

## Routines to Support Teaching and Learning

Elevate your secondary literacy classroom with eleven transformative routines that inspire collaboration and foster a dynamic learning environment.

Each routine centers individual voices and enhances peer conversation. Many routines involve movement to engage students in their learning space and promote interaction with different peers. Use these routines flexibly to energize the reading, language study, and writing that students complete with each text selection.



### What's included?

- ☐ Discussion norms
- ☐ Step-by-step instructions
- ☐ Connections to reading
- ☐ Language frames
- ☐ Reflective prompts



### Want ways to get started?

- ☐ Introduce these routines through a fishbowl with some students modeling and others observing.
- ☐ Have small groups practice different routines and then reflect on how the routine affects their learning.



### When can you use this?

- ☐ Use to spark interests in new themes or texts.
- ☐ Facilitate group discussions or close reading.
- ☐ Prepare for performance tasks.
- ☐ Share insights and reinforce learning.

# Collaboration Norms for Student Discussions

These norms guide our journey of exploration and learning together. **You may choose to focus on the norms that are familiar to you or challenge yourself by trying something new.** By embracing collaborative norms, we build respect and commitment to learning, making our discussions dynamic and insightful. Let's problem-solve, shift perspectives, and listen actively.

## Engage openly in learning

- Ask, **"why is that?"**
- Say, **"I'm into learning about..."**
- Reflect, **"I used to think...,now I believe..."**

## Value different perspectives

- Share, **"Another angle is..."**
- Acknowledge, **"I get your point, and I also think..."**
- Build, **"Expanding on that, I'd add..."**

## Use evidence and personal experience

- Support, **"From the text, I saw that..."**
- Share, **"In my life, something similar happened..."**
- Ask, **"Experts, what's their take?"**

## Challenge your thinking

- Question, **"I used to think...,but now I'm rethinking..."**
- Admit, **"I'm unsure about..., can someone clarify?"**
- Prompt, **"Anyone see this differently?"**

## Ensure fairness and respect

- Spot bias, **"Seems one-sided because..."**
- Respect, **"When you mention..., I feel..."**
- Fix, **"To make it fair, let's..."**

## Embrace differences and identity

- Celebrate, **"Our diverse backgrounds enrich this talk..."**
- Connect, **"In my culture, we've got similar..."**
- Explore, **"How does this identity impact choices?"**

## Reflect and collaborate for change

- Note growth, **"I struggled, but now I'm improving..."**
- Team up, **"To fix this, let's work together on..."**
- Inspire, **"What can we do to improve..."**



# Stay or Stray !

**This teamwork exercise brings together participants in two dynamic roles. Those who 'Stay' fine-tune their teaching abilities, while 'Stray' participants master the art of active listening and summarization. Through this, we embrace diverse viewpoints and reinforce effective communication, fostering a richer learning experience.**

## Routine Instructions

1. Choose one of the following roles:

\_\_\_\_\_ **Stay:** Stay at your table and present your information to peers.



Focus on helping your peers understand and learn from your presentation (You need at least one group member to stay and present).



**Stray:** Rotate around the room, moving to different presenters, listening and learning from each. You will need to understand the information clearly enough to report it back to your peer who “stayed” and presented to others (so you might consider taking notes as you learn from different presenters).

1. After the allotted time, return to your home group and share with the group member who stayed all that you learned from other group presentations. Remember to teach them and use questions to make sure they understand the information you share.

## Reflection Questions

- A. How did the process of explaining the topic to your peers (Stay) or summarizing others' presentations (Stray) impact your ability to comprehend complex ideas or language in the text?
- A. In what ways did the act of listening to different perspectives (Stray) help you uncover new layers of meaning or different interpretations of the literary content?
- A. How did the collaborative nature of this activity impact your confidence in discussing and analyzing literary content?

## *Routines to Support Teaching and Learning*

# Musical Partners

**By shaking up partner interactions and idea exchanges, this activity sparks dynamic engagement. An opportunity to gain a variety of perspectives, fuel active involvement, promote adaptable communication, and hone critical listening skills. Together, we create a collaborative learning environment where the topic or text gains new clarity.**



### Routine Instructions

1. Think about what you will share with different peers.
1. Stand and find a new partner.
1. Exchange ideas with that partner based on the task's focus.
1. Listen for the timer/look for the signal, telling you to find a new partner.
1. Move again to find a new partner and repeat steps 3-4.

### Reflection Questions

- A. How did discussing with different peers help you see new things in the text, and how might this help you understand future literary works better?
- A. Explaining complex literary ideas to different partners, how did it help you break them down and explain better? How does this improve your skills in analyzing and explaining texts?
- A. How did this activity encourage teamwork in studying literature? How did talking with classmates of different viewpoints make you see that literary interpretations can have many perspectives?

