

## WHAT YOUR COLLEAGUES ARE SAYING . . .

Multitasking mentor texts are beloved favorites and exciting new titles that can help students learn about reading and writing! Multitasking texts are worthy of revisiting. They are learning tools in a student-centered classroom that invite teachers to model and students to practice then reflect on their learning experiences. Pamela Koutrakos’s voice is powerful, and she quickly draws you into her book. Every page returns to a central point: It’s you, the teacher, who makes a huge difference in students’ learning. Using compelling examples, this book shows you how multitasking mentor text lessons motivate and engage students in their learning and make you want to implement instructional ideas immediately. You’ll learn how to use diverse genres and formats across grades and students’ learning stages as Pam helps you make this important work your own. Along with guidelines for creating mentor text sets, you’ll explore how to develop units with outstanding culturally relevant texts. The book opens with a matrix of featured texts and text pairings, as well as a chart of recurring features in the lessons. I guarantee that *Mentor Texts That Multitask* will become one of your most valued and helpful professional books—one you’ll return to again and again!

—**Laura Robb**, Author  
*Guided Practice for Reading Growth*

When I am thinking through a classroom challenge or looking for insight, Pamela Koutrakos is one of the people that I turn to. *Mentor Texts That Multitask* resonates with Pam’s characteristic wisdom, and it is imbued with her unshakable belief in young learners. This is not just a professional text; this is a transformative conversation with a powerfully capable friend.

—**Cornelius Minor**, Educator and Author  
*We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be*

While reading *Mentor Texts That Multitask*, I found myself agreeing over and over again with Pamela Koutrakos and thinking about all the ways we can become more efficient through the use of smaller, strategically chosen collections of texts. The “day in and day out” work we do as educators is complex and multifaceted. In this beautiful book, Pam offers us ways to maximize time and find quality resources that enhance instruction with a “less is more” approach. This book will be a staple on my bookshelf and as I work alongside teachers.

—**Valentina Gonzalez**, Coauthor  
*Reading and Writing With English Learners: A Framework for K–5*

Mentor texts that multitask?! This is what all educators need. I am thrilled this playful and thoughtful book exists in the world as a practical yet inspirational springboard for using books teachers love over and over again for a variety of instructional, holistic instructional purposes! Pamela Koutrakos shares tons of ideas for integrated literacy lessons *and* shows us why it all matters. From the text pairings to the inquiry ideas to the high-quality (and cross-genre!) text titles, I know educators with this book in their hands will feel more confident *and* excited about the possibilities. It is invaluable.

—[Nawal Q. Casiano](#), Educator, Author, and Staff Developer

The moment you open *Mentor Texts That Multitask*, it's clear that you are in the company of a passionate professional who loves books, respects learners, and delights in bringing the two together. In this dynamic resource, you'll benefit from Pamela Koutrakos's asset-based approach as she charts a path for redefining the role of mentor texts in your learning space. The flexible lesson sets offer infinite learning possibilities to illuminate and integrate the essential aspects of literacy. Pam will cheer you on as you make multitasking mentor texts work for the students in your care.

—[Maria Walther](#), Traveling Teacher, Author, and Literacy Consultant  
*Shake Up Shared Reading: Expanding on Read Alouds to Encourage Student Independence*

Pamela Koutrakos's passion for kid-lit, middle-grade, and YA books is matched only by her passion for supporting teachers. *Mentor Texts That Multitask* is a gorgeous marriage of the two. Pam has taken wonderfully rich books and designed lessons to support and grow student thinking, talking, reading, and writing. This is a book that I wish was around when I was a literacy coach working with teachers. Now as a current classroom teacher, I can't wait to use it to inform my own classroom practice during reading and writing instruction!

—[Christina Nosek](#), Classroom Teacher and Author

*Mentor Texts That Multitask* helps teachers connect different parts of the curriculum to create a more cohesive and connected set of learning experiences. Pamela Koutrakos's model has the benefit of saving teachers time as well as supporting depth of thinking for students. It is grounded in research and classroom practice and is the type of book that teachers can return to again and again for ideas to try right away. After reading this book, teachers will know how to shift to a more student-centered and inquiry-based way of using mentor texts throughout the day that brings joy, engagement, and deep learning.

—[Gravity Goldberg](#), Author  
*Teach Like Yourself* and *Mindsets and Moves*

With an emphasis and deep commitment toward asset-based instruction that is unwaveringly responsive to students, Pamela Koutrakos invites readers into the endless possibilities for learning that exist within the pages of books. While Pam provides replicable lessons and resources based on specific texts, she also empowers readers to be able to select their own mentor texts and develop their own lessons. *Mentor Texts That Multitask* weaves research, resources, and practicality, inspiring teachers with lessons they can use right away, as well as approaches to take within classrooms that maximize minutes, learning, and joy.

—**Melanie Meehan**, Author  
*Every Child Can Write and Coauthor, The Responsive Writing Teacher*

This book is not a collection of texts or an anthology of stand-alone activities. Instead, it meets students and teachers where they are and helps them grow. Pamela Koutrakos shows how simple, well-chosen texts can serve in so many ways, but she also fills the air with rich teaching practice, modeling how to embed humanity, compassion, and understanding into the standards. It's a book that should go into every teacher's tool belt.

—**Gretchen Bernabei**, Teacher, Consultant, and Author  
*Text Structures From Poetry, Grades 4-12: Lessons to Help Students Read, Analyze, and Create Poems They Will Remember*

Nothing (not even the greatest of books) can replace the human genius of a teacher; a teacher with a great *multitasking mentor text* and a practical set of tools in their hands is a force to reckon with. Pamela Koutrakos sets us up for success by reminding us of the importance of seeing the brilliance of students through an asset-based lens, and the way she guides us through our decision-making process by setting up frameworks for us to think about the student process as emerging, developing, and extending is not only a refreshing way of thinking, but a necessary one. Pam invites us to think about practical ways in which we can reduce our decision fatigue by leaning into our love of books and integrating those books across our curriculum all while centering students at the heart of our classrooms. As I scan the books on my bookshelves, I can imagine how to employ them as trusted *mentor texts that multitask* by integrating them across the elements of curriculum. From one obsessed book fan to another, thank you, Pam, for giving us the gift *Mentor Texts That Multitask!*

—**Renee Houser**, Consultant and Co-Author  
*What Do I Teach Readers Tomorrow?*

Mentor texts have been a favorite for teachers and students as a touchstone for deep learning. A big thank-you to Pamela Koutrakos for revealing to us an even more expansive potential of what a few carefully selected mentor texts can hold across learning contexts. What this book teaches us is a paramount

implementation of responsive teaching, in a streamlined, learner-centered way. Pam’s deep pedagogical knowledge paired with a love of books of all sorts (yes, even some books we may not imagine!) brings us this seminal book that will only evolve our instruction in the most joyful and impactful ways. Pam does so through favorite text selections, ways to use those texts to teach, and a pathway for educators and students to multitask *their* favorite mentor texts.

