

GRADES
K-2

TRANSFORMING LITERACY TEACHING

IN THE ERA OF HIGHER STANDARDS

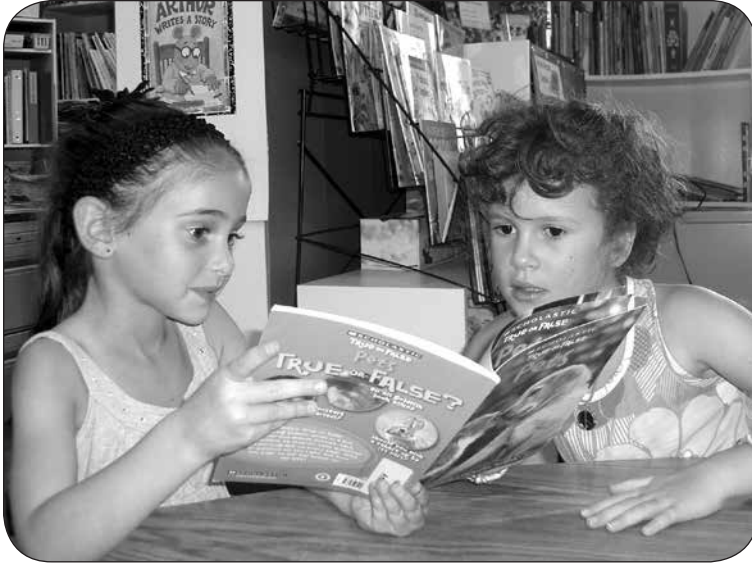
Model Lessons and Practical Strategies That Show You
How to Integrate the Standards to Plan and Teach With Confidence

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Chapter 5




Teaching Routines

Transforming Teaching Routines

The teaching routines that follow are designed to be joyful, purposeful, and ongoing. They will span your entire year and help you do the following:

- Enhance read-aloud experiences
- Make thinking visible
- Integrate foundational and language skills
- Spotlight vivid vocabulary

With a clear end goal in mind (see the learning targets), you will be teaching skills and strategies within authentic reading and writing experiences. As you read this section of the book and transform these



Go online to view a video on Teaching Routines in Action; see page 160.

Overarching Cross-Curricular Learning Targets

- * I can PAUSE.
- * I can PONDER.
- * I can look for PATTERNS.
- * I can PROBLEM SOLVE.
- * I can be PRECISE.
- * I can communicate my PROCESS.
- * I can PERSEVERE.

teaching practices, it is up to you to teach responsively, continually adjusting the routines based on the results of your formative assessments and the needs and interests of your students. When you fine-tune each instructional practice with your learners in mind, the experiences will become even more relevant, interesting, and challenging.

Big Idea: Enhance Read-Aloud Experiences

First and foremost, read-alouds should be pleasurable, community-building experiences. We read aloud because we want students to *love* books and to internalize the rhythms and cadences of written language. But knowing that every minute counts, it is wise to naturally weave in conversations that address specific learning targets. The next five teaching routines will show you how to enhance your read-aloud experiences in ways that keep them joyful and engaging. With practice, these routines will become part of your teaching repertoire, and you will begin to incorporate these learning targets, and many more, on your own.

Highlight the Roles of Author and Illustrator

TARGETS

- I can explain what an author does.
- I can explain what an illustrator does.
- I can use what I've learned in my own writing.

PREPARATION

Become familiar with your favorite authors and illustrators. To do this, you can simply check out their websites or follow them on Twitter. Find out how to pronounce their names. If you have opportunities to meet published authors, take a picture with them and glue it inside their books so that you can show it to your students.

EXPLANATION

When students understand that the author and illustrator are real people, they are better at figuring out the author's purpose and point of view. The role of the author and illustrator has more meaning to children who see themselves as writers and illustrators. This underscores the importance of offering students the opportunities to make little books, as discussed in Chapter 4.

EXPERIENCE

Each time you read a book aloud, be prepared to read the author's and illustrator's names. If there's time, share a little bit about them. It can be something simple like, "Did you know that Tom Lichtenheld lives in Geneva, Illinois? That's not far from our school!" or "The illustrator Chris Soentpiet creates all of his illustrations using live models. Can you tell by looking at them?" Your aim here is to make these people come alive for your students.

While reading aloud, discuss the role of the author and illustrator. Pose questions to spark conversations:

- Where do you think [the author] got his or her ideas for this book?

- Why do you think [the author] wrote this book? To make us laugh, help us learn, or make us ponder?
- How do you think the author gathered the facts for this informational text?
- How do you think this illustrator created these illustrations? (Note: This information is often found on the copyright page.)
- If you saw another book illustrated by [the illustrator], would you recognize his or her style?
- Did the illustrations help you better understand the words?

Identify the Parts of a Book

TARGETS

- I can notice and name the different parts of a book.
- I can think about how the illustrator's and/or book designer's decisions impact my experience as a reader.
- I can use the same techniques in my own writing.

