Instructional Support Tools

Version 2.1
June 2021

Table of Contents

Instructional Support Tools

Defining an Instructional Routine

What is It?

As defined in ***Explicit Instruction: Effective and Efficient Teaching*** by Archer and Hughes, an instructional routine is a "set of teaching behaviors that can be used again and again in presenting new information or providing practice on information."

What are the Benefits?

Not only does the routine help teachers hone in on critical elements of instruction, it also benefits students. When presented with a lesson, we are guiding students in performing a task, which means they have to divide their cognitive energy between the task and the content. When the task constantly changes from day to day (which may happen in many commercial core programs) students are unable to focus solely on the content. By keeping the instructional routine consistent over time, the students are able to focus on the content alone, which is the ultimate goal.

An additional benefit of an instructional routine is time. Routines that are consistent over time can be delivered at a brisk pace with many opportunities for students to respond. Increased opportunities for students to respond increase active participation and provide powerful feedback to teachers to determine if students are accurate in their responses.

Core Program: Stuff vs. Fluff

Often times in commercial core programs there is a well-defined scope and sequence of skills. However, those skills may be presented in a variety of ways (aka "fluff") – making the task a bit messier for students to follow along with and taking away from their ability to focus solely on the content (aka "stuff.") Using the scope and sequence provided, an instructional routine can be applied and delivered on a consistent basis for students.

Connections to Grade Level Problem Solving

This tool is meant to support teams in strengthening their core reading instruction using the routines provided. The teams would review their core program guidelines and the routines presented in this tool for the instructional focus selected. This tool provides the team with examples of research-based instructional routines for phonemic awareness, phonics, fluency, and comprehension.

Please note: There are instructional routines for vocabulary instruction, however, these routines are not available in this tool. This tool was designed to help support teams who are participating in a grade level problem solving process using Acadience data, which would help to identify specific areas to target for phonemic awareness, phonics, fluency, and comprehension.

Instructional Focus: Phonemic Awareness

Directions:

Determine if your core instruction contains consistent instructional routines for the level of phonological awareness indicated as a need.

A daily instructional routine would consist of: blending, segmenting, adding, deleting, and substituting at different task levels (syllables, onset-rime, phonemes). Teams would review the response patterns in their Acadience booklets to determine what common pattern was evident.

For example, the kindergarten team reviewed their books and discovered that many students were unable to isolate the first sound in the words given. They decided to begin with the syllable task level and move towards the onset-rime level. Their ultimate goal would be to get their class to the phoneme level by the middle of the year.

1st grade and above examples might include daily practice at the phoneme level. These teams would want to do daily practice blending, segmenting, adding, deleting and substituting.

Questions Teams Should Ask:

- Do we have consistent instructional routines for phonemic awareness?
- Does our routine stay the same daily?
- Does it include blending, segmenting, adding, deleting, and substituting?

If the team reviews their core program and answers "no" to any of the questions above, they could consider using some of the routines listed on the following pages.

Blending and Segmenting Routines by Task Level:

Task Routine	Compound	Syllables	Onset Rime
Blend **(hands toward self)** *Put these parts together to make a word: buck…et* **(hands toward students)** ***bucket***	after…noon night...time bath…room card...board fire…man	can…dy doc...tor nap…kin gar…bage pic…nic	c-ab b-ack f…ib d…id b…ig
Segment *Let's tap and say the parts in bucket.* ***buck – et*** **(Students tap as they say each part.)**	football skateboard sandbox swimsuit into	number begin gravy open siren	cab back had rag jam
Add **(Hold out right palm in front of students to show the first word.)** Say dirt. ***dirt*** Add /ee/ to the end & the word is? **(add the second part with your left hand and lightly clap the hands together for the whole word.)** ***dirty***	room + bath room + class snow + suit snow + ball snow + flake	Funny – er – funnier Heavy – er – heavier Easy – er – easier Early – er – earlier Lazy – er – lazier	at /b/ bat at /s/ sat at /h/ hat at /f/ fat at /m/ mat
Delete **(Hold two palms out in front of you.)** Say window. ***window*** **(Pull your left hand away to delete the ending to show what remains).** Without the /oa/ & the word is? **wind**	fireman – man mailman – man headache – ache headphones – phones headlight – light	Cleaning - ing clean Dusting – ing – dust Mowing – ing – mow Cooking – ing –cook Reading – ing – read	ham /h/ am fit /f/ it pod /p/ od rug /r/ ug key /k/ key
Substitute **(Hold 2 closed fists together. Right hand is the 1st syllable.)** Say melted. ***melted*** (shake right fist) Change melt to twist & the word is? ***twisted***	<u>birth</u>day – birth to sun & the word is? any<u>body</u> – one any<u>one</u> – thing any<u>thing</u> – where any<u>where</u> – way any<u>way</u>	<u>cold</u>er – cold to fast & the word is? <u>Fast</u>er–clean cleaner <u>Clean</u>er –neat – neater <u>Neat</u>er – slow – slower <u>Slow</u>er – cold- colder	bag – /r/ – rag rag – /w/ – wag wag – /t/ – tag tag – /n/ – nag dip – /h/ – hip hip –/l/ – lip lip - /r/ - rip rip - /t/ - tip