—Patty McGee, Author  
*Feedback That Moves Writers Forward*

This book deserves a space on every educator’s bookshelf. In *Mentor Texts That Multitask*, Pamela Koutrakos understands that the never-ending search for “perfect” mentor texts can eat up time that educators could use to prepare for student-centered responsive literacy instruction. Her carefully chosen texts and thoughtfully crafted lesson sets leave the reader inspired to try them out with learners. Thank you, Pam, for ensuring that we feel confident enough to curate our own stack of multitasking texts, facilitate affirming and integrated literacy learning experiences, and engage students in the process!

—Heather Frank, Literacy Consultant

*Mentor Texts That Multitask* gives educators access to one of the most authentic voices and thought leaders in literacy practices. With all angles and lenses considered, and the face of every potential student honored, Pamela Koutrakos gives teachers the tools to be intentional about their use of powerful mentor texts. This gift for teachers offers a strong and manageable platform on which to build community and enhance literacy instruction in their classrooms utilizing some of the most meaningful mentor texts.

—Kathy Pina, Principal  
*Mary A. Hubbard Elementary School*

One thing I often hear from educators is they wish they had more time—more time to plan, more time to play and practice, more time to read! Pamela Koutrakos’s *Mentor Texts That Multitask* tackles this challenge of time with thoughtfulness, innovation, and clarity. This text not only provides teachers with a rich list of student-centered learning experiences, but also shares a road map of how to implement these experiences in conjunction with authentic, engaging texts. The strategies Pam gives teachers have the beautiful balance of being supported by research while also being practical and adaptable for the classroom. You can read through a chapter, select a text type, choose which lesson(s) best match students’ next steps, and implement that lesson the following day. A true gift. Pam has shown us that less can be more. We don’t have to select a new text every lesson, and there is real power in revisiting a mentor text through various lenses and focuses. While there is no “best” or “perfect” book, this resource certainly comes close to being the best time-saving gift for educators to select and plan lessons with rich texts at the center.

—Katie McGrath, Instructional Facilitator  
*Loudoun County Public Schools*



*Mentor Texts That Multitask* is a must-read for every educator, instructional coach, and literacy leader! Pamela Koutrakos's latest book shares limitless possibilities on simplifying instruction into smaller collections of strategies that are layered with multidimensional texts! Her work is both student centered and teacher supportive. She eliminates the myth of "more books" by outlining a framework where books can be used in a variety of ways through flexible design and multifaceted learning. This book is an educator's dream!

—**Jigisha Vyas**, Instructional Coach  
Wyckoff School District, NJ

Classroom teachers at the elementary level, middle school teachers, and literacy coaches (*especially* literacy coaches!) will feel equipped to teach in a meaningful and comprehensive way with a mentor text that multitasks. Gone are the totes loaded with books when traveling from classroom to classroom. Pamela Koutrakos invites teachers to open a book, any book, and list the learning possibilities that can be pulled out of it.

—**Viviana Tamas**, Instructional Coach  
Ward Elementary School, New Rochelle, NY



# **Mentor Texts That Multitask**

To all teachers—

*I am honored to learn from you and work alongside you. Thank you for the creativity, imagination, and heart you infuse into each day.*

# Mentor Texts That Multitask

A Less-Is-More Approach to  
Integrated Literacy Instruction

Pamela Koutrakos



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(800) 233-9936  
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55 City Road  
London EC1Y 1SP  
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Printed in the United States of America

*Library of Congress Cataloging-in-Publication Data*

Names: Koutrakos, Pamela, author.

Title: Mentor texts that multitask: a less-is-more approach to integrated literacy instruction / Pamela A. Koutrakos.

Description: Thousand Oaks, California : Corwin, 2022. | Series: Corwin literacy | Includes bibliographical references and index.

Identifiers: LCCN 2021043582 | ISBN 9781071836132 (paperback) | ISBN 9781071859254 (epub) | ISBN 9781071859292 (epub) | ISBN 9781071859285 (pdf)

Subjects: LCSH: English language—Composition and exercises—Study and teaching (Elementary) | English language—Composition and exercises—Study and teaching (Middle school) | Mentor texts (Language arts)

Classification: LCC LB1576 .K647 2022 | DDC 372.62/3044—dc23/eng/20211012

LC record available at <https://lccn.loc.gov/2021043582>

This book is printed on acid-free paper.

21 22 23 24 25 10 9 8 7 6 5 4 3 2 1

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# Matrix of Featured Texts and Text Pairings

	EMERGING	DEVELOPING	EXTENDING
<b>Chapter 3 Featured Wordless Texts and Images</b>	<i>Another</i> by Christian Robinson (2019)	<i>Brave Molly</i> by Brooke Boynton-Hughes (2019)	<i>Sanjay’s Super Team</i> by Sanjay Patel (2015)
<b>Pairings</b>	<p><i>Anno’s Journey</i> by Mitsumasa Anno (1997)</p> <p><i>Journey and Quest</i> by Aaron Becker (2013, 2014)</p> <p><i>Harold and the Purple Crayon</i> by Crockett Johnson (1955)</p> <p><i>The Red Book and The Secret Box</i> by Barbara Lehman (2004, 2011)</p> <p><i>Chalk and Fossil</i> by Bill Thomson (2010, 2013)</p>	<p><i>Wemberly Worried</i> by Kevin Henkes (2000)</p> <p><i>The Girl Who Never Made Mistakes</i> by Mark Pett and Gary Rubenstein (2011)</p> <p><i>Guts</i> by Reina Telgemeier (2019)</p> <p><i>What Do You Do With a Problem?</i> and <i>What Do You Do With a Chance?</i> by Kobi Yamada (2016, 2018)</p> <p><b>Online Resource:</b></p> <p><i>Piper</i>, a wordless animated short by Pixar, directed by Alan Barillaro (2016)</p>	<p><i>A Movie in My Pillow / Una película en mi almohada</i> by Jorge Argueta (2001), with art by Elizabeth Gómez</p> <p><i>Inside Out and Back Again</i> by Thanh Hà Lại (2011)</p> <p><i>The Year of the Dog</i> by Grace Lin (2005)</p> <p><i>The Art of Sanjay’s Super Team</i> by Sanjay Patel (2015)</p> <p><i>Other Words for Home</i> by Jasmine Warga (2019)</p> <p><b>Online Resources:</b></p> <p>Select clips from <i>Never Have I Ever</i>, created and directed by Mindy Kaling and Lang Fisher (2020)</p> <p><i>Sanjay’s Super Team: The Backstory</i>, interview by Christopher J. Farley (2015) and video created by <i>The Wall Street Journal</i></p>

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(Continued)

