

Core Instructional Routines

Go-To
Structures
for Effective
Literacy
Teaching **K-5**



Judy Dodge and Andrea Honigsfeld

Foreword by Tanny McGregor

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Figure 2.15: “Comparison of Traditional and Scaffolded Sustained Silent Reading” adapted from “Exploring Scaffolded Silent Reading (ScSR): Effective Practice for Increasing Reading Fluency and Comprehension” by D. Ray Reutzel, Ph.D., Utah State University. From: [http://reading.org/downloads/WC_handouts/Exploring%20Scaffolded%20Silent%20Reading%20\(ScSR\).pdf](http://reading.org/downloads/WC_handouts/Exploring%20Scaffolded%20Silent%20Reading%20(ScSR).pdf). Reprinted by permission of the author.

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Foreword

Words interest me. They live and breathe, grow and ripen. As context changes, variations in meaning breed new connotations. Sometimes a word is so hip and cool it quickly becomes overused. Other times a word carries so much baggage that its usefulness and truth are lost. Take the word *concrete*, for example. I have struggled with this word for years. I know teachers are looking for concrete lesson ideas to reach learners who need to understand concepts in tangible ways. Yet the word *concrete* can also be interpreted as low-level, inflexible, and without rigor. When writing about concrete ways to teach complex ideas, it's a wrestling match: my intent versus the perception of the reader. I've come to the aid of the word *concrete*, knowing that it is still positive, useful, and the best way to describe the practical, everyday lessons that my readers expect.

The word *routine* gets a bad rap, too. It is sometimes used to describe the day-to-day, monotonous patterns of our everyday lives, often perceived as boring and unimaginative. This word has somehow lost its truth along the way. *Routine* needs an ally these days, and Judy and Andrea have come to its rescue! The fact is, routines are the foundational architecture for creativity, and in the classroom they give birth to deeper reading, rich writing, and meaningful conversation.

Want your students to exceed the ELA standards in reading, writing, speaking, and listening? Then core instructional routines are in order. Have great literacy lesson ideas but need a way to organize them within the time frame allotted in your daily schedule? Establish solid routines. Great routines allow for great teaching, and great teaching desperately relies on great routines.

The structure of this book is like a welcomed routine in itself. A solid, predictable structure sets the stage for a multitude of practical ideas, a veritable menu from which the reader may choose. Not only do Judy and Andrea make the often invisible instructional routines visible, they answer the ageless question: What would this look like in *my* classroom?

New teachers need to be introduced to the power of core instructional routines, and they need this introduction sooner rather than later. New teachers: Let Judy and Andrea light the path for you. Experienced teachers: Read and be reminded of the routines that anchor past instructional successes. *Core Instructional Routines: Go-To Structures for Effective Literacy Teaching, K–5* offers all of us the steady, timeless advice we need in these unsteady times of pendulum pedagogy. I invite you to make time for this book in your professional reading routine . . . it's not just your *routine* professional book!

—Tanny McGregor
May 2014
Cincinnati, Ohio

Author of *Comprehension Connections: Bridges to Strategic Reading* (2007) and *Genre Connections: Lessons to Launch Literary & Nonfiction Text* (2011), and coauthor of *Comprehension Going Forward: Where We Are & What's Next* (2011).

Introduction: Routines You and Your Students Can Count On

What Is Changing?

These are exciting times when more and more discussion focuses on how important it is to end teacher isolation, engage all educators in a shared dialogue, and align instructional practices to shared goals. No longer can teachers work alone. No longer can educators stay uninformed about what their colleagues are doing on the same grade level or in other grades. Nor can anyone remain unaware of what is happening during the multitudes of special services—English as a second language, academic inter-

We are what we repeatedly do.

Excellence, then, is not an act,

but a habit.

Aristotle

vention, remedial reading, enrichment math, and so on (Honigfeld and Dove 2010).

If students are to succeed with literacy, it will require teachers to work together in professional learning communities to talk about their craft, to reflect upon their practice, to discuss student

progress, and to continuously improve their instruction (Fisher, Frey, and Uline 2013). Teachers and administrators, coaches and instructional specialists—in fact, the entire instructional staff—will need to come together to discuss what effective teaching and learning look like, what is working and what is not, and what teachers can do to improve their own practice.

It is important for educators who read this book to understand that the routines we suggest emerge from the existing literature on effective classrooms. The most highly regarded research and investigations into effective classrooms are independent of the paradigm that arises from current educational policy. So, whether the Common Core State Standards (CCSS) are retained, modified, postponed, or eliminated, there exists a timeless quality to effective use of classroom time. Simply put, good teaching practice is independent of prevailing policy initiatives, and the routines we suggest will be useful no matter which paradigm is in place when you read this book.

How Can You Collaborate with High Expectations in Mind?

We suggest that faculty in the elementary school engage in exploring the local, state, and national (or Common Core) standards, if applicable. Make sure to read all curricular and standards documents both vertically (to see the expectations for one grade level) and horizontally (to see the grade progressions from kindergarten all the way to fifth grade). Teachers of students who struggle, students with disabilities, and students who are English learners now have a resource that helps them backmap to earlier grade-level expectations so they can plan on building appropriate foundational knowledge and skills that students might lack. By the same token, teachers of advanced or gifted learners may look at target expectations in upcoming grades and plan for enrichment based on those standards.

What Is Going on in a SWRLing Classroom?

We believe the twenty-first-century literacy classroom is one in which students SWRL every day—that is, speak, write, read, and listen. We have seen this acronym in several blog posts and recognize it as a powerful synthesizing idea: it reminds us to balance what we must do each day in our classrooms.

As Jan Burkins and Kim Yaris (2013) blogged after the 2013 International Reading Association Conference, “The best readers and writers are the ones who have had the most practice. How much time do your students spend *actually* reading and writing?” They argue for establishing routines for practicing the four language skills—reading, writing, speaking, and listening—as well as for developing academic language proficiency. If, *daily*, you prompt students to collaborate, ask them to interact with text, and require that they write and communicate ideas clearly, precisely, and with supporting evidence, these skills will strengthen over time because of the consistency of the *routines that you have put into place*.

Why Routines?

