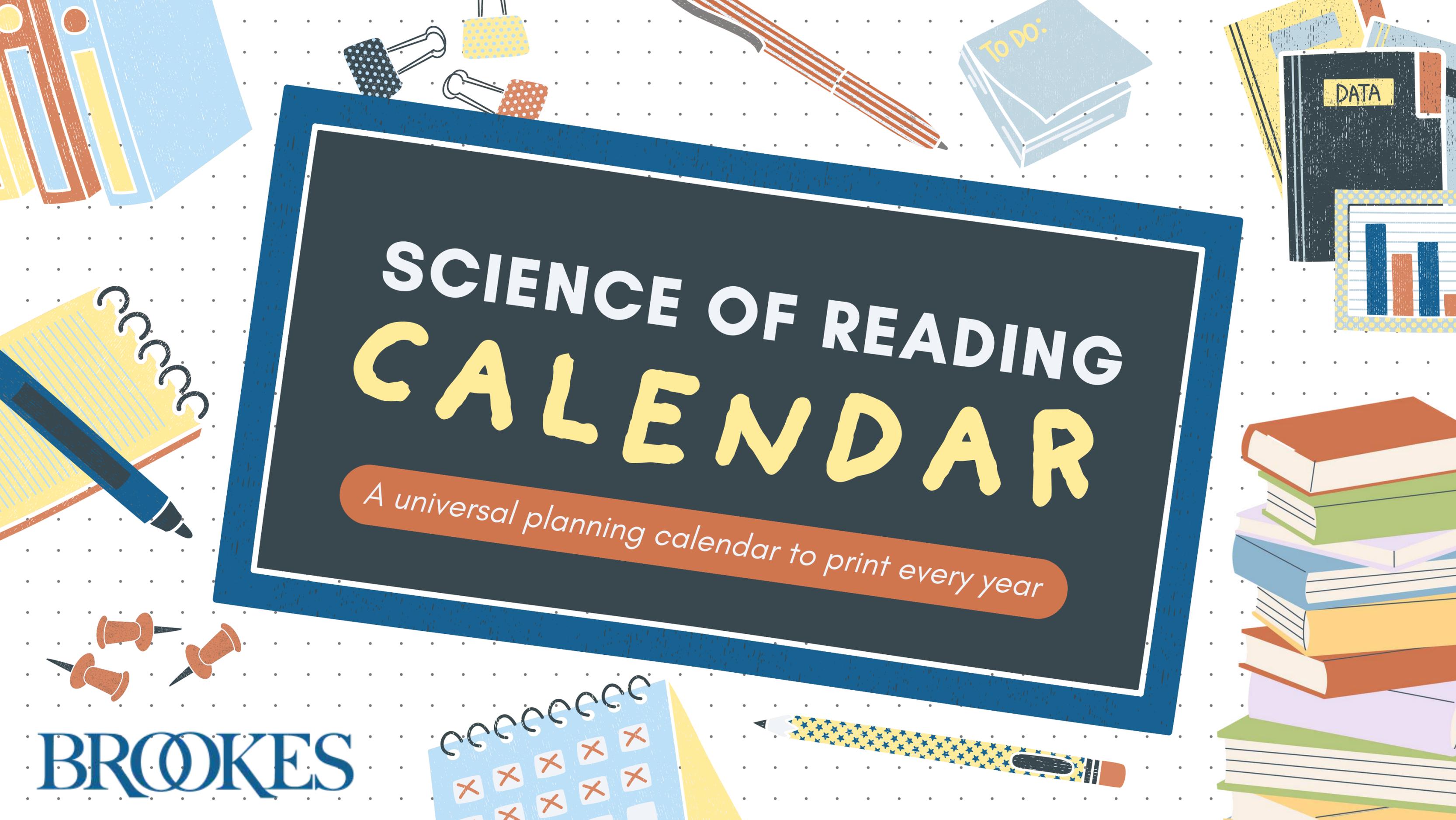


SCIENCE OF READING CALENDAR

A universal planning calendar to print every year

BROOKES



January

When students write about what they are reading and learning, they are “thinking on paper.”

From *The Writing Rope* by Joan Sedita



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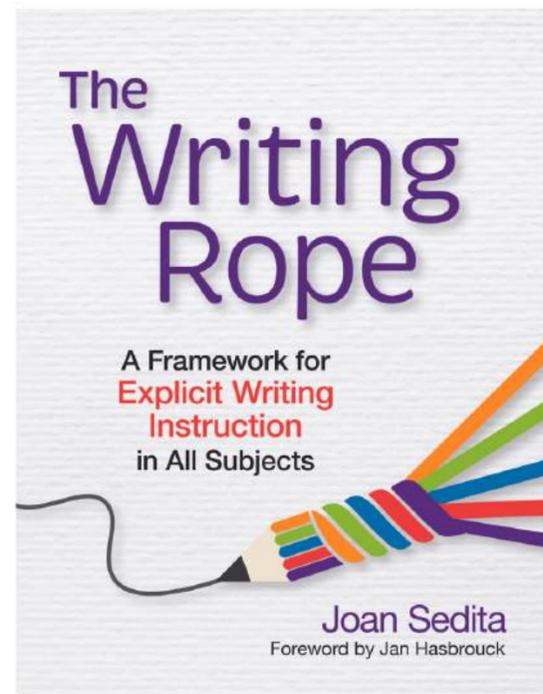
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PD Book of the Month

January Goals

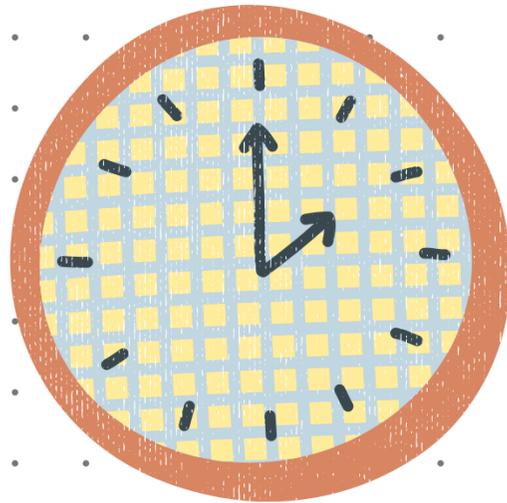


Quick Tip

Because the sentence is a basic building block for all writing, provide explicit instruction for how to construct a complete sentence and how to expand and elaborate a basic sentence.