	EMERGING	DEVELOPING	EXTENDING
<b>Chapter 4</b>			
<b>Featured Graphic Texts</b>	<i>Little Robot</i> by Ben Hatke (2015)	<i>Red Panda and Moon Bear</i> by Jarod Roselló (2019)	<i>New Kid</i> by Jerry Craft (2019)
<b>Pairings</b>	<p><i>Peter and Ernesto: The Lost Sloths</i> by Graham Annable (2019)</p> <p><i>The Flying Beaver Brothers (series)</i> by Maxwell Eaton III (2012)</p> <p><i>The Great Pet Escape</i> by Victoria Jamieson (2016)</p> <p><i>The Shark King</i> by R. Kikuo Johnson (2012)</p> <p><i>Owly (series)</i> by Andy Runton (2004)</p> <p><i>Binky the Space Cat (series)</i> by Ashley Spires (2009)</p> <p><i>Sleepless Knight</i> by James Sturm, Andrew Arnold, and Alexis Frederick-Frost (2015)</p> <p><i>Hamster and Cheese</i> by Colleen A. F. Venable and Stephanie Yu (2010)</p>	<p><i>Giants Beware!</i> by Jorge Aguirre (2012), with art by Rafael Rosado</p> <p><i>Dinosaurs in Space: Out of This World!</i> by Pranas T. Naujokaitis (2017)</p> <p><i>Hilda and the Troll</i> by Luke Pearson (2015)</p> <p><i>Panda roja y oso lunar</i> by Jarod Roselló (2020)</p> <p><i>Sidekicks</i> by Dan Santat (2011)</p> <p><i>The Cardboard Kingdom</i> by Chad Sell (2018)</p> <p><i>Stargazing</i> by Jen Wang (2019)</p>	<p><i>Be Prepared</i> by Vera Brosgol (2018)</p> <p><i>Class Act</i> by Jerry Craft (2020)</p> <p><i>Real Friends and Best Friends</i> by Shannon Hale (2017, 2019)</p> <p><i>Sunny Rolls the Dice</i> by Jennifer L. Holm (2019), with art by Matthew Holm</p> <p><i>When Stars Are Scattered</i> by Victoria Jamieson and Omar Mohamed (2020)</p> <p><i>Hey, Kiddo</i> by Jarrett Krosoczka (2018)</p> <p><b>Online Resources:</b></p> <p><i>New Kid With Jerry Craft</i> by #HarperKids (HarperCollins Publishers, 2021)</p> <p><i>The Writer's Block: An Interview With Jerry Craft</i> by Kevin Springer (2019)</p> <p><i>Jerry Craft Breaks Barriers With Historic 2020 Newbery Win</i> by Kara Yorio (2020)</p>
<b>Chapter 5</b>			
<b>Featured Realistic Fiction Texts</b>	<i>The Invisible Boy</i> by Trudy Ludwig (2013), with art by Patrice Barton	<i>The Proudest Blue: A Story of Hijab and Family</i> by Ibtihaj Muhammad (2019), with S.K. Ali and art by Hatem Aly	<i>Mango Moon</i> by Diane de Anda (2019), with art by Sue Cornelison
<b>Pairings</b>	<p><i>The Sandwich Swap</i> by Queen Rania Al Abdullah (2010), with Kelly DiPuccio and art by Tricia Tusa</p> <p><i>The Big Umbrella</i> by Amy June Bates (2018)</p> <p><i>Will I Have a Friend?</i> by Miriam Cohen (1967), with art by Lillian Hoban</p> <p><i>The Day You Begin</i> by Jacqueline Woodson (2018), with art by Rafael López</p> <p><i>Be a Friend</i> by Salina Yoon (2016)</p>	<p><i>The Name Jar</i> by Yangsook Choi (2001)</p> <p><i>Sheila Rae, The Brave</i> by Kevin Henkes (1987)</p> <p><i>Ling and Ting (series)</i> by Grace Lin (2010)</p> <p><i>Ish</i> by Peter H. Reynolds (2004)</p> <p><i>Exclamation Mark</i> by Amy Krouse Rosenthal (2013)</p>	<p><i>Two White Rabbits</i> by Jairo Buitrago (2015)</p> <p><i>Like the Moon Loves the Sky</i> by Hena Khan (2020), with art by Saffa Khan</p> <p><i>La frontera: El viaje con papa / My Journey With Papa</i> by Deborah Mills (2018)</p> <p><i>Dreamers</i> by Yuyi Morales (2018)</p>

	EMERGING	DEVELOPING	EXTENDING
	<i>Be Kind</i> by Pat Zietlow Miller (2018), with art by Jen Hill	<b>Online Resource:</b> <i>Hair Love</i> , an animated short film written by Matthew A. Cherry (Cherry et al., 2019)	<b>Online Resources:</b> <i>California Teen Leads Lawsuit to Keep Immigrant TPS Recipients in the U.S.</i> by Public Radio International, adapted by Newsela staff (2019) <i>Children Immigrating From Central America Face Long Road to U.S.</i> by Washington Post, adapted by Newsela staff (2019)
<b>Chapter 6 Featured Creative Nonfiction Texts</b>	<i>Planting Stories: The Life of Librarian and Storyteller Pura Belpré</i> by Anika Aldamuy Denise (2019), with art by Paola Escobar	<i>All the Way to the Top: How One Girl's Fight for Americans With Disabilities Changed Everything</i> by Annette Bay Pimentel (2020), with art by Nabi H. Ali and a Foreword by Jennifer Keelan-Chaffins	<i>Pride: The Story of Harvey Milk and the Rainbow Flag</i> by Rob Sanders (2018), with art by Steven Salerno
<b>Pairings</b>	<i>Sembrando historias: Pura Belpré: bibliotecaria y narradora de cuentos</i> by Anika Aldamuy Denise (2019), with art by Paola Escobar <i>Digging for Words: José Alberto Gutiérrez and the Library He Built</i> by Angela Burke Kunkel (2020), with art by Paola Escobar <i>Queen of Physics: How Wu Chien Shiung Helped Unlock the Secrets of the Atom</i> by Teresa Robeson (2019), with art by Rebecca Huang <i>Frida</i> by Jonah Winter (2002), with art by Ana Juan <i>Mae Among the Stars</i> by Roda Ahmed and Stasia Burrington (2020), with art by Stasia Burrington <b>Online Resources:</b> <i>Carmen Agra Deedy: Family Stories From a Master Storyteller</i> (and other select videos) from the Library of Congress (2020)	<i>Greta's Story: The Schoolgirl Who Went On Strike To Save The Planet</i> by Valentina Camerini (2019) <i>The Girl Who Thought in Pictures: The Story of Dr. Temple Grandin</i> written by Julia Finley Mosca (2017), with art by Daniel Rieley <i>All Are Welcome</i> by Alexandra Penfold (2018), with art by Suzanne Kaufman <i>Just Ask!</i> By Sonia Sotomayor (2019), with art by Rafael López <i>Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah</i> by Laurie Ann Thompson (2015), with art by Sean Qualls <b>Online Resources:</b> Excerpts from <i>Young Advocate Webinar: Jennifer Keelan</i> by The Ability Center of Greater Toledo (2020)	<i>Queer Icons From Gay to Z: Activists, Artists, and Trailblazers</i> by Patrick Boyle (2019), with art by Antoine Corbineau <i>Becoming RBG: Ruth Bader Ginsburg's Journey to Justice</i> by Debbie Levy (2019), with art by Whitney Gardner <i>Queer Heroes: Meet 52 LGBTQ Heroes From Past and Present</i> by Arabelle Sicardi (2019), with art by Sarah Tanat-Jones <b>Online Resources:</b> <i>Merriam-Webster Declares "They" Its 2019 Word of the Year</i> by Associated Press (2020), Adapted by Newsela Staff <i>Opinion: By Being Kind, We Can All Become Better People</i> by Arthur C. Brooks (2019), Originally Published in <i>The Washington Post</i> and Adapted by Newsela