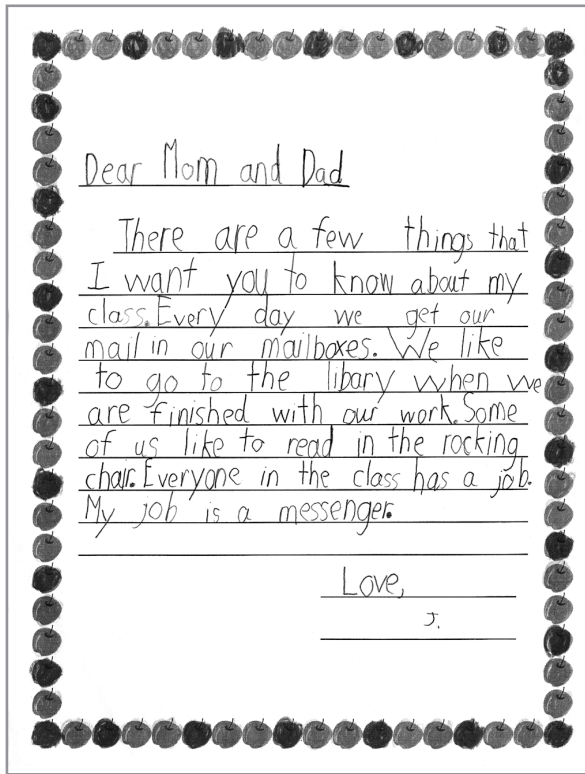
Routines are deliberate procedures that a teacher establishes in his or her classroom to enhance a sense of community and to offer structure to all learners. Fisher and Frey (2009) suggest that the routines that we choose for our classrooms will “over time become the habits of a self-directed learner” (63). They become the shared habits of our classroom communities. Students come to know that *this is the way we do things around here*. Kirby and Crovitz (2012) acknowledge the power of routines and rituals, stating, “it’s relatively easy to develop routines for what we like to do, but the more difficult tasks require the discipline of routine if they are to occur regularly and reliably” (68). Many others validate our beliefs about the need for routines. For example, Maureen Boyd and Sylvia Smyntek-Gworek (2012) assert,

In classroom communities where literacy events are well-defined regular practices, teachers establish routines that not only provide a structured space with clear expectations and norms but also opportunity for creative application of what is expected. When students feel safe and valued, they willingly engage, lead, and take risks. (6)

Further, Ron Ritchhart, Mark Church, and Karin Morrison (2011) discuss the need for making thinking visible through routines, which in turn may be viewed as *tools* (for promoting thinking), as *structures* (to support and scaffold learning), and as *patterns of behavior* (to establish and maintain a context for learning).

So what does it mean to have routines? It means that students can count on certain structures to take place regularly and can expect them to be part of business as usual. For example, students may learn that upon entering this classroom, they will regularly complete entrance cards or write

Figure I.1 Letter to Parents About Class Routines



in their academic journals to summarize yesterday's lesson or last night's homework. They may understand that if an interesting question comes up in this classroom during discussion, they can post their question on a bulletin board or the Question Kiosk (see Chapter 1), knowing there will be ongoing opportunities for independent research to discover the answer or to further explore the question. They may look forward to coming to this class because they know they can count on working and talking with a partner because that's a regular part of each lesson. The culture of your classroom will depend upon the expectations that you set and the choices that you make when establishing routines. See Figure I.1 for a second grader's letter to his parents showing how much he values the routines established in his class.

What Are Best Practices Based on Research and Evidence?

While some Common Core advocates call for cold reading of texts, minimal text-to-self connections, and few personal opinions, teachers should not forego what they intrinsically know works with learners. There is seminal research to support activating prior knowledge before reading a new text (Hayes and Tierney 1982; Rosenblatt 1993). Researchers and practitioners also suggest that learners become engaged in a text by making text-to-self connections and making statements of personal opinion (Keene and Zimmermann 1997, 2007). These personal connections lead to greater interaction with the text and, ultimately, greater comprehension for the reader. Struggling learners, in particular, are more successful when teachers encourage them to make these types of connections.

So, how do teachers reconcile the demands of standards-based instruction with what they believe is best practice for teaching English language arts to elementary school students? Teachers should continue to use their clinical expertise, build upon and continue to expand their professional skill sets supported by current research, and provide a *commonsense* approach to literacy instruction. We support our claims with numerous research-based instructional practices, resources we adapted, created, or observed in teachers' classrooms, and authentic input from teachers and coaches around the United States.

Teacher-2-Teacher

As a librarian at Park Avenue Elementary School in Westbury, New York, I work with roughly eight hundred students a week in first and second grades. During my eight years in this position, I have learned the value of establishing library routines. I always refer to it as “waste time to save time.” I see the classes once a week for forty minutes, so I spend the first two to three months modeling our library routines and expectations. This way by November, all eight hundred children understand their roles during library and the expectations for learning. In September and October, I spend time modeling how to be a great library citizen by respecting the books and their locations on the shelves and reviewing the process of selecting and checking out a book, only to have smooth transitions for the rest of the year. This approach has helped my students become independent library learners and could help students of any age become more independent!

Natasha Gabrielsen, librarian

How This Book Is Organized

We organized this book into five chapters. With the exception of the first, each chapter focuses on one literacy skill. Keep in mind, however, that although Chapters 2–5 are each dedicated to one literacy skill, many of the routines we suggest engage multiple literacy skills. Students do not develop literacy skills in isolation.

In Chapter 1, we make a case for establishing routines that help activate, assess, and build students' background knowledge in order to maximize their learning of new skills and information. Chapter 2 provides evidence for why reading routines should include whole-class, small-group, and independent reading activities, all of which will lead to greater student engagement, active peer discussions and collaboration, choice opportunities, and student-driven learning. In Chapter 3, we address writing routines that support and propel student thinking and learning. Our routines promote student creativity even as learners are engaged in daily writing practices, mastery of the stages of the writing process, and note taking. In Chapter 4, we offer speaking and listening routines that encourage students to participate in whole-class discussions, talk with others as a means to understand and collaborate in small groups, as well as make group and individual presentations. Chapter 5 encourages teachers to use academic language routines at the word, sentence, and text levels so as to create a culture of robust vocabulary development, curiosity about words and syntax, and proficient use of academic language while listening, speaking, reading, and writing.

All of the chapters have a similar internal organization. Each starts with a brief overview of the goals of the chapter, followed by a graphic organizer that gives you a visual summary of the routines. Then we provide you with research that supports our beliefs and contentions for the suggested instructional routines that follow. We briefly discuss the demands of the CCSS and explore the connections between the standards and our routines. We introduce several routines that we

consider essential, some to be practiced daily and others to be used on a weekly or biweekly regular basis. Each chapter also includes a “Scaffolding Toolbox” section. In these sections, you will find a variety of resources to help build essential language and literacy skills in your students. The tools will scaffold and support the routines presented in the chapters and provide access for any learner who needs them. A summary chart featured at the end of each chapter offers recommendations for differentiating instruction for English learners, students with disabilities, and advanced learners. Peppered throughout the text are photographs taken in classrooms we have visited, coach’s notes, teacher-2-teacher vignettes, essential resources (under the heading “Check This Out”), samples of student work, and charts for classroom use.

A companion website provides easy access to a list of templates for reference and reproduction. To access the online templates, visit heinemann.com/products/E05661.aspx and click on the Companion Resources tab.

Why This Book?

In this book, we offer suggestions for establishing routines that will build consistency, trust, and a sense of safety in your classroom. By showing students what they can expect and count on, you will establish a healthy environment for learning. As mentioned earlier, many of the routines in this book interweave multiple skills. For example, when students are reading, they will be expected to speak and listen to peers as they make meaning from text. In addition, it is likely that after a close reading, students will write brief summaries that require the appropriate use of academic language. With daily and weekly routines that integrate multiple skills, you can feel confident that you are providing instruction that will build skills for students to be successful in school.

While standards and mandated or prescribed curricula tell us *what* we must do, this book will help you decide *how* to establish the necessary routines to do it. Whereas many of the current publications suggest the skills, habits, and dispositions that students will need upon graduation, this book will offer you dozens of routines that will contextualize the standards and answer the question, “What does this look like in my classroom?” It will explore the research behind the routines, providing you with an understanding of *why* certain routines will lead to better learning. It will show you why routines are a necessary part of every teacher’s repertoire if we are to help students achieve greater success.

