

# BOOK STUDY GUIDE

# Reach All Readers

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# Suggested Reading Schedule

## 4-Week Book Study

- **Week 1:** Chapters 1-3
- **Week 2:** Chapters 4-5
- **Week 3:** Chapters 6-8
- **Week 4:** Chapters 9-11

## 6-Week Book Study

- **Week 1:** Chapters 1-2
- **Week 2:** Chapters 3-4
- **Week 3:** Chapters 5
- **Week 4:** Chapters 6-7
- **Week 5:** Chapters 8-9
- **Week 6:** Chapters 10-11

# Chapter 1: The Big Picture

## Reflect

What do you remember about how you learned to read?

What evidence of the reading wars have you seen during your career in education?

How should an understanding of orthographic mapping affect how you teach reading?

Why is it important to understand that research doesn't have all the answers?

How would you respond?

*The "science of reading" is only about phonics. Those people don't understand that phonics is just one small part of learning to read.*

How would you help?

*I'm trying to teach my kindergartners to memorize their sight words, but halfway through the year they start forgetting the words they learned earlier. What am I doing wrong?*



# Chapter 3: Oral Language

## Reflect

How often do you use a procedure like “Think Pair Share” or “Turn and Talk?”

1	2	3	4	5
Almost never				Almost every day

Refer to the summary of oral language research on pages 42-43. What point(s) did you find the most interesting?

What are ways to scaffold oral language when students struggle with forming their answers?

## Refine

After reading this chapter, what is one change you could make so that your classroom is more language-rich?

How would you respond?

*I tried Turn and Talk, but most of my students got distracted and didn't answer the question. It was a waste of time, so I stopped doing it.*

How would you help?

*I have one student who can't seem to follow directions. She gets flustered and embarrassed when everyone is moving on without her, but I don't know what to do. I can't slow everything down just for her.*

# Chapter 4: Phonemic Awareness and the Alphabetic Principle

## Reflect

Why is it important for teachers to understand the sequence of phonemic awareness development? (See p. 65.)

Refer to the summary of phonemic awareness research on pages 66-67. Which point(s) did you find the most interesting or surprising?

Why is it important to combine letters with phonemic awareness instruction as soon as possible?

## Refine

If you teach the primary grades, what can you do to make your current phonemic awareness teaching more impactful? If you teach older students, what will you do if you find that their phonemic awareness skills are lacking?

How would you respond?

*I keep hearing that we're supposed to use letters with our phonemic awareness instruction, but my school expects me to use an oral-only program about ten minutes a day.*

How would you help?

*I have a student who keeps leaving out the first letter of the final blend in his spelling. He writes "JUP" for JUMP and "SAD" for SAND. What should I do?*

# Chapter 5: Phonics

## Reflect

How are phonics and comprehension related?

Why is it a problem to teach students to identify words using three-cueing?

Refer to the summary of alphabet research on pages 94-97. Which point(s) do you find the most interesting, surprising, or significant?

Do you currently use a sound wall with your students? What successes or challenges have you had with it?

## Refine

If you teach the primary grades, what can you do to make your current phonics instruction more powerful? If you teach older students, what will you do if you find that their word recognition skills are poor?

How would you respond?

*There's nothing wrong with teaching students to use three-cueing. They need lots of tools in their toolbox.*

How would you help?

*I teach first grade. When should I move my students out of decodable books?*

# Chapter 6: Fluency

## Reflect

On page 143, the author writes, “Try as we might, we can’t fast forward our way to fluency.” What does this mean?

Why is ORF a valuable assessment tool? How can you use the results of an ORF assessment to guide instruction?

Are you currently using echo and choral reading with your students? How? If not, how could you incorporate them?

## Refine

What fluency intervention(s) will you try in your classroom?

How would you respond?

*I like using running records because they let me listen to each individual child read and help me figure out their reading level. I don't want to take extra time to do ORF.*

How would you help?

*I have a student who decodes well, but his reading is slow and robotic. What reading intervention should I try?*





# Chapter 8: Comprehension

## Reflect

How often do you intentionally build background knowledge before you read a text to or with your students?

1

2

3

4

5

Almost never

Almost every time

Agree or disagree: "You can't teach comprehension." Explain your answer.

Why is it important for you, as a reading teacher, to be able to spot different types of phrases, clauses, and sentences?

What are cohesive ties? Why is this another important concept for you to understand?

## Refine

What change(s) will you make to your instruction so that your students better understand the text you read to and with them?

How would you respond?

*I'm mapping out this year's reading workshop lessons. We'll be focusing on a different strategy every three weeks. I like to start with predicting. I'm looking for a set of books that will give students a lot of practice with this skill.*

How would you help?

*When I tell my students to summarize what they just read, they either look at me blankly or tell me every single detail. What should I do?*



# Chapter 10: Dyslexia

## Reflect

Which, if any, of the dyslexia myths on p. 218-220 have you believed in the past?

Think of a student you've taught who had or may have had dyslexia. What signs did you observe? (See pages 220-221.)

What should you do if you suspect that a student has dyslexia?

What accommodations could you provide for students with dyslexia? (See p. 223.)

## Refine

Will your understanding of dyslexia lead you to make any changes in your instruction or in how you seek help for individual students? Explain.

How would you respond?

*I don't believe in labeling kids who don't learn to read as early as everyone else. Let kids be kids! Most of them catch up by third grade, anyway.*

How would you help?

*I've been told that two students in next year's class have dyslexia. I'm not a specialist! What can I do?*

# Chapter 11: Using MTSS to Reach All Readers

## Reflect

Make a list of the testing that you do with your students throughout a typical year. Based on what you've learned in this chapter, label the assessments as  *Screener*,  *Diagnostic*,  *Progress Monitoring*, and  *Outcome Based* as appropriate.

How confident do you feel in using the results of your assessment(s) to guide instruction? Explain.

Does your school use a Walk-to-Read model? If not, how are you currently differentiating phonics instruction so that all students make appropriate growth in a school year?

## Refine

Based on what you've read in this chapter, what is one change you could make that would help you reach all readers?

How would you respond?

*I don't believe in teaching phonics in small groups because all students need exposure to grade level skills.*

How would you help?

*My students' phonics skills are all over the map, but we only have two second grade teachers. I don't think we have time to deliver Tier 1 instruction in foundational skills.*