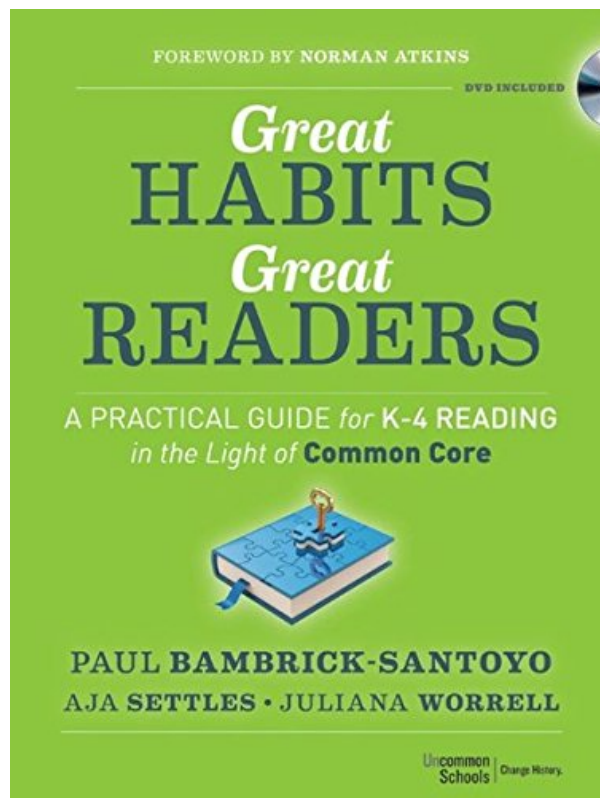


**GREAT HABITS, GREAT READERS: A  
PRACTICAL GUIDE FOR K - 4 READING IN  
THE LIGHT OF COMMON CORE BY PAUL  
BAMBRICK-SANTOYO, AJA SETTLES,  
JULIA**



**DOWNLOAD EBOOK : GREAT HABITS, GREAT READERS: A PRACTICAL  
GUIDE FOR K - 4 READING IN THE LIGHT OF COMMON CORE BY PAUL  
BAMBRICK-SANTOYO, AJA SETTLES, JULIA PDF**



FOREWORD BY NORMAN ATKINS

DVD INCLUDED



*Great*  
**HABITS**  
*Great*  
**READERS**

A PRACTICAL GUIDE *for* K-4 READING  
*in the Light of* **Common Core**



**PAUL BAMBRICK-SANTOYO**  
**AJA SETTLES • JULIANA WORRELL**

Uncommon  
Schools | Change History.

Click link bellow and free register to download ebook:  
**GREAT HABITS, GREAT READERS: A PRACTICAL GUIDE FOR K - 4 READING IN THE  
LIGHT OF COMMON CORE BY PAUL BAMBRICK-SANTOYO, AJA SETTLES, JULIA**

[DOWNLOAD FROM OUR ONLINE LIBRARY](#)

# **GREAT HABITS, GREAT READERS: A PRACTICAL GUIDE FOR K - 4 READING IN THE LIGHT OF COMMON CORE BY PAUL BAMBRICK-SANTOYO, AJA SETTLES, JULIA PDF**

Because book *Great Habits, Great Readers: A Practical Guide For K - 4 Reading In The Light Of Common Core* By Paul Bambrick-Santoyo, Aja Settles, Julia has excellent advantages to review, lots of people now increase to have reading habit. Sustained by the industrialized technology, nowadays, it is uncomplicated to purchase guide *Great Habits, Great Readers: A Practical Guide For K - 4 Reading In The Light Of Common Core* By Paul Bambrick-Santoyo, Aja Settles, Julia Also guide is not already existing yet in the marketplace, you to look for in this internet site. As exactly what you could discover of this *Great Habits, Great Readers: A Practical Guide For K - 4 Reading In The Light Of Common Core* By Paul Bambrick-Santoyo, Aja Settles, Julia It will truly alleviate you to be the first one reading this book **Great Habits, Great Readers: A Practical Guide For K - 4 Reading In The Light Of Common Core** By Paul Bambrick-Santoyo, Aja Settles, Julia and obtain the benefits.