We provide specific suggestions for each set of routines (listening, speaking, reading, writing, and language routines, as well as those for building background knowledge). Some of the recommendations are low-prep; others will require more time to create and implement. You’ve probably used some of these routines, but you may find a new way to accommodate a specific group of learners.

Contrary to the belief that routines can lead to dull, repetitive, unimaginative, scripted ways of teaching, we believe that the routines here will not only lay the framework for predictable structures, instructional consistency, and skill building but also provide plenty of opportunity for teacher autonomy, creative expression, and nurturing the desire to learn in each child. We, along with thousands of teachers with whom we have worked throughout our combined more than sixty years in the field of education, are convinced that routines can contribute to productive and joyful learning.



Chapter 2

READING ROUTINES

Because reading has more impact on students' achievement than any other activity in school, setting aside time for reading must be the first activity we teachers write on our lesson plans, not the last.

Donalyn Miller, *The Book Whisperer*

As teachers, we can flood the room with engaging texts, we can share interesting ideas, we can model our own curiosity, we can foster thoughtful conversations. Only they can turn what they hear, see, read, and talk about into knowledge by thinking deeply and expansively.

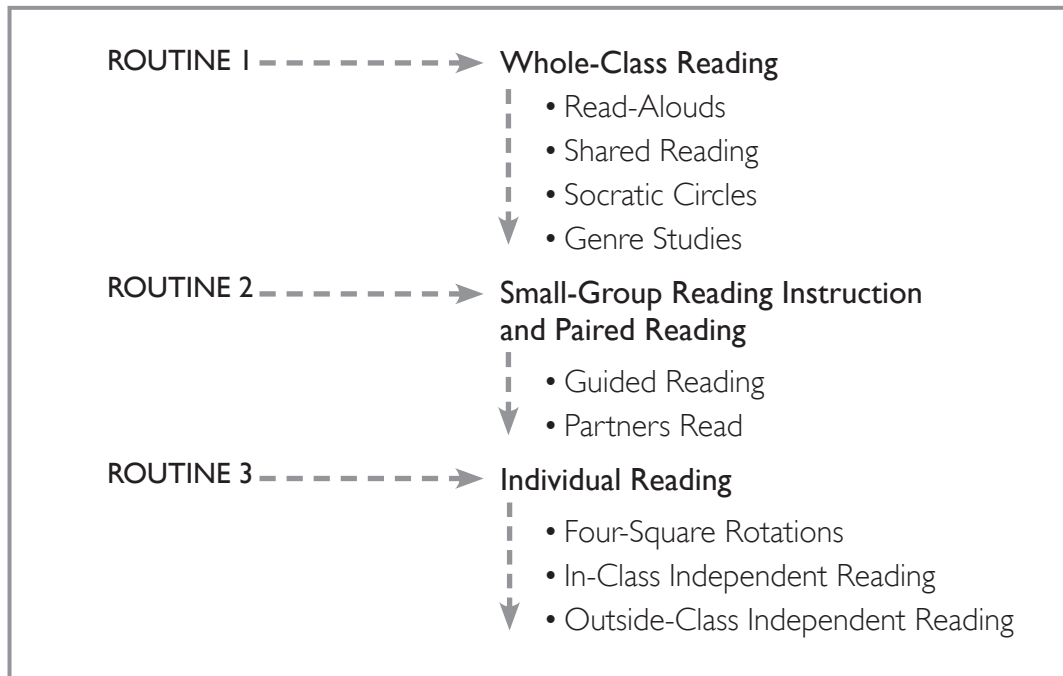
Stephanie Harvey and Anne Goudvis,
"Comprehension at the Core"

Overview

In this chapter, we

- summarize research and evidence-based support for the routines we suggest
- examine the reading expectations of the Common Core State Standards
- establish routines for reading as a whole class, reading in small groups and pairs, and reading individually
- present examples, templates (available online), resources, and classroom vignettes along with recommendations from coaches to support the implementation of the reading routines
- add text maps (story maps and text structure maps) to the scaffolding toolbox
- offer differentiation ideas for reading instruction for English learners, students with disabilities, and advanced learners.

Reading Routines at a Glance



What Does the Research Say About Teaching Reading?

A complete collection of research publications about reading could easily fill a library of its own, so our attempt to share some critical points will not be an exhaustive treatment of the topic. Culling from the most comprehensive sources on the topic, we turned to the findings provided by John Hattie, grounded

in fifty meta-analyses—which in turn were based on over two thousand studies on reading. Hattie (2009) emphasizes “the importance and value of actively teaching the skills and strategies of reading across all years of schooling” (129). Since becoming a successful reader “requires the development of decoding skills, the development of vocabulary and comprehension, and the learning of specific strategies and processes” (129–30), Hattie further stresses that reading programs have to be carefully planned, deliberate, and explicit in their teaching of specific skills. Among many other reports, he refers to the *Report of the National Reading Panel (NICHD 2000)* and concludes the following:

There is much support for the five pillars of good reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension—and attending to all is far more important than whether the program teaches one of the five as opposed to another. The most effective programs for teaching reading are, first, to attend to the visual and auditory perceptual skills. Then a combination of vocabulary, comprehension, and phonics instruction with repeated reading opportunities is the most powerful set of instructional methods. (140)

Somewhat contrary to these findings, Stephen Krashen (2004) reports the results of his own meta-analysis of research on independent reading and concludes that no other literacy activity has a more profound effect on students’ vocabulary development, reading comprehension, writing skill development, and overall academic achievement than what he calls FVR (free voluntary reading).

In an article published in *Education Leadership* concerning the core skill of reading, Richard Allington and Rachel E. Gabriel (2012) synthesize decades of research and evidence-based best practices and suggest what every child should experience *every day*. They recommend that each day, students should do all of the following:

- **read something they choose to read**
- **read accurately, which means at a level they can read and understand. (With this type of high-success reading, students will progress in learning to read [Allington 2009; Kuhn et al. 2006]. If struggling readers are presented only with too-challenging texts throughout the day, their independent reading level will not improve)**
- **read and reread something comprehensible, as this is more effective in improving reading than working on isolated basic reading skills**
- **write about what they’ve read, composing something meaningful and authentic (such as how-to guides or informational texts for other students)**
- **talk with peers about reading and writing**
- **have the opportunity to hear their teacher read aloud, no matter what grade they are in.**

Our beliefs and professional practice are aligned with Allington and Gabriel (2012), as they illuminate one of the most significant obstacles to reconciling good reading instruction with the grade-level demands of the new standards. While students definitely need opportunities to grapple with challenging text during each day in order to succeed with the standards, they also need engaging, comprehensible text at their independent reading level in order to improve their reading skills. Reading text driven by personal interest at a manageable level of comprehension is the surest way to motivate youngsters to read more on their own. And it is indisputable that the more one reads, the better reader one becomes.

