# DOINGWHATWORKS

SAMPLE MATERIAL

## Foundational Reading Skills: Instructional Routines

Florida Center for Reading Research

**Topic:** Response to Intervention in Primary Grade Reading

**Practice:** Systematic Skill Instruction

The Florida Center for Reading Research (FCRR) has developed instructional routines for teaching foundational K-3 reading skills, including phonemic awareness, phonics, comprehension, fluency, and vocabulary. Included here are four instructional routines: Kindergarten phonemic awareness, first-grade phonics and comprehension, and second-grade fluency. The routines are intended for small-group instruction based on individual student need. Specific items needed are listed at the beginning of each routine, and each routine follows a standard format so teachers can substitute easier or more challenging words as needed. Routines guide teachers through task explanation and modeling, teacher/student and independent practice, and scaffolding suggestions for errors.

# DOINGWHATWORKS

## *LA.K.1.2.1*
# EMPOWERING TEACHERS

## Phonemic Awareness Instructional Routine: Words
**Preparation/Materials: Four to six manipulatives per student, 10 sentences (two to six words per sentence)**

**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 count the words in a sentence.** |

| TEACHER MODELS TASK |
|---|
| **Listen.**<br>    **He can run.**<br>**I'm going to move one block for each word.**<br>*As you say each word slowly, move one block.*<br>    **He…can…run.**<br>*Touch and count each block.*<br>    **1, 2, 3. There are three words in the sentence.**<br>*Repeat the sentence and touch one block for each word.*<br>    **He…can…run.** |

| TEACHER & STUDENTS PRACTICE TASK TOGETHER |
|---|
| **Now say the sentence with me and move one block for each word.**<br>    **• He… can…run.**<br>**Say it again and touch one block for each word.**<br>    **• He… can…run.**<br>**Count the blocks. How many words are in this sentence?**<br>    **• three**<br>**Yes, there are three words in this sentence.** |

| STUDENTS PRACTICE TASK |
|---|
| **Your turn.**<br>**Say the sentence and move one block for each word in the sentence.**<br>    He …can …run.<br>**Touch and count the blocks. How many words are in the sentence?**<br>    three<br>**Yes, there are three words in this sentence.** |

| INDEPENDENT PRACTICE |
|---|
| *When students consistently count the correct number of words in a sentence, provide individual turns using other sentences. Call on students in an unpredictable order, calling more frequently on students who made errors.* |

| SCAFFOLDING SUGGESTION FOR ERRORS |
|---|
| *Verify that students are moving one block for each word. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, present a two word sentence (e.g., I run).* |

**Adaptations using this instructional routine:**
- Use sentences that contain fewer or more words.
- Other manipulatives may be used; however, it is important to use a larger manipulative to identify the words in a sentence and move to progressively smaller manipulatives to segment words into syllables and finally phonemes.

*LA.1.1.4.1*

# EMPOWERING TEACHERS

## Phonics Instructional Routine:
## Decode and Write Words with More Than One Syllable

**Preparation/Materials: Multi-syllabic words (e.g., sunset, picnic, sister, tractor), whiteboard, erasable markers, paper and pencil for each student.**

| **1** | - *Italicized type is what the teacher does*<br>- **Bold type is what the teacher says**<br>- Regular type is what the student(s) say<br>- Teacher or student slides finger under the <u>underlined</u> letter or word | - **Bullet (•) and bolded type are what the teacher and student(s) say in unison**<br>- Letters and words that are in print are in "quotation marks"<br>- Sounds are noted using / / |
|---|---|---|

| **TEACHER EXPLAINS TASK** |
|---|
| **We are going to read and write words with more than one part or syllable.** |