PREPARATION

Take a moment to look at the hardcover books you were already planning to read aloud and notice if they have most or all of the parts listed in the chart on page 86. If so, use one of those books. If not, find some that do.

EXPLANATION

Why is it important that students know how to identify book parts and use the terms as they converse about books and write their own? Because eventually, we want learners to be able to analyze the structure of the text, explain how the parts relate to one another and to the whole, and think about structure as they organize their own pieces. We might begin this conversation in the primary grades by noticing how a close look at the cover can build a bit of background before we read the book or how reading the back-flap bio can tell us a little about the author. As we highlight each part, we explain how it helps us as readers. Soon, students take over this responsibility in noticing and naming the parts of a book and sharing their thoughts on how they support the reader.

EXPERIENCE

While reading aloud, point out and discuss the different parts of a book. Build students' understanding of composition and the decision-making process by asking the following questions:

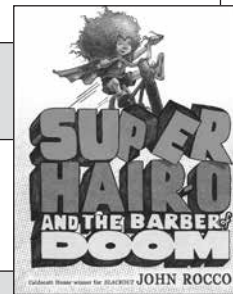
- Why do you think [the author/illustrator] chose to do it this way?
- How did noticing that part help you as a reader?
- How might you do something like that in your own book? Why?



Point out and discuss the different parts of a book.

A Few of My Favorite Books With Distinctive Examples

Cover	Exemplar Book
WRAP-AROUND COVER	<i>Fossil</i> (Thomson, 2013)—Readers have to “unwrap” or view both the front and back cover at the same time to see the whole illustration.
COVER AND SPINE	<i>Exclamation Mark</i> (Rosenthal, 2013)—See if your students notice what is unique about the cover of this book. Hint: It does not contain a title in words—just the image of the exclamation mark! Then, turn to the spine to show learners the title.
TITLE PAGE	<i>A Mouse That Says Moo</i> (Hamburg, 2013)—Begin reading this book by looking carefully at the title page and noticing the items strewn around the yard. Each appears in this rhyming tale of a girl’s imaginary zoo.
DEDICATION PAGE	<i>Saturdays and Teacakes</i> (Laminack, 2004)—“In memory of Zella Mozelle Thompson, my Mammaw (who would know that every word of this is true) . . .” Notice that this memoir is dedicated to the person it is about.
FRONT FLAP	<i>It’s a Tiger</i> (LaRochelle, 2012)—If you start reading this book on the front flap it makes it even more fun.
BACK FLAP	<i>Super Hair-o and the Barber of Doom</i> (Rocco, 2013)—John Rocco’s photo and bio are hilarious!
BACK-COVER BLURB	<i>Badger’s Fancy Meal</i> (Kasza, 2007)—This back-cover blurb, “You never know what you’ve got till it’s gone,” reveals the big idea of the book and leads to an interesting after-reading discussion.
GUTTER	<i>This Book Just Ate My Dog!</i> (Byrne, 2014)—When Bella takes her dog for a “stroll across the page,” he disappears into the gutter of the book along with her friend, the rescue squad, and Bella herself. Quick thinking Bella writes a note to the readers telling them to shake the book and get everyone out.



Introduce a Variety of Genres

TARGET

I can read and write many different types of texts.

PREPARATION

- Create a reading interest survey or use a published one like the one found in *Next Step Guided Reading Assessment* (Richardson & Walther, 2013).
- Prepare an ongoing genre anchor chart or interactive whiteboard document like the one found on page 87 to chart and discuss the various genres that you read aloud and that students might try their hand at writing.
- Assemble a text set that includes a variety of genres. For multi-genre texts sets, see page 47.

GENRES WE READ AND WRITE

- * **Biographies:** Biographers teach us true facts and interesting details about a part or all of a person's life.
- * **Modern Fantasy:** When authors create an imaginary world—sometimes filled with magic and a talking animal or two—it is called fantasy.
- * **Graphic Novels:** Combining words and pictures in the style of a comic book, writers of graphic novels create a series of illustrations which, when read in order, tell a story.
- * **Historical Fiction:** Authors of historical fiction write stories about people, places, and events set in a world that exists in the past.
- * **Informational Texts:** Informational text writers do research to find true and up-to-date facts to teach us about our world.
- * **Poetry:** Long or short, happy or sad, the words poets choose help us see things in a different way.
- * **Realistic Fiction:** When authors write a story that never happened, but could happen in real life, they are writing realistic fiction.
- * **Science Fiction:** Futuristic fiction writers tell a story set in the future and based on scientific facts.
- * **Traditional Tales:** Long ago people told these tales and they were passed down from one generation to the next. Finally, authors began to write them down, and now we get to enjoy many different versions of folk tales, fairy tales, and fables from all over the world.