In Chapter 1, we discuss how wide reading and sustained silent reading of student-chosen texts are the best ways to grow students' vocabulary and background knowledge. Now, Allington and Gabriel (2012) provide us with one more reason for making sure that the reading routines we choose to use regularly in our classrooms invite students to read frequently at their own level and of their own choice. In addition, investigations by Allington and Gabriel, Guthrie et al. (2006), Ogle (2011), and Malloy and Gambrell (2013) support the idea that classroom time spent independently reading self-selected texts improves personal reading skills.

Jennifer Renner Del Nero (2013), in her introduction to *Teaching with the Common Core Standards for English Language Arts, Grades 3–5*, reminds us that in the face of new standards, we must not abandon what we already know works.

We still need to use small group instruction and differentiate instruction using materials with which they can learn and be successful. However, in whole-class instruction, we need to use grade-level text to be sure that students are exposed to and guided through complex materials. (xii)

Richard Allington's (2006) research supports the same conclusions: students need to be put at their differentiated levels. We concur. A balance of texts at students' independent reading levels and grade level will prepare your learners to be engaged in academic learning in school, to make progress toward meeting grade-appropriate reading goals, to develop a lifelong passion for literacy, as well as to develop the skills necessary to be successful academically.

David Pearson and Elfrieda Hiebert (2013) help us keep our focus on the goal of gaining knowledge and insight from reading by

- helping students set a purpose for reading
- reviewing key ideas from literature and disciplinary areas (themes, topics, insights, and problems from a set of texts)
- asking the essential questions: What's new in the text we just read? How does it connect to what we already know about this issue?

COACH'S NOTES

As you read literature throughout the year, continue to add to an anchor chart in your room the themes that you come across. Include themes like friendship, perseverance, love, courage, loyalty, patience, individuality, overcoming obstacles, and so on.

As you read informational text in science and social studies, continue to add to a second anchor chart the themes and topics you explore. Depending on the grade level, your list might include the following: family, communities, animal and plant cycles, the food chain, exploration, geography, traditions, government, exploration, the human body, the rock cycle, the water cycle, weather, sound, machines, magnets, space, freedom, democracy, or rights and responsibilities.

Model and teach students how to make connections among the elements listed on the charts. As you read new text, point out how certain concepts compare and contrast, how there might be a sequence involved, how some of the elements cause positive or negative effects to occur, how several of the elements are related to one another. This is an effective way to help students make sense of all the knowledge they are acquiring and to place their new learning in a broader context.

Finally, in helping us understand what the implementation of the CCSS reading standards should look like at the classroom level, Pearson and Hiebert (2013) note that what we do can either facilitate or hinder our students' learning from complex text. They advise teachers to do the following in order to maximize literacy instruction:

- Help students appreciate the differences in vocabulary that is found in narrative and informational texts.
- Give students the opportunities to *pursue topics of personal interest*.
- Ensure that students read *sufficient amounts of text (volume)* and also read *increasingly longer selections (stamina)*.

In short, you should consider *opportunity*, *volume*, and *stamina* when you choose the classroom reading routines that you will incorporate into your daily reading instruction.

What Are the Reading Demands of the Common Core?

The reading standards occupy the most prominent, first section of the CCSS and are well supported by research (see CCSS Appendix A) and an extensive list of recommended fiction, nonfiction, and poetry titles arranged by grade level both for independent reading and teacher read-alouds (see CCSS Appendix B).

Let's take a look at the College and Career Readiness Anchor Standards for Reading which are divided into four major sections:

- **Key Ideas and Details:** Students determine main ideas and supporting details, make inferences based on the text, and establish how individuals, events, and other text elements are related to each other.
- **Craft and Structure:** Students examine the text closely and analyze it for word- and sentence-level choices as well as identify text structure, purpose, and point of view expressed in the text.
- **Integration of Knowledge and Ideas:** Students analyze, compare, contrast, and synthesize information from various print and nonprint sources.
- **Range of Reading and Level of Text Complexity:** Students read and comprehend complex literary and informational texts independently and proficiently.

There are three anchor standards and corresponding grade-level standards for the first three strands of the standards, and one remaining standard for range of reading and level of text complexity. These ten anchor standards apply to reading both literature and informational text, as reflected in the grade-level progression charts. In addition, the CCSS contain reading standards for foundational skills, the goal of which include “fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system” (NGA Center for Best Practices and CCSSO 2010, 15).

The routines presented in this chapter focus on the reading standards for literature and informational text. While we recognize the importance of developing foundational skills (print concepts, phonological awareness, phonics and word recognition, and fluency, as noted by the CCSS), addressing them is beyond the scope of this book.

Reading Routines

We recommend establishing routines for whole-class reading instruction through read-alouds and shared reading and by regularly engaging students in Socratic circle discussions and genre studies. Large-group routines must also be supplemented with routines for small-group reading instruction and opportunities for paired reading through guided reading instruction and a practice we call Partners Read. Finally, reading must also become a routine that students are able to tackle independently. We suggest the following approaches to establish such routines: first, involve students in highly structured reading routines such as the Four-Square rotation we describe in this chapter. Then, give them opportunities to read independently—with and without structures—both in and out of class.

ROUTINE **1** **Whole-Class Reading**

Your students are seated on the rug or at their desks, ready to learn, perhaps eager to learn or maybe fidgety and distracted. What is one of the most empowering activities in which you can engage your students? Reading, of course! Read to them, read with them, dig deep into the text

with them; invite them to question the text, question the author, and question each other. Allow them to enter the text with you, with your guidance, and live inside the text, captured and captivated, wanting to read more!

COACH'S NOTES

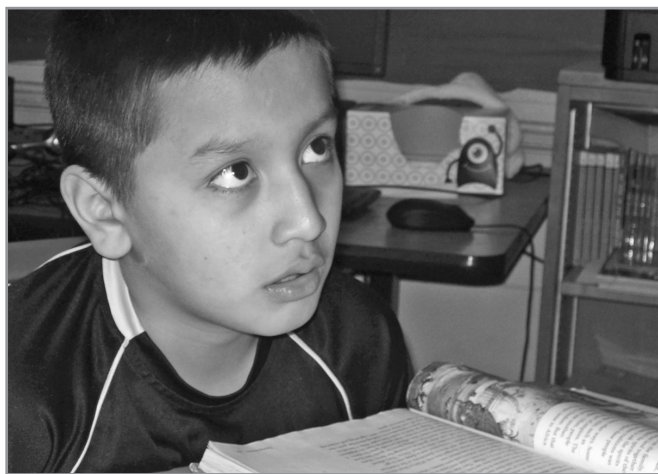
We learned some exciting ways to get students hooked on books from a fellow professor and coach, Dr. Audrey Cohan. For younger students, wrap the book you are going to read aloud like a present and slowly reveal its elements (illustration on the front cover, author's first initial) to enhance the excitement (Vogt and Echevarria 2008). For older students, read the first sentence of the book, stop, and discuss how successful the author is in drawing them in (Lodge 1992).

