

TEACHING TODAY'S LEARNERS #15



9 Instructional Moves for Teaching with Texts

Our Goals with Text

Usually, we have two goals when we ask students to read. The first is for the students to understand the information in the text. The other is for students to do something meaningful with that understanding: compare, contrast, develop, create, argue, interpret, analyze, summarize, etc. It is easy to overcomplicate things, and we do so with the very best intentions – to help kids get the most out of the text, and thus our content. But, the 9 moves below, or any combination of them, are simple yet powerful moves that provide students with the skills they need to be expert thinkers.

Buzz Kill the Buzz Word

Regardless of what you call it: close reading, reading closely, annotating, reading with a lens, purposeful reading, or (insert buzz word here) the foundation is the same:

- intentionally choosing appropriately complex texts for close examination
- modeling higher-order reading and thinking for kids
- providing students with lots of practice intensively grappling with a text

Where's the Excitement?

But isn't using the same 9 moves boring? On the contrary, getting students to understand and internalize these means we can focus on the ideas in the texts, the challenges they present, and the work that can be done after reading.

Check out the 9 Instructional Moves for Teaching with Texts!

