272  
 Teacher’s favorites, marking books as, 20  
 Teachers First, 271  
 Teacher’s Guide to International Collaboration on the Internet, 273  
 Teaching adjustments, making, 31  
 Teaching Heart, 270  
 Teaching Resources from the Classroom of Laura Chandler, 270  
*Teaching Young Writers Strategies That Work* (Schaefer), 184  
 TeAchnology™: The Online Teacher Resource, 272  
*Teammates* (Golenbock), 7  
 Technology: for accessing nonfiction, 73; assistive, 213, 266–268; for building reading fluency, 96; motivating students through, and integrated learning, 262–266; overview of, 249; and software programs for use in the classroom, 250–256; of sound-field amplification, 262; various forms of, described, 256–259; visual, 259–262. *See also specific types of technology*  
 Tech-savvy students, 249  
 “Testing New Waters” (Holbrook), 8–10, 276, 277, 286  
 Texas Education Agency, 272  
 Text comprehension. *See* Comprehension  
 Text connections, helping students with, 32, 221, 222  
 Text features: categories of, 69; expecting students to understand, 62; giving students practice in recognizing, importance of, 66; identifying, sample activity on, 75; incorporating, into a children’s book, sample activity on, 79; learning about, 69–70; search for, sample activity on, 77–78; understanding, instructional activities to ensure, 70  
 Text structures: awareness and understanding of, importance of, 228; common, 64, 65; creating, for a children’s book, sample activity for, 79; expecting students to understand, 62; explicitly teaching, importance of, 234; giving students practice in recognizing, importance of, 66; identifying, sample activity on, 76; learning about, 64–69; searching for, sample activity on, 77; teaching, 65–66. *See also* Narrative text structures  
 Text summaries, teacher providing, examples of, 7, 9, 10  
 Textbook note taking, skill of, teaching, 246  
 Textbooks, printed, reliance on, moving away from, 257  
 Texttease, 251, 267, 268  
 TextHelp, 267, 268  
 TextProject, 270  
 Text-to-speech software, 267, 268  
 Thematic teaching, benefit of, 123  
 Thematic units: author studies in, 153; establishing a theme for, 123–124; focus in, 123; modifying, to meet students’ needs, 124; as part of schoolwide book clubs, 184. *See also* Survival thematic unit  
 Theme: charted, sample of, 231; described, 162, 232; teaching students about, 228  
*Thief Lord* (Funke), 13  
 Think aloud, as a metacognitive strategy, 223  
 “Think-and-search” questions, 226  
 Think-pair-share (TPS), 9  
 Think-pair-square (TPSQ), 7, 9  
*Thirteenth Floor, The* (Fleischman), 155  
 Thomson Learning/South-Western Educational Publishing, 251  
 Three-paragraph papers, 241  
 Three-tiered approach to intervention, 213–214  
 Thrift stores, 17  
 “Ticket out” technique, use of, 104  
 Tiered interventions, 213–214  
 Tiered lessons, use of, importance of, 5  
*Time for Kids*, 36, 57, 63  
 Time lines: producing, 68; use of, 227  
 Time order (sequence) structures, 64, 65, 66–68

*Timothy of the Cay* (Taylor), 127–129  
*To Be a Slave* (Lester), 31–32  
 Toastmasters Club, 114  
 Tone, described, 162  
 Tongue depressors, use of, 103  
 Tongue twisters, 108  
 “Too Much Homework,” 57  
 Top Ten chart, 197  
 Topic Dictionaries, 268  
 Topic sentences: described, 162; helping students with, 49, 235  
*Tora! Tora! Tora!*, 141  
 Total language arts programs, 214  
 Touchstone texts, 33, 40, 149  
 Tragedy, described, 232  
 Transitions, described, 162  
 TravLang, 272  
 Treetop Publishing, 239  
*True Confessions of Charlotte Doyle, The* (Avi), 56, 124, 137, 147, 156, 157, 158  
*Tuck Everlasting* (Babbitt), 126  
 “Turkey Shot Out of the Oven, The” (Prelutsky), 108  
 Tutoring, 96  
 Twist, described, 232  
 Two-column note-taking method, 245  
 Two-minute vocabulary run, 92–93  
 Two-week unit for building community, lesson plans for, 6–10, 275–286  
 Type to Learn, 251  
 Typing Instructor Deluxe, 251  
 Typing skills, providing training and practice in, 251  
 Typing Time, 251

## U

UltraKey, 251  
 United Nations, 272–273  
 U.S. Department of Education, 249, 257, 258, 266, 270, 273  
 United States map, software for presenting a, 255  
 U.S. National Archives, 273  
 Unitedstreaming, 252, 260–261  
 Unity, school, book clubs bringing, 186  
 Universal Press Syndicate, 64  
 University of Kansas, 269  
 University of Oregon, 213  
 University of Pittsburgh, 32, 37  
*Up, Up and Away* (Heller), 19  
 Up Words, 90  
*Upstairs Room, The* (Reiss), 131, 141  
 Used book sales, 16, 17