READ-ALOUDS

In a highly respected and frequently quoted report of the Commission on Reading titled *Becoming a Nation of Readers*, Richard Anderson, Elfrieda Hiebert, Judith Scott, and Ian Wilkinson (1985) note that “the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children” (23). Fountas and Pinnell (2001) introduced interactive read-alouds that incorporate student-to-student interaction so peers can discuss the reading, engage in some deep thinking about it, and immediately practice reading strategies that the teacher has modeled. Many researchers and practitioners have also been promoting reading aloud to children of all ages and across all content areas. Notice the attentiveness of the fifth-grade student in Figure 2.1 as he listens to his teacher, Chris Shaw, read a social studies chapter aloud.

Most recently, Debbie Miller (2013) has suggested that reading aloud motivates students, enhances and expands their oral language development, and, at the same time, helps build a community of learners in your classroom. Similarly, Jim Trelease emphatically claims that

Figure 2.1 Fifth Grader During a Read-Aloud



we read to children for all the same reasons we talk with children: to reassure, to entertain, to bond, to inform or explain, to arouse curiosity, and to inspire. But in reading aloud, we also:

- *build vocabulary*
- *condition the child's brain to associate reading with pleasure*
- *create background knowledge*
- *provide a reading role model*
- *plant the desire to read.* (2013, 6)

What are the key components of an effective read-aloud routine? It must have some regular elements, to which we can add and modify, as needed.

Always

1. Ensure students are seated comfortably and are fully attentive to you (or the reader).
2. Read with expression that makes listening engaging and irresistible, with the hope of passing on your love of reading to your students.
3. Use clear enunciation, adequate pausing, and lots of facial expression and animation.
4. Find ways to reread the same text or an extension of the text during guided reading and independent reading.

Regularly

1. Read through the entire selection for enjoyment, especially with shorter pieces.
2. Stop and process; have students discuss what they have heard.
 - Have them make predictions and pose questions they are wondering about.
 - Build theories about the reading.
 - Turn and talk or stop and jot.
3. Take a picture walk (fiction) or text tour (nonfiction) prior to reading aloud to offer a preview of the reading.
4. Invite students to create mental images as you read.
5. Have students build theories in their minds about a character (fiction).

Occasionally

1. Read the same text aloud again, or even multiple times for different purposes.
2. Have students act out parts of the story.
3. Place the read-aloud book at a center for students to “read” to each other by pointing out pictures and retelling what they remember.

Never

1. Test or quiz students on the contents of the read-aloud.
2. Have students do the read-aloud in round-robin fashion.

Don't stop at reading aloud to your students; consider expanding this critical literacy experience through *thinking aloud* or *comprehending aloud* (Zwiers 2014) for them. Through think-alouds and comprehend-alouds, you can allow your students to gain insight into your own meaning-making process and how you, as an accomplished reader, use strategies such as predicting, clarifying, summarizing, and making connections. According to Jeff Zwiers, think-alouds support the development of a range of reading strategies, whereas comprehend-alouds make visible thinking about processing and analyzing the language of complex texts. Review Figure 2.2 for sentence starters you can use to model think-alouds and comprehend-alouds with just about any text. In the younger grades, adapt these sentence starters to match students' readiness levels. Also see the anchor chart (Figure 2.3) prepared for a third-grade class to support visualization with think-aloud and comprehend-aloud sentence stems.

Figure 2.2 Sentence Starters for Think-Alouds and Comprehend-Alouds

Think-Aloud Sentence Stems	Comprehend-Aloud Sentence Stems
<p>Predicting</p> <ul style="list-style-type: none"> • When I saw the title of this book, I immediately thought of... • I predict ... • In the next part, I think the author ... <p>Clarifying</p> <ul style="list-style-type: none"> • I was confused when I read ... • I had to go back to page ... • I had to think back to what I learned about ... <p>Summarizing</p> <ul style="list-style-type: none"> • I think this section is mainly about ... • The most important point the author is making ... • So I think the purpose of this article is ... <p>Making Connections</p> <ul style="list-style-type: none"> • This is like ... • This paragraph reminds me of ... • The part I just read is similar to ... • When I read this section, I thought of ... • I think the author wants me to ... 	<p>Word or Phrase Level</p> <ul style="list-style-type: none"> • I noticed that the author uses the same word here ... • I am not sure what this word means in the first paragraph, so I will reread this section ... • I have never seen this word before. Let me see if I can figure out the meaning by reading ahead/looking for some examples/ finding an illustration. • The author begins the sentence with the phrase ... <p>Sentence or Text Level</p> <ul style="list-style-type: none"> • The author uses a very long sentence in this paragraph. Let me see if I can break it down into shorter sections, such as ... • In this section, I noticed some sentences are very similar; they have a similar pattern. • I noticed this section has a lot of dialogue and quotes. I wonder ...

Visualization:

When I read/heard
the reading, I pictured
in my mind... _____

The words that helped
create that picture are...

Figure 2.3 Anchor Chart with Think-Aloud and Comprehend-Aloud Sentence Stems

SHARED READING

Even though shared reading of large-print text was originally intended for younger learners, and in some classrooms it may be limited to students reading along in unison with the teacher, this practice may be expanded and utilized for achieving broader instructional goals (Fisher and Fisher Medvic 2000; Taberski 2010). During shared reading, your students have the opportunity to join in the process of reading along with you and making sense of the text with you in a large-group or whole-class setting. Jan Richardson (2009) suggests utilizing shared reading time “to teach skills and strategies, increase reading fluency, learn content information for social studies and science, and support developing readers” (7). Whole-class read-alouds and shared reading allow for establishing routines for comprehension strategy instruction and close reading. Barbara Taylor claims,

[The] major goal of comprehension instruction is to help students use a set of procedures when reading independently that will yield deep comprehension of a text. . . .

Research has shown that explicit lessons in the following strategies are most effective:

- summarizing
- comprehension monitoring
- use of graphic and semantic organizers
- use of story structure
- higher level question answering about text
- question generation before, during, and after reading
- use of multiple strategies in the context of reading texts. (2011, 37)

Based on the grade level you teach, a range of additional reading comprehension strategies will also be necessary. Explicitly teach one comprehension strategy at a time over a particular period of time. Though discussing each of these strategies is beyond the scope of this book, we firmly believe that routines must be established for teaching them. Similar to the gradual release of responsibility framework (Fisher and Frey 2008; also see Chapter 1) and the reading workshop (Fountas and Pinnell 2001), comprehension strategy instruction is most effective when it follows a well-planned, predictable sequence. With each strategy you select for instruction, try this routine:

1. Begin with a minilesson. Introduce the strategy and explain what it is and how it is used.
2. Model the strategy on multiple texts during read-alouds and shared reading sessions.
3. Incorporate teacher-supported practice with the target comprehension strategy during guided reading time.
4. Provide cooperative learning opportunities to apply the strategy while also getting help from peers (for example, literature circles, reading workshop, buddy reading, guided reading groups).
5. Have students practice the target strategy, and monitor strategy use during individual conference time.
6. Leave time to reflect on the strategy use and invite students to evaluate how effective the strategy you taught was for them.

COACH'S NOTES

In early childhood classrooms, shared reading provides the explicit instruction readers—primarily emergent and early readers—need to develop their reading process. The most effective way to approach shared reading is for you to use the same large-print text for several days and follow a gradual release model during each session. Scheduling time for shared reading as the opening to reading workshop promotes the predictable structure that we know children thrive on and feel most comfortable with. If we expect students to construct their own reading process, then we have to provide the experience of shared reading daily. Unless young readers see and hear what readers do and how they think as they construct meaning, they will not be able to employ this challenging process on their own.

