



Core Instructional Routines: Go-To Structures for the 6-12 Classroom

By Andrea Honigsfeld, Judy Dodge

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How can a secondary teacher reconcile the heavy demands of the content curriculum with best practices while enhancing students' literacy skills in the content areas? *Core Instructional Routines* helps you build background knowledge and literacy within and across subjects using "SWRL" (Speak, Write, Read, and Listen) routines that make learning more relevant and interactive. Andrea Honigsfeld and Judy Dodge share ample opportunities for creative collaboration, critical analysis, meaning-making, and student engagement. "Contrary to the belief that routines can lead to dull, repetitive, unimaginative, scripted ways of teaching," they write, "we believe that the routines here will not only lay the framework for predictable structures, instructional consistency, and skill building, but also provide plenty of opportunity for teacher autonomy, creative expression, and nurturing the desire to learn in each child."

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Bibliography

- Sales Rank: #1342810 in Books
- Published on: 2015-11-02
- Released on: 2015-11-02
- Original language: English
- Number of items: 1
- Dimensions: 9.20" h x .35" w x 7.40" l, .0 pounds
- Binding: Paperback
- 176 pages

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Editorial Review

About the Author

Dr. Andrea Honigsfeld is Associate Dean and Director of the Doctoral Program (Educational Leadership for Diverse Learning Communities) at Molloy College. Before entering the field of teacher education, she was an English as well as a Foreign Language teacher in Hungary (grades 5-8 and adult), an English as a Second Language teacher in New York City (grades K-3 and adult), and taught Hungarian at New York University. A Fulbright Scholar and sought after national presenter, Andrea is the coauthor or coeditor of over 15 books on education and numerous chapters and research articles related to the needs of diverse learners. Andrea is coauthor of the previous edition of Core Instructional Routines, for Grades K-5, with Judy Dodge. Visit Andrea at www.andreahonigsfeld.com.

Judy Dodge is a learning specialist and a recognized leader in the field of effective classroom instruction. A former teacher and national presenter, she is the author of numerous articles and books. Recent visits to schools in China, South Africa, Finland, and Denmark have informed Judy's understanding of how children learn best. Her present focus includes formative assessments, differentiated instruction, and designing tiered activities to provide the "just right" challenge for all learners. In addition, she continues her work in study skills, as well as reading and writing across the content areas. In addition to coauthoring the previous edition of Core Instructional Routines, for Grades K-5, with Andrea Honigsfeld, Judy is the author of several articles and books, including *The Study Skills Handbook* (1994), *Differentiation in Action* (2006), and *25 Quick Formative Assessments for a Differentiated Classroom* (2009).

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