Strong Routines, Strong Readers:

BOOSTING LITERACY INSTRUCTION FOR ALL LEARNERS

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Workshop Objectives

1

Identify essential components of effective instructional routines for reading instruction.

2

Practice instructional routines that support literacy development across tiers.

3

Integrate at least one instructional routine into an upcoming lesson to support all learners.

Essential Components of Effective Instructional Routines

What **we teach matters.**

How **we teach also matters!**

- For students experiencing learning difficulties, *how* we teach important skills and strategies may be even more important than what we teach.

Effective teaching is not accidental. It is intentional, **explicit**, and designed to ensure all students succeed.

What Do Researchers Say About Explicit Instruction?

Explicit instruction is...	instruction that does not leave anything to chance and does not make assumptions about skills and knowledge that children will acquire on their own. (Torgesen, 2004)
	a way of teaching where the teacher selects an important objective, specifies the learning outcome, designs structured instructional experiences, explains directly, models the skills being taught, and provides scaffolded practice to help a student achieve mastery. (Kearns, 2018)
	direct and deliberate instruction through continuous teacher-pupil interaction that includes explanation, teacher modeling or example, and multiple opportunities to practice with feedback for students to develop mastery. (Public Act 146, 2024)

Explicit and Systematic Instruction

Components of Explicit Instruction	Components of Systematic Instruction

• Explanation (learning goal)
• Teacher model ("I do.")
• Practice opportunities for students ("We do."; "You do.")
  • Use of signal
  • Judicious review
  • May include pictures, graphics, manipulatives, think-alouds
• Appropriate pacing
• Immediate corrective feedback
• Checks for understanding
	• Break down given task into smaller steps
	• Steps are sequential
	• Steps progress from simple → more complex
	• Students have prior knowledge and prerequisite skills required for new skill
	• Provide temporary support; fade support over time

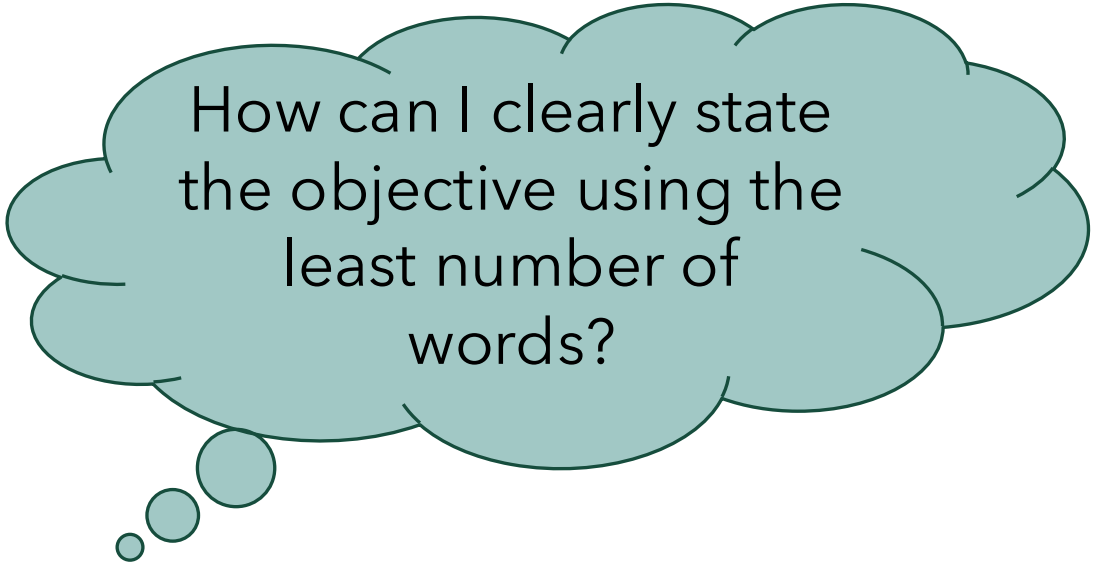
Components of Explicit Instruction

- Lesson Explanation
- Teacher Model
- Multiple Practice Opportunities for Students
- Appropriate Lesson Pacing
- Error Corrections
- Checks for Understanding

(The Meadows Center for Preventing Educational Risk, 2010)

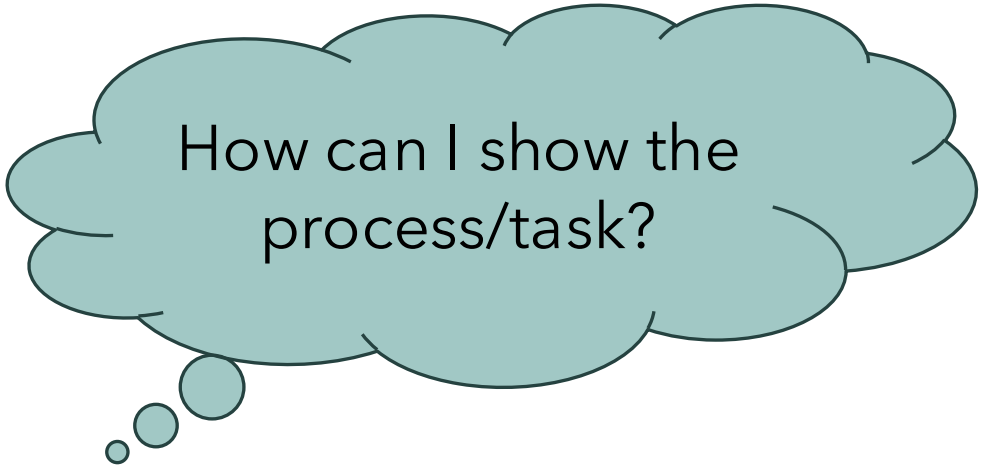
Lesson Explanation

- States the learning target
- Clear and concise
- Limited teacher talk
- Student-friendly