—Joan Sedita, author of
The Writing Rope





Weekly Planner



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February



Reviewing and revisiting content not only emphasizes its importance but also serves to deepen students' understanding.

From *The Reading Comprehension Blueprint*, by Nancy Hennessy



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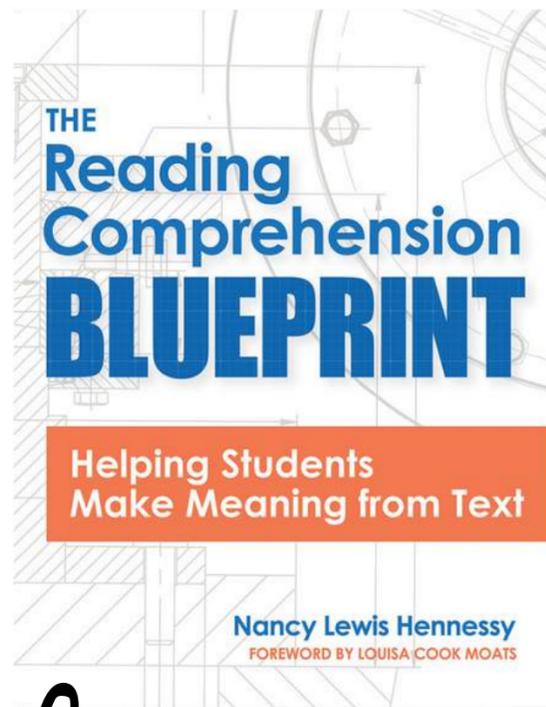
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PD Book of the Month

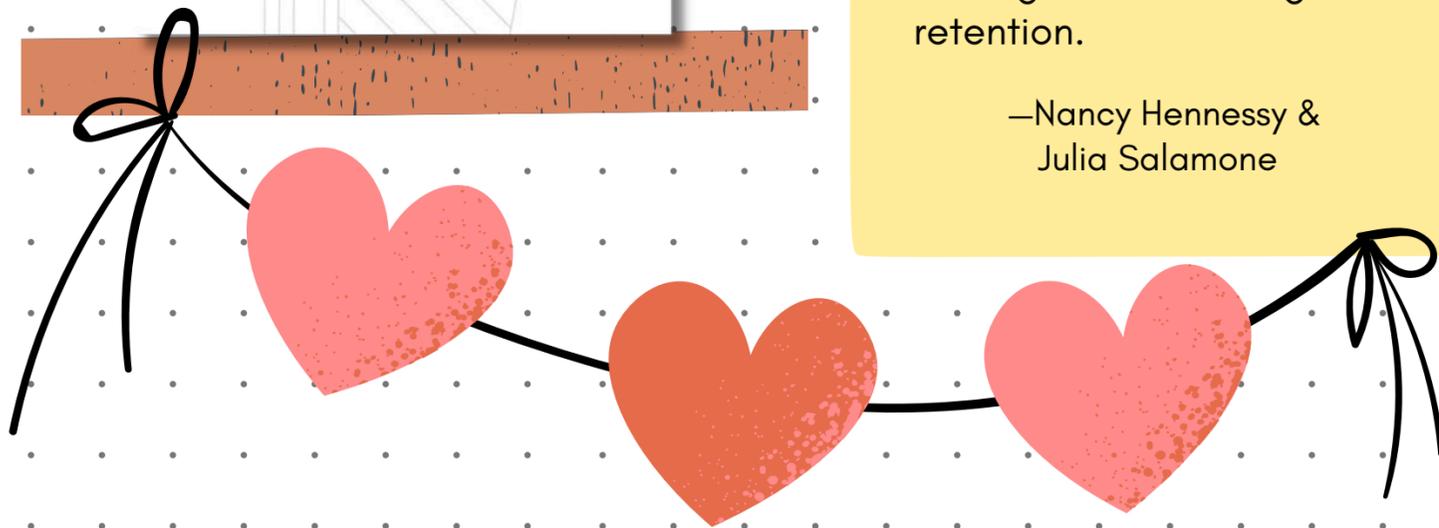


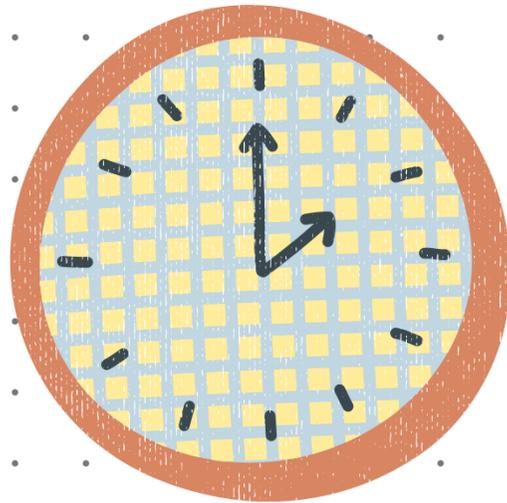
Quick Tip

Pictures and drawings are an effective way for students to assign meaning and deepen their understanding of words. Visuals can be used to support students' definitional understanding, as they provide a concrete representation of what a word means, reinforcing understanding and retention.

