

## **Inclusive Best Practices Book Studies: New Titles for 2009-2010**

The following new titles have been added to our Professional Library housed at Intermediate Unit 17. Several copies of each title are available and can be utilized for professional development activities such as book studies (online or face-to-face) and action research. Please contact Cori Cotner ([ccotner@iu17.org](mailto:ccotner@iu17.org)) if you are interested in taking advantage of this professional library.

**Making Standards Useful by Robert Marzano and Mark Haystead** – ties in with Learning Focused “Transforming Standards into Learning”

### **Overview**

It's true that state standards often have way too much content and aren't written in a way that enhances classroom instruction and formative assessment. That's why this guide is invaluable for any educator who wants to ensure that standards actually lead to higher student achievement. The authors give you good reasons for why some content standards should be dropped and explain how benchmark statements in standards should be rewritten. Learn how to sequence content and set up grading scales that help facilitate formative assessment and effective instruction. And get clear steps for unpacking and converting standards into guidelines that are much more useful to classroom teachers. To implement this book's much more efficient approach, the authors included over 240 pages of detailed scoring scales and sample measurement topics for K-8 science, math, language arts, social studies, and critical life skills topics for elementary through high school students.

### **Contents:**

#### **Part I: Using Standards and Measurement Topics**

- [Chapter 1. Standards in Education](#)
- [Chapter 2. Unpacking Standards and Designing Measurement Topics](#)
- [Chapter 3. A Scale Format for Measurement Topics](#)
- [Chapter 4. A Formative Assessment System Using Measurement Topics](#)
- [Chapter 5. Grades and Report Cards Using Measurement Topics](#)

#### **Part II: Scoring Scales**

- [Language Arts](#)
- [Mathematics](#)
- [Science](#)
- [Social Studies](#)
- [Life Skills](#)
- [References](#)
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(ASCD book, 2008) 8 1/2" x 11", 318 pages

<http://www.shop.ascd.org/productdisplay.cfm?productid=108006>

**Summarization in Any Subject by Rick Wormeli** (on-line study guide available) – a Learning Focused strategy

**Overview**

According to research, summarization is one of the top nine most effective teaching strategies, but teachers often under use this technique because they think summarization is for written assignments only. Here's a practical guide to written, spoken, artistic, and kinesthetic summarization techniques for individual assignments and group activities--just the thing to make it much easier and a lot more fun to use summarization on a regular basis throughout the curriculum. Explore 50 time-tested summarization strategies and get all the steps and clear examples you need to start using summarization to improve students' comprehension and boost their long-term memory.

**Contents:**

**PART 1** : [The Case for Summarization](#)

**PART 2** : [Summarization Savvy](#)

**PART 3** : [Summarization Techniques](#)

- [3-2-1](#)
- [Acronyms](#)
- [Advance Organizers](#)
- [Analysis Matrices and Graphic Organizers](#)
- [Backwards Summaries](#)
- [Bloom's Taxonomy Summary Cubes](#)
- [Body Analogies](#)
- [Body Sculpture](#)
- [Build a Model](#)
- [Camp Songs](#)
- [Carousel Brainstorming](#)
- [Charades](#)
- [Concrete Spellings](#)
- [Design a Test](#)
- [Exclusion Brainstorming](#)
- [The Frayer Model](#)
- [Human Bingo](#)
- [Human Continuum](#)
- [Inner or Outer Circle](#)
- [Jigsaws](#)
- [Learning Logs and Journals](#)
- [Lineup](#)
- [Luck of the Draw](#)
- [Moving Summarizations](#)
- [Multiple Intelligences](#)
- [One-Word Summaries](#)
- [P-M-I](#)
- [Partners A and B](#)
- [Point of View](#)
- [P-Q-R-S-T](#)

**PART 3 : Summarization Techniques**, continued

- [RAFT](#)
- [Save the Last Word for Me](#)
- [Share One; Get One](#)
- [Socratic Seminars](#)
- [Something-Happened-and-Then/Somebody-Wanted-But-So](#)
- [Sorting Cards](#)
- [Spelling Bee de Strange](#)
- [SQ3R](#)
- [Summarization Pyramids](#)
- [Summary Ball](#)
- [Synecitic Summaries](#)
- [T-Chart/T-List](#)
- [Taboo®](#)
- [Test Notes](#)
- [Think-Pair-Share](#)
- [Traditional Rules-Based Summaries](#)
- [Triads](#)
- [Unique Summarization Assignments](#)
- [Verbs? Change Them!](#)
- [Word Splash](#)
  
- [Conclusion](#)
- [Appendix: Sample Texts and Summarization Practice Activities](#)
- [Resources](#)
- [About the Authors](#)

*(ASCD book, 2004) 8" x 10", 226 pages.*

Also available [as an eBook!](#)

<http://www.shop.ascd.org/productdisplay.cfm?productid=104014>

**Building Background Knowledge for Academic Achievement by Robert Marzano** (on-line study guide available) – another Learning Focused strategy

### **Overview**

Everyone knows that students from disadvantaged backgrounds, who are not well prepared for school, have the toughest time making the grade. But what hasn't been so clear is what schools can do about it ... until now. Here at last is a book that spells out how to overcome the deficiencies that hamper the achievement of so many students. Learn why insufficient background knowledge is a chronic cause of low achievement, and discover how a carefully structured combination of two approaches--sustained silent reading and instruction in subject-specific vocabulary--can help rescue low achievers and boost the academic performance of all students.

