

VOCABULARY ROUTINES

ROUTINE 1 Introduce the Words

1. **Pronounce the word.** Model the pronunciation of the key word and point to the accompanying picture; have students pronounce the word.
2. **Rate the word.** Have students hold up their fingers to show how well they know the word.
Ask: What do you know about this word? Encourage students to share their ideas about the word.

One finger: I can use the word in a sentence or give a definition.

Two fingers: I have seen the word before but I can't use it in a sentence.

Three fingers: I have never seen or heard this word before.

3. **Define the word.** Use a student-friendly definition to explain the meaning. (Definitions are provided in the glossary at the back of the Student's Book.)
4. **Elaborate the meaning.** Generate discussion of the word. Use one or more of the following strategies:
 - Relate the word to your personal experiences.
 - Encourage students to use the word as they talk about their own experience.
 - Using questions or comments, motivate students to engage in discussion about the word.
Extended discussion will help all students understand the word and how it is used.
 - Point out word parts and spelling patterns that will help students recognize the word.
 - Challenge students to connect the word across content areas.
 - Post the words on the Word Wall.
5. **Post the words on a Word Wall.**
 - Reserve a section of the classroom wall or bulletin board for the Word Wall.
 - As new vocabulary is introduced, write the words on cards and add them to the wall. Words can be arranged in random order, or alphabetically, by similar topic, or in other ways as you choose.
 - Tell students that they will add definitions, sentences, drawings, and more to the Word Wall as they learn more about each word.
 - Periodically have students read the Word Wall or portions of it chorally. Encourage students to tell about how they have used the words in class or outside of school.

ROUTINE 2 Expand Word Knowledge

1. **Group students in pairs.** Explain that each pair will become experts on one vocabulary word.
2. **Display the graphic organizer.** Use a graphic organizer from the examples in Vocabulary Routine 4.
3. **Select a key word.** Display the vocabulary word, and model for students how to locate information about the word and complete the graphic organizer.
 - Find the word in the dictionary in Student's Book or in another dictionary and read the information about the word.
 - Write the word.
 - Add a definition, context sentence, and picture.
4. **Assign key words.** Assign a word to each student pair and have them create a similar graphic organizer for their word.

ROUTINE 3 Share Word Knowledge

- 1. Establish partners.** Pair each student with a partner who studied a different vocabulary word for Vocabulary Routine 2.
- 2. Share.** Partners take turns reading to each other their graphic organizers from Vocabulary Routine 2.
- 3. Discuss.** Partners discuss and create sentences using both vocabulary words. If needed, give students sentence starters.
- 4. Write.** Students write their sentences in their journals and draw a line under each vocabulary word.
- 5. Repeat.** Repeat steps 1–4 above until each student has a journal entry for each vocabulary word.

Student 1: My word is *food*.

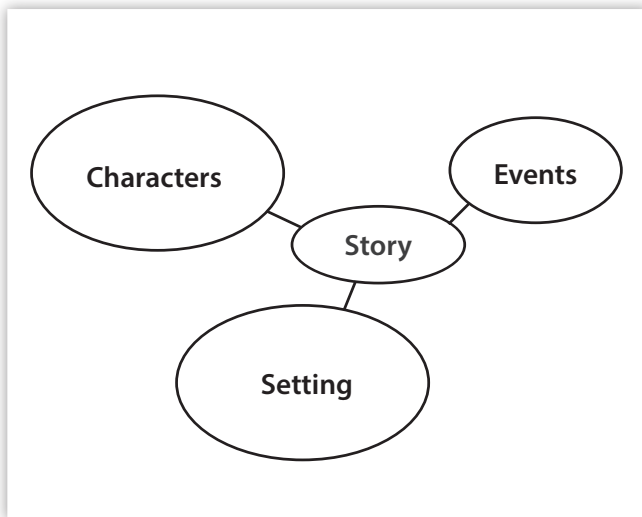
Student 2: The word I studied is *energy*.

Student 1: Let's make a sentence using both words.