Amazon.com Review

Top 4 Tips for K-4 Reading Teachers

1. Habits begin at the moment of error, not the moment of success. Address student error when it happens, and you create opportunities for students to practice the right habits instead of the wrong ones.
2. Change how students talk about reading and you'll change how they think about reading. Authentic literary discussions give students unequalled opportunities to do the heavy cognitive work of reading—and they're possible even for our youngest students.
3. Students can't fall in love with reading if they aren't reading to begin with. Consequently, independent reading—a sustained block of time that all students spend reading on their own—is integral to the success of any reading program.
4. The Common Core asks us to accelerate our instruction. Our students need us to meet them where they are. With the right tools in hand, you can do both. Exemplary guided reading instruction will allow you to teach a continuum of skills while tailoring your instruction in those skills to the developmental needs of each child.

Q&A With the Authors

Let's start with the big question: How will *Great Habits, Great Readers* help teachers prepare students for Common Core-level rigor?

That word "rigor" is really the key. As educators, we all want our students to be able to thrive in a rigorous

learning environment where they-- not we--do the heavy cognitive work. And the Common Core standards only take us halfway to that goal. They're a big step towards rigor, because they require students to master more complex skills by younger grades than ever before. But whether we actually reach rigor still depends on how we measure those standards. For example, the Common Core says third graders need to know how to identify character traits. But the third-grade teacher who asks "Did the brother really mean it when he said he was okay?" isn't giving her students such rigorous instruction as the teacher who asks "What is the brother feeling?" It's the second question that forces the student to do the thinking. So, in this book we're bridging the gap between what the Common Core says on paper and how it looks in the classroom. We're saying, here's how to build classrooms that do what that second question does.

You mention in the book that while the Common Core requires a greater focus on informational texts, it doesn't say we should stop teaching narrative texts. Can you tell us more about that?

One of the most dangerous myths about the Common Core is that it asks teachers to devote half of their literacy block time to informational texts. While the Common Core does support the NAEP distribution of literary versus informational texts--which asks that fourth-grade students split their time 50-50 between both--it also points out that this doesn't mean we need to take literature away from our classrooms. A much better solution: support literacy in other content-area classes by using informational texts to teach science and social studies. You'll fulfill--probably exceed--the NAEP's 50% informational requirement, drive student learning in content-area classes, and still have plenty of space to teach students the narrative reading skills they need.

Literacy-driven content-area instruction is a vast topic--one that merits another book on its own! But, in brief, it would require students to read a text in order to understand specific concepts. Reading would also be the key to building new vocabulary: students would learn new words by reading increasingly complex texts, not by being assigned stand-alone vocabulary lists. It may sound like a tough order for elementary students, but in our own work in the classroom, we've been amazed by their ability to use their existing knowledge base to tackle more and more complex reading in every subject.

The book puts a lot of effort into showing teachers how to implement the Reading-by-Habit model--you've included videos, sample lesson plans, a chapter on scheduling with variations for the resources different teachers might have available, and so on. Do you believe that any teacher can use the model detailed in the book?

Absolutely! What's most magical about great reading instruction is that, in fact, it's not magical at all: it's based on concrete actions that are replicable by any teacher, at any school. This is epitomized by the Guided Reading Prompting Guides we include in the book. When you see a master teacher prompt during a reading lesson, that teacher often looks like a mind reader--or, at the very least, like someone with years of teaching experience. But when you take a closer look at exactly what our most successful teachers say when they prompt, we come up with a comprehensive guide that any teacher can use to anticipate where students will struggle and plan how to help them back on track. We believe all students have what it takes to learn to read, and we believe all teachers have the power to get them there, too. It's all a matter not of inborn talent, but of learning the right things to do.

From the Back Cover

Great Habits, Great Readers

Our students aren't born knowing how to decode words, make inferences, and cite evidence. In truth, great reading grows from great habits—a deeply learned set of skills and strategies that students can access the

instant they begin reading. *Great Habits, Great Readers* is about the choices we as K–4 literacy instructors can make to teach every one of our students the habits of skillful reading. It outlines those strategies, systems, and lesson types that bring the habits of reading to life, creating countless high-quality opportunities for students to practice one of the most complex skills humans can learn.

