



### **Overcoming Dyslexia**

*by Sally Shaywitz, MD*

Read pages 45-60 in Chapter 5:  
"Everyone Speaks but Not Everyone Reads"

- How would you expand on the statement "Speaking is natural, reading is not"?
- Do you agree with the finding that both spoken and written words are made up of smaller units of speech/sound phonemes? Why or why not?

### **Promoting Rigor Through Higher Level Questioning**

*by Todd Stanley*

Read pages 9-19 in Chapter 1: "Getting Started with Higher Level Questioning"

Read pages 25-34 in Chapter 4: "The Difference Between Difficulty and Rigor; Changing Your Mindset"

- How many of your questioning conversations sound like the examples on pages 11-13?
- Look at the 7 types of questions on pages 16-17.
  - Are there some that you use more often than others?
  - How might you increase the use of those you are not regularly implementing?
- After reading Chapter 2, do you think you use more difficult or rigorous questions in your classroom?
- How can you ensure the same level of rigor extend from discussions to assignments to assessments?

### **Teachers and Performance Coaches:**

*Please discuss during your next coaching session.*

### **Culturally Responsive Teaching and the Brain**

*by Zaretta Hammond*

Read Chapter 1 - "Climbing Out of the Gap"

Read Chapter 2 - "What's Culture Got to Do with It?" (I highly encouraged you to read all 41 pages of "Part I—Building Awareness and Knowledge.")

- How do you accelerate learning and scaffold supports to help struggling students become independent learners?
- What cultural archetypes are operating in your classroom, particularly individualism and collectivism, and what should this mean for your instruction?

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