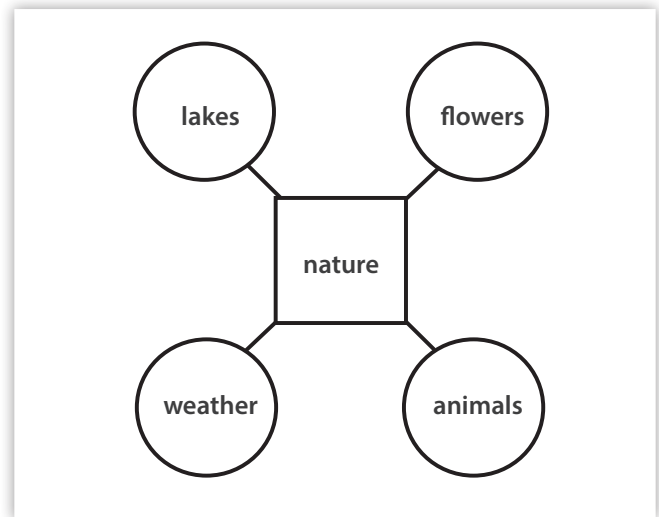
Student 2: How about, *Food gives me energy*.

ROUTINE 4 Use Graphic Organizers

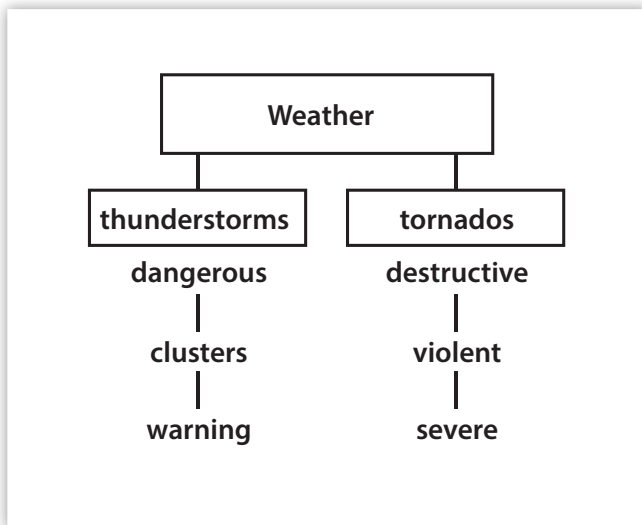
- 1. Display the word.** Write the word on the board or chart paper.
- 2. Display the graphic organizer.** Use the graphic organizer specified in the Teacher's Book or select another graphic organizer from those shown on page 3.
- 3. Model.** Create the graphic organizer.
- 4. Involve students.** Talk with students about the word in a large or small group. Add information about the word to the graphic organizer. Information can include a picture, examples and nonexamples. Have students use the graphic organizers to talk about the word and concept.



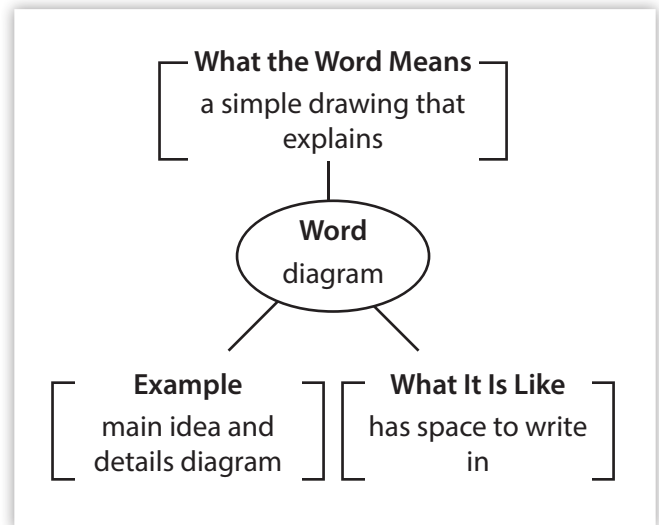
Word Web



Word Web of Examples



Semantic Web



Word Map

Word	Definition	My Example
strategy	a plan	my soccer team's plan to win

Example Chart

SPEAKING AND LISTENING ROUTINES

ROUTINE 1 Partner Discussions

1. **Provide a discussion topic** and assign partners.
2. **Monitor discussions.** Partners should:
 - Restate the purpose.
 - Begin the conversation. One partner initiates by asking the other.
What do you think about _____?
 - Take turns and build on one another's ideas.
That's a good idea. I also think _____.
Explain more about _____.
I have a different idea. I think _____.
 - Ask questions and clarify ideas that are not clear.
Let's explore that idea. Do you think _____?
 - Summarize what they discussed.
One (idea/point) we discussed was _____.
3. **Regroup.** Bring the class back together. Call on a few students to share what they discussed with their partners.
See also:
 - Cooperative Learning Routines: Think, Pair, Share; Inside-Outside Circle; Three-Step Interview