This book, and the Reading-by-Habit model it proposes, provides concrete guidance. *Great Habits, Great Readers* is not just about finding the right texts (though we'll cover that); it's not just about making discussions more text-dependent (though we'll address that, too). At its heart, the Reading-by-Habit model is about transforming that moment when a child gets something wrong into an opportunity to teach the habits that will help him or her get it right. Inside this book you'll find:

- The Reading-by-Habit model, which builds a bridge between the rigor of the Common Core and the real-life needs of your class
- Five types of lessons: Read-aloud, comprehension skills, phonics, guided reading, and independent reading
- The tools you need to address the Common Core across your literacy block in a sustained, meaningful way
- Rich resources—from 40+ video clips to Professional Development workshop scripts to show you what truly game-changing reading instruction looks like

Praise for *Great Habits, Great Readers*:

"*Great Habits, Great Readers* brings the Common Core to life through real children, real teachers, amazing results, and an absolute clarity about what is needed in our elementary school classrooms. This book is a complete roadmap to excellence."

—Mark Murphy, Secretary of Education, Delaware Department of Education

"Bambrick-Santoyo and his colleagues have proven it's possible to create extraordinary schools for the children who need them most. In this book, they do something even more important—they show us how. Every educator in America should read, discuss, and act on the ideas in this book."

—Timothy Knowles, John Dewey Urban Education Institute Director and clinical professor, University of Chicago

#### About the Author

Paul Bambrick-Santoyo is the managing director of North Star Academies, nine schools that are part of the Uncommon Schools network. He has trained school leaders worldwide in his work at Uncommon Schools and for New Leaders. He is also the author of *Driven by Data* and *Leverage Leadership*.

Aja Settles and Juliana Worrell are the founding principals of North Star Academy's West Side Park and Fairmount Elementary Schools, also part of the Uncommon Schools network.

# **GREAT HABITS, GREAT READERS: A PRACTICAL GUIDE FOR K - 4 READING IN THE LIGHT OF COMMON CORE BY PAUL BAMBRICK-SANTOYO, AJA SETTLES, JULIA PDF**

[Download: GREAT HABITS, GREAT READERS: A PRACTICAL GUIDE FOR K - 4 READING IN THE LIGHT OF COMMON CORE BY PAUL BAMBRICK-SANTOYO, AJA SETTLES, JULIA PDF](#)

Superb **Great Habits, Great Readers: A Practical Guide For K - 4 Reading In The Light Of Common Core By Paul Bambrick-Santoyo, Aja Settles, Julia** book is consistently being the very best good friend for investing little time in your office, evening time, bus, and anywhere. It will certainly be an excellent way to merely look, open, and also read guide **Great Habits, Great Readers: A Practical Guide For K - 4 Reading In The Light Of Common Core By Paul Bambrick-Santoyo, Aja Settles, Julia** while because time. As recognized, encounter as well as skill don't always featured the much cash to obtain them. Reading this publication with the title **Great Habits, Great Readers: A Practical Guide For K - 4 Reading In The Light Of Common Core By Paul Bambrick-Santoyo, Aja Settles, Julia** will certainly let you understand a lot more things.

Reading, once again, will provide you something brand-new. Something that you have no idea after that disclosed to be well recognized with the book *Great Habits, Great Readers: A Practical Guide For K - 4 Reading In The Light Of Common Core By Paul Bambrick-Santoyo, Aja Settles, Julia* notification. Some expertise or driving lesson that re obtained from checking out books is vast. A lot more books **Great Habits, Great Readers: A Practical Guide For K - 4 Reading In The Light Of Common Core By Paul Bambrick-Santoyo, Aja Settles, Julia** you check out, even more knowledge you get, and much more opportunities to constantly love reading e-books. Since of this factor, reading publication must be begun with earlier. It is as just what you can get from the book **Great Habits, Great Readers: A Practical Guide For K - 4 Reading In The Light Of Common Core By Paul Bambrick-Santoyo, Aja Settles, Julia**

Get the advantages of checking out practice for your lifestyle. Reserve **Great Habits, Great Readers: A Practical Guide For K - 4 Reading In The Light Of Common Core By Paul Bambrick-Santoyo, Aja Settles, Julia** notification will certainly always relate to the life. The actual life, understanding, science, health, religion, enjoyment, and a lot more can be discovered in composed books. Many authors offer their encounter, scientific research, research, and also all points to share with you. Among them is via this **Great Habits, Great Readers: A Practical Guide For K - 4 Reading In The Light Of Common Core By Paul Bambrick-Santoyo, Aja Settles, Julia** This book [Great Habits, Great Readers: A Practical Guide For K - 4 Reading In The Light Of Common Core By Paul Bambrick-Santoyo, Aja Settles, Julia](#) will certainly offer the required of message and declaration of the life. Life will certainly be completed if you recognize more things with reading books.