Phoneme Analysis Routines by Task Level:

Skill	Script	Practice
First Sound (Onset) Fluency	**Listen. I will say a word. You tell me the first sound in the word using your fist like this & then say the word: /l/ /l/ lip. My turn first. Lip.** (bounce fist on hand & say /l/ /l/ lip.) **Try it with me. Lip. Your turn.** *S: /l/ /l/ lip* (bounce fist on palm.)	ball dig far gas he
Identifying Final Sounds	**Listen. I will say a word. You will repeat the word and punching out the last sound you hear in the word. Watch me first. My turn. Bug. Bug** (elbow to the side and then fist up in the air) **/g/** **Try it with me. Your turn. Bug.** *S: Bug* (elbow to the side then fist in the air) */g/*	rub had roof beg large
Identifying Medial Sounds	**Watch my roller coaster.** Take one hand make one loop in the air. **I will say a word, then we will take the word on our roller coaster saying that middle sound louder when we make a loop. Watch me first. Bell.** (get roller coaster ready – say bell & enunciate the /e/ sound at the loop top). **Your turn. Get your roller coasters ready. Say bell.**	cab back fib did had big
Blending Phonemes	**We're going to play the say-it-fast game. I'll say the sounds slowly, then you say the word fast.** (hands toward self) **Listen. ssssaaaat** **What word?** (hands toward students) *sat*	map pig sack hit rip
Segmenting Phonemes	**We're going to say the sounds in a word. Fist by your shoulder. Get ready.** **The word is sat. What word?** *sat (students punch fist toward ceiling)* **First sound?** */sss/* **Next sound?** */aaa/* **Last sound?** */t/* (Put up a finger as you say each sound.) **What word?** *sat* (students drop fists by shoulder)	fib did big hill rim back

Phonemic Awareness Warm Up Option (1st Grade & Above)

Task Routine	Lesson #1 Words
Blend: Put these sounds together to make a word: /fff/ /oo/ /d/. What word? food	soon, feed, brain, flirt, spoon
Segment: Let's tap & say the sounds in the word: broom. /b/ /r/ /oo/ /m/	flow, smooth, choose, sport
Add: Say room. Add /b/ to the beginning and the word is? broom	port – add /s/ low – add /f/ rain – add /b/
Delete: Say broom. Without /r/, what is left? boom	Spoon - /p/ - soon Sport - /p/ - sort Brain - /b/ - rain
Substitute: Say call. Change /c/ to /h/, and the word is? hall	hall - /b/ - ball ball - /t/ - tall tall - /f/ - fall

Instructional Focus: Phonics

Directions:

Determine if the current phonics instruction includes **each of the five critical steps** listed below. **The five steps should be done daily.** Determine how to intensify your core phonics instruction.