ROUTINE 2 Group Conversations

1. **Form groups.** Provide a discussion topic.
2. **Assign roles and monitor discussions.** Be sure to vary the roles in discussions throughout the year so that all students have a turn assuming each role. Encourage students to follow a process.
 - The **facilitator** restates the purpose and begins the conversation.
We're talking about _____.
Our topic is _____. Does anyone have any ideas?
 - All members take turns and build on one another's ideas.
*_____ has a good idea. I also think _____.
Not only _____, but _____.*
 - The **facilitator** ensures that no one dominates the conversation.
_____, let's let someone else speak.
 - The **encourager** praises participators and encourages those who are not talking as much.
*_____ could you share some of your ideas about _____?
What do you think, _____?*
 - Everyone asks questions and clarifies ideas that are not clear.
What do you mean by _____?
 - The **time keeper** lets the group know when there are five minutes left.
 - The **note taker** summarizes what the group discussed.
3. **Regroup.** Bring the class back together. Call on a few note takers to share what their groups discussed.
See also:
 - Cooperative Learning Routines: Corners, Fishbowl, Jigsaw, Roundtable

ROUTINE 3 Presentations

1. Provide practice time. Allow time for students to practice their presentations with partners. Monitor practice to ensure students:

- Speak clearly.
- Pronounce important words correctly.
- Choose formal language that suits the audience, task, and purpose.
- Make good eye contact.
- Use gestures as appropriate.

2. Monitor presentations. Speakers should:

Set up the multimedia part of their presentation. They can choose from graphics, audio recordings, videos, and visual displays as needed to support the main ideas.

- Introduce their presentation.
*My/Our presentation is about _____.
I/We chose this topic because _____.*
- Tell the audience what they will see or hear.
*You are going to see/hear _____.
I/We will show you _____.*
- Set a purpose for the audience (if applicable).
*Listen for _____.
See if you understand why _____.*
- State the main idea of their presentation.
In this presentation, I/we plan to (explain/discuss/compare) _____.
- Explain the material, using transitions words effectively.
*First, _____.
Next, _____.
Finally, _____.
However, _____.
In addition, _____.
Therefore, _____.*
- Conclude their presentation and restate the main idea.
*In conclusion, _____.
I/We hope you have an idea about _____.*
- Thank the audience and ask for questions.
*Thank you for your time.
Do you have any questions about _____?*

3. Prompt the audience. Listeners should:

- Listen attentively.
- Jot down key words to remember main ideas.
- Make eye contact with the speaker. Smile or nod to show they are listening attentively.
- Try to understand the message.
- Ask questions if they don't understand something.
*What does _____ mean?
Could you explain _____ again?*

4. Conclude. Follow up with a brief, whole-class discussion of the presentation. Ask the audience to summarize the main ideas presented and explain if and how they are supported by reasons and/or evidence.

READING ROUTINES

ROUTINE 1 Guided Reading

Before Reading

- 1. Form groups.** Organize groups of 4–6 students of similar reading ability.
- 2. Prepare students for reading.** Adapt the preparation to the text and the students' language level. Preparation may involve the following steps:
 - Preview the reading. Talk about the title. Page through the selection and discuss illustrations and other features to build background about the selection and its topic.
 - Lead a discussion about the selection's topic to build further background and vocabulary.
 - Ask students to make predictions about what will happen or what they will learn.
- 3. Read aloud.** You may wish to read part of the selection or all of the selection aloud before students read.