—Nancy Hennessey & Julia Salamone

February Goals





Weekly Planner



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March



Of all the many superhero traits teachers have, being an informed and knowledgeable problem solver is the one trait that can surmount reading difficulties.

From *Next STEPS in Literacy Instruction, Second Edition*, by Susan M. Smartt & Deborah R. Glaser

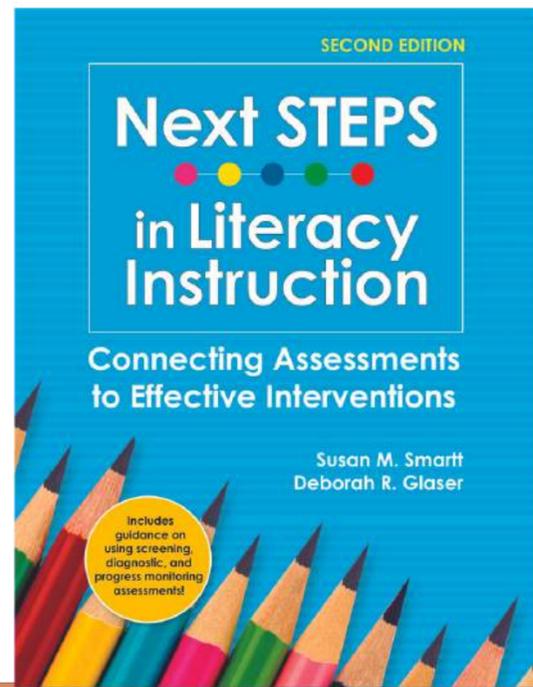


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PD Book of the Month



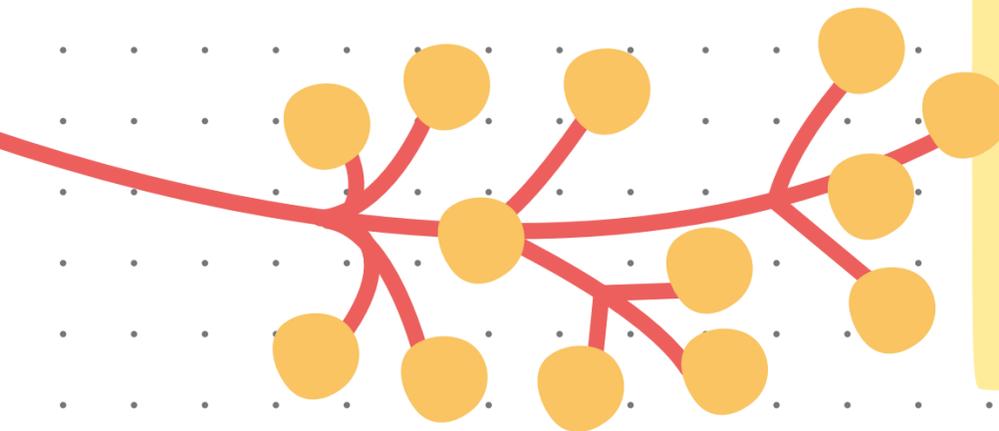
Quick Tips For Fluency Practice

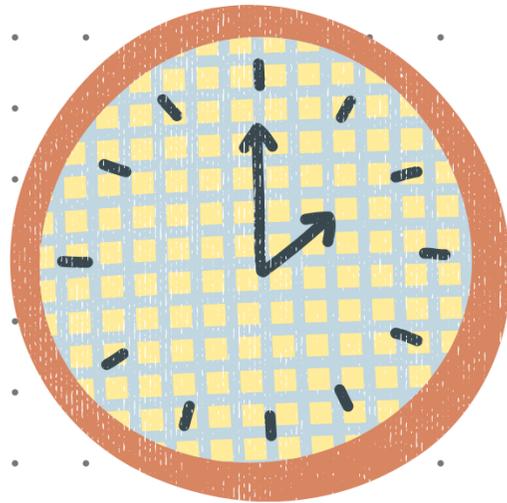
- Balance ease & challenge
- Check for comprehension (“Tell me about what you just read”)
- Spread out brief practice sessions over a number of days
- Model fluent oral reading using teacher read-alouds
- Provide immediate feedback on words missed
- Let students chart their own progress.

—Susan Smartt & Deborah Glaser, in *Next STEPS in Literacy Instruction, 2e*



March Goals





Weekly Planner



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April



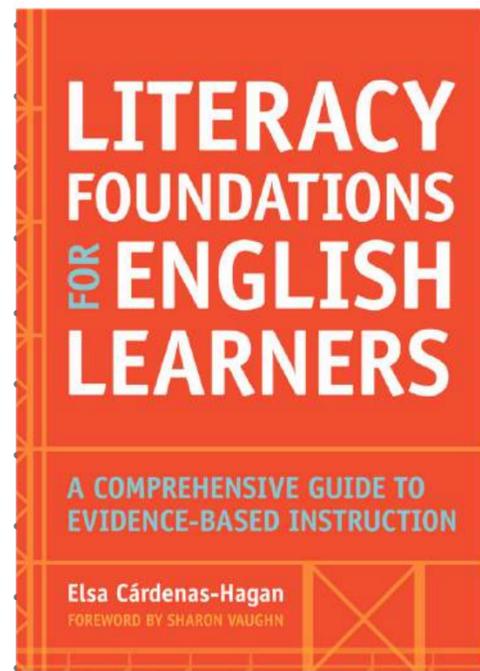
English learners bring with them prior knowledge, experiences, and strengths related to language and learning that educators must find ways to identify and build upon.