- If a step is missing, determine what is needed to add that step
- Step #2 is a key component to differentiate using a variety of blending routines options
- If all steps are currently present in instruction, determine which step(s) could benefit from improvements
  - more practice opportunities
  - more opportunities to respond
  - more immediate feedback
  - intentional release of scaffolding (I do, WE DO, WE Do, WE do, We do, we do, YOU DO)

Critical Components of Phonics Lessons:

Phonemic Awareness Warm-up

- Segment and blend words from phonics lessons
- Delete, add or substitute sounds in words from phonics lesson

Associate Letters and Sounds

- Directly teach new letter sound associations
- Review previously taught letter sound associations

Blend Sounds to Read Words

- Use consistent instructional routine matched to data needs and/or word type to practice blending sounds to read words

Read Words to Build Fluency

- Repeat read the words from the lesson with accuracy and increasing pace

Segment and Spell Words (with phonics target sounds)

Read Decodable Text with taught letter sound associations

K-3 Decoding Instructional Routine Components

Phonemic Awareness Warm-Up

1. Associating letters & sounds.

    - Correspondences, Combinations & Discriminations

2. Blending sounds into words.

    - Variety of routines to select based on skill/data

3. Reading words to build fluency.

    - Think Read Routine

4. Segmenting & spelling words.

    - Phonemic awareness connection

5. Reading decodable text

    - Contains words with taught letter/sound associations.

Advanced Decoding Instructional Routine Components

Phonemic Awareness Warm-Up

1. Associating letters & sounds.

    - Letter combinations, affixes & roots

2. Blending sounds/parts to read words.

    - Variety of routines to select based on skill/data

3. Reading words to build fluency.

    - Think Read Routine

4. Segmenting & spelling words.

    - Phonemic awareness connection

5. Read connected text (see fluency instructional routines)

    - Practice advanced phonics/word study reading skills within connected text

Phonemic Awareness Warm-Up Options

Blending Routine

I'll say the sounds slowly, then you say the word fast.
/sss/iii/t/
What word?

Segmenting Routine

We're going to say the sounds in a word.
The word is tin. What word?
First part? /t/
Next part? /aaa/
Last part? /nnn/

Add

I will say a word. You will repeat the word.
Say rip.
Add /t/ before rip and the word is? [trip]

Delete

I will say a word. You will repeat the word.
Say pit.
Without the /p/, what is left? [it]

Substitute

I will say a word. You will repeat the word.
Say mip.
Change the /m/ to /t/ and the word is? [tip]

Associate Letters and Sounds

Letter-Sound Correspondences
1. **When I touch under the letter, you say the sound. Keep saying the sound as long as I touch it.**
2. **My turn** (Point to letter, pause 1-2 seconds. Slide finger under letter. Hold for 1-2 seconds if a continuous sound or for an instant if it is a stop sound.) **ffff** (remove finger then repeat)
3. **Your turn.** (Point to letter.) **What sound?** (Slide finger under the letter. Hold for 1-2 seconds if a continuous sound or for an instant if it is a stop sound.) /*ffff*/

Letter-Combinations

<div align="center">r<u>ai</u>n</div>

1. **This word is rain. What word?** (Signal) *rain.*
2. **The underlined letters are pronounced /āāā/. What sound?** (Signal) */āāā/*

Discrimination Format for Letter-Sound Correspondences/Combinations

f   s   m   t   a   i

1. **When I touch under a letter(s), you say the sound. Keep saying the sound as long as I touch it.**
2. (Point to the first letter, pause 1-2 seconds.) **What sound?** (Slide finger under letter. Hold for 1-2 seconds if a continuous sound or for an instant if it is a stop sound.) */ffff/*
3. (Teacher either corrects immediately or points to the next letter.)

Blend Sounds to Read Words

Sound by Sound Blending

<div align="center">*mat*</div>

1. (Write the first letter on the board.) **What sound?** (Signal) */mmm/*
2. (Write the second letter on the board.) **What sound?** (Signal) */aaa/*
3. (Move your finger under the two letters.) **Blend it.** (Signal) */mmmaaa/*
4. (Write the third letter.) **What sound?** (Signal) */t/*
5. (Move your finger under the letters.) **Blend it.** (Signal) */mmmaaat/*
6. **What word?** (Signal) *mat*

Continuous Blending

<div align="center">*fit*</div>

1. **I'm going to sound out this word. When I touch a letter, I'll say its sound. I'll keep saying the sound until I touch the next letter. I won't stop between the sounds.** (Slowly slide finger under each letter.) */ffffiiiit/*
2. **When I touch a letter, say its sound. Keep saying the sound until I touch the next letter. Don't stop between the sounds. Get ready.** (Slowly slide your finger under each letter.) */ffffiiiit/* **What word?** *fit*

Spelling-Focused Blending

<div align="center">*rain*</div>

1. (Underline the letter(s) that make the sound being taught.)
2. (Point to the underlined letters.) **What sound?** (Signal) */āāā/*
3. (Point to the word.) **What word?** (Signal) *rain*
4. (Have students reread the list without the precorrection.)