During Reading

- 4. Have students read the selection.** Students can read softly to themselves (whisper reading) or silently, you may want to read portions of the selection aloud and then have students echo read, or you may want to have partners take turns reading portions of the selection aloud to each other.
- 5. Observe students.** Circulate to observe students as they read. Provide guidance as needed by asking questions, prompting, and coaching students to apply strategies to decode difficult words or to improve their comprehension. Monitor progress and select an instructional focus for questions. Here are examples of questions you might ask (and the instructional focus):
 - *What sound does this letter make?* (phonics)
 - *What would you do if you were this character? How do you think this character is feeling?* (comprehension, literary analysis)
 - *What's happening in the picture?* (comprehension, text features)
 - *What do you think will happen next?* (comprehension)

After Reading

- 6. Discuss the reading.** Select strategies to address challenge areas, extension opportunities, or individual interests. After-reading activities can include:
 - Have students summarize the book and make connections.
 - Have students tell about how they applied reading strategies to the text.
 - Have students discuss how new information or ideas relate to the Essential Question.
- 7. Extend the reading.** If time allows, encourage students to engage in activities that extend their understanding, such as:
 - Create a short play or pantomime based on the selection.
 - Write a letter to the author or to one of the characters in the selection.
 - Draw a picture about something related to the selection.
 - Research and report on something mentioned in the selection.
- 8. Review your observations.** Check your notes of students' reading and comprehension to identify areas where they need additional instruction. Use a mini-lesson format to provide needed lessons in decoding, word structure, comprehension strategies, and other skills.

ROUTINE 2 Listening Center

1. **Choose a space.** A good space is a quiet corner, where students using the center will not be distracted or disturb others.
2. **Gather resources.** Resources can include headphones, books recorded onto a computer or other electronic device, and one or more copies of books students will listen to. You may also want to provide response sheets, pens and markers, and baskets to hold books and materials.
3. **Assign text.** Students can listen to books on their own or in groups, depending on interest and reading level. Encourage students to follow along in the text as they listen.
4. **Provide ways to respond.** Have students illustrate their favorite part of the story, complete a response sheet, write about what they heard, or respond in some other way.

ROUTINE 3 Echo Reading

1. **Select a text.** The text can be a complete selection or a portion of text. Passages for echo reading are best when they are short and motivating for students.
2. **Select students.** Echo reading can be used with a small group or an individual student. It is most appropriate for students who are not yet able to process the text on their own but can track the print as you read aloud and as they repeat the sentences after you.
3. **Have students listen and repeat.** The teacher reads a sentence aloud, modeling good intonation and rhythm. Students then read the sentence aloud following the teacher's model. Encourage students to track the print as they listen and repeat.
4. **Correct errors.** The teacher provides immediate feedback to correct student mistakes.
5. **Have students reread.** After reading aloud with the teacher, have students reread the text in pairs until they can read it fluently.

ROUTINE 4 Choral Reading

1. **Select a text.** The text can be a complete selection or a portion of a text. Passages for choral reading are best when they are short and motivating for students. Predictable text works well for choral reading.
2. **Select students.** Choral reading is most appropriate for students who are hesitant to read aloud independently but can join in reading the text in unison with other students with the teacher leading. Choral reading helps build students' motivation, confidence, and fluency.
3. **Read the text aloud first.** Model fluent reading and good intonation.
4. **Read the text in unison with students.** Have all students in the group read the passage aloud in unison with you. Encourage them to use good intonation.
5. **Have students reread.** After reading with the teacher, have students reread the text in pairs until they can read it fluently.

ROUTINE 5 Paired Reading

1. **Select a text or portion of text.** Passages for paired reading are best when they include strong emotions or dialogue.
2. **Pair students.** You may wish to pair students of similar reading ability, or pair a high level reader with a lower level reader.