From Literacy Foundations for English Learners, edited by Elsa Cárdenas-Hagan

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PD Book of the Month



Quick Tips

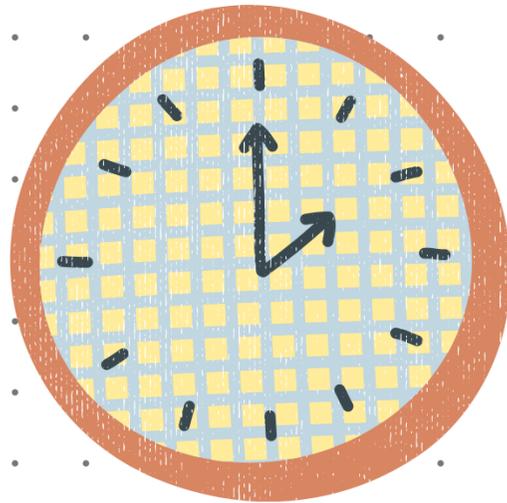
- Use gestures and visual supports to further enhance ELs' comprehension.
- Provide native language support when giving oral directions or making connections across languages for ELs.
- Introduce and practice new learning multiple times.

—Elsa Cárdenas-Hagan, editor of *Literacy Foundations for English Learners*



April Goals





Weekly Planner



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May



Many struggling students need explicit, systematic instruction before they habitually notice details of both speech and print.

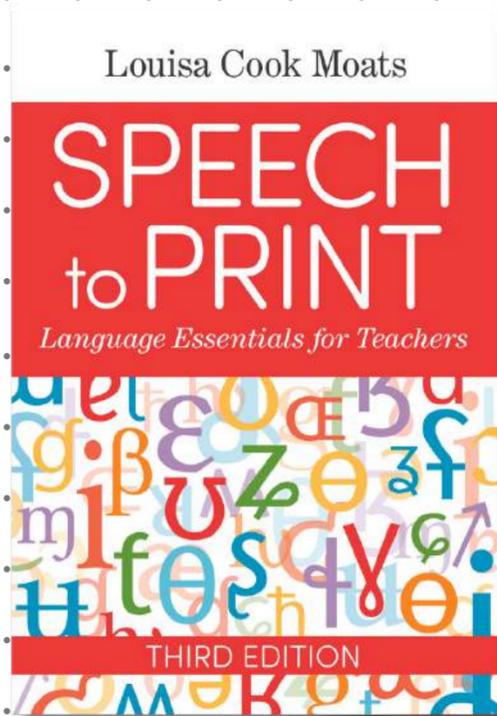
From Speech to Print, Third Edition by Louisa Cook Moats



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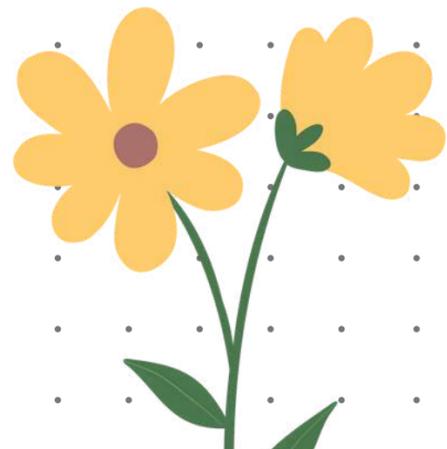
PD Book of the Month



Quick Tip

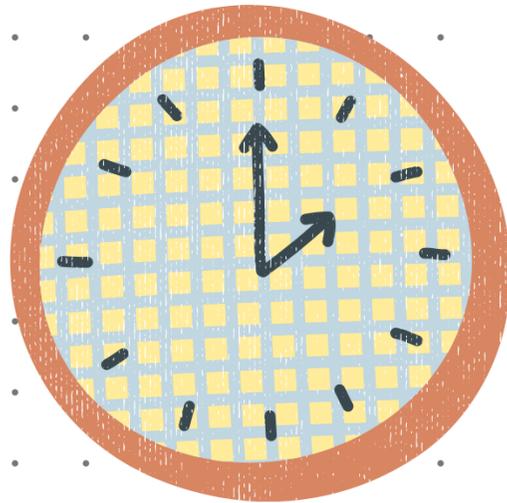
Your students may be unfamiliar with figures of speech, including similes and metaphors, because they are much more common in literary language than in conversational language. During analysis or close readings of text, highlight such uses of language and help students interpret them within their context.

—Louisa Cook Moats, from *Speech to Print, Third Edition*



May Goals





Weekly Planner



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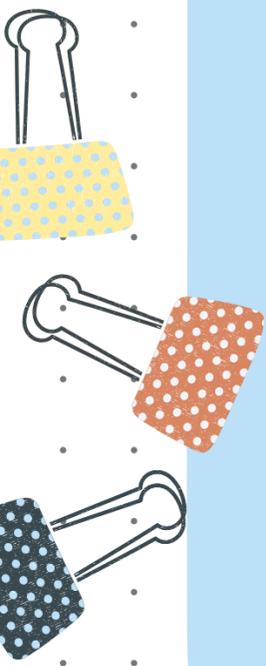
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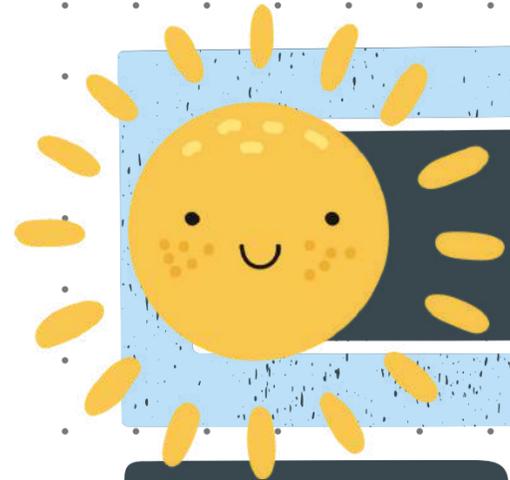
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June



Instructional coaching is all about helping every teacher be as successful as possible so that every student achieves success.

