Teaching Reading Like a Champion
A Look at Doug Lemov’s New Book
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Assistant editor, Education Week

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Teaching Reading Like a Champion: A Look at Doug Lemov’s New Book

Expert Presenters:

Colleen Driggs, director of professional development, Teach Like a Champion team, Uncommon Schools

Doug Lemov, managing director, Uncommon Schools, and head of the Teach Like a Champion team, a professional development arm for the 44-school charter network

Erica Woolway, chief academic officer, Teach Like a Champion team, Uncommon Schools

Related Article:
Teach Like a Champion Author Tackles Reading in New Book
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Reading Reconsidered
Ed Week Webinar
March 7, 2016

Uncommon Impact
Chapter 1: Text Selection

Chapter 2: Close Reading

Chapter 3: Reading Nonfiction, and the Challenge of Background Knowledge

Chapter 4: Writing for Reading

Chapter 5: Approaches to Reading: Reading More, Reading Better

Chapter 6: Vocabulary Instruction: Breadth and Depth

Chapter 7: Reading Systems

Chapter 8: Toward Intellectual Autonomy
Embedding Non-Fiction
“Drew scored on Pedroia’s one-out sacrifice in the third, his hundredth RBI of the year.”
A Chicken/Egg Scenario

You need knowledge to read non-fiction to grow your knowledge (so you can read non-fiction and grow your knowledge).
Absorption Rate and Non-Fiction

Studies show that background knowledge correlates to reading comprehension rates at least as strongly as reading “skills.” How much you comprehend depends on how much you knew about the topic before you started reading. This is the knowledge deficit -- reading about something they know nothing about is often unproductive for students, especially for the least prepared.
Non-Fiction Key Terms

Knowledge Deficit

Absorption Rate

Matthew Effect

Embedding Non-Fiction

Learn more on our blog at http://teachlikeachampion.com/blog/reading-reconsidered-embedding-non-fiction/
Embedding Non-Fiction 1.0

Key Idea: Embedding non-fiction supports the comprehension of both fiction and non-fiction texts.

Embedding Best Practices

- Overlapping Questions
- Choose Your Spot
- Frequent Embedding
- Cut and Adapt
Reading more non-fiction is both challenging and very important. Watch how Colleen uses non-fiction in a way that’s engaging and effective.

“Fiery, huh? Well that’s the way I like ‘em.” He started to put his arm around her, but Johnny reached over and stopped him.

“Leave her alone, Dally.”

“Huh?” Dally was taken off guard. He stared at Johnny in disbelief. Johnny couldn’t say “Boo” to a goose. Johnny gulped and got a little pale, but he said, “You heard me. Leave her alone.”

Dallas scowled for a second. If it had been me, or Two-Bit, or Soda or Steve, or anyone but Johnny, Dally would have flattened him without a moment’s hesitation. You just didn’t tell Dally Winston what to do. One time, in a dime store, a guy had told him to move over at the candy counter. Dally had turned around and belted him so hard it knocked a tooth loose. A complete stranger, too. But Johnny was the gang’s pet, and Dally just could hit him. He was Dally’s pet too. Dally got up and stalked off, his fists jammed in his pockets and a frown on his face. He didn’t come back.

.....Johnny’s ears got red. I was still staring at him. It had taken more than nerve for him to say what he’d said to Dally—Johnny worshiped the ground that Dallas walked on, and I had never heard Johnny talk back to anyone, much less his hero.

**Hierarchy:** A system in which people are ranked above one another

Based on the reading, list the hierarchy of each of the groups from most important status to least important.