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	EMERGING	DEVELOPING	EXTENDING
	<p><i>Storytime Video [en Español]: Planting Stories: The Life of Librarian and Storyteller Pura Belpré</i> by WeAreTeachers (2019)</p>	<p><i>Sprinter Marissa Papaconstantinou on What It Means to Be an Influencer</i> <i>On and Off the Track</i> by Jonathan Yue (2019)</p> <p><i>You Can't Stop Us</i> Commercial by Nike (Diaz, 2020)</p> <p><i>YouTube Creators Use Platform to Show What Life Is Like With Disabilities</i> by the Washington Post, Adapted by Newsela Staff (2019)</p>	<p><i>This Is the History of the Rainbow Flag</i> (video) by Time (2015)</p>
<b>Chapter 7 Featured Informational Texts</b>	<p><i>Hey, Water!</i> by Antoinette Portis (2019)</p>	<p><i>Gross as a Snot Otter</i> by Jess Keating (2019), with art by David DeGrand</p>	<p><i>Bringing Back the Wolves: How a Predator Restored an Ecosystem</i> by Jude Isabella (2020), with art by Kim Smith</p>
<b>Pairings</b>	<p><i>I Wonder</i> by Tana Hoban (2003)</p> <p><i>We Are Water Protectors</i> by Carole Lindstrom (2020), with art by Michaela Goade</p> <p><i>Over and Under the Pond</i> by Kate Messner (2017), with art by Christopher Silas Neal</p> <p><i>Nibi Emosaawdang / The Water Walker (English and Ojibwa Edition)</i> by Joanne Robertson (2019), translated by Shirley Williams and Isadore Toulouse</p> <p><i>Water</i> by Melissa Stewart (2014)</p>	<p><i>Pink as a Blobfish, What Makes a Monster?</i>, and <i>Cute as an Axolotl</i> by Jess Keating (2016, 2017, 2018)</p> <p><i>Animals Nobody Loves</i> by Seymour Simon (2001)</p> <p><b>Online Resources:</b></p> <p><i>The World's Ugliest Animal</i> (video) by SciShow Kids (2015)</p>	<p><b>Online Resources:</b></p> <p><i>Scientists Debunk Myth That Yellowstone Wolves Changed Entire Ecosystem, Flow of Rivers</i> by Michael Kuhne (2019) of AccuWeather</p> <p><i>How Wolves Change Rivers</i> (video) by Sustainable Human (2014a)</p> <p><i>How Whales Change Climate</i> (video) by Sustainable Human (2014b)</p>

	EMERGING	DEVELOPING	EXTENDING
<b>Chapter 8</b> Featured <b>Poetry Texts</b>	<i>A Stick Is an Excellent Thing: Poems Celebrating Outdoor Play</i> by Marilyn Singer (2012), with art by LeUyen Pham	<i>Fry Bread: A Native American Family Story</i> by Kevin Noble Maillard (2019), with art by Juana Martinez-Neal	<i>Out of Wonder: Poems Celebrating Poets</i> by Kwame Alexander (2017), With Chris Colderley and Marjory Wentworth, and art by Ekua Holmes
<b>Pairings</b>	<p><i>Just Like Me</i> by Vanessa Brantley-Newton (2020)</p> <p><i>Wonderful Words: Poems About Reading, Writing, Speaking, and Listening</i> by Lee Bennett Hopkins (2004), with art by Karen Barbour</p> <p><i>All Are Welcome</i> by Alexandra Penfold (2018), with art by Suzanne Kaufman</p> <p><i>Feel the Beat: Dance Poems That Zing From Salsa to Swing</i> by Marilyn Singer (2017), with art by Kristi Valiant (audiobook also available)</p> <p><i>Forest Has a Song</i> by Amy Ludwig VanDerwater (2013), with art by Robin Gourley</p> <p><i>The Day You Begin / El día en que descubres quién eres</i> by Jacqueline Woodson (2018), with art by Rafael López</p>	<p><i>The Arabic Quilt</i> by Aya Khalil (2020), with art by Anait Semirdzhyan</p> <p><i>Ohana Means Family</i> by Ilima Loomis (2020), with art by Kenard Pak</p> <p><i>This Day in June</i> by Gayle E. Pitman (2014), with art by Kristyna Litten</p> <p><i>Festival of Colors</i> by Kabir Sehgal and Surishtha Sehgal (2018), with art by Vashti Harrison</p> <p><i>Too Many Tamales</i> by Gary Soto (1996), with art by Ed Martinez</p> <p><b>Online Resources:</b></p> <p><i>Off-the-Radar Foods: What Is Frybread? Made in the USA: Episode 7</i> (video) by Zagat (2015)</p>	<p>Any other poetry by the 20 poets featured in Alexander (2017)</p> <p><i>The Poet X</i> by Elizabeth Acevedo (2018)</p> <p><i>The Hill We Climb</i> by Amanda Gorman (2021)</p> <p><i>Thanku: Poems of Gratitude</i> by Miranda Paul (2019), with art by Marlena Myles</p> <p><i>Martin Rising: Requiem for a King</i> by Andrea Davis Pinkney (2018), with art by Brian Pinkney</p> <p><i>Write! Write! Write!</i> by Ludwig VanDerwater (2020), with art by Ryan O'Rourke</p> <p><b>Online Resources:</b></p> <p>Select videos of spoken word poetry (specifically check out youth and teen poets performing through Get Lit, Brave New Voices, and Poetry Out Loud)</p>