From Student-Focused Coaching by Jan Hasbrouck & Daryl Michel



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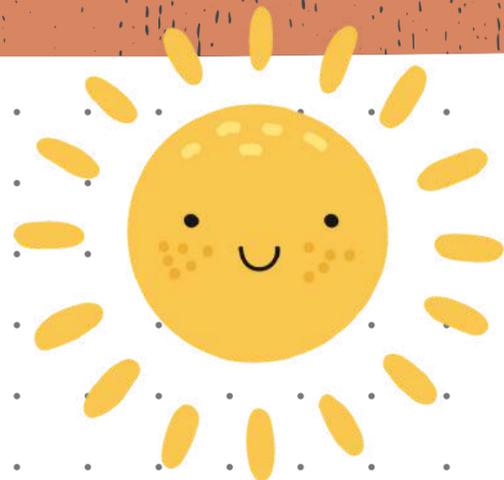
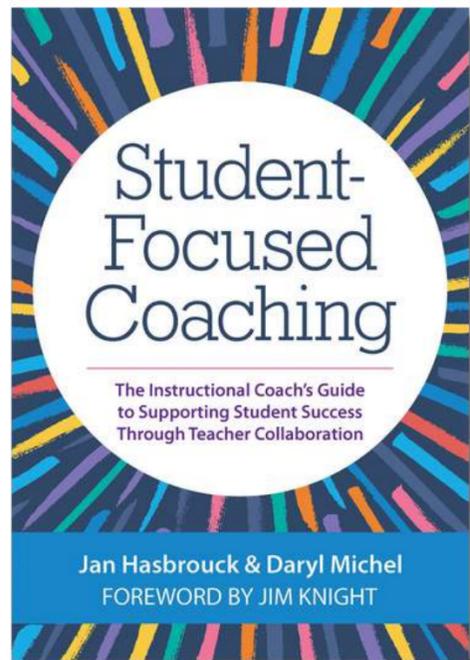
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PD Book of the Month



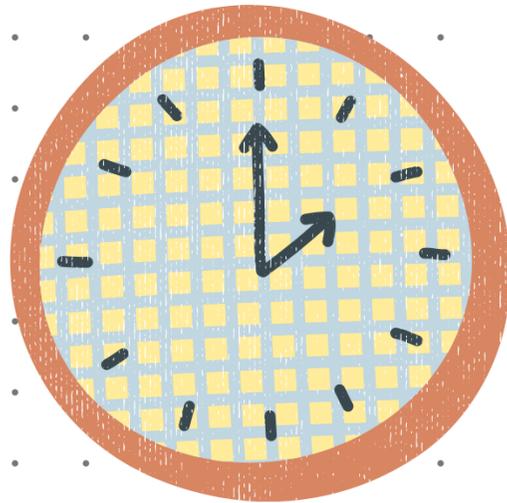
4 Goals

of Student-Focused Coaching

- Goal 1: Enhance student learning
- Goal 2: Maximize teacher knowledge and skills
- Goal 3: Learn from and alongside their colleagues
- Goal 4: Prevent future problems by building teachers' knowledge, skills, competence, and confidence

June Goals





Weekly Planner



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July



Shared leadership starts with a common belief system where decision-making prioritizes the well-being and success of students.

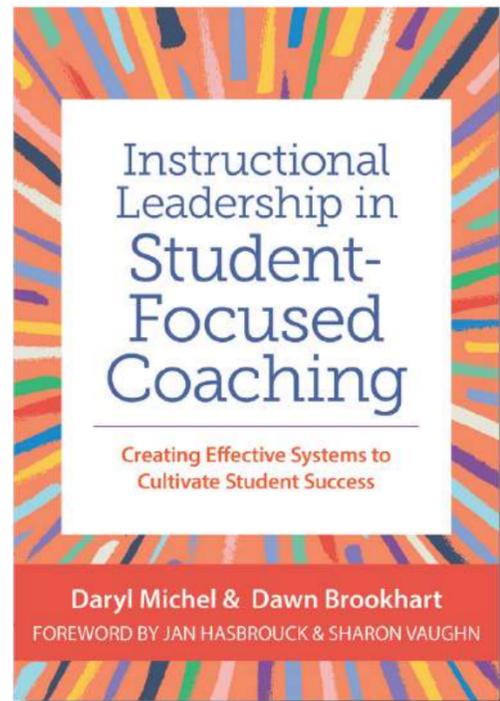
From *Instructional Leadership in Student-Focused Coaching* by Daryl Michel & Dawn Brookhart



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PD Book of the Month



Quick Tip for School Leaders

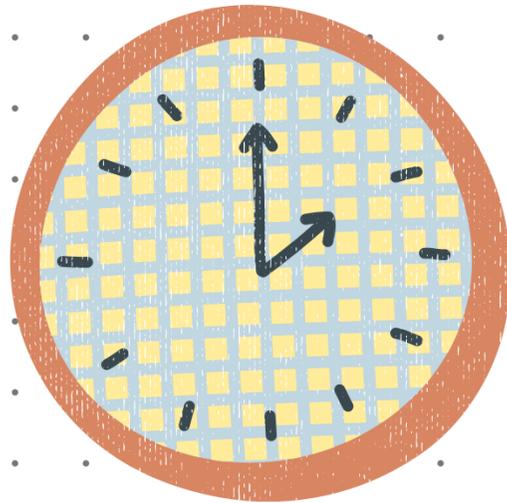
When educators are given a voice in leadership decisions, they are more likely to be engaged and committed to the school's goals. This empowerment can lead to innovative practices and improved morale because teachers believe their expertise and contributions are valued.

—Daryl Michel & Dawn Brookhart,
from *Instructional Leadership in Student-Focused Coaching*



July Goals





Weekly Planner



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August



Just as learning to read is a lifelong journey, so is learning to teach reading.