Brandy McDonald, NBCT, literacy coach

Shared reading time also provides the ideal context for introducing and practicing close reading, which is one of the hallmarks and most frequently cited shifts of literacy instruction. Nancy Boyles (2013) defines close reading as “reading to uncover layers of meaning that lead to deep comprehension” (37). Rereading the text allows for going to those deeper levels, moving from factual information gleaned from the text to critical reading and text analysis at the word, sentence, and discourse levels. As Sheila Brown and Lee Kappes put it,

Through text-based questions and discussion, students are guided to deeply analyze and appreciate various aspects of the text, such as key vocabulary and how its meaning is shaped by context; attention to form, tone, imagery and/or rhetorical devices; the significance of word choice and syntax; and the discovery of different levels of meaning as passages are read multiple times. (2012, 2)

Close reading invites students to find evidence from the text in response to carefully crafted questions. See the anchor charts that were created with students in Figures 2.4a and 2.4b. In the chart in Figure 2.4a, students identified what close readers do in general, and in the chart in Figure 2.4b, they reflected on their metacognitive processes as close readers of *Esperanza Rising* (Ryan 2002).

Figure 2.4a Close Reading Anchor Chart

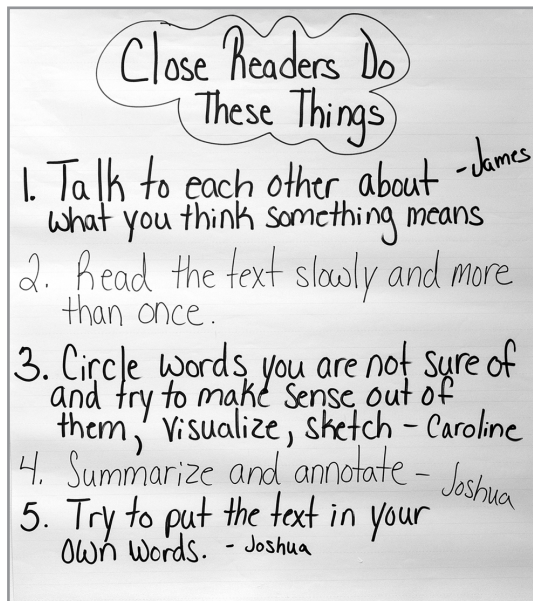
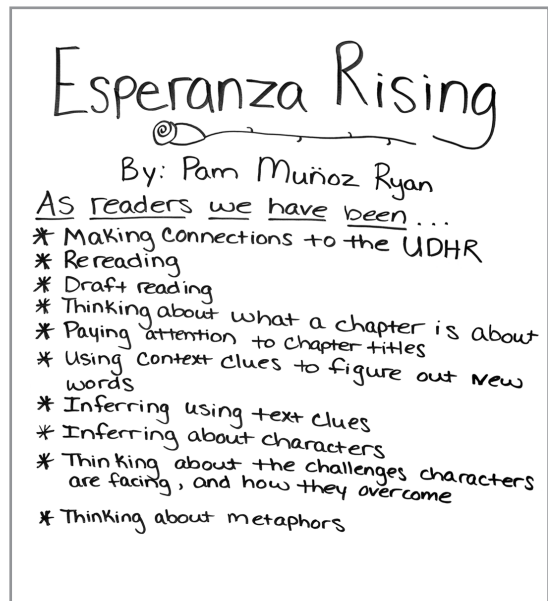


Figure 2.4b Reflection Anchor Chart for *Esperanza Rising*



Though some questions might prompt for literal responses, most discussion will take place at the analysis, synthesis, and evaluation levels of Bloom's taxonomy (see Chapter 4 for further details on questioning for all levels of Bloom's taxonomy). Not all text will be ideal for close reading, but those with difficult passages call for such analysis. Since close reading often spans multiple days of instruction, one or more of those readings and rereadings should be successfully accomplished through shared reading experiences at the elementary level to offer the necessary support and guidance for students to work with complex text.

Teacher-2-Teacher

When students read closely, they do more than react to or summarize a text. Instead, they zoom in on significant passages and unpack the text by looking at how facets, such as specific word choice, metaphor, or cause-effect relationships, influence meaning. It's important to remember that close reading is one critical way that we come to understand the larger meanings in a text, but doing this exercise out of context or in isolation won't fully develop self-sufficient readers.

Sarah Brown Wessling, English teacher,
Johnston High School Teacher Laureate,
Teaching Channel; 2010 National Teacher of the Year

Inspired by Carol Ann Tomlinson's (2001) equalizer, Judy Dodge's (2006) Bloom question starters, Stephanie Harvey and Harvey Daniels' (2009) comprehension continuum, and others who have organized student understanding on a continuum, we tend to conceptualize close reading as a process of unpacking text on multiple levels. Similar to the organization of academic language in Chapter 5, here, too, we suggest planning close reading activities that uncover meaning at the discourse (text), sentence, and vocabulary (word) levels while also moving students from a factual, foundational, or concrete way of looking at and thinking about the text to a more abstract and critical process. Figure 2.5 offers sample questions that address three different dimensions of linguistic complexity (read the chart vertically) and cognitive complexity (read the chart horizontally). We start close reading questioning at the text level, which supports a global processing of the text. Figure 2.5 includes generic question frames so you can fill in your own text-specific information and create your own close reading questions.

COACH'S NOTES

*You may be disheartened to note that many of your students have a hard time inferring. You may watch as, grappling with text on an unfamiliar topic, they fail to make any inferences about what they are reading. Our task must be to activate or to build their background knowledge and to explicitly teach how to make inferences. Providing a formula such as *What I Know + What I See = Inference* is helpful for students, as is creating ample opportunities for them to practice inferring with your guidance and support. See Figure 2.6 for an anchor chart from Claudia Martinez's second-grade dual-language classroom.*

Figure 2.5 Close Reading Questioning on Three Levels

	Concrete, Foundational, and Factual Questions	Questions That Integrate Language, Thinking, and Text	Abstract and Complex Questions for Critical Analysis
Text Level	<ul style="list-style-type: none"> • What is the title of this reading? • Look at the headings and subheadings: What do you infer/predict about the reading based on those text features? • Look at the illustration on page x. What details stand out in the illustrations? 	<ul style="list-style-type: none"> • What is the main purpose of this author? What evidence is there that shows _____? • Why did the illustrator choose to offer details on _____? How are those details also depicted in the text? 	<ul style="list-style-type: none"> • What is the theme of this story? What message is the author trying to give the readers? How can you tell? • What is the central idea or underlying message of the text? How can you justify your answer? • How does this story compare with another story we have read?
Sentence Level	<ul style="list-style-type: none"> • Which sentence introduces the topic? • Which sentence identifies _____? • Which sentence describes _____? 	<ul style="list-style-type: none"> • Which phrase or sentence helps the reader understand what the author means by saying _____? • Can you find examples of where the author _____? 	<ul style="list-style-type: none"> • The text begins with _____. Why do you think the author chose to begin the text with this statement/question? • The text ends with _____. Why do you think the author chose to end the text with this statement/question?
Word Level	<ul style="list-style-type: none"> • What is the first important word in this text? • What words does the author repeat? • What does the word _____ mean in this text? 	<ul style="list-style-type: none"> • What words does the author use to convince the reader about _____? 	<ul style="list-style-type: none"> • What words stand out as carrying the most important piece of information? • Why did the author choose the word _____ to describe _____?

