



Using Jennifer Serravallo's **TEACHING READING ACROSS THE DAY** with Any Core Program or Curriculum

Learning how to read requires a complex web of skills and lots of time and different types of texts to develop and practice these skills. That's why all teachers need to provide thoughtful reading instruction across the day as students read, in every class, to build knowledge.

Bestselling author Jennifer Serravallo wrote her new book *Teaching Reading Across the Day* (Corwin) to help K–8 classroom and content teachers deliver explicit, engaging reading instruction with any text, in any subject, and with any curriculum or core program.

Already have a core reading curriculum or program, skip to page 3.



How does *Teaching Reading Across the Day* help you select the best core reading program (or build a curriculum) for your school or district?

You'll want to understand what the latest research says about effective reading instruction, so you don't have to rely on others' reviews. *Teaching Reading Across the Day* can help you make an informed decision because it:



What is the difference between a K–8 reading curriculum and a core reading program?

A **reading curriculum** defines what knowledge students should acquire and what skills they should demonstrate in each grade and states the school or district's educational philosophy or approach. Most reading curricula determine the progression of units and include information about relevant standards, learning objectives and how to measure achievement, pacing, and key vocabulary and knowledge goals for each unit. Reading curricula may also include a list of approved teacher resources and suggestions for texts to include in each unit.

A **core reading program** provides everything a curriculum does but also includes teacher resources (and student materials)—lesson scripts, texts, and supplemental materials—for each lesson in each unit.

Learn more about
Teaching Reading Across the Day



- Includes more than 300 citations from the most influential experts on the science of reading.
- Distills the thinking of experts from hundreds of studies, meta-analyses, papers, and articles into clear, concise explanations about what research does, and doesn't say about effective reading instruction.
- Synthesizes the most pertinent research about how to utilize each of the nine lesson types featured in the book to deliver explicit, engaging reading instruction.
- Explains the 19 components of the Active View of Reading (Duke & Cartwright, 2021) detailing the skills and knowledge students need to become proficient readers.
- Presents Jen's overview of the nine elements of engaging, explicit instruction that undergird effective literacy instruction.

You'll need to determine the components of a comprehensive literacy approach to understand what the core programs you're reviewing do and do not include, and where you'll need to supplement as necessary. *Teaching Reading Across the Day* can help because it:

- Presents nine tried-and-true lesson structures—read aloud, phonics and spelling, vocabulary, focus, shared reading, close reading, guided inquiry, reader's theater, and conversation lessons—you can use to teach all the elements outlined in the Active View of Reading.
- Explains the elements of engaging, explicit reading instruction, which research shows are critical for lessons to be effective for most students.
- Provides guidance on how to incorporate both literacy and knowledge- and vocabulary-building goals into every lesson.
- Details how the nine lesson structures (except for phonics & spelling which is exclusive to ELA) can be used during ELA, science, and social studies.
- Includes 31 annotated lessons that demonstrate engaging, explicit reading instruction.
- Features 22 videos (nearly four hours) of Jen teaching in K–8 ELA, social studies, and science classrooms, which shows what effective reading instruction looks like in real classrooms.



You want to ensure your school's or district's pedagogical approach reflects best practices, and that you review potential core programs with research-based guidelines around best practices in mind. *Teaching Reading Across the Day* helps because it:

- Guides educators step-by-step through the research, planning, structure and timing, delivery and responsive teaching moves for each of nine research-backed, classroom-tested lesson structures.
- Provides proven recommendations about how to meet the needs of every student in your class.
- Offers strategies for how best to engage students in active learning.
- Presents language frames, feedback, and prompts for responsive teaching specific to each of the nine lesson types.
- Demonstrates how to focus teacher—and student—attention on content rather than process.



How does *Teaching Reading Across the Day* help teachers make the most of any core reading program or curriculum and help them supplement or plan daily lessons?

Given the diversity of classrooms from school to school, district to district, and state to state, a core reading program, as written, cannot predict or meet the needs of every student. Teachers can still meet a lesson's key learning objectives and modify the lesson in a variety of ways to better reach their students. Equally, teachers working within a curricular framework need to plan and deliver lessons that address the needs of students with a wide range of abilities. *Teaching Reading Across the Day* can help.

