Implementing Routines in Elementary Literacy Instruction (K-5)

Blythe Wood, EdD, CALT-QI, CERI-SLDS

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Turn & Talk

What instructional routine do you use most often in your literacy block, and how has it helped your students learn more efficiently?

Learning Objectives

- By the end of this session, participants will be able to:
  - Define what an instructional routine is and why it matters in a structured literacy block
  - Identify core routines for word recognition, language comprehension, and writing
  - Plan next steps for teaching and reinforcing routines with students

Explicit Instruction

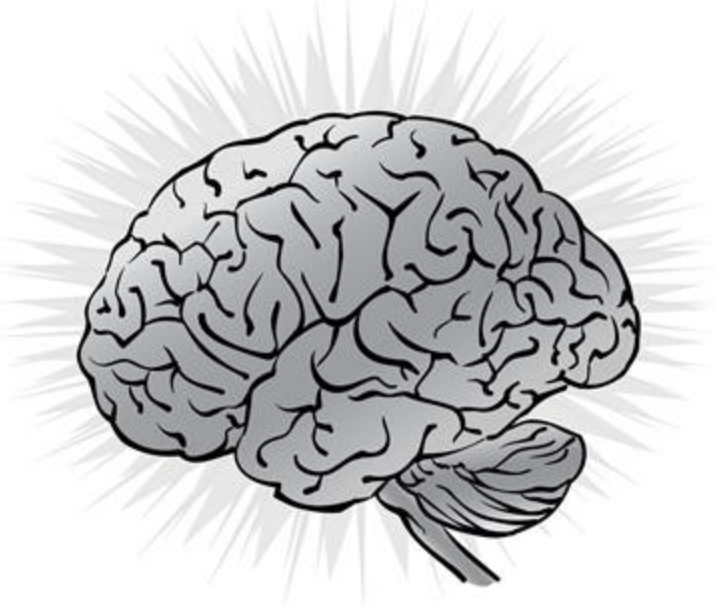
- Structured
- Systematic
- Unambiguous
- Clear and Concise
- Demonstrations
- Opportunities to respond
- Opportunities to practice
- Brisk Pace
- Feedback

PERKY PACE

AN EXPERT MINUTE WITH DR. ANITA ARCHER:
WHY EXPLICIT INSTRUCTION?

Cognitive Load

The mental effort a learner uses to hold, process. and understand information at a given moment.

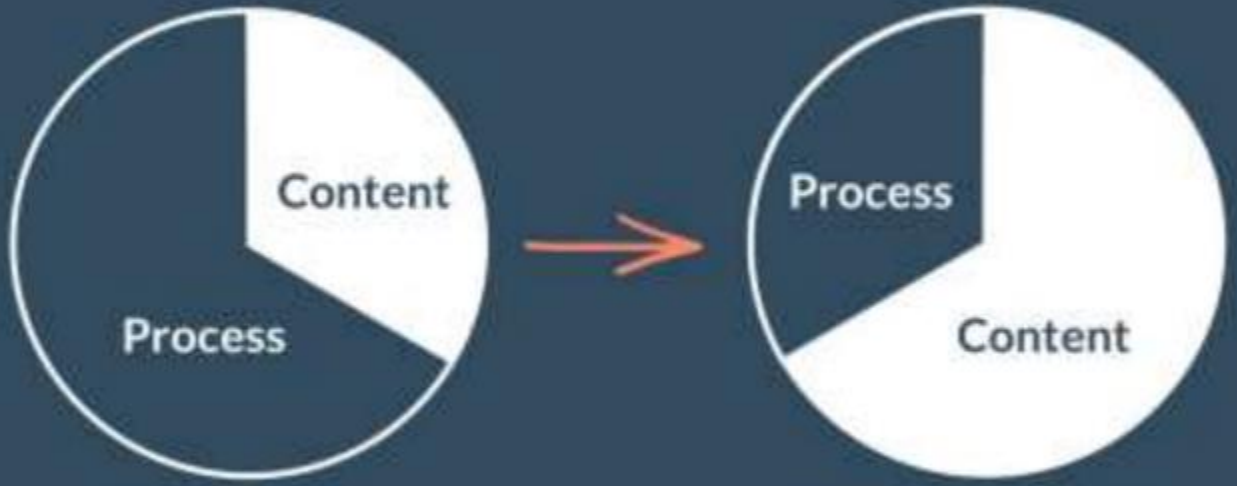


Instructional Routines

A sequence of **specific and repeatable** designs or **consistent steps** for delivering content across a range of learning areas. The routine becomes **familiar** for both the **teacher and the students**, enabling **all students to engage more fully in learning opportunities.**