# **GREAT HABITS, GREAT READERS: A PRACTICAL GUIDE FOR K - 4 READING IN THE LIGHT OF COMMON CORE BY PAUL BAMBRICK-SANTOYO, AJA SETTLES, JULIA PDF**

A book that brings the habits of reading to life

Great readers are not made by genetics or destiny but by the habits they build—habits that are intentionally built by their teachers. The early formal years of education are the key to reversing the reading gap and setting up children for success. But K-4 education seems to widen the gap between stronger and weaker readers, not close it. Today, the Common Core further increases the pressure to reach high levels of rigor. What can be done?

This book includes the strategies, systems, and lessons from the top classrooms that bring the habits of reading to life, creating countless quality opportunities for students to take one of the most complex skills we as people can know and to perform it fluently and easily.

- Offers clear teaching strategies for teaching reading to all students, no matter what level
- Includes more than 40 video examples from real classrooms
- Written by Paul Bambrick-Santoyo, bestselling author of *Driven by Data* and *Leverage Leadership*

Great Habits, Great Readers puts the focus on: learning habits, reading habits, guided reading, and independent reading.

NOTE: Content DVD and other supplementary materials are not included as part of the e-book file, but are available for download after purchase

- Sales Rank: #85791 in Books
- Published on: 2013-06-10
- Original language: English
- Number of items: 1
- Dimensions: 9.28" h x 1.04" w x 7.05" l,
- Binding: Paperback
- 496 pages

Amazon.com Review

Top 4 Tips for K-4 Reading Teachers

1. Habits begin at the moment of error, not the moment of success. Address student error when it happens, and you create opportunities for students to practice the right habits instead of the wrong ones.
2. Change how students talk about reading and you'll change how they think about reading. Authentic literary discussions give students unequalled opportunities to do the heavy cognitive work of reading—and they're possible even for our youngest students.

3. Students can't fall in love with reading if they aren't reading to begin with. Consequently, independent reading—a sustained block of time that all students spend reading on their own—is integral to the success of any reading program.

4. The Common Core asks us to accelerate our instruction. Our students need us to meet them where they are. With the right tools in hand, you can do both. Exemplary guided reading instruction will allow you to teach a continuum of skills while tailoring your instruction in those skills to the developmental needs of each child.

#### Q&A With the Authors

Let's start with the big question: How will *Great Habits, Great Readers* help teachers prepare students for Common Core-level rigor?

That word “rigor” is really the key. As educators, we all want our students to be able to thrive in a rigorous learning environment where they-- not we--do the heavy cognitive work. And the Common Core standards only take us halfway to that goal. They're a big step towards rigor, because they require students to master more complex skills by younger grades than ever before. But whether we actually reach rigor still depends on how we measure those standards. For example, the Common Core says third graders need to know how to identify character traits. But the third-grade teacher who asks “Did the brother really mean it when he said he was okay?” isn't giving her students such rigorous instruction as the teacher who asks “What is the brother feeling?” It's the second question that forces the student to do the thinking. So, in this book we're bridging the gap between what the Common Core says on paper and how it looks in the classroom. We're saying, here's how to build classrooms that do what that second question does.

You mention in the book that while the Common Core requires a greater focus on informational texts, it doesn't say we should stop teaching narrative texts. Can you tell us more about that?

One of the most dangerous myths about the Common Core is that it asks teachers to devote half of their literacy block time to informational texts. While the Common Core does support the NAEP distribution of literary versus informational texts--which asks that fourth-grade students split their time 50-50 between both--it also points out that this doesn't mean we need to take literature away from our classrooms. A much better solution: support literacy in other content-area classes by using informational texts to teach science and social studies. You'll fulfill—probably exceed--the NAEP's 50% informational requirement, drive student learning in content-area classes, and still have plenty of space to teach students the narrative reading skills they need.