# Routines to Support Teaching and Learning

## Reading Roles in Conversation



**Engaging in dialogue, learners unveil fresh perspectives on a text, leading to a collective grasp of its essence. Through harmonizing these viewpoints, participants weave together a more comprehensive understanding of the material.**

### The Reading Roles

| Role                                               | Description                                                                                                                                                                                                                                                                                                                                                                       | Sentence Frames                                                                                                                                                                                                                                              |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Facilitator</b>                                 | You have read the text and considered its information, craft, structure, and relevance to what we are studying. Your task is to keep the conversation flowing in your group. Encourage others to comment and ask questions. You will also be the one to summarize the group discussion, so it will be important to keep track of what your peers say to one another.              | <p>What questions can we ask about...?</p> <p>What thoughts do you all have about...?</p> <p>So far we have discussed...</p>                                                                                                                                 |
| <b>Ear Tuner</b>                                   | You listen closely to peers' comments, and respond to them with other comments or questions. You also make connections between peers' comments, which will help peers relate to one another and make it more likely that information will be recalled in the future. You may engage in your role by alternately modeling (making comments) and prompting (questioning peers).     | <p>What evidence might we find for what ___ said about ___?</p> <p>_____, your comment relates to what ____ said about ____.</p> <p>How do __'s idea and ____'s idea relate to one another?</p>                                                              |
| <b>Bookworm</b>                                    | To develop your peers' knowledge, you keep the conversation grounded in the text. You may prompt group members to use the text to support their claims and bring peers back to the text when conversation veers off track or is increasingly filled with background knowledge (things people knew before reading this text).                                                      | <p>In the text it says, " _____," Let's talk about that.</p> <p>_____, show us what in the text supports your thinking.</p> <p>_____, what evidence in the text are you using to _____?</p>                                                                  |
| <b>Wordsmith</b>                                   | Your job is to read the text and draw your group members' attention to at least three new and interesting words and phrases, words and phrases that reveal the author's claim or perspective, etc.                                                                                                                                                                                | <p>Based on how it is used in the text, the word/phrase, " _____" means...</p> <p>The author is using the word/phrase, " _____" to...</p> <p>How would the meaning of the text differ if the author had not used the word/phrase, " _____"?</p>              |
| <b>Questioner (Content)</b>                        | You uncover information to help your group think about the characters and events in the text. Try to get your group members to think deeply about the characters in the text, how they interact with one another, and what causes effect which events. Record questions you have as you read the text. Review your questions; select your best two-three and share in discussion. | <p>What do we learn about _____ from...?</p> <p>How does the character respond to...?</p> <p>How does _____ affect _____?</p>                                                                                                                                |
| <b>Questioner (Author's Craft &amp; Structure)</b> | You have the opportunity to help your group members think about what the author of the text is doing. You want to help group members read and view the text with a critical eye. Record questions you have as you read the text. Review your questions; select your best two-three and share in discussion.                                                                       | <p>The author writes, " ____." How does this relate to...?</p> <p>How does the author develop the idea that...?</p> <p>How does the author define the term/phrase, " _____"?</p> <p>What effect does the author achieve by including the line, " _____"?</p> |

## *Routines to Support Teaching and Learning*

# Reading Roles in Conversation



**Engaging in dialogue, learners unveil fresh perspectives on a text, leading to a collective grasp of its essence. Through harmonizing these viewpoints, participants weave together a more comprehensive understanding of the material.**

### Routine Instructions

1. Select a role or have one group member assign the different roles.
1. Independently read and prepare to explain your role to other group members.
1. In a brief go-round (each participant shares one brief statement) have each group member share the title and responsibility of their role.
1. Read the text, independently or as a group. While reading, annotate the text based on your role so that you will be prepared to participate in a small group conversation.
1. Discuss the text based on your roles. Remember that you are trying to support your peers' understanding of the text by offering them your perspective, and you are trying to deepen your own understanding of the text by learning from your peers' perspectives.

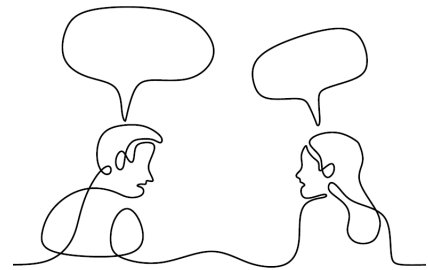
### Reflection Questions

- A. How did different perspectives from peers enhance your understanding of the text? Share specific discussion examples.
- A. Reflect on your role. Did you encounter conflicting perspectives? How did you navigate these differences to deepen comprehension?
- A. Imagine altered roles or additional ones. How would these changes impact the discussion's richness and the text analysis?