Introductory Format for CVCe Words

<p align="center">*like*</p>

1. **An *e* at the end of a word tells us to say the name of this (pointing to vowel) letter.**
2. (Point to like.) **Is there an *e* at the end of this word?** (Signal) *Yes*
3. (Point to the vowel i.) **So, do we say the name or the sound of this letter?** (Signal) *name*
4. **What is the name of this letter?** (Signal) *i*
5. **What word?** (Signal) *like*

Discrimination Format for CVCe words

<p align="center">*made*</p>

1. **Remember, an *e* at the end of the word tells us to say the name (point to the initial vowel) of this letter.**
2. (Point to *make*.) **Is there an *e* at the end of this word?** *Yes*
3. (Point to the vowel letter.) **So, do we say the name or the sound of this letter?** *Name*
4. **What is the name of this letter?** (Signal) *a*
5. **What word?** (Signal) *made*
6. (Repeat with example/nonexample words.)
7. (Have students reread the list without prompting.)

<p align="center">*mad*</p>

1. **Remember, an *e* at the end of the word tells us to say the name (point to the initial vowel) of this letter.**
2. (Point to *make*.) **Is there an *e* at the end of this word?** *No*
3. (Point to the vowel letter.) **So, do we say the name or the sound of this letter?** *Sound*
4. **What is the sound of this letter?** (Signal) /*aaaa*/
5. **What word?** (Signal) *mad*
6. (Repeat with example/nonexample words.)
7. (Have students reread the list without prompting.)

Introductory Format for Common Endings

Taping - tapping

1. (Point to the p in taping.) **When there is one consonant in the middle of the word, you say the name for this letter.** (Point to the a.) **What is the name?** (Signal) *a*
2. **This word is taping. What is the word?** (Signal) *taping*
3. (Point to the p's in tapping.) **When there are two consonants in the middle of the word, you say the sound for this letter.** (Point to the a.) **What is the sound?** (Signal) */aaa/*
4. **This word is tapping. What is the word?** (Signal) *tapping*

Common Endings

Hopping

1. (Point to hopping) **How many consonants?** (Signal) *two*
2. **Will you say the name or the sound for the letter o?** (Signal) *sound*
3. What is the sound? (Signal) */ooo/*
4. **Sound out the word to yourself.** (Pause) **What word?** (Signal) *hopping*

hoping

1. (Point to hoping) **How many consonants?** (Signal) *one*
2. **Will you say the name or the sound for the letter o?** (Signal) *name*
3. **What is the name?** (Signal) *o*
4. **Sound out the word to yourself.** (Pause) **What word?** (Signal) *hoping*

Loop Loop

1. (Draw loops to segment the multisyllabic word into decodable chunks.)
2. *(Point your finger under the first part.) **What part?** (Signal) */rab/*
3. (Repeat for remaining parts.) */bit/*
4. (Loop the whole word.) **What word?** *rabbit*
5. **Make it a real word.** *rabbit*

Loop Loop with Spelling Focus Twist

forest

1. (Draw loops to segment the multisyllabic word into decodable chunks and underline the new letter-sound association.)
2. (Point your finger under the first part.) **What sound?** (Signal). */or/* **What part?** (Signal) */for/*
3. **What part?** (Signal) */est/*
4. (Loop the whole word.) **What word?** *forest*
5. **Make it a real word.** *Forest*

REWARDS

Instruction

1. Circle the prefixes
2. Circle the suffixes
3. Underline the remaining vowel sounds
4. Say the parts of the words
5. Say the whole word
6. Make it a real word

Word Meanings (ex. prefixes)

1. **Re means again. What does re mean?** (signal) *again*
2. **We are going to determine the meaning of words with a prefix.** (Point to rewrite.) **What word?** (Signal) *rewrite*
3. **If you rewrite your paper, you write it _____.** *again*
4. (Repeat with other re words)

Read Words to Build Fluency

Think Read Routine:

You are going to read these words the fast way. When I point to a word and say "Think," sound it out silently to yourself. When I say "Read," say the word the fast way.