TEXT SELECTION

- Discusses how to select texts that better match the reading level, interests, cultural identity, background knowledge, etc. of students or better address state-specific content and knowledge goals.
- Provides information on building content-rich, conceptually coherent text sets that research shows support deeper reading and knowledge building.
- Shows teachers how to use the same text with a different lesson type to develop additional reading skills and strategies.
- Covers the importance of using a wider variety of text types or genres than a program might include.
- Discusses the benefits of having a wide cultural representation—both students in the classroom community as well as the world at large.

SCAFFOLDING

- Details how to select a different lesson type that provides more (or less) support.
- Offers guidance on inviting greater student participation and active involvement during lessons.
- Presents alternate assessment methods to better understand where students are in meeting lesson objectives and monitor progress.
- Shows how to improve learning and increase engagement by speeding up or slowing down a lesson.



RESPONSIVENESS

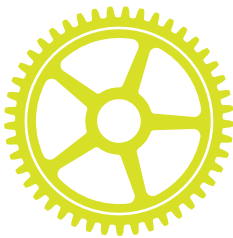
- Includes look-fors with suggested language frames, feedback, and prompts for each lesson types.
- Offers hundreds of ideas for how teachers can modify lessons, in the moment, to meet the needs of the students in front of them.
- Provides flexibility within each lesson structure so teachers can react to what they observe and hear.
- Honors the experience and knowledge teachers bring to the classroom.

GROUPING

- Provides research-backed advice on when to teach to the whole class and when, and how, to teach to a small group.
- Presents whole-class and small-group lesson plans (and accompanying classroom videos) for each of the nine lesson types.
- Addresses specific grouping considerations for each of the nine lesson types.

RESEARCH

- Distills the research about teaching (the science of teaching reading) into teacher-friendly language.
- Explains the Active View of Reading, the most current and comprehensive reading model.
- Presents the research behind each lesson structure so teachers can decide which lesson type best supports evidence-based reading guidelines.



Teachers have limited preparation and teaching time and some programs present lessons that take longer to read than deliver and include more content than can be taught in the time allotted. And while curriculum guides might give you expected outcomes, you'll still need day-to-day lessons. **Teaching Reading Across the Day** can help with efficiency and pacing because it:

- Features a small repertoire of nine lesson structures that become so familiar teachers can quickly move through planning and preparation.
- Features a similar approach to each lesson structure so teachers can quickly master the intricacies of the nine lesson types.
- Offers teachers effective (and replicable) structures to distill long lesson scripts into one-page focused, intentional lesson plans.
- Provides hours of classroom video to show teachers what an effective lesson looks like when implemented.

Students read all day long in every subject and need reading instruction all day long. However, most programs and English Language Arts curricula don't include resources for both ELA and content area teachers. **Teaching Reading Across the Day** helps you bring reading instruction into content areas, and increased attention to content studies into your ELA block as it:

- Offers detailed guidance about nine easy-to-implement lesson structures, some of which are likely familiar to teachers, that can be used in any grade and in any subject.
- Features 31 annotated lesson plans—22 with video (nearly four hours) showing Jen teaching each lesson—in K–8 ELA, social studies, and science classrooms.
- Shows (in text, graphics, and video) how to build reading instruction into every subject to accelerate student learning.
- Presents hundreds of ideas about how to achieve both literacy and content goals in a single lesson.
- Offers knowledge- and vocabulary-building recommendations unique to each lesson type.
- Includes blank lesson plans at the end of the book and fillable PDFs on the companion website.

How does *Teaching Reading Across the Day* support literacy coaches, reading directors, curriculum specialists, and other in-school and -district professional development staff as they provide guidance on how best to implement a core program or curriculum?

- Provides comprehensive research in accessible language that PD staff can use to explain the “why” behind practices.
- Offers examples of language frames, feedback, and prompts for each lesson type that help PD staff offer advice on responsive teaching.
- Offers a detailed reference guide to the studies, analyses, and papers that informed the recommendations in the book so PD staff can easily access pertinent research.
- Includes 22 videos (nearly 4 hours) that PD staff can use to showcase what best practices look like in real K-8 classrooms.
- Features a comprehensive book study that provides guiding questions and activities to facilitate professional learning.





How does Jen Serravallo support literacy proficiency, district wide regardless of the core program or curriculum the district uses?

No matter what core program or curriculum you use, your approach to literacy instruction, or the student population you support, Jen and her team of literacy consultants can customize professional development opportunities and virtual events that meet your needs. These research-based professional learning experiences are driven by educator goals, build readily transferable knowledge and skills, and positively impact student learning in literacy.

Learn more at www.LiteracyStrategiesConsulting.com



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