- 3. Explain the procedure.** Tell students whether you want them to:
 - Read the passage aloud in unison.
 - Take turns, with each person reading a sentence, paragraph, or page.
 - Have one student listen while the other reads.
- 4. Model error correction.** Demonstrate how students should support each other by rereading misread words, and asking for and giving help when needed.
- 5. Encourage fluent reading.** Partners should practice good prosody (phrasing, expression, and intonation) as they read.
- 6. Encourage discussion.** Have the reader pause at the end of a paragraph or section. The listener can then summarize or make a connection. Pairs can ask each other questions about what was read, such as:
 - *What was your favorite part?*
 - *What was your section about?*
 - *Were there any parts that were difficult to read?*

ROUTINE 6 Close Reading

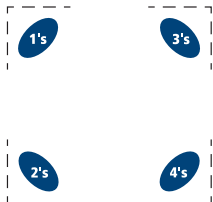
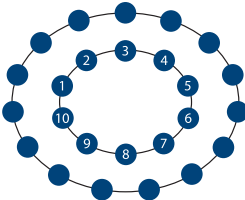
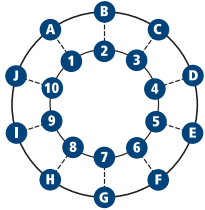
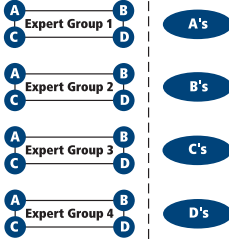
- 1. Reread aloud a short text. Provide a sentence frame for summarizing the text:** This text mostly tells about _____ and [why/how/when] _____.
- 2. Set a purpose for the close reading.** Discuss the purpose for the close reading with students so they know what to read for. As they read and annotate text, students should be thinking about what information will help them respond to the text-based question.
- 3. Review the text structure.** Model how to use clues in the text to identify the structure.
- 4. Good readers approach a text by considering its structure.** The elements of a particular structure can work as a foundation upon which readers can stand to more easily discover the author's meaning. For example, once students know they are reading an argument, they can expect to see claims, evidence, and persuasive language. With this foundation under foot, students can dig deeper into nuances of language and author's craft, which you will model how to do in Step 4.
- 5. Analyze text evidence.** Model how to closely read almost every sentence of the short text.
- 6. During this step, you will ask questions that require closely reading the text to get the answers.** You will highlight the text evidence that supports the answer. Sometimes the text evidence will be challenging to understand. In this case, you will underline and unpack it. Strategies of unpacking include:
 - breaking sentences into smaller chunks
 - rephrasing the smaller chunks or particular words
 - circling pronoun referents and annotating what or who they refer to
 - examining key words
 - paraphrasing key ideas
- 7. Students practice close reading in pairs.** Using a second short text from the same selection that was used in Steps 1–4, students reread, analyze text evidence, and annotate.
- 8. Write to sources.** Model how to write a response to the prompt using text evidence from the close reading of the two short texts. Students will use your writing as a model to write their own response, or in some cases as a beginning that they will continue.

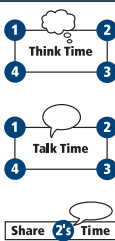
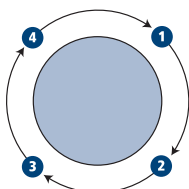
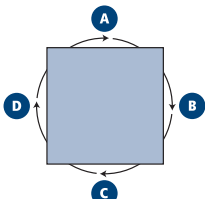

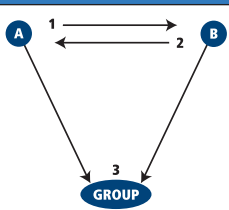
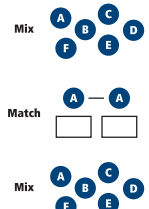
ROUTINE 7 Summarizing the Central Ideas

- 1. Select a text.** The text can be a complete selection or a portion of text.
- 2. Answer “wh-” questions.** Work as a class to answer the “why” questions about the text: Who? What? Where? When? Why? Have students take notes.
- 3. Model the procedure.** Display a portion of the text, and model crossing out the information that is not essential to understanding the central idea.
- 4. Have students continue in pairs.** For the remainder of the text, have students work with a partner to cross out the information that is not very important to understanding the central idea.
- 5. Summarize.** Have students use the information in steps 3 and 4 to write a short summary of the text. It’s a good idea to give them a word limit. 40 words works well, but you may want to make it longer or shorter depending on the complexity of the ideas in the text.

COOPERATIVE LEARNING ROUTINES

These cooperative learning routines provide consistent opportunities for students to work together and learn from one another.