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	EMERGING	DEVELOPING	EXTENDING
<b>Online Bonus Chapter</b> <b>Fantasy Fiction</b>	<i>Neither</i> by Airlie Anderson (2018)	<i>Interstellar Cinderella</i> Retold by Deborah Underwood (2015), with art by Meg Hunt	<i>Dragon Pearl</i> by Yoon Ha Lee (2019)
<b>Pairings</b>	<p><i>Giraffes Can't Dance</i> by Giles Andreae (2001), with art by Guy Parker-Rees</p> <p><i>I Will Be Fierce!</i> by Bea Birdsong (2019), with art by Nidhi Chanani</p> <p><i>I Am Enough</i> by Grace Byers (2018), with art by Keturah A. Bobo</p> <p><i>Mixed: A Colorful Story</i> by Arree Chung (2018)</p> <p><i>Pink Is for Boys</i> by Robb Pearlman (2018), with art by Eda Kaban</p>	<p><i>The Egyptian Cinderella</i> and <i>The Korean Cinderella</i> by Shirley Climo (1992, 1996), Both with art by Ruth Heller</p> <p><i>Adelita: A Mexican Cinderella Story</i> by Tomie dePaola (2002)</p> <p><i>Yeh-Shen: A Cinderella Story From China</i> by Ai-Ling Louie (1996), with art by Ed Young</p> <p><i>The Rough-Face Girl</i> by Rafe Martin (1998), with art by David Shannon</p> <p><i>Sootface: An Ojibwa Cinderella Story</i> by Robert D. San Souci (1997), with art by Daniel San Souci</p> <p><i>Cendrillon: A Caribbean Cinderella</i> by Robert D. San Souci (1998), with art by Brian Pinkney</p> <p><i>Vasilisa the Wise and Tales of Other Brave Young Women</i> Retold by Kate Forsyth (2017), with art by Lorena Carrington</p> <p><i>Fiesta Femenina: Celebrating Women in Mexican Folklore</i> by Mary-Joan Gerson (2018), with art by Maya Christina Gonzalez</p> <p><i>Cinderella Liberator</i> by Rebecca Solnit (2019), with art by Arthur Rackham</p>	<p><i>The Storm Runner</i> (series) by J. C. Cervantes (2018)</p> <p><i>Aru Shah</i> (series) by Roshani Chokshi (2018)</p> <p><i>The Fox Wife</i> by Beatrice Deer (2019), with art by D. J. Herron</p> <p><i>Tristan Strong</i> (series) by Kwame Mbalia (2019)</p> <p><i>The Scourge</i> by Jennifer A. Nielsen (2016)</p> <p><b>Online Resource:</b></p> <p><i>Rick Riordan Interviews Yoon Ha Lee</i> (Read Riordan Staff, 2018)</p>



# Matrix of Instructional Concepts

	EMERGING	DEVELOPING	EXTENDING
<b>Chapter 3: Wordless Texts and Images</b>	<ul style="list-style-type: none"> <li>• Predicting</li> <li>• Academic vocabulary</li> <li>• Conventional writing</li> <li>• Retelling</li> <li>• Speaking, listening, conversation, and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Using precise language</li> <li>• Academic vocabulary</li> <li>• Conventional writing</li> <li>• Noticing patterns while reading</li> <li>• Using text evidence to support ideas</li> <li>• Developing theories about characters</li> <li>• Speaking, listening, conversation, and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Format and structure analysis</li> <li>• Academic vocabulary</li> <li>• Conventional writing</li> <li>• Noticing and thinking about character relationships</li> <li>• Noticing, thinking about, and discussing significant moments</li> <li>• Speaking, listening, conversation, and collaboration</li> </ul>
<b>Chapter 4: Graphic Texts</b>	<ul style="list-style-type: none"> <li>• Structure study</li> <li>• Reading processes</li> <li>• Jotting while reading</li> <li>• Growing ideas while reading</li> <li>• Partner reading</li> <li>• Speaking, listening, conversation, and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Structure study</li> <li>• Reading responses</li> <li>• Comparing and contrasting characters</li> <li>• Partner coaching and feedback</li> <li>• Speaking, listening, conversation, and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Structure study</li> <li>• Domain-specific vocabulary</li> <li>• Reading responses</li> <li>• Noting and thinking about author craft</li> <li>• Partner coaching and feedback</li> <li>• Speaking, listening, conversation, and collaboration</li> </ul>
<b>Chapter 5: Realistic Fiction</b>	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Retelling sequentially</li> <li>• High-frequency words</li> <li>• Inferring character feelings</li> <li>• Fluency</li> <li>• Speaking, listening, conversation, and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Apostrophes</li> <li>• Retelling sequentially</li> <li>• Homophones</li> <li>• Compound words</li> <li>• Inferring</li> <li>• Thinking about lessons/takeaways</li> <li>• Speaking, listening, conversation, and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Commas</li> <li>• Figurative language</li> <li>• Open and closed syllables</li> <li>• Auxiliary verbs</li> <li>• Considering perspectives and bias</li> <li>• Speaking, listening, conversation, and collaboration</li> </ul>

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	EMERGING	DEVELOPING	EXTENDING
<b>Chapter 6: Creative Nonfiction</b>	<ul style="list-style-type: none"> <li>Supported research</li> <li>Literal comprehension</li> <li>Rehearsing and planning for writing</li> <li>Speaking, listening, conversation, and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Supported research</li> <li>Inferring character feelings</li> <li>Exploring “takeaways” from reading</li> <li>Generating ideas for writing</li> <li>Speaking, listening, conversation, and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Research</li> <li>Active reading (thinking, wondering, and feeling while reading)</li> <li>Writing leads</li> <li>Speaking, listening, conversation, and collaboration</li> </ul>
<b>Chapter 7: Informational Texts</b>	<ul style="list-style-type: none"> <li>Supported research</li> <li>Writing processes</li> <li>Editing strategies</li> <li>Speaking, listening, conversation, and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Research</li> <li>Writing processes</li> <li>Content-area vocabulary</li> <li>Word choice</li> <li>Speaking, listening, conversation, and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Research</li> <li>Writing processes</li> <li>Presenting</li> <li>Teaching others</li> <li>Speaking, listening, conversation, and collaboration</li> </ul>
<b>Chapter 8: Poetry</b>	<ul style="list-style-type: none"> <li>Visualizing</li> <li>Predicting</li> <li>Rhyming</li> <li>Consonant digraphs</li> <li>Fluency</li> <li>Writing craft</li> <li>Setting goals and making plans</li> <li>Speaking, listening, conversation, and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Figurative language</li> <li>Author craft</li> <li>Synthesis</li> <li>Syllabification</li> <li>Subject-verb agreement</li> <li>Word choice</li> <li>Speaking, listening, conversation, and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Genre study</li> <li>Structural analysis</li> <li>Synthesis</li> <li>Word choice</li> <li>Cross-text thinking</li> <li>Responding to reading</li> <li>Figurative language</li> <li>Revising strategies</li> <li>Speaking, listening, conversation, and collaboration</li> </ul>
<b>Online Bonus Chapter: Fantasy Fiction</b>	<ul style="list-style-type: none"> <li>Common and proper nouns</li> <li>Retelling (five Ws)</li> <li>Blends vs. consonant digraphs</li> <li>End-of-sentence punctuation</li> <li>Fluency</li> <li>Speaking, listening, conversation, and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation</li> <li>Character relationships</li> <li>Ambiguous vowels</li> <li>Punctuating dialogue</li> <li>Cross-text thinking</li> <li>Speaking, listening, conversation, and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Mood and tone</li> <li>Character traits</li> <li>Comparatives</li> <li>Subordinating conjunctions and complex sentences</li> <li>Exploring power dynamics</li> <li>Speaking, listening, conversation, and collaboration</li> </ul>

**NOTE:** These instructional concepts were intentionally designed and chosen to nurture common learning goals of students across the grades. The inherent skills (along with the abundant *What Else?* suggestions included with each lesson) align with and build proficiency toward state standards. Additionally, in Part III, readers learn a process for preparing similar lesson sets that spotlight the skills and concepts they intend to teach.