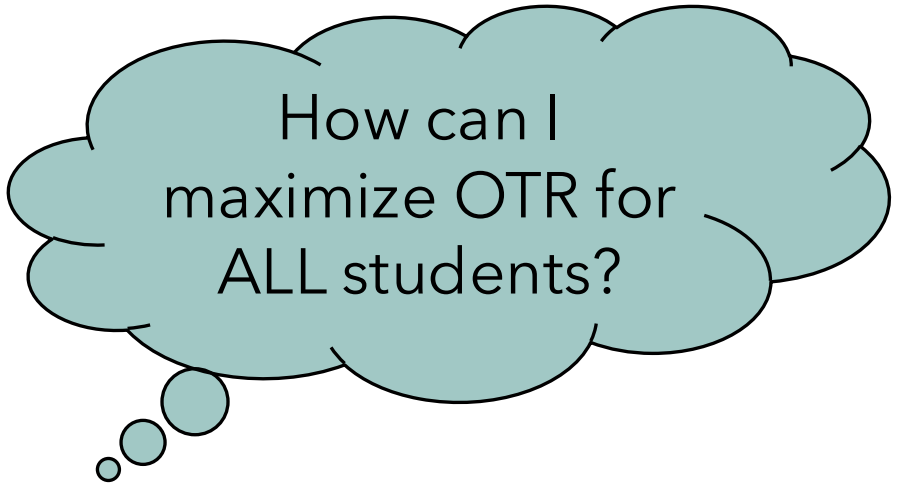
Teacher Model

- Demonstrate task
- Think aloud as needed
- Provide as needed



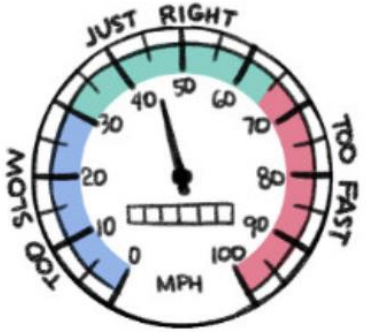
Multiple Practice Opportunities for Students

- Pre-plan for participation
- Monitor students as they respond
  - Look carefully/listen carefully
- Engage ALL students in practice
- Scaffold (as needed)
  - Students do the “heavy lifting”



Appropriate Lesson Pacing

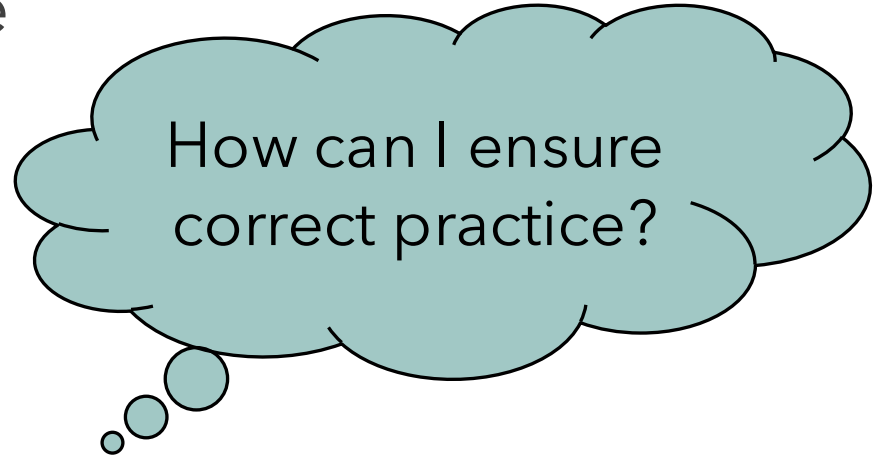
- Preview and prep materials before each lesson
- Plan and practice transitions
- Monitor students to gauge pace appropriateness
  - Not too fast, not too slow—Goldilocks pace
- Keep think time!!



How can I foster a "just-right" pace?

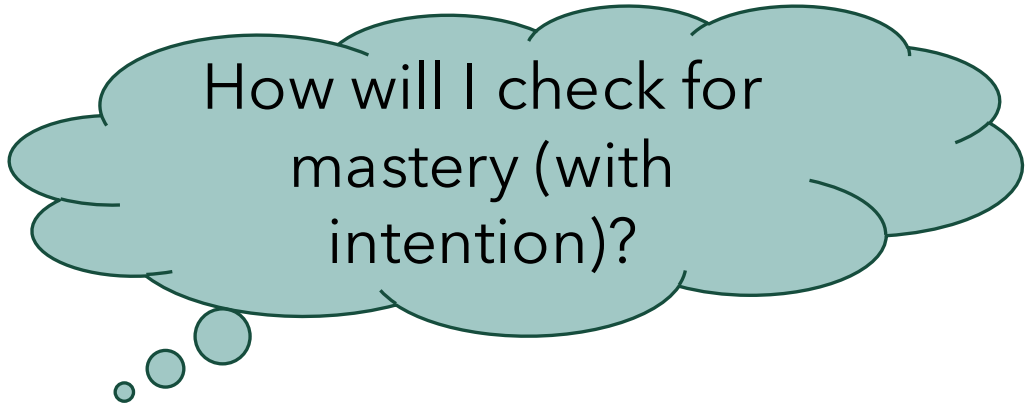
Error corrections

- Informs students of correct and incorrect responses
- Helps clear up misunderstandings
- Correct error and provide more practice