<table>
<thead>
<tr>
<th>Hierarchy of bull elephants</th>
<th>Hierarchy of the greasers</th>
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<tbody>
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<td></td>
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On Shooting for the Bull’s Eye
<table>
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<tr>
<th>Embedded Non-Fiction</th>
<th>Purpose for Embedding</th>
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<tbody>
<tr>
<td>Culture of English boarding schools in the 1940s</td>
<td>• Becoming familiar with where the characters had been before the beginning of the story</td>
</tr>
<tr>
<td>Article on rainforests and jungles</td>
<td>• Gaining background knowledge to understand the setting of the story</td>
</tr>
<tr>
<td>British evacuation of children during WWII</td>
<td>• Explanation of why the boys were on the plane leaving England</td>
</tr>
<tr>
<td>Article on “Herd Mentality”: Why Do People Follow the Crowd?</td>
<td>• Use herd mentality to explain Ralph’s behavior during the slaughtering of the pig. • Explain why Ralph acted in a way that violated his civilized tendencies</td>
</tr>
<tr>
<td>Summary of the Milgram Experiments</td>
<td>• Explain what implications the findings from the Milgram Experiments might have for characters in <em>Lord of the Flies</em></td>
</tr>
<tr>
<td>Biography of William Golding</td>
<td>• Focus on the roots of Golding’s “dark perspective” on human nature, particularly “civilized” people being capable of savagery</td>
</tr>
<tr>
<td>Article on Chilean miners</td>
<td>• Understanding how the miners responded to crisis and avoided descent into savagery</td>
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Embedding Non-Fiction (Cont’d)

**Key Idea:** Embedding non-fiction supports the comprehension of both fiction and non-fiction texts.

**Embedding Best Practices**

- Embedded Poetry and Fiction
- Embedded Meta
- Out of the Bull’s Eye

Based on the current novel you’re reading with students, brainstorm non-fiction topics (both In the Bull’s Eye and Outside of the Bull’s Eye) or texts that would enhance your students’ understanding of the primary text. Share your favorite idea in the chat.
Writing for Reading

Uncommon Impact
The intentional use of writing is not just worthwhile in its own right, but also helps students learn to read more effectively.

• What are some ways writing can make students better readers?

• What are some challenges that make it hard to maximize the connection between the two?
Consider this sequence:

- Read chapter segment
- Discuss chapter segment
- Assessment on chapter segment

Why might this not be sufficient to demonstrate mastery?
Reading: A CFU Gap

- Read chapter segment
- Measure here to assess **direct reading comprehension**
- Discuss chapter segment
- Measure here to assess **Interpretation**
Writing for Reading Technique Notes

**Key Idea:** The connection between better reading skills and better writing skills is indelible. One doesn’t just benefit the other; they rely on one another. For maximum growth students must write as readers and read as writers.

Two ways to increase synergy between reading and writing:

1. Read-Write-Discuss
2. R-W-D—Add Revision

Learn more on our blog at: [http://teachlikeachampion.com/blog/writing-reading-excerpt-reading-reconsidered/](http://teachlikeachampion.com/blog/writing-reading-excerpt-reading-reconsidered/)
Using a “Read-Write-Discuss-Cycle” allows teachers to Check for Understanding of both conceptual and direct (i.e. not peer-assisted) reading comprehension. It mirrors the type of writing that students are asked to do on assessments and in college – writing a response directly from a text and then revising based on discussion.
Review the example student handout on the next slide. How does it effectively support Read-Write-Discuss?
Everybody Writes #1: What does the figurative language in the first and second stanza tell us about the flowers?

Re-Write Everybody Writes #1: What does the figurative language in the first and second stanza tell us about the flowers?
Even when students write well, the revision process continues to pose a challenge. Provide frequent opportunities for revision and provide explicit guidance on expectations for revision.
Reflect: What things need to happen for revision to help students grow and develop as writers and as readers?
## Editing vs. Revision

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Which is harder to do? Which is harder to teach? Discuss.
# A Map of Purposes for Revision

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| Private | | |
|---------| | |
| Revise on your own reworking your own text | | |

<p>| Public | | |
|--------| | |
| Revise as a group looking at a shared text | | |</p>
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Literacy teachers need to work in and develop capacity in all four of these sectors in balance. How is your balance? What gets short shrift? Why?
Questions? Tweet at us...

@Doug_Lemov    @EricaWoolway
@ColleenDriggs @TeachLikeAChamp

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#ReadingReconsidered
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Teaching Reading Like a Champion:  
A Look at Doug Lemov’s New Book

Required Reading from *Education Week*:

**Spotlight on Middle and High School Literacy**
This Spotlight explores unique strategies and programs for working on literacy with middle and high school students.

**Reading at the Middle and High School Levels**
Through this resource you and your staff will learn: approaches to help poor readers develop good reading habits; ways to increase student interest in reading for pleasure; how to effectively incorporate reading into subject areas; and how to motivate students to become engaged readers.