

Routines That Structure Learning

Magnetic Reading includes the regular use of research-based routines to support standards instruction, vocabulary acquisition, and good habits of reading, writing, and discussion. Each routine is referenced in the Teacher's Guide at point of use. It is recommended that you familiarize yourself and your students with each routine at the beginning of the year to ensure effective implementation

1 Reread/Think, Talk, Write

What: This tried-and-true routine is used to structure all standards practice and knowledge-building sessions.

Why: The repeated sequence of reading and analyzing text, academic discussion, and writing supports students to develop critical thinking and metacognition as they unlock complex text.

When: During all standards practice and knowledge-building sessions (Sessions 2, 4, 5, and 6)

How:

1. **Reread/Think** After an initial read of the text, students reread to analyze and evaluate it for deeper meaning, using a graphic organizer to analyze the text's structure and evidence.
2. **Talk** Students make connections with their peers and dig deeper into the texts, gaining new insights and divergent ways of thinking about their reading.
3. **Write** Through scaffolded writing prompts that extend and solidify their learning, students produce writing that demonstrates their understanding of comprehension skills and pushes them to make authentic connections to the text and expand their knowledge.



2 Word Learning Routine

What: Students are prompted to use morphology (word parts), context clues, and resources such as dictionaries to determine the meaning of unfamiliar words. The routine is referred to at point of use during reading and is provided here in student-facing language that can be copied and displayed for reference.

Why: Students internalize word-learning strategies through repeated use and transfer those skills to other texts.

When: During all reading sessions (Sessions 1, 3, and 5)

How:

1. **Say the word or phrase aloud.** Circle the word or phrase that you find confusing. Read the sentence aloud.
2. **Look inside the word or phrase.** Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?
3. **Look around the word or phrase.** Look for clues in the words or sentences around the word or phrase you don't know and the context of the paragraph.
4. **Look beyond the word or phrase.** Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.
5. **Check the meaning.** Ask yourself, "Does this meaning make sense in the sentence?"

3 Compare and Connect

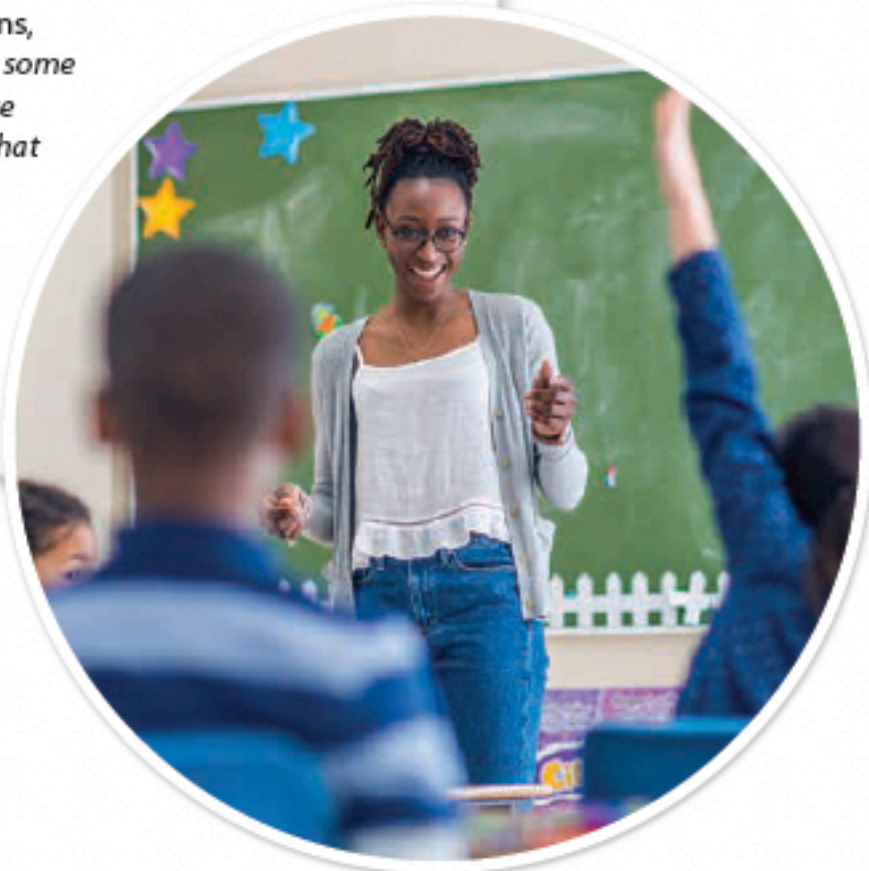
What: Students are prompted to think about texts they have read and to compare and make connections between them.

Why: When students are given the opportunity to reflect on, compare, and make connections between texts, they increase meta-awareness, solidify understandings, and become more skilled at academic discourse.

When: During whole-class discussions after reading or writing about two or more texts (Sessions 3, 5, and 6)

How:

1. Identify two or more previously read texts on the lesson or unit topic that students will review. You may wish to have different students focus on different texts or have all students review all of the identified texts.
2. Ask questions to elicit students' reflections, comparisons, and connections. *What are some examples of ___ in the texts? How are those examples alike? How are they different? What connections do you see between ___ and ___?*
3. Ask other questions specific to the idea or topic to help students see the underlying ideas to formulate important generalizations.



4 Opinion Lines

What: This routine prompts students to explore statements by deciding how strongly they agree or disagree with the statements and comparing their opinions with those of their peers.

Why: When students explore diverse views and relate them to their own views, they gain an understanding of the deeper reasoning underlying those views and distinguish similarities and differences between them.

When: During whole-class discussions (Sessions 1, 3, 5, and 6)

How:

1. Create a line long enough for students to stand along. You may wish to mark the line with tape or string.
2. Mark one end with *Strongly Agree* and the other end with *Strongly Disagree*. Divide the line into regular intervals and label them with degrees of agreement and disagreement such as *agree*, *neither agree nor disagree*, and *disagree*.
3. Write and display a bold statement that relates to what students are learning or discussing in the classroom.
4. Allow students time to think about how they feel about the statement and determine where on the scale their own opinion falls. Then ask them to stand on the part of the line that describes how much they agree or disagree with the statement. Have students talk with the people around them to share their reasons for standing where they are. Alternatively, consider having students talk with someone with a very different opinion. Provide sample questions and sentence starters to support discussion as needed: *Why do you think that? I feel this way because ___. I agree/disagree because ___.*

5 Stronger and Clearer Each Time

What: Students use this routine to revise and refine their ideas for a written response through structured conversations.

Why: Students develop precision, reasoning, and communication skills as they work to analyze complex text.

When: During writing activities (Sessions 2, 4, and 6)

How:

1. Pose a question to the class and allow students time to think independently about their response.
2. Students meet with their first partner. Each shares their ideas and gets feedback from their partner about the ideas, evidence, or points. The partners incorporate changes to make their ideas stronger and clearer before moving to the next partner.
3. Students meet with up to two more partners, revising their responses to make them "stronger each time" with better and better evidence, examples, and explanations; and to make their ideas "clearer each time" by refining their responses to make sense and by using precise words. At the end, the student should have a strong, clear response to the question to share.