| **TEACHER MODELS TASK** |
|---|

*Write "sunset" on the whiteboard.*
**Listen and watch.**
**I will say each sound slowly in the first part.**
    **/<u>sss</u>/ /<u>uuu</u>/ /<u>nnn</u>/**
**Now I will say the first part.**
    **"<u>sun</u>"**
**I will say each sound slowly in the second part.**
    **/<u>sss</u>/ /<u>eee</u>/ /<u>t</u>/**
**Now I will say the second part.**
    **"<u>set</u>"**
**I will say both parts together.**
    **"<u>sun</u>" "<u>set</u>" "<u>sunset</u>"**
**I will stretch the sounds as I write the letters in the first part, "sun" and the second part, "set."**
    *Write each letter on your paper as you say the sounds in "sun" and "set."*
    **sun set**
**When I read "sun" "set" together, I am reading "sunset".**

| **TEACHER & STUDENTS PRACTICE TASK TOGETHER** |
|---|

**Let's say each sound slowly in the first part.**
    • **/<u>sss</u>/ /<u>uuu</u>/ /<u>nnn</u>/**
**Say the first part.**
    • **"<u>sun</u>"**
**Now let's say each sound slowly in the second part.**
    • **/<u>sss</u>/ /<u>eee</u>/ /<u>t</u>/**
**Say the second part.**
    • **"<u>set</u>"**
**Say both parts together.**
    • **"<u>sun</u>" "<u>set</u>" "<u>sunset</u>"**
    *Turn over the word card for "sunset."*
**Now say "sun" slowly and hold up one finger for each sound.**
    • **/sss/ /uuu/ /nnn/**
**On your paper write each letter as we say its sound slowly.**
    • **/sss/ /uuu/ /nnn/**
**Now say "set" slowly and hold up one finger for each sound.**
    • **/sss/ /eee/ /t/**
**Write each letter as we say its sound slowly.**
    • **/sss/ /eee/ /t/**
**Let's read the two parts.**
    • **"sun" "set"**
**Read the word.**
    • **"sunset"**
**Yes. We read and wrote "sunset."**

# EMPOWERING TEACHERS

| **STUDENTS PRACTICE TASK** |
|---|

**Your turn.**
**Say each sound slowly in the first part.**
   /sss/ /uuu/ /nnn/
**Say the first part.**
   "sun"
**Now say each sound slowly in the second part.**
   /sss/ /eee/ /t/
**Say the second part.**
   "set"
**Say both parts together.**
   "sun"  "set"  "sunset"

   *Turn over the word card for "sunset."*
**Now say "sun" slowly and hold up one finger for each sound.**
   /sss/ /uuu/ /nnn/
**On your paper write each letter as you say its sound slowly.**
   /sss/ /uuu/ /nnn/
**Now say "set" slowly and hold up one finger for each sound.**
   /sss/ /eee/ /t/
**Write each letter as you say its sound slowly.**
   /sss/ /eee/ /t/
**Read the two parts.**
   "sun"  "set"
**Read the word.**
   "sunset"
**Yes. You read and wrote "sunset."**

| **INDEPENDENT PRACTICE** |
|---|

*When students consistently decode and write multi-syllabic words, 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 isolating the two parts of the word, saying the correct sound for each letter, and 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, give students more time to think before asking them to read the two parts together.*

**Adaptations using this instructional routine:**
- Use letter cards as a visual aid to decode and write compound words (e.g., pigpen, bobcat, cobweb).
- Use words with a closed syllable ( VC or CVC) in the first part and a CVC or CCVC silent-e in the second part (e.g., dislike, confuse, complete, inhale, escape, entire, excuse).

**For further independent student practice, refer to the FCRR Kindergarten and First Grade Student Center Activities at http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part7.pdf**
- P.053
- P.054

*LA.1.1.7.4*

# EMPOWERING TEACHERS

## Comprehension Instructional Routine:
## Asking and Answering Lower-Level Questions

**Preparation/Materials: Pre-written sentence that contains the elements WHERE and WHEN in sequential order (e.g., Julie is riding her bike on the sidewalk in the afternoon.).**

**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**
- ALL CAPS notes an emphasis in speech
- Words that are in print are in "quotation marks"

➡️ | **NOTE:** This routine should follow instruction in the lower-level questions of WHO and WHAT.

