Routines That Foster, Support, and Extend Language Development K-3

Interactive Read Aloud	• Provides models of rich, complex language. • Provides authentic opportunities to engage in accountable talk about an author's messages, word choice, and/or craft moves. • Increases vocabulary and content knowledge. • Without cognitive load of processing texts for themselves, allows students to experience variety and volume of texts with capacity to notice language.
Shared Reading	• Without cognitive load of processing texts for themselves, allows students to experience variety and volume of texts with capacity to notice language. • Develops structural concepts of how narrative texts work—time movement, characters, problems/solutions, themes, etc. • Develops structural concepts of how informational texts work—layout, text features, organization of information (compare/contrast, sequence, etc.) • Draws attention to interesting vocabulary and language that students can use to compose their own texts.
Guided Reading	• Expands students' ability to use syntax and meaning, to read and understand more complex texts with guidance. • Provides authentic opportunities to engage in accountable talk about an author's messages, word choice, and/or craft moves and use academic language, including discussing characteristics of both fiction and informational texts. • Offers opportunities to expand thinking and explore ideas from and about texts through conversation and/or writing. • Explicitly demonstrates more complex syntax in teacher introductions that students then read with support. • Increases vocabulary development and knowledge of syntax found in books (book language).
Independent Reading	• Allows children to connect past experiences and knowledge about language from other settings with the language found in texts they are currently reading. • Increases volume and variety of language and vocabulary exposure necessary to consolidate and extend learning. • Further increases vocabulary development and knowledge of syntax found in books (book language).
Writing Workshop	• Presents more examples of increasingly complex syntax and language through mentor texts. • Provides direct instruction on what writers do to construct the language in texts. • Expands knowledge and control of written language structures. • Helps students apply learning about the language of texts from other instructional contexts. • Gives children opportunities to talk about writing, word choice, craft moves, etc., to expand understandings about language. • Creates meaningful contexts for applying syntactic knowledge and for getting feedback from teachers and other writers.