*Routines to Support Teaching and Learning*

# Lines of Communication

**Unveil deeper insights by conversing with diverse viewpoints, nurturing active listening, critical thinking, and communication skills. As we converse with peers, we not only enrich our perspectives but also refine our thoughts through the art of attentive listening.**



## Routine Instructions

1. Stand in two parallel lines, facing each other (each person should be facing one other person). One line will be considered Line 1, while the other line will be Line 2.
1. Listen for the prompt, which will be a question or a statement that the teacher says aloud.
1. When you hear the prompt, take a minute to think about a response and then share your thinking with the person across from you; then listen as your partner/the person across from you shares her/his thinking.
1. Look for the signal to rotate. When you see the signal, the first person in line 1 will move to the end of line 1; then everyone else in that line will shift down, so that everyone ends up with a new partner. Then we will repeat steps 2-4.

## Reflection Questions

- A. How did actively listening to your partner's perspective during this activity challenge or expand your own thinking?
- A. Can you identify a specific instance during the activity where sharing your response led to a deeper dialogue with your partner?
- A. Reflect on a moment when you encountered a different perspective that made you rethink your initial response to a prompt. How did this interaction enhance your critical thinking skills?



*Routines to Support Teaching and Learning*

# Mystery Message

**Dive into the depths of thought-provoking investigations that unlock the text's concealed treasures. Our mission? To spark interesting discussions that open insights, much like unsealing a mystery letter.**

## Routine Instructions

1. Choose a Group Leader (Group Leader A) to go to the basket with the envelopes.
2. Group Leader A takes an envelope, goes back to your group's table, and reveals a question hidden inside.
3. As a team, read and analyze the question, understanding its details and figuring out what tasks are needed. This could involve going back to specific parts of the text or coming up with well-supported viewpoints.
4. Work together to create a comprehensive answer to the question. Discuss and exchange ideas verbally while also writing down your response.
5. Group Leader A puts the question back into the envelope, returns it to the basket, gets another envelope, and repeats steps 2-4.

## Reflection Questions

- A. How did the process of dissecting and discussing thought-provoking questions enhance your understanding of the text?
- A. Can you share an instance where your team's collaboration effort in unraveling a question led to a deeper insight or perspective about the text?
- A. Reflect on the experience of alternating between oral exchange and written expression while constructing responses. How did this dual process contribute to a more comprehensive understanding of the questions posed?

## *Routines to Support Teaching and Learning*

# Vote with Your Feet/Four Corners



**This routine encourages participants to have open conversations, hear different viewpoints, and maybe even change our minds about something. It's a cool way to practice expressing your ideas and listening to others, all while having a bit of fun!**

### Routine Instructions

1. Divide the room into two sides: one labeled "Agree" and the other labeled "Disagree." The middle area can be for those who are unsure, labeled as "I'm not sure."
2. Stand in place and listen to the first statement that will be read aloud. This statement will be something you can either agree or disagree with.
3. Based on your opinion or argument, move to the side of the room that matches your viewpoint - either "Agree," "Disagree," or the middle "I'm not sure" area.
4. Once you've chosen your side, turn and talk to a partner who is standing with you. Explain why you agree or disagree with the statement using the following prompts: "I agree/disagree with the statement because..." or "That statement is true/false because..."
5. Later on, volunteers from each side will share their opinions and arguments. Their goal is to try and persuade those on the opposite side to consider a different perspective.

### Reflection Questions

- A. How did participating in this activity help you practice expressing your ideas while actively listening to others who hold different viewpoints?
- A. Can you recall a statement that you initially disagreed with but later found yourself considering or even changing your mind about? What led to this shift in perspective?
- A. Reflect on the experience of sharing your opinion and trying to persuade others during the discussion. How did this process contribute to a deeper understanding of differing viewpoints and the art of effective communication?

## *Routines to Support Teaching and Learning*

# Station Rotation



**Catering to diverse learning styles, this rotation creates engagement and comprehension. Each station offers a blend of visual, auditory, sensory, and collaborative experiences, culminating in a greater understanding of the concept at hand.**

### Routine Instructions

1. Look around for different stations in the classroom. Each station has a special activity to help you learn in a new way.
1. Some stations are hands-on, where you work with materials and your group. Other stations might use technology to make learning interactive, and there may be a teacher-led station.
1. You will move from one station to another with your group. You will spend 10–15 minutes at each station, completing the activities with your group.

### Reflection Questions

- A. What station did you find the most engaging, and why?
- A. How did working in a group enhance your learning experience during the activity? Did collaboration help you better understand the concept?
- A. Did any of the station challenge you in a new way of learning? How did you adapt to this challenge and what did you learn from it?
- A. During the teacher-led station, did you find the extra guidance helpful? Did it clear up any confusion you had about the topic?