### TEACHER EXPLAINS TASK

**We are going to ask and answer questions to understand what we read.**

### TEACHER MODELS TASK

**When I read a sentence or a story, I ask myself questions and answer them  to help me understand.**

**I ask: WHERE is the action taking place?**
**This tells me the place where the action is happening.**

**I ask: WHEN is the action taking place?**
**This tells me the time of day when the action is happening.**

*Display Sentence.*
**Listen.**
**"Julie is riding her bike on the sidewalk in the afternoon."**

**First, I ask, WHERE is Julie riding her bike?**
**I answer, on the sidewalk. This tells me the place where Julie is riding her bike.**

**Next, I ask, WHEN is Julie riding her bike?**
**I answer, in the afternoon. This tells me the time of day Julie is riding her bike.**

### TEACHER & STUDENTS PRACTICE TASK TOGETHER

**When we read, we ask WHERE to find the place and WHEN to find the time.**

**Listen.**
**"Julie is riding her bike on the sidewalk in the afternoon."**

**First, what question do we ask using the word WHERE?**
   • **Where is Julie riding her bike?**
**We answer:**
   • **on the sidewalk**
**Next, what question do we ask using the word WHEN?**
   • **When is Julie riding her bike?**
**We answer:**
   • **in the afternoon**
**Yes, in the afternoon is the time…and on the sidewalk is the place.**

**We ask the same WHERE and WHEN questions when we have several sentences to help understand the story.**

### STUDENTS PRACTICE TASK

**Your turn.**
**Ask and answer questions to understand what you read.**
**Listen.**
**"Julie is riding her bike on the sidewalk in the afternoon."**

# EMPOWERING TEACHERS

| STUDENTS PRACTICE TASK (continued) |
|---|

**What question do you ask using the word WHERE?**
    Where is Julie riding her bike?
**That's right.**
**Now tell me where is Julie riding her bike?**
    on the sidewalk

**Listen.**
**"Julie is riding her bike on the sidewalk in the afternoon."**
**What question do you ask using the word WHEN?**
    When is Julie riding her bike?
**That's right.**
**Now tell me when is Julie riding her bike?**
    in the afternoon
**Yes, in the afternoon is the time…..and on the sidewalk is the place.**

**Remember to ask WHERE and WHEN questions to help understand what you read.**

| INDEPENDENT PRACTICE |
|---|

*When students consistently ask and answer lower-level questions, provide individual turns utilizing other sentences.*

| SCAFFOLDING SUGGESTION FOR ERRORS |
|---|

*Verify that students understand asking and answering lower-level questions. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If students are not able to ask and respond to the questions during TEACHER & STUDENTS PRACTICE TASK TOGETHER, provide the question/answer and have the students echo the response. If difficulties persist, simplify the sentence and ask WHERE or WHEN (e.g., Julie is riding her bike on the sidewalk). Investigate the potential need to reteach ask-and-answer lower-level questions of WHO and WHAT.*

**Adaptations using this instructional routine:**
- Increase the text to two sentences using a pronoun (e.g., Tom is swimming. He is in the pool before lunchtime.).
- Use a graphic organizer to sort the words in a sentence into WHERE and WHEN columns
  (e.g., Julie is riding her bike on the sidewalk in the afternoon.).

**For further independent student practice, refer to the following FCRR Kindergarten and First Grade Student Center Activities at http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf**
- C.015

| WHO AND WHAT | WHERE | WHEN |
|---|---|---|
| Julie is riding her bike | on the sidewalk | in the afternoon. |

Additional sentences to sort:

Sally is walking her dog in the backyard at night.

Tom eats at the table at dinner time.

The cat ran up the tree in the morning.