- Kelemanik, Lucenta, & Creighton, 2016

Distribution of attention



Not a routine

Embedded routine

pepsmccrea.com/diagrams

Source: Mccrea (2020) Motivated Teaching

Instructional Routines

“Instructional routines that are consistent enable students spend less time thinking about the **“how”** of their learning, and can spend more time thinking about the **“what”** of their learning. “

(Reading Science in Schools, n.d., p. 3)

Developing Routines

- Take the time
- Develop a cue
- “I do”, “We do”, “You do”
- Practice
- Practice
- Practice

THE I DO, WE DO, YOU DO MODEL

A three-stage model for gradually transferring responsibility from teacher to learner.

1 I Do: Teacher Modelling

The teacher demonstrates the new skill explicitly.

2 We Do: Guided Practice

Learners and teacher practise the skill together.

3 You Do: Independent Practice

Learners practise applying the new skill independently.

- ✓ Builds understanding step-by-step.
- ✓ Increases confidence and independence.
- ✓ Supports lasting learning and real-world application.

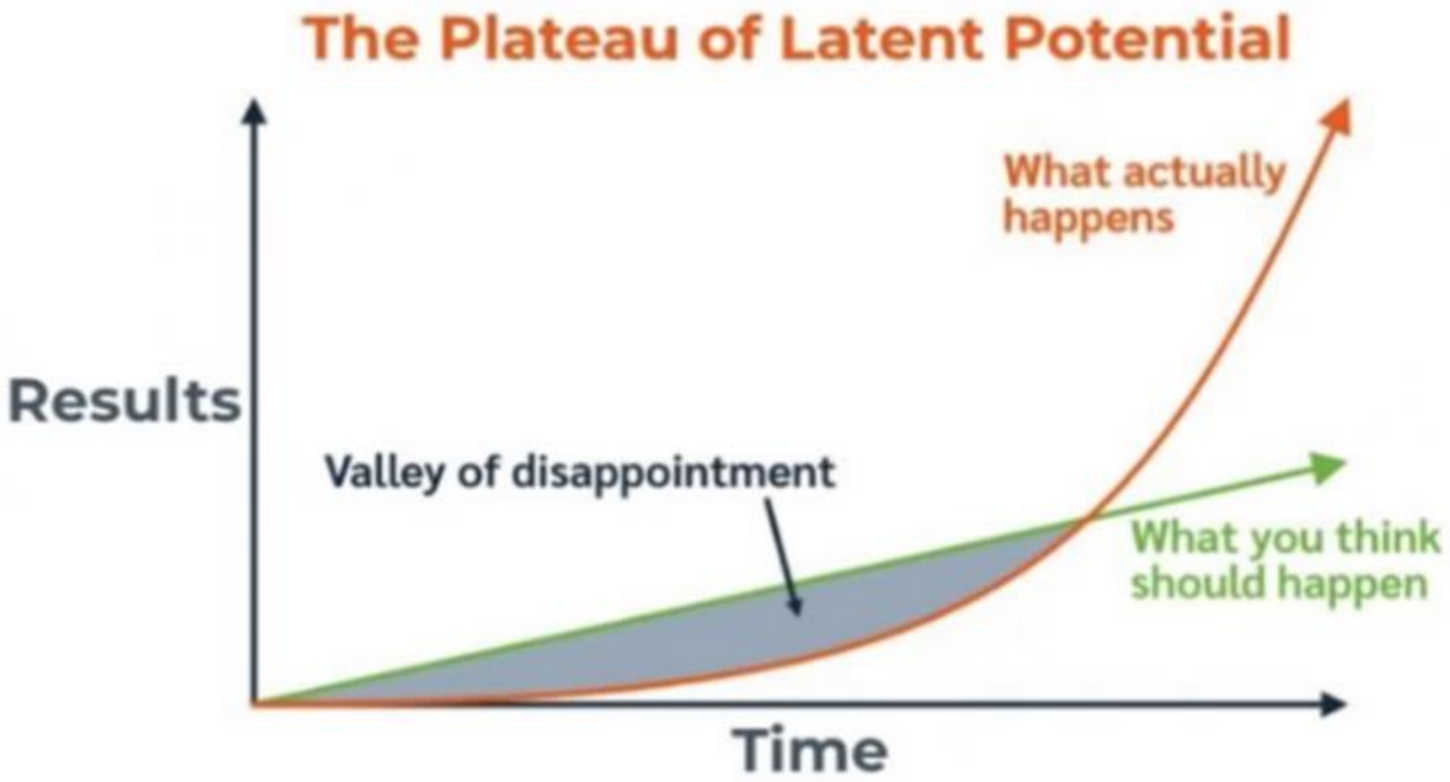
STRUCTURAL LEARNING

https://www.structural-learning.com/post/i-do-we-do-you-do

The 3 Stages of 'I Do, We Do, You Do'