## V

Vanderbilt University, 215  
 Venn diagram, 126, 147, 154, 197, 227  
 Verizon Foundation, 273  
*Victory at Sea*, 141  
 Video clips, 252, 260, 261  
 Video streaming, 260–261  
 Videotaping speeches, 113–114  
 Virtual schools, 258  
 Visual and media literacy, relationship between, and language development, 102  
 Visual organizers, benefits of, 236. *See also* Graphic aids; Graphic organizers  
 Visual processing, weakness in, 205  
 Visual technology, 259–262  
 Visualization, 222  
 Visually impaired students, technology for, 257, 267  
 Visual-sequential memory, deficits in, 210  
 Vocabulary: difficulties with, 209; enhancing instruction of, 260; focus on, for reading instruction, 201; forms for working on, 91–92, 99; importance of, 90; in mystery stories, 155; in nonfiction, 62, 70–71; search, learning how to specify, 73; strategies and techniques for building, 91–94, 220, 245–246, 268; teaching, 90–91; using presentation software for, 255, 256  
*Vocabulary Cartoons™* (Burchers, Burchers, & Burchers), 93  
 Vocabulary charts and lists, 93  
 Vocabulary detective work, 91–92, 99  
 Vocabulary notebooks, 93  
 Vocabulary University®, 270  
 Voice, as a writing trait, 46, 49  
 Voice recording software, 252  
 Voices of America series, 64  
 Volunteers: in the Reading Workshop, suggestions for, 39; in the Writing Workshop, tips for, 53

## W

*Walk in the Rainforest, A* (Pratt), 108  
*Walk Two Moons* (Creech), 56, 128, 131, 137  
 Wall reading, 50, 68, 108–109, 113  
 Wall speaking, 106, 108, 113  
 Wanted posters, 228  
 Wealthy school districts, and technology use, 249, 250  
 Web English Teacher, 273  
 Web surfers, knowledgeable, matching other students with, 73  
 WebQuest, 258  
 Weekly previews, 255  
*Weekly Reader*, 63  
 Western Washington University, 256  
*Westward Expansion of the United States, The* (collection of songs), 64  
 WETA, 273  
 WGBH Boston, 273  
*Wham! It's a Poetry Jam* (Holbrook), 8, 276, 277, 284, 285, 286  
*What Do Sharks Eat for Dinner?* (Berger & Berger), 66  
*What Really Matters for Struggling Readers: Designing Research-Based Programs* (Allington), 207  
 Whiteboards, interactive, 262  
*Who Was That Masked Man, Anyway?* (Avi), 147  
 Whole-group format, balancing, with other grouping formats, 5  
 Whole-group instruction, beginning with, for thematic units, 124  
 Whole-school leveling system, 20  
 “Who’s Boss” (Holbrook), 285, 286  
*Widow’s Broom, The* (Van Allsburg), 146  
*Wild Outdoor World*, 16  
*Wildfires* (Simon), 66  
 Wildlife Explorer®, 130  
 Wildlife Fact File, 132  
*Wilma Unlimited* (Krull), 184, 185  
 Wilson Reading System, 214  
*Windcatcher* (Avi), 147  
 Wisconsin Assistive Technology Initiative, 266  
 Wish lists, creating, for building a library, 16  
*Witch of Blackbird Pond* (Spear), 130  
 Within-word pattern stage, 84  
 Wizcom Tech, 268  
*Wolf Rider* (Avi), 147  
 Word banks: for character study, 151–152; in the Writing Workshop, 50–51  
 Word choice, as a writing trait, 46  
 Word creation activity, 87  
 Word detective, 88  
 Word hunt activity, 88  
*Word Journey* (Ganske), 82  
 Word knowledge and fluency, strengthening: activities involving, samples of, 97–99;