**EMPOWERING TEACHERS**

## LA.2.1.5.3
# EMPOWERING TEACHERS

**Second Grade Oral Reading Fluency Instructional Routine:**
**Reading Text with Appropriate Phrasing and Proper Expression**

**Preparation/Materials: Prepared text for each student containing words they know. Divide the sentences into meaningful phrases by placing slash marks where students should pause. One slash ( / ) denotes a short pause within a sentence and two slashes ( // ) denote a longer pause at the end of a sentence (e.g., The bus ride to the zoo was long,/ but worth the ride! //).**

**2**

- *Italicized sentences are 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**
- Teacher or student slides finder under underlined letter(s) or word(s)

| TEACHER EXPLAINS TASK |
| --- |

**We are going to practice reading text with appropriate phrasing and proper expression.**

| TEACHER MODELS TASK |
| --- |

**When we read aloud or talk, we group words together into phrases and emphasize words to better understand the meaning of the text. We often pause after an action or where that action took place. We also pause and change our voice when we see a punctuation mark such as a comma, period, question mark, or an exclamation point.**

*Display a large copy of the text so that it is visible to students.*
**I will read a short passage in phrases as if I were talking. The slash marks will remind me when to pause. When I see one slash within a sentence, I will pause for a short time. When I see two slashes at the end of a sentence, I will pause for a longer time.**

**Listen. Follow along as I read aloud.** *Slide your finger under each word as you read aloud, slightly exaggerating the emphasis necessary.*

**Passage 1**
**Jason went on a trip.// Jason was going to the zoo/ and he was excited about the tigers.// He loves tigers!// The trip to the zoo was long,/ but worth the ride!// Jason was happy on the trip home.// Guess which animal he saw?// Yes,/ he saw a tiger.//**

**Did you notice when I read that I paused for a short time within a sentence and for a longer time at the end of the sentence?**

*Point to the sentences as you speak about them.*
**Let's look at some sentences as an example.**
**Jason was going to the zoo/ and he was excited about the tigers.// He loves tigers!**
**I paused after the word zoo because the action was 'going to the zoo.' Then I paused longer at the end of the sentence where there is a period.**

**Did you also notice when I read the next sentence, I changed my voice to emphasize the word '*loves*' because there was an exclamation point? The exclamation poing signals this emphasis. *He loves tigers!***

**I read as if I were talking. I read with appropriate phrasing and proper expression!**

| TEACHER & STUDENTS PRACTICE TASK TOGETHER |
| --- |

*Distribute passages 1 and 2 to students.*
**Now let's read the passage together.**
**Remember to pause and emphasize words so that the meaning is clear. The slash marks and punctuation will help us.**
**Slide your finger under each word as you read it aloud.**
**Ready. Let's read together.**
*Slightly exaggerate your expression to provide the necessary emphasis. Display passage 1.*

- **Passage 1**

**Jason went on a trip.// Jason was going to the zoo/ and he was excited about the tigers.// He loves tigers!// The trip to the zoo was long,/ but worth the ride!// Jason was happy on the trip home.// Guess which animal he saw?// Yes,/ he saw a tiger.//**

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# EMPOWERING TEACHERS

| TEACHER & STUDENTS PRACTICE TASK TOGETHER (continued) |
|---|
| Now, let's read the same passage without the slash marks. Slide your finger under each word as you read aloud. Ready. Let's read. *Display passage 2.*<br><br>• **Passage 2**<br>**Jason went on a trip. Jason was going to the zoo and he was excited about the tigers. He loves tigers! The trip to the zoo was long, but worth the ride! Jason was happy on the trip home. Guess which animal he saw? Yes, he saw a tiger.**<br><br>**Yes, we read with appropriate phrasing and proper expression!** *If necessary, use repeated readings to build fluency.* |