EXPLANATION

We present different genres and text types during our read-alouds for a variety of purposes, including the following:

- Introduce real-world texts and digital media
- Ponder the author's purpose
- Analyze different text structures in order to better understand the content
- Explore interconnectedness among texts on similar topics
- Provide ideas for writing
- Discover books that match interests
- Share opinions

EXPERIENCE

Children's ability to read and write a variety of texts depends on how much exposure they have had to books and other



Ask students to rate books on a scale of one to four stars.

reading materials. To help them expand their literary horizons, we need to dedicate ourselves to introducing them to the wide world of books, and one of the best ways to do this is through read-alouds.

- Assess your classroom library. Ask yourself, “Do my books reflect my students’ interests?”
- Introduce students to a wide range of authors, books in a series, genres, and digital resources. As you introduce each genre, add it to the genre anchor chart. This chart will serve as a helpful reminder to students as they discover the diverse reading materials that are available to them and the types of texts they might choose to write.
- Ask students to rate books on a scale of one to four stars, similar to a movie review. Invite students to share their rating and rationale. At first, young readers tend to give every book four stars, but as the year progresses and you share your own ratings, they get more discriminating and are better able to support their opinion with evidence from the text.

Compare and Contrast Fiction and Nonfiction

TARGETS

- I can notice and name the parts of a fiction text.
- I can use what I’ve learned when reading and writing fiction texts.
- I can notice and name the parts of an informational text.
- I can use what I’ve learned when reading and writing informational texts.
- I can compare and contrast fiction and nonfiction books.

PREPARATION

When selecting read-alouds, texts for guided reading, or books to put in students’ book boxes, search for fiction and informational pairings that highlight the differences in craft and structure between the two texts. See the chart of exemplar texts below.

FICTION	INFORMATIONAL
<i>Aaaarrgghh! Spider</i> (Monks, 2004)	<i>Spiders</i> (Bishop, 2007)
<i>Bear Snores On</i> (Wilson, 2002)	<i>Hibernation</i> (Kosara, 2011)
<i>Butterfly Tree</i> (Markle, 2011)	<i>A Butterfly Is Patient</i> (Aston, 2011)
<i>Chicken Big</i> (Graves, 2010)	<i>Where Do Chicks Come From?</i> (Sklansky, 2005)
<i>I’m a Frog!</i> (Willems, 2013)	<i>Frogs!</i> (Carney, 2009)
<i>Superworm</i> (Donaldson, 2012)	<i>Wiggling Worms at Work</i> (Pfeffer, 2004)
<i>Tiger in My Soup</i> (Sheth, 2013)	<i>Tigers</i> (Marsh, 2012)
<i>What the Ladybug Heard</i> (Donaldson, 2010)	<i>Ladybugs</i> (Gibbons, 2012)

EXPLANATION

The increased emphasis on informational text in the primary-grade classroom is not a new focus that began with the Common Core State Standards. Over a decade ago, in her study of first-grade classrooms, researcher Nell Duke found that children spent an average of 3.6 minutes a day with informational text (2000). She, and many other experts in the field who followed her lead, called for more informational text in primary-grade classrooms. One way to integrate nonfiction throughout the year is by reading aloud and comparing paired fiction and nonfiction texts. This teaching routine helps students discern the difference between fiction and informational texts, understand the author's purpose for each type of writing, and become familiar with various text structures. As you are incorporating informational texts, note the benefits it has for your students (Norton, 2003):

- Boosts engagement and enjoyment
- Addresses children's interests and questions
- Expands learners' academic vocabularies
- Builds knowledge about topics of interest
- Models how to think and write like a scientist by using the scientific method
- Encourages children to wonder and investigate
- Develops critical reading and thinking skills
- Instills habits of mind like curiosity and careful observation that sustain science
- Informs readers about values, beliefs, lifestyles, and behaviors that are different from their own

Questions to Spark Conversations When Comparing Fiction and Nonfiction Texts

- * Who are the authors and illustrators of each text? What is their job?
- * How are these two texts alike? How are they different?
- * What was the author's purpose for writing each text?
- * Why do you think he or she chose this particular approach to the topic?
- * Which text did you prefer? Why? Does anyone have a different opinion?
- * How can you use what you've learned from reading and thinking about these texts in your own writing?

EXPERIENCE

Begin an ongoing, yearlong conversation about the difference between books that tell stories and books that give information using the questions in the box above. Read a pair of books and compare and contrast the texts from both a reader's and a writer's point of view. Invite students to identify and explain the difference between the two text types. Record their thinking on an anchor chart or interactive whiteboard document to refer to and expand on as you continue to read paired texts. In addition, you may want to create an anchor chart entitled *Tips for Reading Informational Texts*, and include these tips:

- Look at the visual information—photographs, illustrations, and more!
- Wonder about the topic.
- Pick a starting point—use the table of contents, headings, or index to help you.
- Read to answer a question.

(Adapted from *Making It Real: Strategies for Success With Informational Texts* [Hoyt, 2002, p. 5])