Literacy-driven content-area instruction is a vast topic--one that merits another book on its own! But, in brief, it would require students to read a text in order to understand specific concepts. Reading would also be the key to building new vocabulary: students would learn new words by reading increasingly complex texts, not by being assigned stand-alone vocabulary lists. It may sound like a tough order for elementary students, but in our own work in the classroom, we've been amazed by their ability to use their existing knowledge base to tackle more and more complex reading in every subject.

The book puts a lot of effort into showing teachers how to implement the Reading-by-Habit model--you've included videos, sample lesson plans, a chapter on scheduling with variations for the resources different teachers might have available, and so on. Do you believe that any teacher can use the model detailed in the book?

Absolutely! What's most magical about great reading instruction is that, in fact, it's not magical at all: it's

based on concrete actions that are replicable by any teacher, at any school. This is epitomized by the Guided Reading Prompting Guides we include in the book. When you see a master teacher prompt during a reading lesson, that teacher often looks like a mind reader--or, at the very least, like someone with years of teaching experience. But when you take a closer look at exactly what our most successful teachers say when they prompt, we come up with a comprehensive guide that any teacher can use to anticipate where students will struggle and plan how to help them back on track. We believe all students have what it takes to learn to read, and we believe all teachers have the power to get them there, too. It's all a matter not of inborn talent, but of learning the right things to do.

From the Back Cover

### Great Habits, Great Readers

Our students aren't born knowing how to decode words, make inferences, and cite evidence. In truth, great reading grows from great habits—a deeply learned set of skills and strategies that students can access the instant they begin reading. *Great Habits, Great Readers* is about the choices we as K–4 literacy instructors can make to teach every one of our students the habits of skillful reading. It outlines those strategies, systems, and lesson types that bring the habits of reading to life, creating countless high-quality opportunities for students to practice one of the most complex skills humans can learn.

This book, and the Reading-by-Habit model it proposes, provides concrete guidance. *Great Habits, Great Readers* is not just about finding the right texts (though we'll cover that); it's not just about making discussions more text-dependent (though we'll address that, too). At its heart, the Reading-by-Habit model is about transforming that moment when a child gets something wrong into an opportunity to teach the habits that will help him or her get it right. Inside this book you'll find:

- The Reading-by-Habit model, which builds a bridge between the rigor of the Common Core and the real-life needs of your class
- Five types of lessons: Read-aloud, comprehension skills, phonics, guided reading, and independent reading
- The tools you need to address the Common Core across your literacy block in a sustained, meaningful way
- Rich resources—from 40+ video clips to Professional Development workshop scripts to show you what truly game-changing reading instruction looks like

Praise for *Great Habits, Great Readers*:

"*Great Habits, Great Readers* brings the Common Core to life through real children, real teachers, amazing results, and an absolute clarity about what is needed in our elementary school classrooms. This book is a complete roadmap to excellence."

—Mark Murphy, Secretary of Education, Delaware Department of Education

"Bambrick-Santoyo and his colleagues have proven it's possible to create extraordinary schools for the children who need them most. In this book, they do something even more important—they show us how. Every educator in America should read, discuss, and act on the ideas in this book."

—Timothy Knowles, John Dewey Urban Education Institute Director and clinical professor, University of Chicago

About the Author

Paul Bambrick-Santoyo is the managing director of North Star Academies, nine schools that are part of the

Uncommon Schools network. He has trained school leaders worldwide in his work at Uncommon Schools and for New Leaders. He is also the author of *Driven by Data* and *Leverage Leadership*.

Aja Settles and Juliana Worrell are the founding principals of North Star Academy's West Side Park and Fairmount Elementary Schools, also part of the Uncommon Schools network.

Most helpful customer reviews

4 of 4 people found the following review helpful.

**Incredible Text -- MUST HAVE FOR EDUCATORS!**

By Natalie Aronson

*Great Habits, Great Readers* is every educator's dream. In this incredible text, North Star's leaders explain the habits, strategies and steps that have led them to their proven track record of success year after year. Aligned to the Common Core, *Great Habits, Great Readers* takes complex material and presents it in clear, bite-sized pieces that can be implemented by any school.