# Acknowledgments

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## GRATITUDE FOR THOSE WHO BRING PROFESSIONAL JOY

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The benefits of partnering with people who actively and consistently seek opportunities to lift others up are infinite. To my friends and colleagues at Gravity Goldberg LLC, having the chance to collaborate with such dedicated and passionate educators is a true gift! Aimee and Viviana, your feedback on an early draft of this manuscript guided me toward making thoughtful and needed improvements. I *always* look forward to collaborating with you and learning from you. Elaine, Katie, and Kristin, I was thrilled when you agreed to “field-test” some of the lessons included in this book. You all share a love of teaching (and deep pedagogical knowledge) that I admire and respect. Thank you for your time and thoughtful feedback. I also greatly appreciate the input and classroom artifacts from Rebecca and Christina. My friends and colleagues at #Here4Teachers and the “Writing Zone” have also been an unexpected gift in my life. Your talents serve as a model, and your insightful feedback has greatly influenced my writing.

Many colleagues and mentors have made a lasting imprint on my heart and teaching practice: Pat, Deirdre, Patti, Wendy, Brad, Mike, and so many more—thanks for serving as role models and nurturing my growth as an educator. Additionally, I have been so fortunate to meet, partner with, and learn from so many teachers and administrators in districts across the country. To *all* those I have had the chance to collaborate with, you bring not only professional joy, but personal joy as well.

## GRATITUDE FOR THOSE WHO BRING WRITING JOY

---

To the entire Corwin Literacy team, led by Lisa Luedeke, thanks for your belief and support. Tori Bachman, where can I even begin? Thank goodness for your professional expertise and wisdom—and the patience you possess as you make sense of what’s in my head and heart. It’s no secret that my favorite parts of writing are connected to our emails and conversations. Your compassion and contributions serve as a powerful example of how we can all work toward a more humane tomorrow.

Sharon Wu, you make the entire process of writing more enjoyable, efficient, and successful. I am so grateful for your knowledge and grace. Many thanks to Nancy Chung who stepped in and kept this project organized and on track from day one. Project Editor Amy Schroller, Copy Editor Melinda Masson, and Cover Designer Gail Buschman, your creativity and professionalism are so very appreciated! Margaret O'Connor, thank you for your time, imagination, and efforts, which all help get needed books into the hands of educators.

## GRATITUDE FOR THOSE WHO BRING PERSONAL JOY

---

The last couple years have only highlighted the importance of family. I am so very grateful for the chance I've had to grow up—and now grow older—with Ike, who has been by my side through every monumental and mundane event life has brought. I am humbled by your commitment to our family. Moreover, your belief in me and support of this process made it all possible. Colby, your contemplative spirit, insights, and sensitivity encourage me to see the world in new and important ways. My heart swells with pride as I witness the man you are becoming. Your pep talks and belief guided me through the days I was not sure I wanted to write or had anything valuable to share. Peyton, your strength, courage, and creativity inspire me. Writing alongside you brought such happiness to our time at home! Your example, partnership, and cheerleading got me to the finish line. Michele, Tim, Liam, and Ron, your generous support is extremely appreciated. Additionally, the laughter and lightheartedness you have shared propelled me (and this project) forward. I am especially grateful for Linda. You have supported me throughout my life and taken an active role in helping me become an author. From being a thinking partner to a classroom photographer to a graphic artist . . . it brings me great joy to flip through my books and see tracks of your love throughout. I am a truly lucky person!

## PUBLISHER'S ACKNOWLEDGMENTS

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Corwin gratefully acknowledges the contributions of the following reviewers:

Melissa Black, Teacher  
District of Columbia Public Schools in Washington, DC

Aimée Carroll-Matos, Instructional Coach  
East Brook Middle School in Paramus, NJ

Kate Ferguson, Resident Teacher Program Director  
Hillbrook School in Los Gatos, CA

Viviana Tamas, Instructional Coach  
Ward Elementary School in New Rochelle, NY

Maria Walther, Traveling Teacher and Literacy Consultant  
Author in Aurora, IL





# About the Author

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**Pamela Koutrakos** is an experienced and enthusiastic educator who currently works as a middle school instructional coach. She also writes, presents, and works directly with PreK–12 teachers, coaches, and administrators as a consultant. Pam is the author of *Word Study That Sticks: Best Practices K–6* (Corwin, 2018), *The Word Study That Sticks Companion: Classroom-Ready Tools for Teachers and Students, K–6* (Corwin, 2019),

and *Mentor Tasks That Multitask: A Less-Is-More Approach to Integrated Literacy Instruction, K–8*, (Corwin, 2022). Connect with Pam on Twitter (@PamKou), Instagram (@Pam.Kou), and LinkedIn.



For downloadable lists, templates, forms, suggestions, and other materials related to *Mentor Texts That Multitask*—including bonus lesson sets—visit the companion website at [resources.corwin.com/mttm](https://resources.corwin.com/mttm).

# Introduction

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## THREE CONFESSIONS

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Let's start with some unfiltered honesty:

**Confession 1:** My passion for books borders on obsession. A student once decided to calculate the amount of money I spent on the books currently in the classroom (a small sample of the books I actually owned). The sum was truly astounding! Like an I-could-have-bought-a-brand-new-vehicle-or-felt-better-prepared-for-my-kids'-college-education kind of sum. On the home front, my husband shakes his head, rolls his eyes, and laughs whenever I walk into the house with a few new finds from the local bookstore. I know what he is thinking and too smart to say aloud. Every so often, I present myself with a challenge: *I will visit my beloved library even more often. I will continue to read, but only borrowed books. No buying books for one month. It's good for your wallet and good for the earth. Pam, you can do this!* And . . . I fail. I bargain, justify, and placate myself with the idea that this passion is not a problem and, instead, is actually an asset. (Because you picked up this text, I have a feeling you may relate to my affection for all-things books, and I am comforted by knowing we are in this together.)

**Confession 2:** With the exception of professional texts, I rarely read books intended for adults. My sister, Michele, hands me one "grown-up book" a year, insisting I read it so I can participate in some book talk with friends who are not educators. She is persistent in this endeavor. I usually play along, despite the fact that I find complete and utter fulfillment in books written for and marketed to humans from birth through age 16. Wordless texts, alphabet books, picture books, nonfiction texts, graphic novels, poetry, plays, early chapter books, series, novellas, middle-grade fiction, and young adult everything: sign me up for *all* of it.

**Confession 3:** I have always prioritized reading aloud to students. In fact, for me, daily read-aloud is a non-negotiable. Even if it was a poem on a field trip day or one page of a text as we packed up—there has *always* been a read-aloud experience. Since we are in full confession mode, I should add that there have been

many occasions where read-aloud extended beyond its earmarked minutes. For me, there is no greater teaching joy than introducing or revisiting a beloved text with students. This daily commitment is centered on a primary purpose: building and sustaining community as we share in the pleasure of reading.

## ALIGNED PERSONAL TRUTH

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I deeply believe and trust in the value of grounding classroom instruction and learning in authentic texts. I used to think I needed a different text for each lesson. I spent hours and hours searching for the “perfect” book with a certain feature or the “best” text to teach this lesson or that lesson. The older I get and the more experience I gain, the more I question this practice. *Although I continue to share old and new favorites with students, when it comes to instruction, I have come to believe less is more.* Teachers don’t need a different mentor text for each different strategy they teach. Curating and using a small set of texts prepares them for almost infinite teaching opportunities.