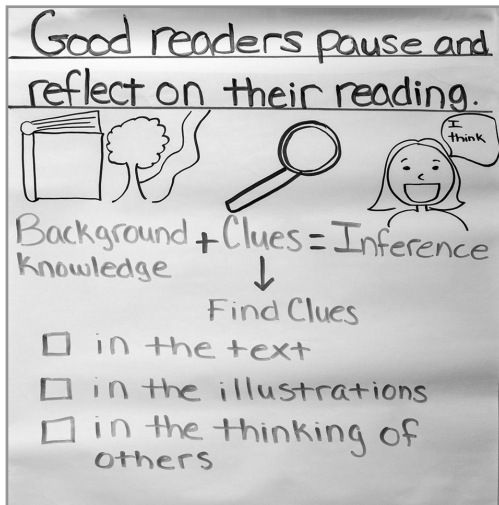


Figure 2.6 Anchor Chart for Making Inferences



CHECK THIS OUT

More in-depth discussion on the reading workshop can be found in the following seminal resources.

Books

Calkins, L. 2010. *Launch an Intermediate Reading Workshop*. Portsmouth, NH: Heinemann.

Fountas, I. C., and G. S. Pinnell. 1996. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.

_____. 2001. *Guiding Readers and Writers Grades 3–6: Teaching Comprehension, Genre, and Content Literacy*. Portsmouth, NH: Heinemann.

Serafini, F. 2001. *The Reading Workshop*. Portsmouth, NH: Heinemann.

Serafini, F., and S. Youngs. 2006. *Around the Reading Workshop in 180 Days*. Portsmouth, NH: Heinemann.

Taberski, S. 2010. *Comprehension from the Ground Up: Simplified, Sensible Instruction for the K–3 Reading Workshop*. Portsmouth, NH: Heinemann.

Websites

<http://readingandwritingproject.com>

www.readersworkshop.org

www.lauracandler.com

www.scholastic.com/teachers/top_teaching/2009/10/reading-workshop

Video Clips

“Rick’s Reading Workshop: Complete Lesson,” with Rick Kleine: www.teachingchannel.org/videos/student-reading-workshop-lesson

“Guided Reading with Jenna Complete Lesson,” with Jenna Ogier: www.teachingchannel.org/videos/guided-reading-differentiation-system

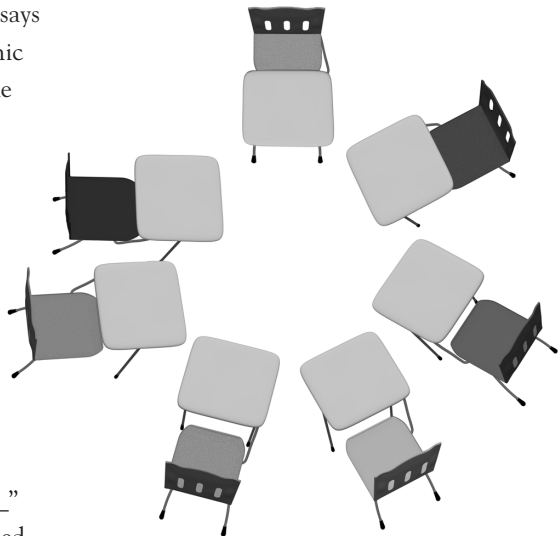
SOCRATIC CIRCLES

A Socratic circle is a routine for whole-class reading instruction. As described on the International Reading Association’s ReadWriteThink website (www.readwritethink.org), a Socratic seminar, or a Socratic circle as it is also known, is a formal discussion, based on a text, in which the leader asks open-ended questions. Students learn to listen to one another, think critically, and articulate their own thoughts and answers in response to what others have said. Used in the elementary grades, the Socratic circle creates a community of young learners who explore together the ideas, issues, and values in the text before them. Many teachers use the Socratic circle one day a week so students get used to reading and responding to literature and nonfiction text in this interactive fashion.

This whole-class approach to reading “promotes team building and appropriate classroom behavior. Students are taught to look at one another when they speak and listen, to wait their turn to respond, and to communicate in a way that shows respect for viewpoints differing from their own . . . and, always, to return to the text to find evidence and support for their ideas” (Dodge 2006, 121). Socratic circles teach students appropriate social skills while building their knowledge through the study of content-rich nonfiction text. They also provide a simple routine for modeling how to do close reading and analyze text.

When using this routine, have students create a large circle with chairs (or desks) around the room. Alternatively, you can create Socratic circles with small groups. Ask each student to write his or her name on a tented index card or piece of folded construction paper. The name cards will add to the formality of the routine, evoking a sense of responsibility to respond to one’s peers, rather than just to the teacher. Encourage your students to direct their comments to one another, always using the name of the person to whom they are speaking. For example, one student might say, “I understand what Jason is saying, and I would like to add ____ because on page three the author says that ____.” Anchor charts with precise academic language and sentence frames for discussion (like the former example) should be displayed in your room so that students can refer to them when participating in this reading routine.

You can see how the routines often engage multiple skills at the same time. Here, reading skills are enhanced by the use of listening, speaking skills, and writing skills. Students listen and speak in order to make sense of the reading. Following the Socratic circle, have each of your students write a brief summary or complete an “I learned ____” statement to reflect on what he or she has learned through the Socratic circle routine.



Teacher-2-Teacher

Our beginning goal with Socratic circles is to build community among students and to establish conversation etiquette while maximizing opportunities for students to talk. Initially, students learn to listen and look at the speaker's eyes while each participant has a turn to say something about the text. Another way we build a foundation for speaking and listening is to encourage each student to retell one part of a story. The teacher might ask one or two key questions to spark a conversation and let students volunteer to respond. Gradually, students learn to use conversation prompts to talk independently. We at PS 228 encourage participation among language learners and reluctant speakers by having discussions with intimate groups of four to eight students. An effective strategy is to invite each speaker to place a token in the center of the circle each time his or her voice is heard. This serves as an incentive and a self-assessment for participants in a Socratic circle.

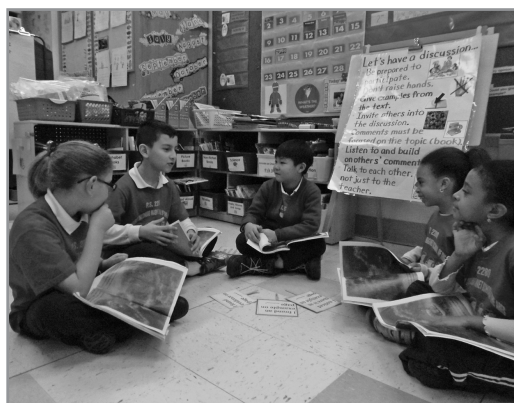
PS 228Q Professional Learning Community

See Figure 2.7a, in which PS 228 students are getting ready for a Socratic circle by annotating their reading, and Figure 2.7b, which shows students participating in a Socratic circle.