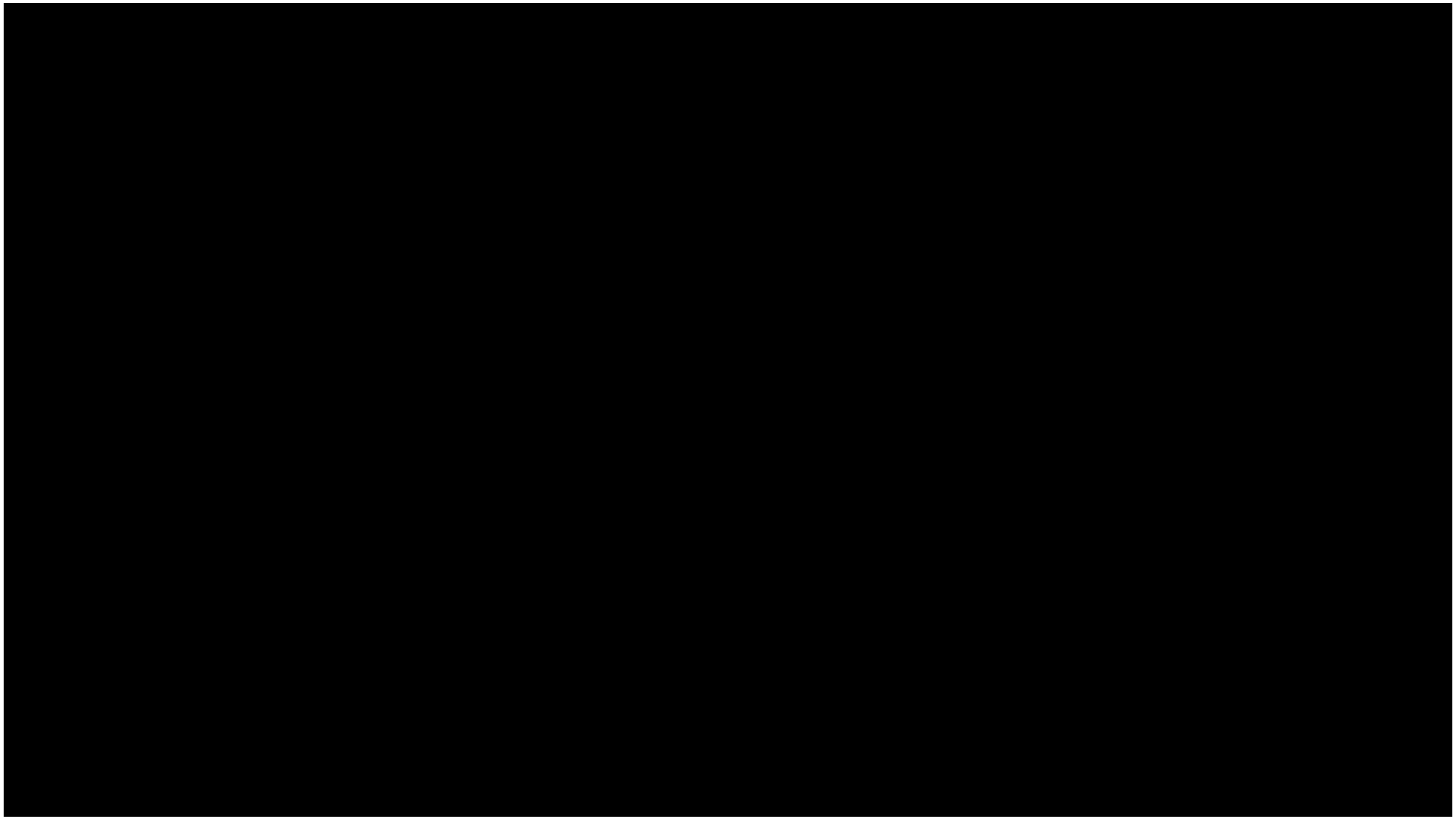
Checks for Understanding

- Gauge for mastery
- Informs instructional next steps
- When used with intention-
  - Provides additional practice for students most at-risk
- Examples:
  - Individual turns, exit tickets, dictation, fluency logs, retells



Effect Sizes: Components of Explicit Instruction

Component	Effect Size
Explicit teaching procedures	.63
Direct instruction	.56
Mastery learning	.67
Goals	.60
Clarity	.85
Rehearsal and memorization	.65
Deliberate practice	.79
Spaced practice	.65



Video: Components of Explicit Instruction

Instructional Routines to Support Literacy Development

Resource: NCII Routines

Select a skill to explore:

PHONEMIC AND PHONOLOGICAL AWARENESS	**PHONICS**	**FLUENCY**
VOCABULARY	**COMPREHENSION**	

Sample Script and Procedures

Directions: The following script is intended as a model. Start with words with two or three phonemes. Adjust the difficulty of words and increase independent practice opportunities as students become more proficient. Words in **bold** are intended to be read by the teacher. Words in *italics* are intended as directions for the teacher. Key intervention principles featured in the lesson are identified in the callout boxes.

Use explicit instruction, including modeling and guided practice.

Today, we are going to practice saying the sounds that we hear in words.

Listen and watch. I'll say the sounds in the word "pat." *(Put up one finger for each sound, or if using Elkonin boxes, point to each box or move an object into each box as you say the sounds.* **/p/ /aaaa/ /t/)**

How many fingers (boxes) did I put up (touch)? *(Students should say "three.")*

Right, that means "pat" has three sounds.

Now let's try it together. Say the sounds in "pat" with me. *(Put up one finger for each sound, or, if using Elkonin boxes, point to each box or move an object into each box as you say the sounds. Watch to make sure the student(s) follow along with you:* **/p/ /aaaa/ /t/.)**

How many fingers (boxes) did we each put up (touch)? *(Students should say "three.")*

That's right, "three!"

It's your turn to say the sounds in "pat." Say "pat." *(Student(s) should say "pat.")*

Now, say the sounds in "pat." Put up one finger (or touch one box) for each sound in the word. *(Student(s) should segment "tap.")*

Provide concrete, repeated opportunities to correctly practice the skill and receive feedback.

How many sounds in "pat?" *(Make sure the student(s) understand that there are three sounds.)*

Good! There are three sounds in "pat!"

Here's another one. Say "goat." *(Student(s) should say "goat.")*

Say the sounds in "goat." Put up one finger (or touch one box) for each sound you hear. *(Student(s) should segment goat.)*

Repeat with additional examples. (See Instructional Considerations below.)

https://intensiveintervention.org/implementation-intervention/literacy-lessons#aware

Sample Script and Procedures

Directions: The following script is intended as a model. Adjust the difficulty of words and increase independent practice opportunities as students become more proficient during daily practice. Words in **bold** are intended to be read by the teacher. Words in *italics* are intended as directions for the teacher. Key intervention principles featured in the lesson are identified in the callout boxes.

Use precise, simple language to introduce and teach concepts and procedures.

Today, we are going put sounds together to make a word. We call this BLENDING because we BLEND the sounds into a word.

Explanation

Listen: /www/ /aaaa/ /shhhhh/ *(Don't stop between sounds as you say them. If using manipulatives such as Elkonin boxes, point to each box or move an object into each box as you say each sound.)*

I'll blend these sounds into a word: wash

Model

Use explicit instruction with examples. Use modeling, guided, and independent practice with feedback to help the student build accuracy with a new skill.

Now let's blend the sounds into the word together. Listen: /www/ /aaa/ /shhhh/. *(Make sure the students(s) are blending with you. Don't stop between sounds as you say them. If using manipulatives such as Elkonin boxes, point or move an object into each box as you say the sounds.)*

What's the word? *(Say "wash" with the student(s). Clap or snap your fingers to cue the students to say the word together. Listen to make sure all students say the word.)*

Now it's your turn to blend the sounds into the word together. Ready? (Students say /www/ /aaa/ /shhhh/. *Make sure all the students(s) are blending without stopping between sounds. If using manipulatives such as Elkonin boxes, have students point to each box or move an object into each box as you say the sounds.)*

What's the word? *(Clap or snap your fingers to cue the students to say, "wash." Listen to make sure all students say the word.)*

Practice

Provide concrete, repeated opportunities to correctly practice the skill with feedback.