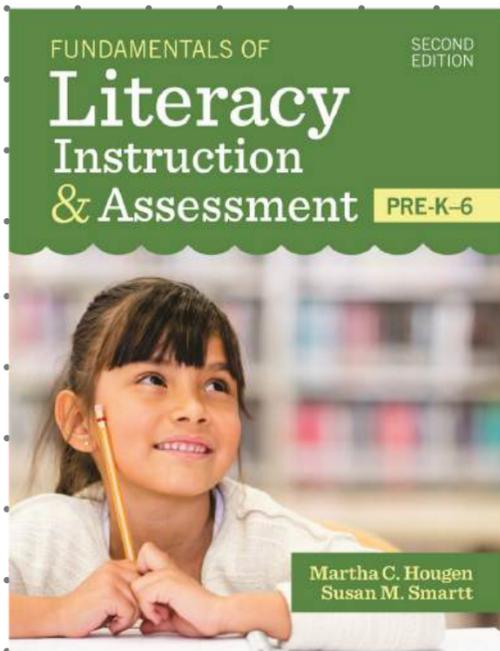
From *Fundamentals of Literacy Instruction & Assessment, Pre-K-6*, edited by Martha C. Hougen & Susan M. Smartt



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PD Book of the Month



Quick Tip

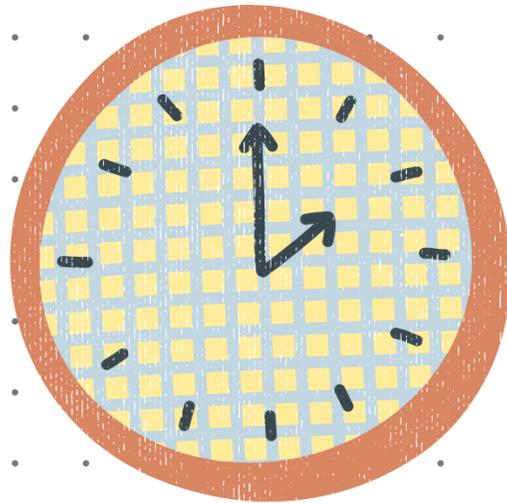
Sometimes, it is difficult for students to engage in classroom discussions and respond to questions. One way to ensure that students ask questions and make comments is to give them the opportunity to “turn and talk” to their partner. After providing sufficient wait time, prompt the partners to share one thing they learned or create a question about the new content.

—Martha C. Hougen, in
*Fundamentals of Literacy
Instruction & Assessment,
Pre-K-6*



August Goals





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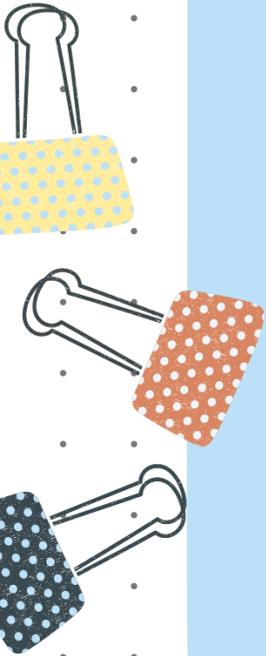
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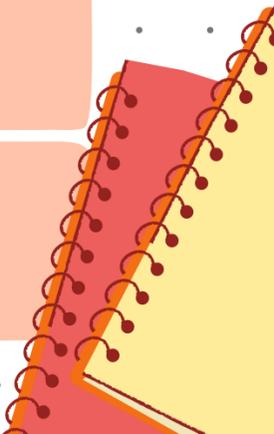
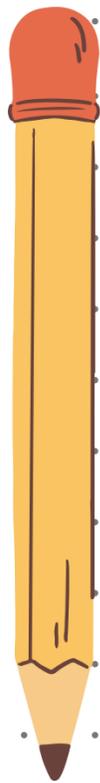
September



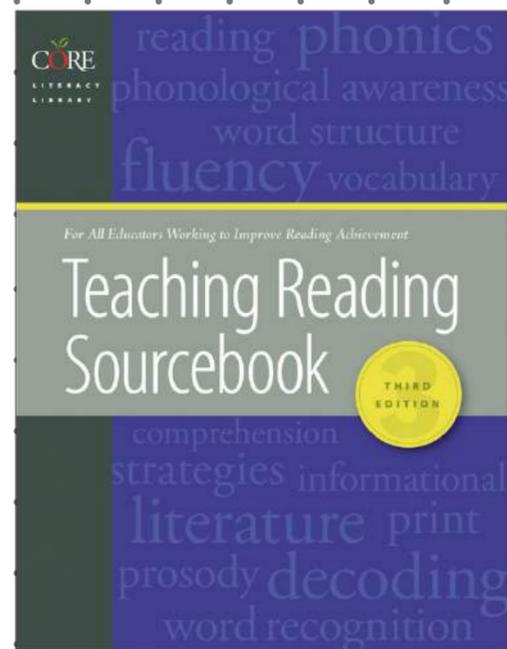
Engaged readers are strongly motivated to learn from what they are reading.

From *Teaching Reading Sourcebook, Third Edition*, by Bill Honig, Linda Diamond, & Linda Gutlohn

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PD Book of the Month



Quick Tip

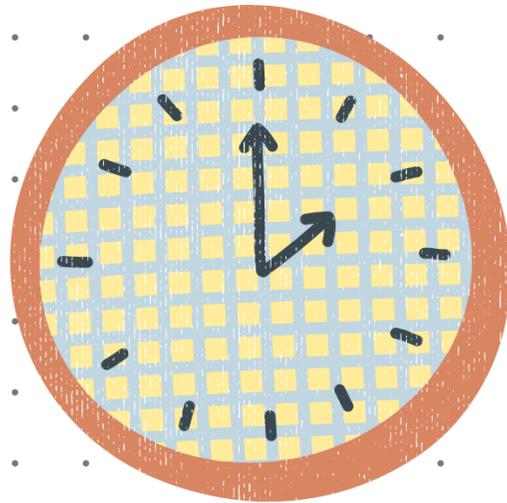
Any form of reading aloud to students provides them with a model for how words of a page turn into expressive phrases, sentences, and paragraphs.