Figure 2.7a Second Graders Annotating Their Reading



Figure 2.7b Students Participating in a Socratic Circle



GENRE STUDIES

Different kinds of texts place different demands on readers. Reading a book that is within our control but offers just a small challenge enables us to expand and enrich our in-the-head strategic actions. For example, the first time we read a book that flashes back in time or follows multiple generations across a long period of time, we learn how

to use those structures to understand and enjoy the book. It is essential for students to experience a variety of rich texts—fiction and nonfiction—if they are to acquire the reading strategies they need. (Fountas and Pinnell, *Genre Study*)

Text types and genres have been discussed long before the CCSS. Genres are commonly defined as “categories or kinds of writing, with distinctive features or rhetorical elements that speak to their purpose” (Fearn and Farman 2001, 227). We subscribe to the way Nell Duke, Samantha Caughlan, Mary Juzwik, and Nicole Martin (2011) organize the reading and writing genres for a focused study into five major categories. These categories are established based on the purposes of the genres. In Figure 2.8, we provide examples that we have seen in classrooms to help you get started with genre studies in your own classroom. Please note that in these examples, reading and writing in the various genres are combined or integrated.

Figure 2.8 Categories of Genres and Their Authentic Purposes

Genre Group	Purpose	Genre Types	Examples from the Classroom
Narrative Genres	Sharing and making meaning of experiences	<ul style="list-style-type: none"> • Fictional narratives, historical narratives, personal narratives, memoirs, family narratives, community narratives • Science fiction, fantasy 	Students read and write about real and imaginary events (such as writing a story about a family celebration).
Procedural Genres	Learning how to do something and teaching others	<ul style="list-style-type: none"> • How-to texts • Manuals for classroom or school procedures • Directions for games or activities 	Students read how-to texts. They produce similar texts (such as one that explains the steps to play a game they developed as a culminating project for a unit of study).
Informational Genres	Developing and communicating expertise	<ul style="list-style-type: none"> • Reports, research projects, guides, informational booklets, informational websites 	Students read informational texts and online sources. They produce similar texts (e.g., a guidebook or website about a topic they are researching, such as the community in which they live).

continues

Figure 2.8 Categories of Genres and Their Authentic Purposes, *continued*

Genre Group	Purpose	Genre Types	Examples from the Classroom
Dramatic Genres	Exploring meaning through performance	<ul style="list-style-type: none"> • Plays, skits, readers theater scripts • Poetry 	Students read plays and scripts as well as write and perform short skits on a topical issue, such as bullying.
Persuasive Genres	Affecting change	<ul style="list-style-type: none"> • Persuasive essays, magazine articles, formal letters, persuasive speeches, advocacy projects, pamphlets, posters, fliers 	Students read articles and write a letter to the principal or school board requesting a change of a school rule or policy, such as the use of electronic devices.

There are several ways to introduce and sustain genre studies in the K–5 ELA class. Here are two of the most frequently used methods:

1. Engage in genre studies through a teacher-directed, explicit, deductive approach, where you introduce each genre and analyze it for its characteristics. Students read widely in each genre and they produce writing based on the knowledge and skills you have taught.
2. Implement genre studies through teacher-led inquiries. Among others, Fountas and Pinnell (2012) also suggest that you try a student-centered approach to genre studies. Students get immersed in reading exemplary texts to discover similar characteristics of a target genre during carefully directed exploratory lessons. This practice connects studying a variety of genres to the writing process and daily writing experiences.

Kindergarten through grade 5 learners who participate in instructional routines for reading and writing—specifically for genre studies—that are inquiry-based in nature are best described by Fountas and Pinnell:

By engaging deeply and constantly with a variety of high quality texts, they build an internal foundation of information on which they can base further learning. They learn how to develop genre understandings and can apply their thinking to any genre. (2012, 5)

Our perspective for genre studies is designed to promote literacy development through high levels of student engagement by integrating reading and writing in each genre. We depart from the genre study procedure suggested by Fountas and Pinnell (2012) somewhat, to immerse students in each target genre and to combine reading and writing experiences. Try this procedure for genre study as a routine in your ELA instructional framework:

1. Collect	<ul style="list-style-type: none"> • Collect a set of mentor texts in the genre to read aloud. • Be selective; use high-quality, authentic picture books or shorter texts (when possible). • Collect books (at a range of difficulty levels) to place in a genre basket in the classroom library—books students can choose to read independently. • Collect multiple copies of books for genre book clubs (books of interest to the grade level) and guided reading groups (must be at the appropriate level for the group).
2. Immerse	<ul style="list-style-type: none"> • Immerse students in several clear examples of the genre, also referred to as touchstone books (Troia 2007). As you read these mentor texts aloud, encourage students to think about, talk about, and identify common characteristics. • Invite students to select the genre for their independent reading. • Provide multiple copies of texts in the genre for book clubs and guided reading groups. Help students think about genre characteristics.
3. Study	<ul style="list-style-type: none"> • After students have read several examples, have them analyze characteristics that are common to the group of texts. • List the genre features they notice on chart paper or on an interactive whiteboard. Make sure that students are able to distinguish between characteristics that are always evident and those that are often evident.
4. Define	<ul style="list-style-type: none"> • Define the genre. Use the list of characteristics generated by the class to collaboratively create a short working definition (rather than offer one to your students).
5. Teach	<ul style="list-style-type: none"> • Teach specific minilessons on the important genre features on the list, using the mentor texts and adding new readings to the initial text set.
6. Read and Revise	<ul style="list-style-type: none"> • Expand student understandings during individual conferences about their independent reading, and facilitate group share sessions. • Encourage students to talk about the genre in their book clubs, guided reading discussions, reading conferences, and any other appropriate instructional contexts. • Add more characteristics to the class charts and revise the working definition of the genre if needed.
7. Write in the Genre	<ul style="list-style-type: none"> • Follow the writing process steps to facilitate the transfer of skills and understanding from reading to writing. • Encourage students to use the mentor texts and the genre traits. • Allow students to write in the author's voice before they find their own voices.

Adapted from Fountas and Pinnell (2012, 17).

Teacher-2-Teacher

One unit that not only taps into all four ELA skills but also highlights nonfiction is a biography unit. I time it to occur in January, and, as a class, we read a biography of Dr. Martin Luther King Jr. During this unit, students have access to other biographies of varying Lexile levels as well; nevertheless, once the shared reading piece is concluded, students then discuss and establish the components of a biography and are subsequently tasked with writing one themselves. I give them a set of questions and several days to each interview an adult of their choice; suggested subjects are parents, grandparents, and teachers in the school. By their own request, students have even interviewed school administrators. Once the interviews are completed, the biography writing begins, and then students present their finished work to the class.

Lisa Peluso, grade 4 teacher

COACH'S NOTES

Remember to introduce your students to mixed-genre or multigenre reading and writing as well. At the elementary level, great mentor texts for multigenre reading and writing are the Magic School Bus series (www.scholastic.com/magicschoolbus) and Magic Tree House series (www.magictreehouse.com), in which scientific, informational writing is mixed with science fiction or historical narratives.