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Module 5.1 Approaches to Reading Module 5.2 Accountable Independent Reading (AIR) Module 5.3 Control the Game Module 5.4 Read Aloud 6 Vocabulary Instruction: Breadth and Depth Module 6.1 Explicit and Implicit Instruction Compared Module 6.2 Explicit Instruction: The Daily Word Roll Out to Achieve Deep Word Knowledge Module 6.3 Implicit Vocabulary Instruction: Building Vocabulary During Reading Module 6.4 Maintenance and Extension 7 Reading Systems Module 7.1 Interactive Reading: An Overview Module 7.2 Phases of Implementation: Roll Out, Model, Prompting, Autonomy Module 7.3 Interactive Reading System: How to Mark Up a Text (And What to Mark) Module 7.4 Discussion Systems: Laying the Groundwork for Habits of Discussion Module 7.5 Discussion Systems: Beyond the Groundwork 8 Intellectual Autonomy Module 8.1 Frameworks for Interpretation Module 8.2 Tier Three Vocabulary Requisite Module 8.3 Phases of Development Module 8.4 Autonomous Writing Structures Module 8.5 Autonomous Discussion Structures Appendix Notes Index How to Access the Video Contents How to Use the DVD More Ways to Engage and Learn with the Teach Like a Champion Team.

Sommario/riassunto

"In the 2010 article "Building a Better Teacher"--the article that "launched" Teach Like a Champion, journalist Elizabeth Green compared two schools of thought--one that teaching skills were the most important driver of classroom learning, the other that content knowledge was the true driver. Some readers saw a conflict between these two perspectives. The authors of Reading Reconsidered have always thought that the answer was more complex: that technique was irreplaceable and helped teachers maximize the application of their subject knowledge but there was also no substitute for content knowledge. Moreover, they believed, there were in fact techniques specific to each of the content areas that drive results and could be delineated and learned like the general techniques in Teach Like a Champion. Reading Reconsidered is the authors' first effort to take on the challenge of defining subject specific methods. It is an anxious time for many teachers but also a time of great opportunity. This book will provide a road map from confusion to success"--