*Great Habits, Great Readers* explains all aspects of successful reading instruction. It begins by teaching how to create an efficient classroom with seamless systems to promote a rigorous learning environment ("Habits of the Classroom"). It then outlines the steps to create college-level (and student-guided) conversations at any grade level, known as "Habits of Discussion." There is a section devoted to each aspect of reading instruction including a deep dive into Guided Reading -- planning, executing, prompting, and more.

This instructional manual's content is practical and easily implemented in any classroom immediately. Perhaps what makes *Great Habits, Great Readers* more valuable than any other book about reading are the resources included to support the text. To name a few -- guided reading prompting guides (explicitly linked to the CCSS), sample lesson plans, workshop materials, AND a DVD that provides countless materials and video clips of excellent reading instruction in action.

As a colleague, fan and friend of Uncommon Schools, they have truly outdone themselves with *Great Habits, Great Readers*. Whether you are a teacher, a coach, a school leader, a superintendent, or just eager to learn how to teach reading, you must buy this book --it is unquestionable that you (and your students) will be changed forever!

3 of 3 people found the following review helpful.

**Great Habits, Great Readers. . .GREAT BOOK!**

By Melody D.

This book explains, in clear, logical language, how to teach reading so that all children learn. The book is not theoretical. Instead, the authors have gathered best practices to put together a reading system that has been proven to work over and over again with students who live in poverty conditions. The authors don't propose what MIGHT work; they describe what IS already working in their schools. *Great Habits, Great Readers* explains how to establish classroom management that saves time and facilitates learning ("Habits of the Classroom"). It moves on to "Habits of Discussion", explaining how to place the Common Core speaking and listening standards in their proper perspective as the bedrock of reading instruction. The authors then explain each of the parts of reading instruction in clear, easy-to-follow terms. Each chapter is supported by video clips (on the DVD included with the book) of master teachers working with real students. The DVD alone is worth the price of the book. It's inspiring and very instructive: a picture is, after all, worth a thousand words! Another valuable feature is the prompting guides, which show teachers exactly what students should master at each reading level, and what to say when students struggle with a particular skill. The prompting guides include explicit connections to the Common Core reading standards.

We have ordered a copy for every teacher in our Title 1 elementary school (although many teachers insisted on buying their own copy) and intend to use it next year as the basis for a whole school book study. I also purchased a copy for our district's elementary language arts curriculum director. As a literacy coach and reading intervention teacher, I'm telling our faculty that this book is for anyone who works with needy populations of students. It's also for anyone who has ever thought, "I've done everything I know how to do, and they're still not reading on grade level." Great Habits, Great Readers is a career-changing book for teachers, and a life-changing book for students who receive instruction based on its principles.

5 of 6 people found the following review helpful.

A Valuable Resource for School Leaders

By Lagra Newman

North Star Academy's literacy program is among the most rigorous, highest quality programs in our nation. Certainly, the ability to elevate student academic performance from the lowest quartile to the 99th percentile on national assessments year after year emphasizes this fact; however, the power of their program is best exemplified by the enduring habits developed by their young scholars. It is a powerful experience to witness these habits in action - students maximizing instructional time by transitioning to literacy groups in less than 30 seconds, engaging in peer discussions drawing on evidence from their leveled text, and posing a prompt to support a peer's understanding.

As a rising school leader, I had the opportunity to visit North Star Academy on a few different occasions, and after each visit, I couldn't help but to wish that I had an internal guide for how to execute this model in the school I would lead. And lo and behold, Great Habits, Great Readers has been my wish come true. This text has broken the complexity of a rigorous literacy program into clear and digestible components that can be successfully replicated by schools across the nation. Aligned to Common Core, this instructional manual outlines specific instructional strategies and action steps that, when implemented, drive strong reading habits and success among budding elementary readers. Additionally, the resources included in the text, specifically narrative and informational guided reading prompting guides, sample lesson plans, and workshop preparation sheets provide a solid foundation from which to build high quality literacy tools. Further, a CD accompanies this text, providing targeted, authentic video segments of effective literacy instructional practices and strategies implemented by teachers and students in real time.

Indeed, Great Habits, Great Readers equips leaders and teachers to make effective instructional decisions within the literacy program that instill skillful reading habits in students. This book provides schools across the nation with the opportunity to get the complex art of literacy instruction, one of the most critical elements of a child's learning process, right! My school opens this July with an inaugural class of Kindergarteners, and our literacy framework is heavily based on Great Habits, Great Readers. Our founding instructional team is thrilled to have such a treasured, proven resource to support the success of our scholars!