Listening to an expressive reader shows students how reading, if done well, sounds and makes sense much like their speech.

—Bill Honig, Linda Diamond,
& Linda Gutlohn, from
*Teaching Reading
Sourcebook*

September Goals





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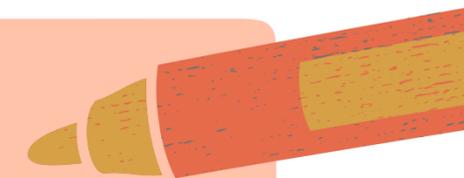




October



Direct teaching of specific vocabulary words relevant to a given text can deepen students' knowledge of word meanings.

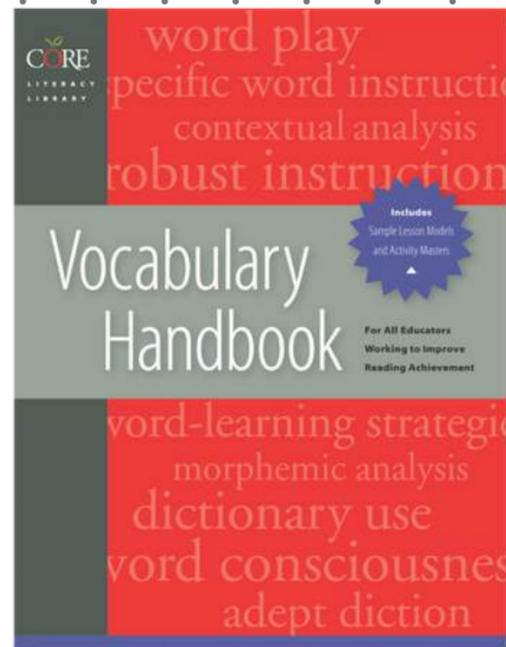


From *Vocabulary Handbook* by Linda Diamond and Linda Gutlohn

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PD Book of the Month



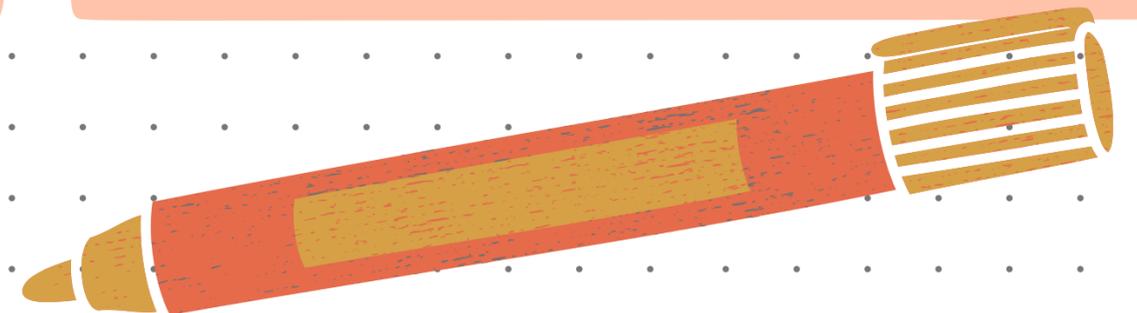
Quick Tip

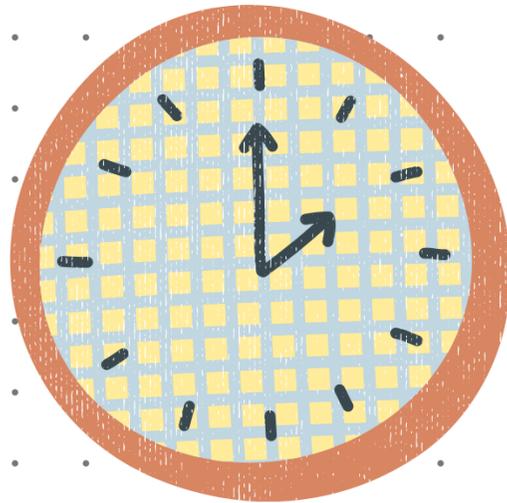
Students should practice using a word to ensure that the word becomes an active part of their vocabulary. For example, they can talk about situations the word would describe, consider instances when the word would be an appropriate choice, explore facets of its meaning, and differentiate between two descriptions of a word.

—Linda Diamond and Linda Gutlohn, from *Vocabulary Handbook*



October Goals





Weekly Planner



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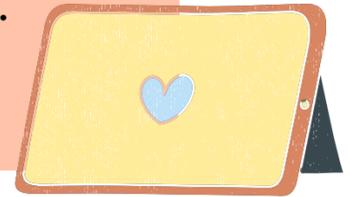




November

Technology will not replace the teacher but will provide the specific practice and additional instructional support that individual students need.

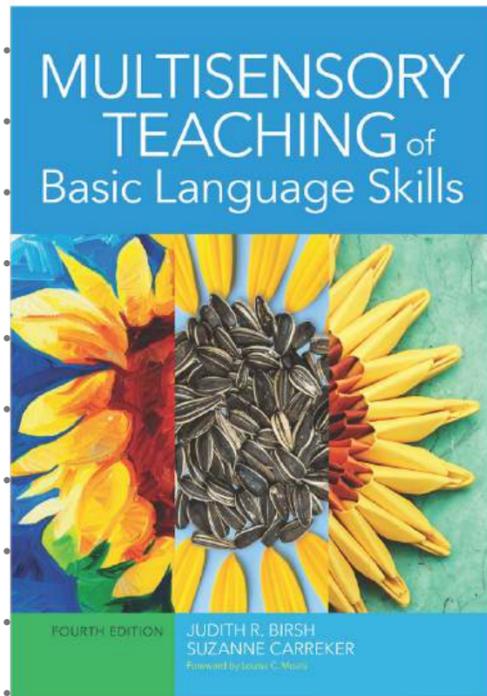
From Multisensory Teaching of Basic Language Skills, Fourth Edition, edited by Judith R. Birsh & Suzanne Carreker