Good! /www/ /aaa/ /shhhhh/ is wash! Here's another one: /mmm/ /aaa/ /nnn/. *(Repeat the procedure above for "man." As students demonstrate accuracy, move directly to independent practice with words with three sounds. See "Instructional Considerations" below for more practice tips.)*

Error Correction Example

Provide immediate and explicit error correction.

Have the student practice the correct response.

That's not quite right. Listen: /mmm/ /aaa/ /nnn/ is man.

Now listen again: /mmm/ /aaa/ /nnn/. What's the word? *(Students should say "man.")*

Error Correction

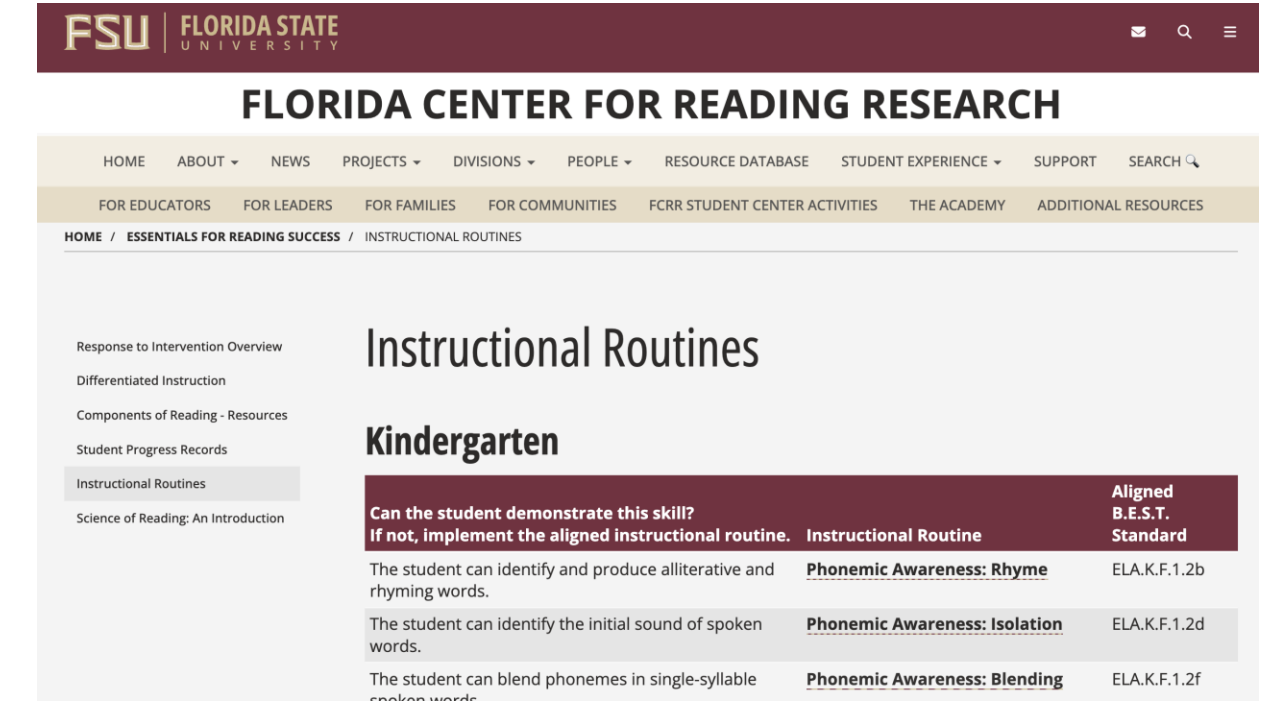
Repeat as needed with additional words, making sure not to stop between sounds. Have the students demonstrate the correct response for each word).

Instructional Considerations

- Practice with additional words with three sounds such as dog, rat, box, mitt.
- If words with three sounds are too difficult, back up and present words with two sounds (e.g., at, if, me).
- As students become more accurate and fluent with blending, add words with four sounds (e.g., slip, drop, hits, chirped) and later, five sounds (e.g., spits, flipped, sloppy), including consonant blends.
- Consonant blends (fl) can be separated into two sounds, whereas digraphs (ch) cannot.
- Once students demonstrate accuracy with blending three sounds (90% or better), time them for 1 minute to see how many words they can blend correctly. Have them graph their scores to track their fluency.
- As students master the task, move on to blending longer and more difficult words.

https://intensiveintervention.org/sites/default/files/K_PhonemicAwareness_Blending_508.pdf

Resource: FCRR Routines


FSU | FLORIDA STATE UNIVERSITY

FLORIDA CENTER FOR READING RESEARCH

HOME ABOUT NEWS PROJECTS DIVISIONS PEOPLE RESOURCE DATABASE STUDENT EXPERIENCE SUPPORT SEARCH

FOR EDUCATORS FOR LEADERS FOR FAMILIES FOR COMMUNITIES FCRR STUDENT CENTER ACTIVITIES THE ACADEMY ADDITIONAL RESOURCES

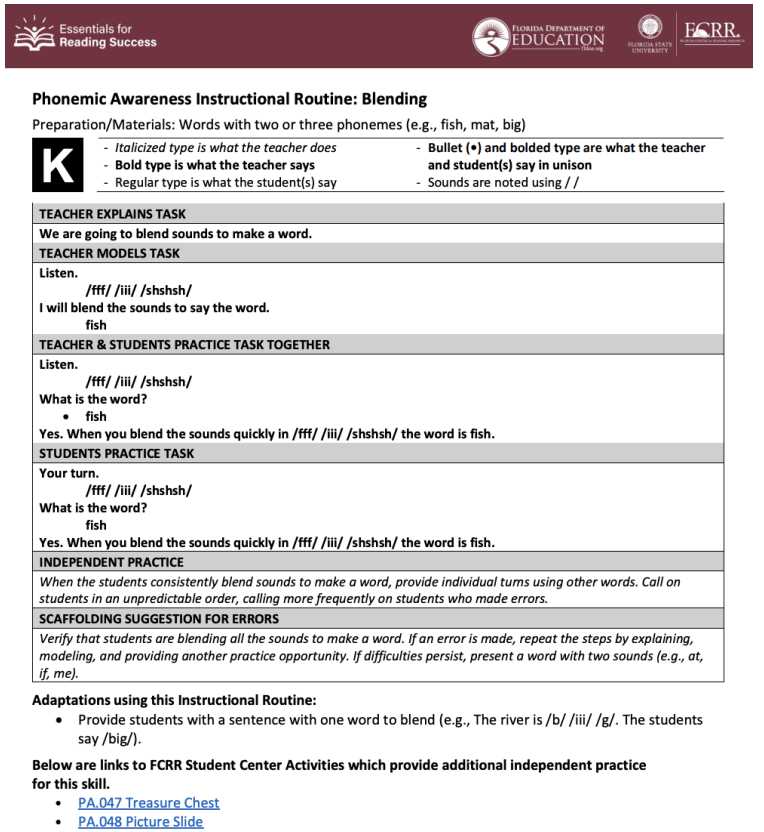
HOME / ESSENTIALS FOR READING SUCCESS / INSTRUCTIONAL ROUTINES

- Response to Intervention Overview
- Differentiated Instruction
- Components of Reading - Resources
- Student Progress Records
- Instructional Routines
- Science of Reading: An Introduction