Lagra Newman

Founder and Head of School

Purpose Preparatory Academy

Nashville, TN

See all 30 customer reviews...

# **GREAT HABITS, GREAT READERS: A PRACTICAL GUIDE FOR K - 4 READING IN THE LIGHT OF COMMON CORE BY PAUL BAMBRICK-SANTOYO, AJA SETTLES, JULIA PDF**

From the explanation above, it is clear that you have to read this publication Great Habits, Great Readers: A Practical Guide For K - 4 Reading In The Light Of Common Core By Paul Bambrick-Santoyo, Aja Settles, Julia We give the online book qualified Great Habits, Great Readers: A Practical Guide For K - 4 Reading In The Light Of Common Core By Paul Bambrick-Santoyo, Aja Settles, Julia right here by clicking the web link download. From shared e-book by on-line, you can provide more perks for numerous people. Besides, the visitors will be also effortlessly to obtain the favourite book Great Habits, Great Readers: A Practical Guide For K - 4 Reading In The Light Of Common Core By Paul Bambrick-Santoyo, Aja Settles, Julia to check out. Find one of the most favourite and needed e-book **Great Habits, Great Readers: A Practical Guide For K - 4 Reading In The Light Of Common Core By Paul Bambrick-Santoyo, Aja Settles, Julia** to review now and right here.

Amazon.com Review

Top 4 Tips for K-4 Reading Teachers

1. Habits begin at the moment of error, not the moment of success. Address student error when it happens, and you create opportunities for students to practice the right habits instead of the wrong ones.
2. Change how students talk about reading and you'll change how they think about reading. Authentic literary discussions give students unequalled opportunities to do the heavy cognitive work of reading—and they're possible even for our youngest students.
3. Students can't fall in love with reading if they aren't reading to begin with. Consequently, independent reading—a sustained block of time that all students spend reading on their own—is integral to the success of any reading program.
4. The Common Core asks us to accelerate our instruction. Our students need us to meet them where they are. With the right tools in hand, you can do both. Exemplary guided reading instruction will allow you to teach a continuum of skills while tailoring your instruction in those skills to the developmental needs of each child.

Q&A With the Authors

Let's start with the big question: How will Great Habits, Great Readers help teachers prepare students for Common Core-level rigor?

That word “rigor” is really the key. As educators, we all want our students to be able to thrive in a rigorous learning environment where they-- not we--do the heavy cognitive work. And the Common Core standards only take us halfway to that goal. They're a big step towards rigor, because they require students to master more complex skills by younger grades than ever before. But whether we actually reach rigor still depends on how we measure those standards. For example, the Common Core says third graders need to know how to identify character traits. But the third-grade teacher who asks “Did the brother really mean it when he said he

was okay?" isn't giving her students such rigorous instruction as the teacher who asks "What is the brother feeling?" It's the second question that forces the student to do the thinking. So, in this book we're bridging the gap between what the Common Core says on paper and how it looks in the classroom. We're saying, here's how to build classrooms that do what that second question does.

You mention in the book that while the Common Core requires a greater focus on informational texts, it doesn't say we should stop teaching narrative texts. Can you tell us more about that?

One of the most dangerous myths about the Common Core is that it asks teachers to devote half of their literacy block time to informational texts. While the Common Core does support the NAEP distribution of literary versus informational texts--which asks that fourth-grade students split their time 50-50 between both--it also points out that this doesn't mean we need to take literature away from our classrooms. A much better solution: support literacy in other content-area classes by using informational texts to teach science and social studies. You'll fulfill—probably exceed--the NAEP's 50% informational requirement, drive student learning in content-area classes, and still have plenty of space to teach students the narrative reading skills they need.

Literacy-driven content-area instruction is a vast topic--one that merits another book on its own! But, in brief, it would require students to read a text in order to understand specific concepts. Reading would also be the key to building new vocabulary: students would learn new words by reading increasingly complex texts, not by being assigned stand-alone vocabulary lists. It may sound like a tough order for elementary students, but in our own work in the classroom, we've been amazed by their ability to use their existing knowledge base to tackle more and more complex reading in every subject.