*Mentor Texts That Multitask* aims to be a user-friendly teaching resource that shares the beauty and benefits of simplifying our complicated and multifaceted work. It explores the limitless possibilities that lie within one text. Throughout these chapters, I provide explicit examples for *how* to use teaching texts time and time again for a range of purposes and with a range of students. By grounding instruction in a smaller collection of strategically layered, multidimensional texts, teachers are better prepared for integrated, student-centered teaching—in time-efficient ways.

## GROUNDING THIS WORK IN PURPOSE

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I enjoy the unique privilege of working with students and educators in a wide variety of communities, settings, and grade levels. As a traveling teacher (or what others sometimes label an *educational consultant*), I am provided with the opportunity to visit with, study alongside, and learn from so many amazing people. Unsurprisingly, these partnerships and ongoing collaborations help me to continuously grow. It’s through these daily interactions that I also see bigger patterns emerge. There are two challenges teachers across communities share most often: insufficient time and lack of quality resources. The ever-evolving nature of education frequently requires teachers to do as much as possible with what they’ve got on hand as priorities shift and funding for new initiatives falls short.

I also consider the perspective of students. The fast pace set for learning a broad range of skills can result in students feeling as if they are always being taught something brand new. Each time a bell rings, the concepts presented may appear to be separate and disjointed. As the practices, goals, and resources shift and change, it can be difficult for students to see a connection between learning happening from period to period, day to day, subject to subject. Learning may feel compartmentalized, and it may not even occur to students that the overarching goal is to integrate, synthesize, and apply. Without the creative and flexible use of a few prioritized resources and deliberately designed instruction to integrate literacy, opportunities to dig in, practice, apply, and transfer learning are inconsistent.

In other words, for both teachers and students, the school day can feel like the plastic bin I try to fit my “winter wardrobe” back into every spring: As I fill it up, a capacity challenge presents itself. I persevere, folding each piece of clothing in different ways and even changing up the order I put items into the bin, but alas, the pile of clothes is always a smidge too high. I sit on the bin, hoping to hear the sweet celebratory sound of plastic clicking together, but once my weight momentarily shifts to one side, the lid pops up on the other. In recent years, this strategy has even resulted in a substantially sized crack. I know I am a smart and capable person, but that bin still has me feeling defeated. Sometimes, my efforts and creativity do not win out. Daily schedules and brains may feel just as overfilled as my plastic bin. Despite teacher and student interest, efforts, and knowledge, long-term, lasting success may at times feel unattainable.

These patterns are well substantiated by research. Studies have documented that educators are more likely to suffer job-related stress than other professionals in similar fields (Busby, 2019). Moreover, the 2017 Educator Quality of Work Life Survey, a poll administered to nearly 5,000 teachers and school staff across the United States, revealed that 61% of teachers believed their work was always or often stressful (Mahnken, 2017). Other surveys report that almost half of all new teachers leave the field within the first five years (Ansley et al., 2018). Elementary teachers are at the highest risk for this detrimental stress. A study by the University of Missouri found that 93% of elementary school teachers reported high stress levels (Herman et al., 2017). And this research was all conducted pre-COVID-19! Even the earliest findings substantiate the transformational effect of COVID-19 on teachers’ well-being. According to one study, since the global pandemic began, over 60% of educators surveyed reported enjoying their job less, and 77% reported working

harder than ever, putting in substantially more time (Horace Mann Educators Corporation, 2020). Change is necessary.

Let's eliminate some of these hurdles and this negative momentum here and now. When it comes to both teaching and learning, often, less is more. Be gone energy-zapping compartmentalization! In *Mentor Texts That Multitask*, I provide explicit examples of how to use high-quality texts time and time again, for a range of purposes and with a range of students. By casting aside the myth that mentor texts are only useful as writing tools, it becomes clear that teachers can use a lean selection of multitasking texts to design flexible, integrated, and multifaceted learning. Throughout this book, there is a marked emphasis on authentically and consistently moving beyond reading and writing. All across Part II, selected mentor texts are also used to support the teaching and transfer of the language standards (spelling, vocabulary, and grammar). *Multitasking mentor texts are instructional touchstones*. One text can support and connect a *multitude* of curricular goals and student goals.

Relish the “ahhhh” of knowing you no longer need a different resource for each strategy you teach. By curating and using a small set of mentor texts in multiple ways, you can feel prepared for almost infinite teaching and learning opportunities.

## HOW THIS BOOK CAN HELP

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Part I of *Mentor Texts That Multitask* lays the foundation. Chapter 1 outlines the types of texts included throughout the book. A preview of the processes used to select texts and decide what to teach is presented. Chapter 2 provides an overview of the types of teaching structures included in this book. First, I introduce how and why educators would choose to integrate different facets of literacy into multitasking lessons. Then, inquiry-based practices are explored alongside more traditional gradual release methods. Additionally, a brief introduction to modeled, guided, and independent practice is provided. By reading Part I, you will gain an understanding of how the lessons throughout Part II were created and why they are effective.

Part II of this book highlights specific texts and aligned lesson possibilities. Each chapter spotlights a different type of text and showcases how it can be used with a range of students in a variety of grades and settings. Part II presents ways to use different genres and formats of texts in classroom instruction. Collectively, Chapters 3 through 8 include all of the following:

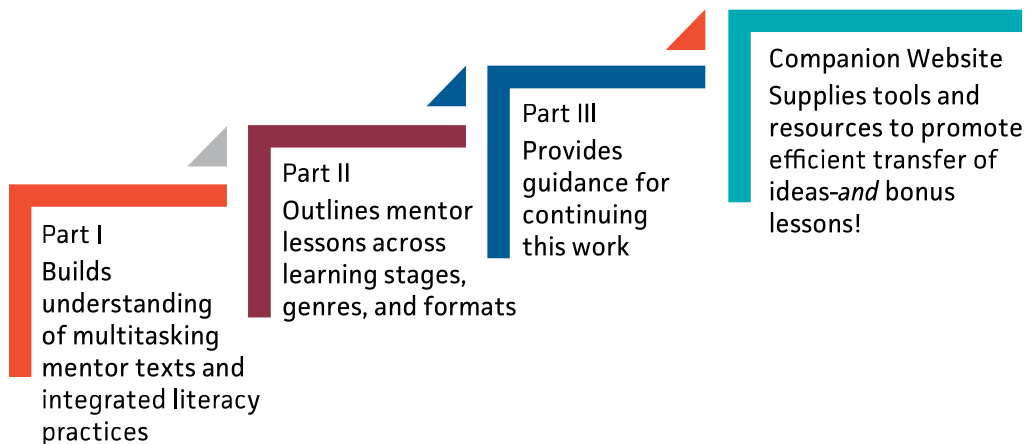
- Numerous suggestions for high-quality mentor texts, including additional “text pairings” that represent engaging print, digital, and multimedia options

- Multiple lessons to accompany each spotlighted mentor text
- Contextualized and connected lesson sets that infuse multiple facets of literacy: *reading, writing, spelling, vocabulary, grammar, speaking, and listening*
- Balanced attention to discovery-driven practices and more explicit modeled, guided, and independent practices

By reading Part II, you will gain a greater understanding of the multitasking possibilities of texts. Additionally, the lesson ideas and examples (which I enthusiastically invite you to modify to your heart's delight based on your students' interests and needs) can help you build a solid understanding of and fluency in using the instructional practices at the core of this professional text.