Instructional Routines

Kindergarten

Can the student demonstrate this skill? If not, implement the aligned instructional routine.	Instructional Routine	Aligned B.E.S.T. Standard
The student can identify and produce alliterative and rhyming words.	Phonemic Awareness: Rhyme	ELA.K.F.1.2b
The student can identify the initial sound of spoken words.	Phonemic Awareness: Isolation	ELA.K.F.1.2d
The student can blend phonemes in single-syllable spoken words.	Phonemic Awareness: Blending	ELA.K.F.1.2f


Essentials for Reading Success

Florida Department of Education | FCRR

Phonemic Awareness Instructional Routine: Blending

Preparation/Materials: Words with two or three phonemes (e.g., fish, mat, big)

K

- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Sounds are noted using / /

TEACHER EXPLAINS TASK
We are going to blend sounds to make a word.
TEACHER MODELS TASK
Listen. **/fff/ /iii/ /shshsh/** **I will blend the sounds to say the word.** **fish**
TEACHER & STUDENTS PRACTICE TASK TOGETHER
Listen. **/fff/ /iii/ /shshsh/** **What is the word?** • **fish** **Yes. When you blend the sounds quickly in /fff/ /iii/ /shshsh/ the word is fish.**
STUDENTS PRACTICE TASK
Your turn. **/fff/ /iii/ /shshsh/** **What is the word?** **fish** **Yes. When you blend the sounds quickly in /fff/ /iii/ /shshsh/ the word is fish.**
INDEPENDENT PRACTICE
When the students consistently blend sounds to make a word, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.
SCAFFOLDING SUGGESTION FOR ERRORS
Verify that students are blending all the sounds to make a word. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, present a word with two sounds (e.g., at, if, me).

Adaptations using this Instructional Routine:

- Provide students with a sentence with one word to blend (e.g., The river is /b/ /iii/ /g/. The students say /big/).

Below are links to FCRR Student Center Activities which provide additional independent practice for this skill.

- PA.047 Treasure Chest
- PA.048 Picture Slide

https://fcrr.org/reading-success/instructional-routines

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TEACHER EXPLAINS TASK	Explanation
We are going to blend sounds to make a word.	
TEACHER MODELS TASK	Model
Listen. **/fff/ /iii/ /shshsh/** **I will blend the sounds to say the word.** **fish**	
TEACHER & STUDENTS PRACTICE TASK TOGETHER	Practice
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STUDENTS PRACTICE TASK	
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INDEPENDENT PRACTICE	Checks for Understanding
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SCAFFOLDING SUGGESTION FOR ERRORS	Error Correction
Verify that students are blending all the sounds to make a word. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, present a word with two sounds (e.g., at, if, me).	

Adaptations using this Instructional Routine:

- Provide students with a sentence with one word to blend (e.g., The river is /b/ /iii/ /g/. The students say /big/).

https://fcrr.org/sites/g/files/upcbnu2836/files/media/projects/essentials-for-reading-success/instructional-routines/Phonemic-Awareness-1-Blending.pdf

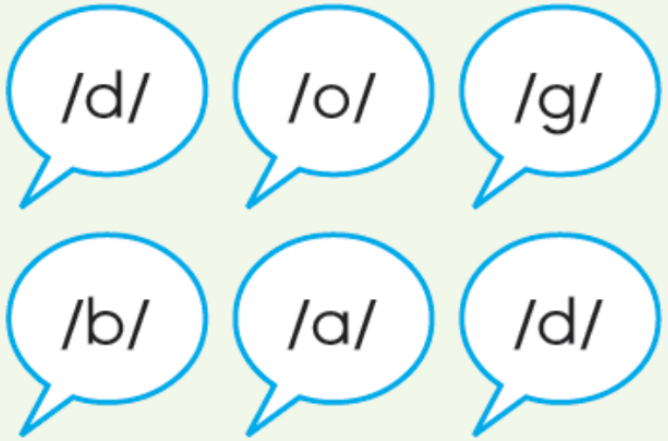
Integration of Instructional Routines into Daily Teaching

Phonological Awareness: Phoneme Blending (2–3 min.)

Model: dog, bad, did, mud
Say the sounds in **dog** and model blending them.

*I am going to say the sounds in **dog**: **/d/ /ooo/ /g/**. I can blend these sounds together: **/dooog/**. Now you blend them with me: **/d/ /ooo/ /g/**, **/dooog/**, **dog**.*

Repeat the process with the remaining words.



Practice: dad, sad, mad, dig
Say the sounds for each word, having students blend the sounds to form the whole word.

For Differentiated Phonological Awareness Activities, see the progression of routines provided in Additional Resources section online.

Focus: Phoneme Blending

Core Program Example: Grade K

Routines Increase Explicitness: Phoneme Blending

Phonemic Awareness Instructional Routine: Blending

Preparation/Materials: Words with two or three phonemes (e.g., fish, mat, big)

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Adaptations using this Instructional Routine:

- Provide students with a sentence with one word to blend (e.g., say /big/).

Apply routine to core program content

Phonological Awareness: Phoneme Blending (2–3 min.)

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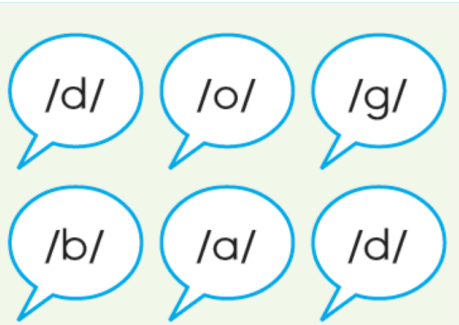
*I am going to say the sounds in **dog**: **/d/ /ooo/ /g/**. I can blend these sounds together: **/dooog/**. Now you blend them with me: **/d/ /ooo/ /g/**, **/dooog/**, **dog**.*



Practice: dad, sad, mad, dig

Say the sounds for each word, having students blend the sounds to form the whole word.