The book puts a lot of effort into showing teachers how to implement the Reading-by-Habit model--you've included videos, sample lesson plans, a chapter on scheduling with variations for the resources different teachers might have available, and so on. Do you believe that any teacher can use the model detailed in the book?

Absolutely! What's most magical about great reading instruction is that, in fact, it's not magical at all: it's based on concrete actions that are replicable by any teacher, at any school. This is epitomized by the Guided Reading Prompting Guides we include in the book. When you see a master teacher prompt during a reading lesson, that teacher often looks like a mind reader--or, at the very least, like someone with years of teaching experience. But when you take a closer look at exactly what our most successful teachers say when they prompt, we come up with a comprehensive guide that any teacher can use to anticipate where students will struggle and plan how to help them back on track. We believe all students have what it takes to learn to read, and we believe all teachers have the power to get them there, too. It's all a matter not of inborn talent, but of learning the right things to do.

From the Back Cover

Great Habits, Great Readers

Our students aren't born knowing how to decode words, make inferences, and cite evidence. In truth, great reading grows from great habits—a deeply learned set of skills and strategies that students can access the instant they begin reading. *Great Habits, Great Readers* is about the choices we as K–4 literacy instructors can make to teach every one of our students the habits of skillful reading. It outlines those strategies, systems, and lesson types that bring the habits of reading to life, creating countless high-quality opportunities for students to practice one of the most complex skills humans can learn.

This book, and the Reading-by-Habit model it proposes, provides concrete guidance. *Great Habits, Great Readers* is not just about finding the right texts (though we'll cover that); it's not just about making discussions more text-dependent (though we'll address that, too). At its heart, the Reading-by-Habit model is about transforming that moment when a child gets something wrong into an opportunity to teach the habits that will help him or her get it right. Inside this book you'll find:

- The Reading-by-Habit model, which builds a bridge between the rigor of the Common Core and the real-life needs of your class
- Five types of lessons: Read-aloud, comprehension skills, phonics, guided reading, and independent reading
- The tools you need to address the Common Core across your literacy block in a sustained, meaningful way
- Rich resources—from 40+ video clips to Professional Development workshop scripts to show you what truly game-changing reading instruction looks like

Praise for *Great Habits, Great Readers*:

"*Great Habits, Great Readers* brings the Common Core to life through real children, real teachers, amazing results, and an absolute clarity about what is needed in our elementary school classrooms. This book is a complete roadmap to excellence."

—Mark Murphy, Secretary of Education, Delaware Department of Education

"Bambrick-Santoyo and his colleagues have proven it's possible to create extraordinary schools for the children who need them most. In this book, they do something even more important—they show us how. Every educator in America should read, discuss, and act on the ideas in this book."

—Timothy Knowles, John Dewey Urban Education Institute Director and clinical professor, University of Chicago

#### About the Author

Paul Bambrick-Santoyo is the managing director of North Star Academies, nine schools that are part of the Uncommon Schools network. He has trained school leaders worldwide in his work at Uncommon Schools and for New Leaders. He is also the author of *Driven by Data* and *Leverage Leadership*.

Aja Settles and Juliana Worrell are the founding principals of North Star Academy's West Side Park and Fairmount Elementary Schools, also part of the Uncommon Schools network.

Because book *Great Habits, Great Readers: A Practical Guide For K - 4 Reading In The Light Of Common Core* By Paul Bambrick-Santoyo, Aja Settles, Julia has excellent advantages to review, lots of people now increase to have reading habit. Sustained by the industrialized technology, nowadays, it is uncomplicated to purchase guide *Great Habits, Great Readers: A Practical Guide For K - 4 Reading In The Light Of Common Core* By Paul Bambrick-Santoyo, Aja Settles, Julia Also guide is not already existing yet in the marketplace, you to look for in this internet site. As exactly what you could discover of this *Great Habits, Great Readers: A Practical Guide For K - 4 Reading In The Light Of Common Core* By Paul Bambrick-Santoyo, Aja Settles, Julia It will truly alleviate you to be the first one reading this book **Great Habits, Great Readers: A Practical Guide For K - 4 Reading In The Light Of Common Core** By Paul Bambrick-Santoyo, Aja Settles, Julia and obtain the benefits.