| STUDENTS PRACTICE TASK |
|---|
| **Your turn to read the passage.**<br>**Remember to pause and emphasize words so that the meaning is clear. The slash marks and punctuation will help you.**<br>**Slide your finger under each word as you read aloud.**<br>**Ready. Read.**<br><br>**Passage 1**<br>Jason went on a trip.// Jason was going to the zoo/ and he was excited about the tigers.// He loves tigers!// The trip to the zoo was long,/ but worth the ride!// Jason was happy on the trip home./ Guess which animal he saw?// Yes,/ he saw a tiger.//<br><br>**Now read the same passage without the slash marks.**<br>**Ready. Read.**<br><br>**Passage 2**<br>Jason went on a trip. Jason was going to the zoo and he was excited about the tigers. He loves tigers! The trip to the zoo was long, but worth<br>the ride! Jason was happy on the trip home. Guess which animal he saw? Yes, he saw a tiger.<br><br>**Great job. You read as if you were talking. You read with appropriate phrasing and proper expression.**<br>If necessary, use repeated readings to build fluency. |

| INDEPENDENT PRACTICE |
|---|
| *When students consistently read the text with phrasing and expression, provide individual turns. Call on students in an unpredictable order, calling more frequently on students who made errors.* |

| SCAFFOLDING SUGGESTION FOR ERRORS |
|---|
| *Verify that students are pausing between meaningful phrases and using punctuation to emphasize a word or phrase. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, use slash marks throughout the passages in all choral reading; or, echo read with students to emphasize appropriate phrasing. If necessary, remind students to use a questioning voice with a question* |

| SCAFFOLDING SUGGESTION FOR ERRORS (continued) |
|---|
| *mark and to show excitement, enthusiasm, or anger with an exclamation point. Explain to the students that reading aloud with expression helps them and others understand the story.* |

**Adaptations using this Instructional Routine:**
- Practice reading phrases that contain high frequency words.
- Provide other passages at the appropriate readability level.
- Use Reader's Theater as a means to further build expression/prosody.
- A group of teachers or older students could model expressive reading using a popular children's fairy tale or a book that contains passages that represent varying emotions.
- Use appropriate examples of poetry to practice reading with phrasing and expression.
- Contrast a narrative passage with an informational passage to emphasize how one changes expression and rate in reading two different types of text.
- When students read the passage without errors, they may partner read to practice reading with expression

**For further independent practice, refer to the following Second and Third Grade FCRR Student Center Activities at http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Fluency_3.pdf**
- F.017
- F.018
- F.019
- F.020
- F.021
- F.022

Teacher copy for Display: Second Grade Oral Reading Fluency Instructional Routine: Reading Text with Appropriate Phrasing and Proper Expression

**Passage 1**

# Jason went on a trip.// Jason was going to the zoo/ and he was excited about the tigers.// He loves tigers!// The trip to the zoo was long,/ but worth the ride!// Jason was happy on the trip home./ Guess which animal he saw?// Yes,/ he saw a tiger.//

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Teacher copy for Display: Second Grade Oral Reading Fluency Instructional Routine: Reading Text with Appropriate Phrasing and Proper Expression

**Passage 2**

# Jason went on a trip. Jason was going to the zoo and he was excited about the tigers. He loves tigers! The trip to the zoo was long, but worth the ride! Jason was happy on the trip home. Guess which animal he saw? Yes, he saw a tiger.

**EMPOWERING TEACHERS**

Teacher and Student copy: Second Grade Oral Reading Fluency Instructional Routine: Reading Text with Appropriate Phrasing and Proper Expression

**Passage 1**

Jason went on a trip.// Jason was going to the zoo/ and he was excited about the tigers.// He loves tigers!// The trip to the zoo was long,/ but worth the ride!// Jason was happy on the trip home./ Guess which animal he saw?// Yes,/ he saw a tiger.//

**Passage 2**

Jason went on a trip. Jason was going to the zoo and he was excited about the tigers. He loves tigers! The trip to the zoo was long, but worth the ride! Jason was happy on the trip home. Guess which animal he saw? Yes, he saw a tiger.

**EMPOWERING TEACHERS**