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Routine Integration: Phoneme Blending

Phonemic Awareness Instructional Routine: Blending

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Adaptations using this Instructional Routine:

- Provide students with a sentence with one word to blend (e.g., The river is /b/ /iii/ /g/. The students say /big/).

Repeat with: dog, bad, did, mud, sad, mad, dig

Practice: Phoneme Blending

Word List:

- did
- mud
- dad
- sad
- mad
- dig

Phonemic Awareness Instructional Routine: Blending

Preparation/Materials: Words with two or three phonemes (e.g., fish, mat, big)

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- Provide students with a sentence with one word to blend (e.g., The river is /b/ /iii/ /g/. The students say /big/).

Focus: Decode/ Encode Words with Blends

Core Program Example:

Grade 1

Phonics: Decode and Write Words with Final Consonant Blends

Minilesson

FOCUS Tell students that final consonant blends appear at the end of a word and that the sounds of both consonants are heard.

MODEL AND PRACTICE Write the letters *re, be,* and *te,* on the board. Say: We are going to add final consonant blends to make these words complete. The letters *st* create a consonant blend. We will add the blend *st* to the end of these letters to make words with final consonant blends. Write the letters *st* after the letters on the board to create the words *rest, best,* and *test.* Read the words aloud and have students repeat each one. Then erase the blend *st* in each word.

Guide student practice using the final consonant blend *nt.* Say: Write the letter groups *re, be,* and *te* on a sheet of paper. You can create new words by adding the consonant blend *nt* to the end of these letters. Add the blend *nt* after the letter groups. What words does the *nt* final consonant blend create? Have students supply *rent, bent,* and *tent.* Provide more examples for students to continue writing similar consonant blends. For example: *bolt, belt, felt; gift, lift, drift; lamp, ramp, camp; tend, bend, send.*

bo	be	fe
bolt	belt	felt

TURN, TALK, AND SHARE Have partners decode the p. 91 in the *Student Interactive*.

FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 **My TURN** Have students complete the rest of p. 91 and p. 92 in the *Student Interactive.*

OPTION 2 **Independent Activity** Have students create a picture book of consonant blend words with pictures cut out from magazines or pictures they draw themselves.

QUICK CHECK

Notice and Assess Are students able to decode and write words with final consonant blends?

Decide

- **If students struggle,** revisit instruction for Phonics in Small Group on pp. T158–T159.
- **If students show understanding,** extend instruction for Phonics in Small Group on pp. T158–T159.

Routines Increase Explicitness: Decode/Encode Words with Blends

Phonics Instructional Routine: Decode and Write Words with Blends

Preparation/Materials: Words ending in blends (e.g., must, fast, soft, jump) written on word cards, paper and pencil for each student

1

- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- Teacher or student slides finger under the underlined letter or word
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Letters and words that are in print are in "quotation marks"
- Sounds are noted using / /

TEACHER EXPLAINS TASK

We are going to read and write words that end with a blend.

TEACHER MODELS TASK

Display the word card for "must."
Listen and watch.
I will say each sound slowly.
/mmm/ /uuu/ /sss/ /t/
I will I blend the sounds.
"must"
Turn over the word card for "must."
I will say "must" slowly and hold up 1 finger for each sound.
/mmm/ /uuu/ /sss/ /t/
Now I will write each letter as I say its sound slowly.
/mmm/ /uuu/ /sss/ /t/ "must"
I read and wrote "must."

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Display the word card for "must."
Let's say each sound.
/mmm/ /uuu/ /sss/ /t/
Blend the sounds and read the word.
- **"must"**

Turn over the word card for "must."
Now say "must" slowly and hold up one finger for each sound.
- **/mmm/ /uuu/ /sss/ /t/**

On your paper write each letter as we say its sound slowly.
- **/mmm/ /uuu/ /sss/ /t/**

Read the word.
- **"must"**

Yes. We read and wrote "must."

STUDENTS PRACTICE TASK

Students read and write from their paper.
Your turn. Put your finger on the "m."
Say each sound slowly.
/mmm/ /uuu/ /sss/ /t/
Now blend the sounds.
"must"
Turn your paper over.
Say "must" slowly and hold up one finger for each sound.
/mmm/ /uuu/ /sss/ /t/

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Apply routine to core program content

Phonics: Decode and Write Words with Final Consonant Blends

Minilesson

FOCUS Tell students that final consonant blends appear at the end of a word and that the sounds of both consonants are heard.

MODEL AND PRACTICE Write the letters *re, be,* and *te,* on the board. Say: We are going to add final consonant blends to make these words complete. The letters *st* create a consonant blend. We will add the blend *st* to the end of these letters to make words with final consonant blends. Write the letters *st* after the letters on the board to create the words *rest, best,* and *test.* Read the words aloud and have students repeat each one. Then erase the blend *st* in each word.

Guide student practice using the final consonant blend *nt.* Say: Write the letter groups *re, be,* and *te* on a sheet of paper. You can create new words by adding the consonant blend *nt* to the end of these letters. Add the blend *nt* after the letter groups. What words does the *nt* final consonant blend create? Have students supply *rent, bent,* and *tent.* Provide more examples for students to continue writing similar consonant blends. For example: *bolt, belt, felt; gift, lift, drift; lamp, ramp, camp; tend, bend, send.*

bo	be	fe
bolt	belt	felt

TURN, TALK, AND SHARE Have partners decode the words at the top of p. 91 in the *Student Interactive*.

Phonics Instructional Routine: Decode and Write Words with Blends

Preparation/Materials: Words ending in blends (e.g., must, fast, soft, jump) written on word cards, paper and pencil for each student

1

- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- Teacher or student slides finger under the underlined letter or word
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Letters and words that are in print are in "quotation marks"
- Sounds are noted using / /

TEACHER EXPLAINS TASK

We are going to read and write words that end with a blend.

TEACHER MODELS TASK

Display the word card for "must."

Listen and watch.

I will say each sound slowly.

/mmm/ /uuu/ /sss/ /t/

I will I blend the sounds.

"must"

Turn over the word card for "must."

I will say "must" slowly and hold up 1 finger for each sound.

/mmm/ /uuu/ /sss/ /t/

Now I will write each letter as I say its sound slowly.

/mmm/ /uuu/ /sss/ /t/ "must"

I read and wrote "must."

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Display the word card for "must."

Let's say each sound.

/mmm/ /uuu/ /sss/ /t/

Blend the sounds and read the word.