Drawing from 35 years of research, Robert J. Marzano uses detailed vignettes to provide you with the tools you need to close achievement gaps:

- Characteristics that determine the success of a sustained silent reading (SSR) program
- A five-step SSR program that extends through grade 10
- Eight characteristics of effective vocabulary instruction that enhance academic background knowledge
- A six-step process for vocabulary instruction in 11 subject areas
- The vocabulary terms that are critical to students' success

### **Contents:**

[Chapter 1. The Importance of Background Knowledge](#)

[Chapter 2. Six Principles for Building an Indirect Approach](#)

[Chapter 3. Tapping the Power of Wide Reading and Language Experience](#)

[Chapter 4. Building Academic Background Knowledge Through Direct Vocabulary Instruction](#)

[Chapter 5. Six Steps to Effective Vocabulary Instruction](#)

[Chapter 6. Defining an Academic Vocabulary](#)

[Chapter 7. Setting Up a Schoolwide or Districtwide Program](#)

- [Technical Notes](#)
- [Appendix](#)
- [References](#)
- [About the Author](#)
- [Related ASCD Resources for Building Background Knowledge for Academic Achievement](#)

[An ASCD Study Guide for Building Background Knowledge for Academic Achievement: Research on What Works in Schools](#)

(ASCD Premium Member book, 2004) 7" x 9", 217 pages. Also available [as an eBook!](#)

<http://www.shop.ascd.org/productdisplay.cfm?productid=104017>

**Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction by Robert Marzano** – again... Learning Focused

**Overview**

After 30 years of research and successful school implementations, here at last is the definitive guide for staff developers, principals, lead teachers, and everyone else who are leading an effort to implement ASCD's popular Building Academic Vocabulary program. Using a framework for direct instruction and a list of over 8,000 basic and advanced terms, Robert Marzano explains how to maximize students' understanding of new vocabulary by:

- Grouping words into semantic clusters to provide meaning through context.
- Conducting a snapshot assessment to evaluate students' prior knowledge of vocabulary.
- Deepening students' understanding of new terms by using comparison, classification, analogy, and metaphor activities.
- Providing students with multiple exposures to words by using inventive games and other activities.

*(Co published by Heinle (part of Cengage Learning) and ASCD, 2009) 272 pages.*

<http://www.shop.ascd.org/productdisplay.cfm?productid=309113>

This book does not have an on-line study guide, but there is a teacher's manual available

<http://shop.ascd.org/productdisplay.cfm?productid=105153>

**Teaching the Brain to Read by Judy Willis** (on-line study guide available) – This is another book by the author of *Brain Friendly Strategies for the Inclusion Classroom* (very popular title from 2008-2009)

### **Overview**

Neurologist and middle school teacher Judy Willis connects what you do in the classroom to what happens in the brain when students learn how to read, including:

- Why a classroom has to be safe and supportive in order to overcome barriers to reading fluency
- How to jumpstart students who are not well prepared for reading with activities that build phonemic awareness
- Why helping students identify and use patterns is vital to effective reading instruction
- How to enhance students' vocabulary processing by relating to their learning styles and prior knowledge, and engaging them in multisensory learning
- Why strategies for teaching reading comprehension need to change with each step of the comprehension process

With each revelation about the neurology of reading instruction, Willis provides whole-class and individualized activities, lessons, and units that you can use in every grade and subject to help all students become better readers.

### **Contents:**

#### [Introduction](#)

#### [Chapter 1. From Syllable to Synapse: Prereading Through Decoding](#)

#### [Chapter 2. Patterning Strategies](#)

#### [Chapter 3. Fluency Building from the Brain to the Book](#)

#### [Chapter 4. Eliminating Barriers on the Road to Fluency](#)

#### [Chapter 5. Vocabulary Building and Keeping](#)

#### [Chapter 6. Successful Reading Comprehension](#)

- [Conclusion](#)
- [Glossary](#)
- [References](#)
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- [Related ASCD Resources: Literacy](#)
- [Copyright](#)

#### [An ASCD Study Guide for Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension](#)

(ASCD book, 2008) 6" x 9", 177 pages.

Also available [as an eBook!](#)

<http://www.shop.ascd.org/productdisplay.cfm?productid=107073>