- Word knowledge (*continued*)  
 importance of, 81; research-based interventions for, need for, 96; using presentation software for, 256. *See also* Fluency; Word study
- Word lists and charts, using, 89
- Word meaning activities, 89–90
- Word of the Day, 272
- Word origins, teaching, 89
- Word predictors, 266, 267, 268
- Word processing software, 250–251
- Word processors, 238, 239, 250, 266
- Word recognition: accuracy in, importance of, 94; and AD/HD students, 205; becoming proficient at, requirements for, 81–82; deficits in, 203–204; using presentation software for, 252
- Word sorts, 86–87
- Word structure: building skill in, need for, 203; making judgments about, 81
- Word study: balancing literacy components in, 3; book club activities involving, sample list of, 195; building skill in, need for, 203; defined and described, 81–82; focus of, at each developmental stage of spelling, 83–84; instructional activities for, 86–90; in lessons from a two-week unit, 9–10, 276, 278, 280, 282, 284; in the Reading Workshop, 37, 67; teacher's role in, 82–83. *See also* Spelling; Vocabulary
- Word study notebooks, 87, 97
- Word Walls, 71, 85, 86, 89, 189, 237
- Word wizard, role as, described, 189
- Word Yahtzee, 90
- WordQ™, 267, 268
- Words Their Way activity, 87
- Working memory: deficits in, 210; described, 208
- Workshop model, adopting the, reason for, 29
- World Book Encyclopedia*, 57
- World economy, technology-driven, 249
- World maps, presentation of, software for, 255
- World War II project: described, 131; sample of a, 140–142; teacher or student evaluation of, form for, 143
- World Wide Web. *See* Internet, the
- Worst-Case Scenario Survival Handbook: Holidays* (Piven & Borgenicht), 131
- Worst-Case Scenario Survival Handbook* (Piven & Borgenicht), 131
- Wreck of the Zephyr, The* (Van Allsburg), 146
- Wretched Stone, The* (Van Allsburg), 146
- Write:Outloud®, 267, 268
- Writer's chair strategy, 107
- Writer's craft, unit on, 153
- Writer's Express* (Kemper, Nathan, & Sebranek), 113
- Write-ups, providing parents with, about assignments, 56–57
- Writing: balancing, with other literacy components, 3; best practices for teaching, 234; book club activities involving, sample list of, 194; as a component of linguistic intelligence, 51–52; demonstration of, 51–56; in different genres, 49; and dyslexia, 204; and e-mail, 258; environment for, establishing an, 45; essentials of, 48–51; increasing the amount of time spent on, 205; legible, need for, 58; during literacy stations, 35, 36; models of, providing, at various levels of the rubric, 244; poor readers and, 203; process of, skills and brain functions involved in, 208–211; reading intertwined with, 43–44, 203; setting goals for, 44; in the SQ4R strategy, 226; stamina for, developing, 48; students reading aloud their own, 50, 107, 238, 266; talking before, during, and after, 106–107; traits of, 46–47. *See also specific types of writing*
- Writing achievement, gender gap in, 206
- Writing assignments: encouraging creativity and choice in, 74; and planning and organization skills, 208; and portable word processors, 266; rubrics for, creating, importance of, 235; specific questions about, dividing prewriting checklists into, 236; standards for, reviewing, 235
- Writing book clubs, 183–184
- Writing celebrations: described, 57; guideline sheet for, 57–58; in the publishing phase, 239; and showcasing student work, 51
- Writing conferences: guidelines for, 52–53; importance of, 51–52
- Writing contests, 243, 263
- Writing conventions, competency in, expectations of, 233, 234
- Writing demands, reducing, 212
- Writing difficulties: areas that manifest, 208–211; bypassing and accommodating, strategies for, 211–213, 266; preventing, overview of, 207–208; research-based interventions for, 213–215; and the teacher's role, 211. *See also* Struggling writers
- Writing genres and formats, 239–243
- Writing instruction, effective, components of, 207–208
- Writing journals, use of, 44–45
- Writing Portfolios, 53, 55–56
- Writing process, the, 233–234, 235. *See also* Drafting phase; Editing phase; Prewriting phase; Publishing phase; Revising phase
- Writing prompts, 235
- Writing standards, 233–234
- Writing strategies: and the importance of modeling, 234; and note taking, 244–246; overview of, 233–234; providing instruction on, 234–239; and the role of guided writing, 234; and teaching about writing genres and formats, 239–243; and the use of rubrics, 244, 247. *See also specific strategies, scaffolds, and accommodations*
- Writing styles of authors: becoming familiar with, 146; demonstrating understanding of, sample activities for, 156–158; described, 162; recognizing, 148
- Writing terms. *See* Literary terms
- Writing topic folders and computer files, 235
- Writing Workshops: access to computers during, 250; celebrating writing in, 57–58; choice writing in, balancing, with teacher-directed writing, 47–48; conferring notes form for, sample of a, 59; creating puppet show scripts during, 111; creative writing in, 43; demonstration of writing in, 51–56; firsthand account of setting up, 44–47; focusing on spelling in, 86; and handwriting, 58; integrating technology in, example of lessons involving, 262–266; and keeping parents

informed, 56–57; preparation for, 44; providing explicit instruction in, on nonfiction, 62; talking in, for oral language practice, 106–107; in thematic unit lesson plan, 129; using biographies in, to teach time order structure, 68; writing essentials in, 48–51

WritingFix, 273  
Written language, as a common area of difficulty, 208

**Y**

Yahoo, 252  
*Young Nation Through the Civil War, The* (collection of songs), 64

Young Readers Choice Award books, 13

**Z**

*Z Was Zapped, The* (Van Allsburg), 146  
*Zillions*, 16, 36, 176