Four Parts of an Effective Signal

1. FOCUS	2. CUE	3. THINK TIME	4. SIGNAL
Touch to the left or Pinch the left of the card	Name? Sound? Word? Contraction? Prefix/Suffix? Meaning?	Often 2 seconds (follow routine cards for time per routine)	Tap Slide Loop
• Do NOT move the focus (finger) until the signal (step 4).	• Say the cue quickly and clearly. • No droning. • Say the cue for each item in the practice chart.	• Keep the think time consistent between each item. • The goal is for each student to be successful practicing with the group.	• Follow the routine as written. • Signal clearly. • Provide a narrow window of response. • Immediately move to the next item.



https://www.brainzmagazine.com/post/the-plateau-of-latent-potential

Feedback

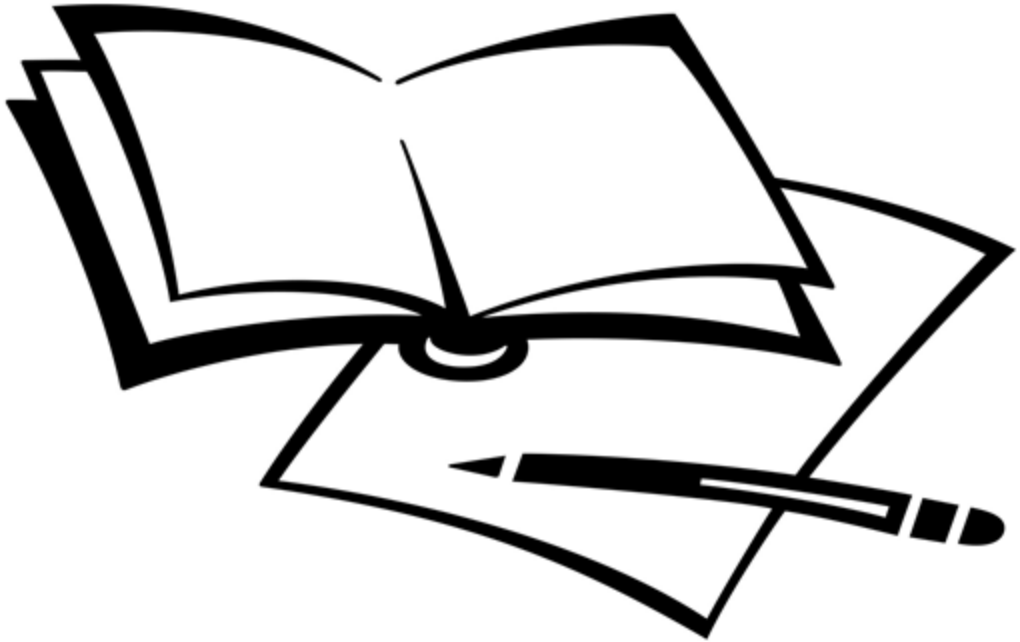
immediate
specific
next-steps
mastery
awareness
positive
guidance
productive
varied
criterion-based
goal-oriented
performance
goal-based
non-competitive
concise
intentional
effective
informational
timely

Teaching a Phoneme/Grapheme Correspondence

- Hear it
- See it
- Feel it
- Manipulate it
- Spell it
- Read it
  - Words
  - Phrases
  - Sentences

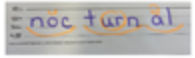
Spelling/Dictation

- Spelling
  - Say/Repeat
  - Segment
  - Name
  - Write and name
- Dictation
  - Say/Repeat
  - Write
  - Edit