# Co-Constructed Word-Limit Statement

**Elevate reading and writing skills by practicing how to say a lot with a few words. Choose words carefully and create impactful messages.**



## Routine Instructions

1. Choose words that carry significant meaning. Consider the emotions, descriptions, or actions you want to convey. Every word should contribute to the overall message.
1. Craft your message to be clear and impactful. Each word should resonate with the reader and leave a lasting impression. Avoid unnecessary details or vague language.
1. Work in pairs or small groups to brainstorm ideas. Discuss the core concept you want to convey and share suggestions for word choices. Collaborate to refine the message.
1. Write down your initial version of the concise message. Review each word critically. Can any words be replaced with more impactful alternatives? Edit and revise to ensure each word counts.
1. Exchange your concise messages with another group. Evaluate their message based on clarity, impact, and effective word usage. Provide constructive feedback.

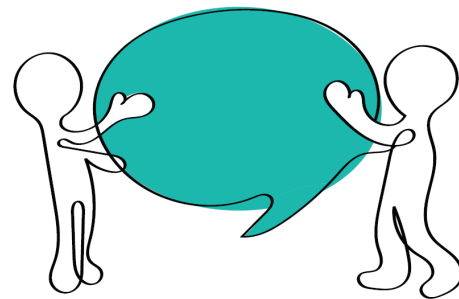
## Reflection Questions

- A. How did you choose words to convey deep meaning in a few words?
- A. What impact did limited word usage have on the clarity of your message?
- A. How did working with others influence your final concise expression?

## Routines to Support Teaching and Learning

# Double-Pair-Share

**Nurturing teamwork and critical thought, this activity sparks understanding through peer-driven idea exchanges. It fuels active involvement, develops mutual learning, and helps teachers gauge comprehension in a captivating manner.**



### Routine Instructions

1. Decide who is Partner A and who is Partner B. Then, take a moment to think about what is asked.
2. Partner A shares their thoughts while Partner B listens carefully. Partner B can silently paraphrase or compare what they are hearing with what they think.
3. Repeat the Process for Partner B.

(Suggested Time: 2 minutes)

4. ~~Pair up with another Pair! Partners A and B come together with another~~  
pair (Partner C and Partner D) to form a group of four.

5. Partners A and B take turns sharing the highlights of their discussion with Partner C and Partner D. Each person should briefly summarize what their partner shared.
6. Partners C and D also share their insights from their previous Pair-Share with Partners A and B.

(Suggested Time: 5 minutes)

7. As a group of four, reflect on the different perspectives and insights shared.

8. Discuss any common themes or differences that emerged during the sharing process.

### Reflection Questions

(Suggested Time: 3 minutes)

- A. How did hearing different perspectives change or deepen your understanding of the topic?
- A. What key insights or new ideas did you gain from your peers during the activity?

## Routines to Support Teaching and Learning

# Role Play



Immerse yourself in this captivating role-play designed to amplify your grasp of diverse literary genres. Walk in the shoes of characters, authors, and debaters to explore various writing styles.

### Exploring Literary Genres

| Narrative                                                                                                                                                                                                                                                              | Informational/Explanatory                                                                                                                                                                                                                                                | Argumentative                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Imagine you are a character from the text you've been studying. Your task is to role-play how your character would react to a specific situation or event. Delve into the mindset of your character and gain a deeper understanding of their motivations and emotions. | Step into the author's shoes of the text you've been studying. Highlight three key facts or pieces of information from your writing. Strengthen your ability to analyze and communicate the main points of a text by explaining these facts to your interested audience. | Step into the shoes of the author and present your argumentative claim. Your partner will take on the role of a debater, presenting counterclaims to challenge your position. Sharpen your critical thinking skills and learn to engage in persuasive discussions. |

### Routine Instructions

- Choose a text that aligns with the genre you're exploring (narrative, informational, or argumentative). Familiarize yourself with the characters, author's perspective, and key arguments.
- Engage in pairs, taking turns to play different roles.

**A.** Select a pivotal moment from the text.  
**B.** Role-play your character's emotions, thoughts, and reactions to the situation.  
**C.** Discuss with your partner how this exercise deepened your understanding of the character.

**A.** Identify three important facts or insights from the text.  
**B.** Role-play as the author, explaining these facts to your partner.  
**C.** Reflect on how stepping into the author's perspective enhanced your grasp of the text's main ideas.

**A.** Craft an argumentative claim related to the text's theme or message.  
**B.** Present your claim convincingly as the author.  
**C.** Your partner takes on the role of a debater, presenting counterclaims.  
**D.** Engage in a constructive debate, considering different viewpoints.

### Reflection Opportunity

- What insights did you gain about the text and its genre through this activity?
- How has this experience of deepened your overall appreciation for literature and its diverse forms of expression?