Part III is perhaps my favorite. This is where it all comes together. After reading about *why* in Part I and trying the *what* in Part II, you'll learn *how* to make this work on your own in Part III. In Chapter 9, a teacher-friendly method of using formal and informal assessment formatively is explained. The DIY responsive teaching (evident in the selection of text, teaching structure, and decisions about what to teach) that follows is laid out in detail. Chapter 10 takes it one step further, encouraging you to step back and prepare to have students take the lead. Different methods of students teaching students (with multitasking mentor texts) are shared. After reading Part III, I hope you feel excited and motivated to continue on, using your own favorite texts, the resources recommended in district curriculum, and new, engaging titles that are released each year.





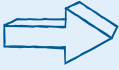


The lists, templates, forms, suggestions, and materials included on the companion website at [resources.corwin.com/mttm](https://resources.corwin.com/mttm) encourage ease of implementation. Additionally, *bonus* lesson sets using fantasy fiction titles are prominently featured.



## FANCY A FEATURE WALK?

There are a variety of recurring features embedded throughout this text. Each intends to support turning ideas into teaching! Here is the Rosetta stone of icons you will see throughout the upcoming chapters.

### Recurring Features

ICON	NAME	WHAT IS IT?
	Check-Up	This feature is included in every lesson. It provides ideas for how to informally assess student understanding of the concept(s) presented in the lesson. Please note that there are numerous Check-Up-aligned assessment and record-keeping tools available on the companion website.
	Content Connections	This feature is included for each featured text. It identifies additional opportunities for using the text and connecting learning to <i>other</i> parts of the school day—beyond the literacy block.
	Language Levers	These stems appear intermittently in Part II lessons. They help to make language and/or content of a lesson more accessible for a wide range of classroom learners.
	Pause and Ponder	To promote interactivity and personalization, reflection questions appear throughout the book. When you see these thinking prompts, take a moment to pause. Ponder your own ideas and next steps.
	Stretch Up and Back Suggestions	These suggestions (included at the conclusion of each chapter in Part II) develop your vision of the flexibility of multitasking mentor texts. This recurring element lists other “general” possibilities that can be taught using almost any mentor text!
	Text Pairings	This feature is also included for each featured text. These suggestions may be used in lieu of the featured text or in conjunction with the spotlighted choice. These selections represent a range of print, digital, and multimedia options.
	What Else?	This feature is included with every lesson. It provides a few alternative ideas of <i>what else</i> you could teach with the same text.



## A QUICK WORD ON DEVELOPMENTAL STAGE VS. GRADE LEVEL

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In over 20 years of working with students, I have never been in a room full of learners who were all ready for the exact same thing at the exact same time in the exact same way. Because teachers must strive to help all students grow and flourish, in Part II, I provide a range of texts and intentionally sort instructional ideas by developmental readiness instead of using more traditional grade-level labels. Being an educator means having high expectations for all students and believing in everyone's capabilities. Classes are composed of individuals with unique interests, multifaceted identities, and varied learning goals. Teachers need to learn about, welcome, and honor the experiences of each student and then relentlessly strive to shape positive and productive learning experiences that are relevant for the people in the room. It's essential to build a habit of looking for what is in place and prioritizing next steps based on those strengths. This is why I decided to create flexible lesson sets that honor observed areas of readiness. I hope that, in doing so, teachers in all grades and settings feel better prepared to approach their work with district initiatives, state standards, and more personalized student learning goals in mind.

The benefits of asset-based instruction and feedback are well substantiated (Afflerbach, 2016; Briceño & Klein, 2019; Chávez & Longerbeam, 2016; Clay, 2016; Dorn & Soffos, 2011, 2017; Ferlazzo, 2019; Goldberg, 2015; Krutkowski, 2017; Lopez & Louis, 2009; McGee, 2017; Morrell, 2007; Westman, 2018). The importance of working within a student's zone of proximal development or ZPD (Vygotsky, 1978) is usually introduced in the first education class taken in college . . . and repeated on loop thereafter. To further develop this idea, the NYU Steinhardt School of Culture, Education, and Human Development (2018) shared an article eloquently stating, "An asset-based approach to education is key in achieving equity in classrooms across the country. In recent years, while equity and access efforts shined a light on marginalized and underrepresented communities, some efforts treated schools and communities like they needed to be 'saved.' With an asset-based approach, every community is valuable; every community has strengths and potential."

When we get to know students, we become better equipped to choose texts that will fluidly multitask. Celebrating what students already know enables us to thoughtfully select (or co-select) strategies that propel continuous learning. By focusing on and utilizing students' strengths and potential, we are then prepared to connect chosen texts and selected strategies

to purposeful teaching. Students are able to access new information and learn to grapple with increasingly complex ideas. Classroom experiences become humanized and compelling, and therefore, students are more successful. The flexibility of tools, processes, and products inherent in *Mentor Texts That Multitask* lessons are the heart of instruction that decentralizes traditional “one size fits all” learning and validates the need for instruction designed *for* and *with* the people in the learning community.

Whether you work with kindergarteners, third graders, eighth graders, or all of the above, please choose the texts and lessons that make the most sense for the learners currently in the room. Also know that the texts and lessons included in *Mentor Texts That Multitask* can be used in any instructional setting and are flexible enough to be shared with students as a whole class, in a small group, or, many times, individually. Be assured that there is a place for each included genre and format. Yes, children of all ages—even older students—greatly benefit from instruction grounded in wordless texts and picture books! Finally, remember that suggestions for inquiry, as well as modeled, guided, and independent practice, are infused throughout Part II. Because of the range of included instructional methods and the inherent lesson flexibility, it is my hope that teachers in all grades and settings will feel equipped and ready to introduce the learners in their care to texts and concepts that *are* prioritized by grade-level standards while also centering on the goals and aspirations of current students.

Check out the chart on pages 19–21 to learn more about the developmental stages validated and celebrated within this text.



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Appreciative inquiry celebrates an asset-based approach to instruction.

## CUE THE INSPIRATIONAL MUSIC . . .

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*We've named our shared goal:* To feel prepared to implement the included lessons and use the accompanying DIY planning ideas.

*We are clear on our why:* To integrate and connect all aspects of literacy learning.

*We have identified attainable success criteria:* Teachers will have more breathing room in the school day, and students will experience increased transfer—across contexts, subjects, and time.

*We have an action plan:* Read, discuss, tinker, try, reflect, and celebrate.

Here's to smart, streamlined, and succinct teaching that feels like “you” and makes a real difference in the learning lives of students. There's no doubt about it: When teaching is grounded in authentic texts, teachers are better prepared for student-centered, adaptable, time-efficient teaching. Let's get to it! I'm looking forward to partnering with you.