Vocabulary Routine

VOCABULARY ACQUISITION LESSON PLAN

TASK	INSTRUCTION
Introduce the vocabulary word	Say the new word to the student(s) and provide a visual nocturnal
TASK	**INSTRUCTION**
Share the phonology and orthography of the word with a visual	Say the word aloud and have the student(s) repeat the word
TASK	**INSTRUCTION**
Explain the meaning	Provide a student-friendly definition of the word **Happening at night** Definition here
TASK	**INSTRUCTION**
Use examples in context	Use the new vocabulary word in context **A sea urchin is nocturnal because they hunt for food at night.** **The nocturnal hamster kept me awake all night.** **My nocturnal teenage brother plays video games all night long.**
TASK	**INSTRUCTION**
Children interact with the examples	Provide the opportunity for the students to use the word in sentences Think of a time when you, a friend, or an animal may be nocturnal. Describe that time.
TASK	**INSTRUCTION**
Use non-examples in context	Use the new vocabulary word in context that shares the opposite meaning. **My alarm clock wakes me up at 5 am, and I am in bed by 10 pm, so I am not nocturnal.**
TASK	**INSTRUCTION**
Say the word again; refer to the visual	Students repeat the word and the meaning 

Fluency Routine

Reading Fluency Lesson Instruction Guide*

Goal: Independently read instructional level text at or above grade level expectations using national norms for rate and accuracy while demonstrating comprehension of the text.

Subskill Focus: _____ Date: _____

Students: _____ Instructor: _____

_____

Ensure decoding skills are intact: accuracy before rate. If word reading accuracy is deficient, analyze word level errors and target with decoding instruction.

Time/Activity	*Instruction (with example activities)*	*Materials*
2 min **Review**	**Review letter/sounds for automaticity.**	keyword and sound cards fluency charts
	• Students review keyword and sound cards to say sounds in isolation for automaticity of sound/symbol correspondence. • Students echo one repetition of target sounds then read keyword and sound cards independently with immediate, corrective feedback.	
4 min **Word Accuracy**	**Practice reading target word types and sight words.**	word cards/lists sight word cards/ lists
	• Teacher models and students repeat one repetition of target words (target words can be pulled from the connected text passage). • Students read independently with immediate, corrective feedback.	
4 min **Words in Phrases**	**Practice reading learned and target words in phrases.**	phrase cards phrase-cued decodable text
	• Teacher defines "phrase" and models phrase reading (phrases can be pulled from the connected text passage). • Students repeat modeled reading. • Students practice chorally. Teacher reads simultaneously as needed to set pace. Students practice independently with immediate, corrective feedback.	
8 min **Connected Text**	**Repeated readings using instructional level texts.**	instructional level text passage timer progress monitoring charts
	• Teacher models how to use phrasing and punctuation cues for rate and expression. Students whisper read first reading of text. • Students read along silently while listening to teacher read. • Students read individually for one minute and chart wcpm. Teacher offers strategy support and feedback on decoding errors between readings. • Students reread text individually for one minute and chart progress.	

Reading Fluency Lesson Instruction Guide*

Time/Activity	*Instruction (with example activities)*	*Materials*
10 min **Comprehension**	**Wide reading of text while monitoring for comprehension.**	grade level text self-monitoring strategies comprehension strategies
	• Identify and practice challenging words before reading full text. Student reads text with support. • *We increase fluency to increase understanding.* • Scaffold and prompt to develop students' self-monitoring and self-correction strategies. • Target strategic comprehension skills and practice reading for meaning.	
2 min **Closure**	**Review new learning.**	
	• Review strategies used for self-monitoring and reading comprehension.	

Planning

Step 1 Identify target words/syllable types for review and reinforcement based on assessment data and observation. **Word Accuracy**