STRUCTURE & GRAPHIC	DESCRIPTION	BENEFITS & PURPOSE
CORNERS 	<ul style="list-style-type: none"> Corners of the classroom are designated for focused discussion of four aspects of a topic. Students individually think and write about the topic for a short time. Students group into the corner of their choice and discuss the topic. At least one student from each corner shares about the corner discussion. 	<ul style="list-style-type: none"> By “voting” with their feet, students literally take a position about a topic. Focused discussion develops deeper thought about a topic. Students experience many valid points of view about a topic.
FISHBOWL 	<ul style="list-style-type: none"> Part of a group sits in a close circle, facing inward; the other part of the group sits in a larger circle around them. Students on the inside discuss a topic while those outside listen for new information and/or evaluate the discussion according to preestablished criteria. Groups reverse positions. 	<ul style="list-style-type: none"> Focused listening enhances knowledge acquisition and listening skills. Peer evaluation supports development of specific discussion skills. Identification of criteria for evaluation promotes self-monitoring.
INSIDE-OUTSIDE CIRCLE 	<ul style="list-style-type: none"> Students stand in concentric circles facing each other. Students in the outside circle ask questions; those inside answer. On a signal, students rotate to create new partnerships. On another signal, students trade inside/outside roles. 	<ul style="list-style-type: none"> Talking one-on-one with a variety of partners gives risk-free practice in speaking skills. Interactions can be structured to focus on specific speaking skills. Students practice both speaking and active listening.
JIGSAW 	<ul style="list-style-type: none"> Group students evenly into “expert” groups. Expert groups study one topic or aspect of a topic in depth. Regroup students so that each new group has at least one member from each expert group. Experts report on their study. Other students learn from the experts. 	<ul style="list-style-type: none"> Becoming an expert provides in-depth understanding in one aspect of study. Learning from peers provides breadth of understanding of over-arching concepts.

STRUCTURE & GRAPHIC	DESCRIPTION	BENEFITS & PURPOSE
NUMBERED HEADS TOGETHER 	<ul style="list-style-type: none"> Students number off within each group. Teacher prompts or gives a directive. Students think individually about the topic. Groups discuss the topic so that any member of the group can report for the group. Teacher calls a number and the student from each group with that number reports for the group. 	<ul style="list-style-type: none"> Group discussion of topics provides each student with language and concept understanding. Random recitation provides an opportunity for evaluation of both individual and group progress.
ROUNDTABLE 	<ul style="list-style-type: none"> Seat students around a table in groups of four. Teacher asks a question with many possible answers. Each student around the table answers the question a different way. 	<ul style="list-style-type: none"> Encouraging elaboration creates appreciation for diversity of opinion and thought. Eliciting multiple answers enhances language fluency.
TEAM WORD WEBBING 	<ul style="list-style-type: none"> Provide each team with a single large piece of paper. Give each student a different colored marker. Teacher assigns a topic for a word web. Each student adds to the part of the web nearest to him/her. On a signal, students rotate the paper and each student adds to the nearest part again. 	<ul style="list-style-type: none"> Individual input to a group product ensures participation by all students. By shifting point of view, students develop broad and in-depth understanding of concepts.
TURN AND TALK 	<ul style="list-style-type: none"> Pairs of students discuss a topic suggested by the teacher. 	<ul style="list-style-type: none"> Discussion with a partner reduces performance anxiety and enhances understanding.
THREE-STEP INTERVIEW 	<ul style="list-style-type: none"> Students form pairs. Student A interviews student B about a topic. Partners reverse roles. Student A shares with the class information from student B; then B shares information from student A. 	<ul style="list-style-type: none"> Interviewing supports language acquisition by providing scripts for expression. Responding provides opportunities for structured self-expression.
MIX AND MATCH 	<ul style="list-style-type: none"> Prepare cards that can be matched as pairs, such as a word and its definition. Hand one card to each student. Students mingle and talk about their cards. Teacher calls "Match," and each student finds the partner whose card matches with his or her own. Students exchange cards and mingle again. 	<ul style="list-style-type: none"> The mixing process encourages students to have multiple conversations with an academic focus. Discussions provide each student with language and concept understanding. Cards can be traded, so students don't know who their partner is until the end.