ESSENTIAL QUESTIONS

1. How can educators including classroom teachers and school librarians achieve goals of a comprehensive reading curriculum that improves students’ reading and use of complex texts?

1. a. How can I partner with reading language arts, mathematics, science, social studies, music, art, physical education, and other teachers to create learning activities that will facilitate students’ reading beyond the textbook?

1. b. Who will I partner with? When and how can we plan ahead and be ready for scheduled units of study that include learning resources sets (KSDE model)?

1. c. Can I use the Dow (2013) article and Infogram (2013) with someone as a starting place to anticipate and plan our shared responsibilities?

1. d. How can I effectively use an Infogram in social networking that will inform and educate teachers, school administrators, and parents about improving students’ comprehension of complex texts?

2. How can educators teach rigorous reading and comprehension of complex texts?

2. a. Do I think aloud with my students to demonstrate critical thinking and how good readers always know why they are reading? What can I do to increase this teaching proficiency?

2. b. Do I use text-dependent questions, prompts, and cues to help students delve into an author’s ideas? How can I increase this teaching proficiency?

2. c. How will I orchestrate collaborative learning to get students in the habit of exercising their analytical thinking in the presence of their peers?

2. d. How will I steer students to more challenging books?

2. e. How can I plan instruction based on students’ prior understandings and offer students feedback and assessment that will help students demonstrate new understanding of text in authentic ways?

2. f. How will I use the KSDE model for creating Learning Resource Sets in the process of selecting complex resource sets?

End