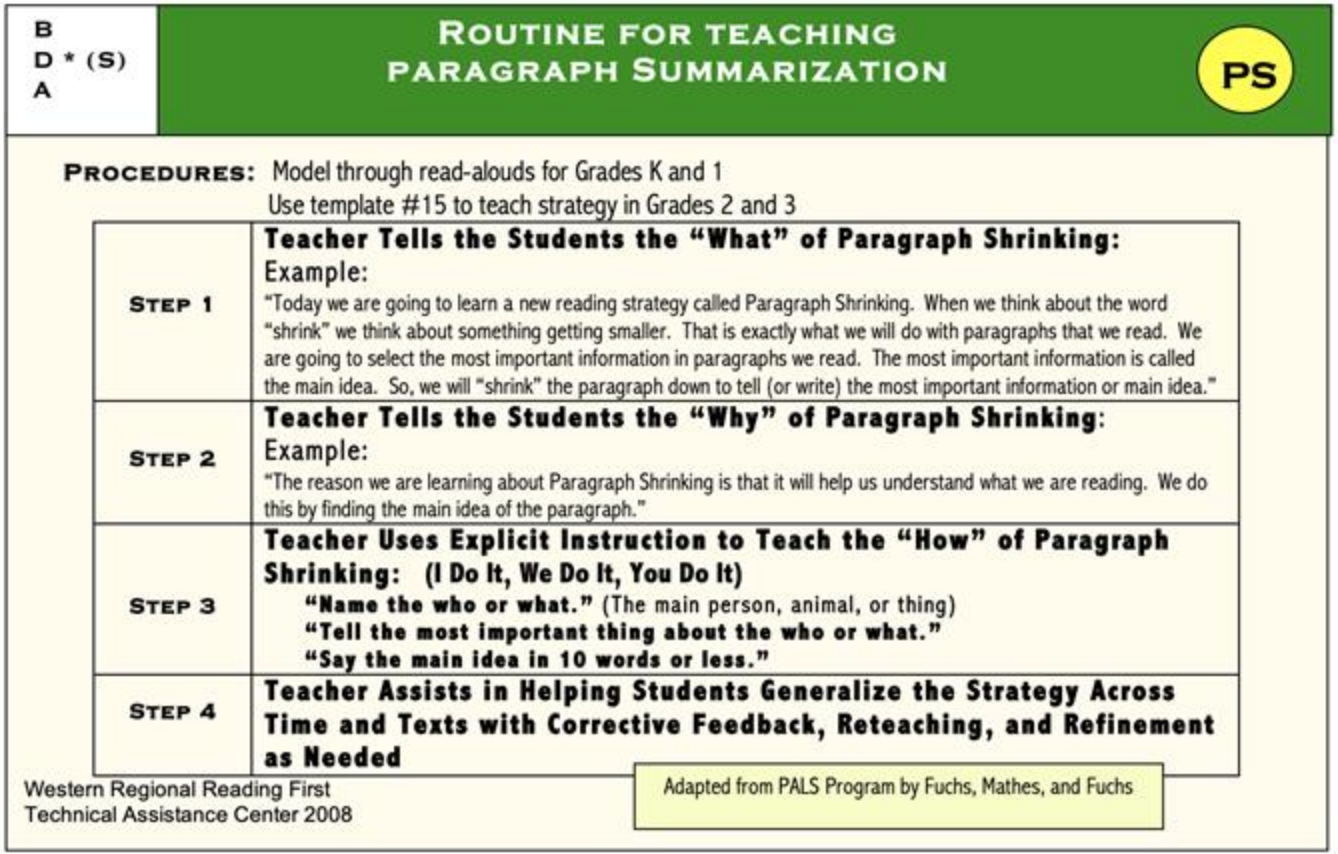
Step 2 Gather and prepare materials to reinforce target words/syllable types and to support practice with instructional level texts. Example resources: Florida Center for Reading Research (FCRR), Reading A-Z, Easy CBM, Intervention Central.

Words in Phrases **Connected Text**

Step 3 Gather and prepare materials to support fluency and comprehension practice with grade level text. **Comprehension**

Step 4 Progress monitor using instructional level text to determine when student reaches or exceeds the 50th percentile goal in order to adjust instruction accordingly. Lack of sufficient progress over time may indicate a need to change intervention and/or tier placement.

Comprehension Routine



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ROUTINE FOR TEACHING PARAGRAPH SUMMARIZATION

PS

PROCEDURES: Model through read-alouds for Grades K and 1
Use template #15 to teach strategy in Grades 2 and 3

STEP 1	**Teacher Tells the Students the "What" of Paragraph Shrinking:** Example: "Today we are going to learn a new reading strategy called Paragraph Shrinking. When we think about the word "shrink" we think about something getting smaller. That is exactly what we will do with paragraphs that we read. We are going to select the most important information in paragraphs we read. The most important information is called the main idea. So, we will "shrink" the paragraph down to tell (or write) the most important information or main idea."
STEP 2	**Teacher Tells the Students the "Why" of Paragraph Shrinking:** Example: "The reason we are learning about Paragraph Shrinking is that it will help us understand what we are reading. We do this by finding the main idea of the paragraph."
STEP 3	**Teacher Uses Explicit Instruction to Teach the "How" of Paragraph Shrinking: (I Do It, We Do It, You Do It)** **"Name the who or what."** (The main person, animal, or thing) **"Tell the most important thing about the who or what."** **"Say the main idea in 10 words or less."**
STEP 4	**Teacher Assists in Helping Students Generalize the Strategy Across Time and Texts with Corrective Feedback, Reteaching, and Refinement as Needed**

Western Regional Reading First
Technical Assistance Center 2008

Adapted from PALS Program by Fuchs, Mathes, and Fuchs

Turn & Talk

- “The routine I will teach or tighten is _____.”
- “I will model it by _____.”
- “I will reinforce it by _____.”

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