- **"must"**

Turn over the word card for "must."

Now say "must" slowly and hold up one finger for each sound.

- **/mmm/ /uuu/ /sss/ /t/**

On your paper write each letter as we say its sound slowly.

- **/mmm/ /uuu/ /sss/ /t/**

Read the word.

- **"must"**

Yes. We read and wrote "must."

STUDENTS PRACTICE TASK

Students read and write from their paper.

Your turn. Put your finger on the "m."

Say each sound slowly.

/mmm/ /uuu/ /sss/ /t/

Now blend the sounds.

"must"

Turn your paper over.

Say "must" slowly and hold up one finger for each sound.

/mmm/ /uuu/ /sss/ /t/

Repeat with: rest, best, test, rent, bent, tent, etc.

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Routine Integration: Decode/Encode

Now write each letter as you say its sound slowly.

/mmm/ /uuu/ /sss/ /t/

Read the word.

"must"

Yes. You read and wrote "must."

INDEPENDENT PRACTICE

When students consistently decode and write the word, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are saying the correct sound for each letter and are writing the correct letter for each letter-sound. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, use your fingers to show the position of each letter-sound when writing the word (e.g., simultaneously hold up one finger while saying the first letter-sound).

Adaptations using this Instructional Routine:

- Use letter sound cards as a visual aid to spell and/or transfer the word to paper.
- Use words with a blend at the beginning of the word (e.g., slim, stop).
- Use words with a blend at both the beginning and end of the word (e.g., clump, frost).

Phonics Instructional Routine: Decode and Write Words with Blends

Preparation/Materials: Words ending in blends (e.g., must, fast, soft, jump) written on word cards, paper and pencil for each student

1

- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- Teacher or student slides finger under the underlined letter or word
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Letters and words that are in print are in "quotation marks"
- Sounds are noted using / /

TEACHER EXPLAINS TASK

We are going to read and write words that end with a blend.

TEACHER MODELS TASK

Display the word card for "must."

Listen and watch.

I will say each sound slowly.

/mmm/ /uuu/ /sss/ /t/

I will I blend the sounds.

"must"

Turn over the word card for "must."

I will say "must" slowly and hold up 1 finger for each sound.

/mmm/ /uuu/ /sss/ /t/

Now I will write each letter as I say its sound slowly.

/mmm/ /uuu/ /sss/ /t/ "must"

I read and wrote "must."

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Display the word card for "must."

Let's say each sound.

/mmm/ /uuu/ /sss/ /t/

Blend the sounds and read the word.

- **"must"**

Turn over the word card for "must."

Now say "must" slowly and hold up one finger for each sound.

- **/mmm/ /uuu/ /sss/ /t/**

On your paper write each letter as we say its sound slowly.

- **/mmm/ /uuu/ /sss/ /t/**

Read the word.

- **"must"**

Yes. We read and wrote "must."

STUDENTS PRACTICE TASK

Students read and write from their paper.

Your turn. Put your finger on the "m."

Say each sound slowly.

/mmm/ /uuu/ /sss/ /t/

Now blend the sounds.

"must"

Turn your paper over.

Say "must" slowly and hold up one finger for each sound.

/mmm/ /uuu/ /sss/ /t/

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Practice: Decode/Encode

Word List:

rest	best	test
rent	bent	tent

Now write each letter as you say its sound slowly.

/mmm/ /uuu/ /sss/ /t/

Read the word.

"must"

Yes. You read and wrote "must."

INDEPENDENT PRACTICE

When students consistently decode and write the word, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are saying the correct sound for each letter and are writing the correct letter for each letter-sound. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, use your fingers to show the position of each letter-sound when writing the word (e.g., simultaneously hold up one finger while saying the first letter-sound).

Adaptations using this Instructional Routine:

- Use letter sound cards as a visual aid to spell and/or transfer the word to paper.
- Use words with a blend at the beginning of the word (e.g., slim, stop).
- Use words with a blend at both the beginning and end of the word (e.g., clump, frost).

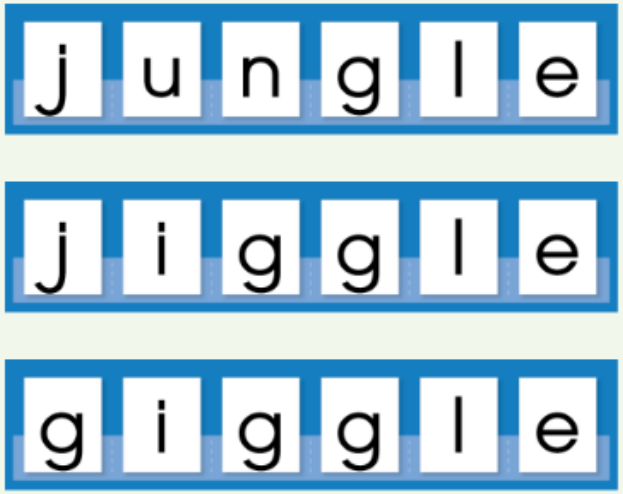
Blend and Build Words (2–3 min.)

Multisensory Learning

Model: jungle, jiggle, giggle
Display Letter Cards for **jungle**. As an alternative, create syllable cards on index cards. Blend the sounds: **/juuungl/, jungle**.

- Replace the **jun** with **jig** and repeat with **jiggle**.
- Replace the **jig** with **gig** and repeat with **giggle**.

e-Pocket Chart



Practice: table, fable, cable
Spiral Review: pair, fair, hair, chair, chairs, stairs

✔**Check to see: If** students need support with building words, **then** use strategies provided for **Small-Group Instruction**.

Focus: Blend Multisyllabic Words

Core Program Example:
Grade 4

Routines Increase Explicitness: Multisyllabic Words

Blending Routine 4: Spelling-Focused Multisyllabic

Materials: Chart of regular multisyllabic words to practice blending, blank card, card with e written on the left side (drop-e card), card with y written on the left side (drop-y card).

Explain: Demonstrate the task as you are explaining it.
You're going to practice reading words.

Model: Use the signal for each word.* Model until students are successful with the routine.
I'll show you how to read the first word. My turn.
Practice for students only: Go back to the first word on the chart. Use the signal for each word.*
Your turn.

*Signal for each word

1. Cover all of the syllables except for the first one.
2. Touch finger(s) under the focus spelling (e.g., vowel spellings) of the syllable. **Sound?** Wait 1 second for students to think. Tap finger(s) under spelling.
3. Touch to the left of the word. **Blend.** (Wait 1 second.) Loop finger under each of the syllable(s) that have been presented.
4. Uncover the next syllable continuing to move the card to the right until every syllable is revealed.
5. Repeat steps 2 and 3 for each syllable in the word.
6. Touch to the left of the word. **Word?** Wait 1 second for students to think. Slide finger under the word.

Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."
Let's do some individual turns. I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.

Correcting Student Errors

- Sound Error: **My turn. This sound is [sound]. Your turn. Sound?** Tap under spelling. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.
- Blending Error: **My turn. Listen to me blend.** Demonstrate blending. **Your turn. Blend?** Loop finger under the syllable. **Let's start over.** Use the signal for each word*, and re-present the word. Continue presenting the words on the chart.
- Word Error: **My turn. This word is [word]. Your turn. Word?** Slide finger under the word. **Let's start over.** Use the signal for each word* and re-present the word. Back up two words and continue presenting the words on the chart.

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Apply routine to core program content

Enhanced Core Reading Instruction

Blend and Build Words (2–3 min.)

Model: jungle, jiggle, giggle
Display Letter Cards for **jungle**. As an alternative, create syllable cards on index cards. Blend the sounds: **/juungl/, jungle**.

- Replace the **jun** with **jig** and repeat with **jiggle**.
- Replace the **jig** with **gig** and repeat with **giggle**.

e-Pocket Chart

j	u	n	g	l	e
j	i	g	g	l	e
g	i	g	g	l	e

Practice: table, fable, cable
Spiral Review: pair, fair, hair, chair, chairs, stairs

✔**Check to see: If** students need support with building words, **then** use strategies provided for **Small-Group Instruction**.

Routine Integration: Multisyllabic Words

Model with: jungle

Repeat with: jungle, jiggle, giggle, table, fable, cable

Blending Routine 4: Spelling-Focused Multisyllabic

Materials: Chart of regular multisyllabic words to practice blending, blank card, card with e written on the left side (drop-e card), card with y written on the left side (drop-y card).

Explain: Demonstrate the task as you are explaining it.
You're going to practice reading words.

Model: Use the signal for each word.* Model until students are successful with the routine.
I'll show you how to read the first word. My turn.
Practice for students only: Go back to the first word on the chart. Use the signal for each word.*
Your turn.

*Signal for each word

1. Cover all of the syllables except for the first one.
2. Touch finger(s) under the focus spelling (e.g., vowel spellings) of the syllable. **Sound?** Wait 1 second for students to think. Tap finger(s) under spelling.
3. Touch to the left of the word. **Blend.** (Wait 1 second.) Loop finger under each of the syllable(s) that have been presented.
4. Uncover the next syllable continuing to move the card to the right until every syllable is revealed.
5. Repeat steps 2 and 3 for each syllable in the word.
6. Touch to the left of the word. **Word?** Wait 1 second for students to think. Slide finger under the word.

Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."
Let's do some individual turns. I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.

Correcting Student Errors

- Sound Error: **My turn. This sound is [sound]. Your turn. Sound?** Tap under spelling. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.
- Blending Error: **My turn. Listen to me blend.** Demonstrate blending. **Your turn. Blend?** Loop finger under the syllable. **Let's start over.** Use the signal for each word*, and re-present the word. Continue presenting the words on the chart.
- Word Error: **My turn. This word is [word]. Your turn. Word?** Slide finger under the word. **Let's start over.** Use the signal for each word* and re-present the word. Back up two words and continue presenting the words on the chart.

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Blending Routine 4: Spelling-Focused Multisyllabic

Materials: Chart of regular multisyllabic words to practice blending, blank card, card with e written on the left side (drop-e card), card with y written on the left side (drop-y card).

Explain: Demonstrate the task as you are explaining it.
You're going to practice reading words.

Model: Use the signal for each word.* Model until students are successful with the routine.
I'll show you how to read the first word. My turn.
Practice for students only: Go back to the first word on the chart. Use the signal for each word.*
Your turn.

*Signal for each word

1. Cover all of the syllables except for the first one.
2. Touch finger(s) under the focus spelling (e.g., vowel spellings) of the syllable. **Sound?** Wait 1 second for students to think. Tap finger(s) under spelling.
3. Touch to the left of the word. **Blend.** (Wait 1 second.) Loop finger under each of the syllable(s) that have been presented.
4. Uncover the next syllable continuing to move the card to the right until every syllable is revealed.
5. Repeat steps 2 and 3 for each syllable in the word.
6. Touch to the left of the word. **Word?** Wait 1 second for students to think. Slide finger under the word.

Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."
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Correcting Student Errors

- Sound Error: **My turn. This sound is [sound]. Your turn. Sound?** Tap under spelling. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.
- Blending Error: **My turn. Listen to me blend.** Demonstrate blending. **Your turn. Blend?** Loop finger under the syllable. **Let's start over.** Use the signal for each word*, and re-present the word. Continue presenting the words on the chart.
- Word Error: **My turn. This word is [word]. Your turn. Word?** Slide finger under the word. **Let's start over.** Use the signal for each word* and re-present the word. Back up two words and continue presenting the words on the chart.

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Practice: Multisyllabic Words

Word List:

jungle*	jiggle	giggle
table	fable	cable

*use word for model and practice

Explicit Instruction Planning Template

Topic:	Grade:	Unit/Module:	Week:	Day:
Lesson Explanation **How can I clearly state the objective in target using the least number of words?**				
Teacher Model **How can I show the process/task?**				
Multiple Practice Opportunities for Students **How can I maximize OTRs for ALL students?**				
Appropriate Lesson Pacing **How can I foster a "just-right" pace?**				
Error Corrections **How can I ensure correct practice?**				
Checks for Understanding **How will I check for mastery (with intention)?**				
Additional Notes				

Application to Practice

Take a moment to explore FCRR and NCII instructional routines and reflect on your current core program/teaching resources.

How explicit is your current teaching?

How can routines be applied to your own practice to make instruction more intentional, explicit, and designed to ensure all students succeed?

Workshop Wrap-Up

Workshop Objectives Review

1

Identify essential components of effective instructional routines for reading instruction.

2

Practice instructional routines that support literacy development across tiers.

3

Integrate at least one instructional routine into an upcoming lesson to support all learners.

Resources, Wonderings, and Takeaways

Websites for resources shared today:

- National Center on Intensive Intervention
  - https://intensiveintervention.org/implementation-intervention/literacy-lessons
- Florida Center for Reading Research
  - https://fcrr.org/reading-success/instructional-routines

Please share any wonderings or takeaways as we end today's session.

THANK YOU!