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PD Book of the Month

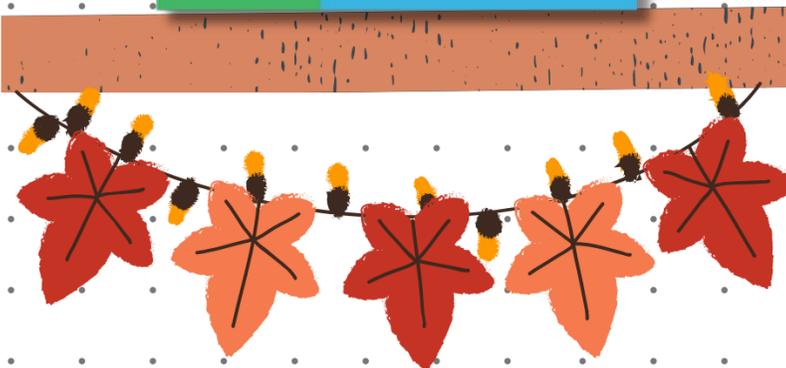


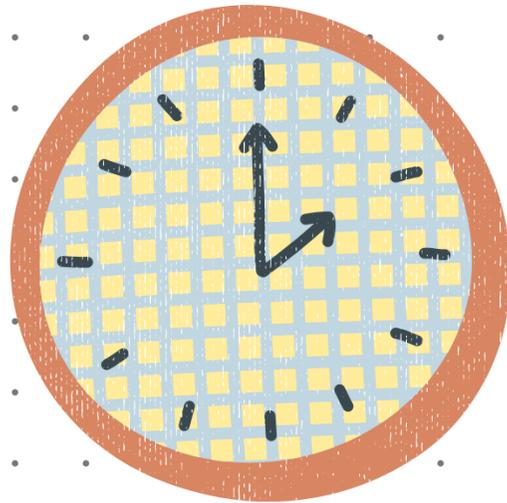
Quick Tip

Students with dyslexia need spelling instruction closely integrated with reading instruction. Because of the exacting demands of spelling on students' complete, accurate recall of letter patterns, students with dyslexia need to spell words with sounds and patterns that have previously been introduced and practiced. Reading words before spelling them heightens students' awareness of orthographic patterns.

—Suzanne Carreker, from *Multisensory Teaching of Basic Language Skills, 4e*

November Goals





Weekly Planner



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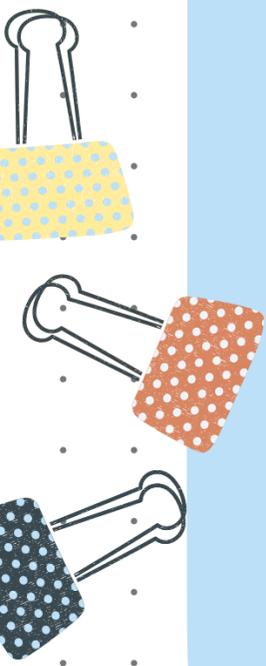
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December



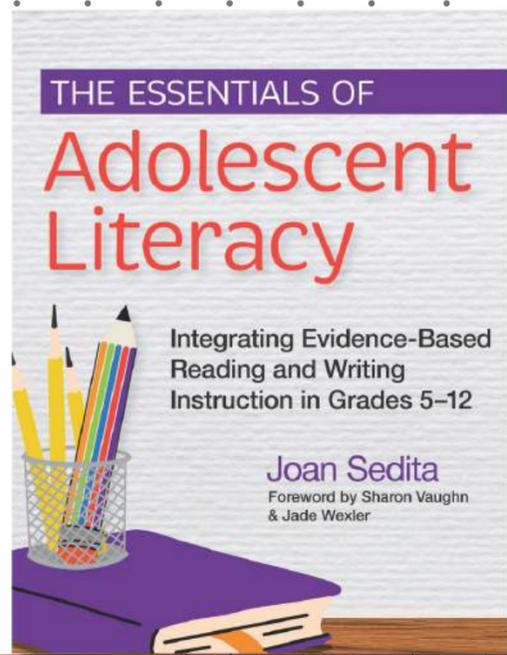
When content teachers integrate literacy instruction into their subject teaching, they provide students with the tools to independently access and master the content.

From The Essentials of Adolescent Literacy by Joan Sedita

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PD Book of the Month



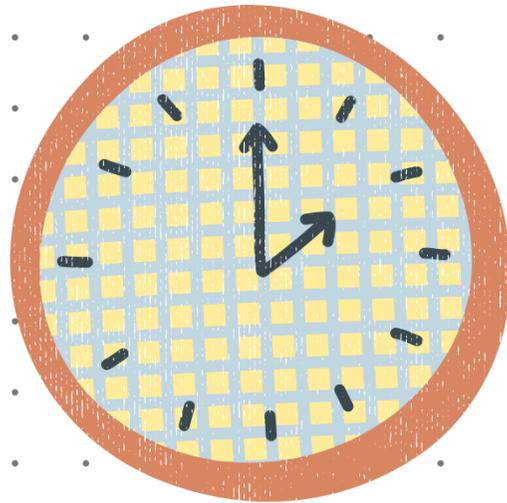
Quick Tip

In many content-area classrooms, students are expected to read difficult text that can be overwhelming, particularly for struggling readers. One solution is to have texts that address similar content at different levels of difficulty, or to provide opportunities for students to listen to text read aloud.

—Joan Sedita, from *The Essentials of Adolescent Literacy*

December Goals





Weekly Planner



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