1. (Point to the left of the first word, say Think. (pause 3 seconds) Say, Read. (move finger under the word). *fad*
2. (Follow the same procedure with the remaining words.)
3. (Students read all words again with only a 2-second pause.)
4. (Vary order and give individual turns.) Add previously taught word types for cumulative review. Words of a new type should make up one-third to one-half of the list.

Segment and Spell Words

Orthographic Mapping (possible routine to introduce new words)

1. (Say the word.) **sat**

2. **What word?** (Signal) sat

3. Say all the sounds in _____.

4. How many sounds?

5. Box _____ squares.

6. Touch the first square. What is the first sound in _____.

7. Write the letter(s) that spells _____.

8. (Repeat step 7 and 8 for all sounds in the word.)

9. This word is_____.

10. Touch the letter that spells the _____ sound. (repeat with all sounds not in order of spelling)

Spelling Routine – Word Level

1. Teacher says the word.

2. Teachers says the word in a sentence.

3. Students repeat the word.

4. Teacher & students put up one finger for each sound (or part – multisyllabic) word.

5. Students say the sounds/parts to themselves as they write the word.

Spelling Feedback – Word Level (always visual)

1. Teacher writes the word & displays it on the board or screen.

2. Students compare their word to model.

3. If a student has made an error, the student crosses out the word & rewrites the word.

Spelling Routine – Sentence Level

1. Teacher says the entire sentence.
2. Students repeat the sentence.
3. Teacher dictates the first part of the sentence.
4. Students repeat the first part of the sentence.
5. Students write the first part of the sentence.
6. Teacher circulates and provides feedback.
7. Teacher dictates the second part of the sentence.
8. Students repeat the second part of the sentence.
9. Students write the second part of the sentence.
10. Students reread their sentence and check the spelling of the words.

Spelling Feedback – Sentence Level

1. Teacher gives visual feedback on each word.
2. Students awarded points for correct spelling, capitalization, & punctuation. The points are designed to make students more interested in the task and more careful.

Irregular Words Routine

1. (Say the word.) _____
2. **What word?** (Signal) _____
3. Say all the sounds in _____.
4. How many sounds?
5. Box _____ squares.
6. **(proceed in order of regular sounds)**
7. Touch the ____ square. What is the _____ sound in _____.
8. Write the letter(s) that spells _____.
9. (Repeat step 7 and 8 for all regular sounds in the word.)
10. (Intro irregular sound) Say the _____ sound in _____. This sound is spelled _____.

Practice + Analysis Routine

> give   have   love   most   whose

This word is_____.

What word? _____

Spell and read the word. _____

What letter(s) is tricky? _____

Read Decodable/Connected Text

Decoding Routine (High Scaffold)

1. **We are going to read the story together. Touch the first word in the sentence.**
2. **Move your finger under the sounds and say the sounds to yourself**. (Pause up to 3 seconds) **What word?** (Signal) (Repeat for remaining words in sentence.)
3. (If students need more wait time than allowed or make an error, go back to the beginning of the sentence.)
4. (Repeat with remaining words/sentences.)
5. (Reread the story and ask a couple of text dependent questions. If in a small-group, call on individual students to read. If in a large group, reread chorally at a moderate rate.)
6. (Have students partner read one page at a time. As they read, walk around and listen to individuals.)

Decoding Routine (Low Scaffold)

1. Have students whisper read the story independently. Monitor and give feedback.
2. Choral read the story. Pause and signal for students to sound out (in their head) the words containing the targeted sound-symbol correspondences. Focus on accuracy!
3. If students need more wait time than allowed or make an error, go back to the beginning of the sentence.
4. Reread the story, asking text dependent questions. If in a small-group, call on individual students to read. If in a large group, reread chorally.
5. Have students partner read one page at a time. Focus on expression. Monitor and give feedback.

Read Connected Text

See Fluency Instructional Routines

Instructional Focus: Fluency

Directions:

Visit below the level of fluency previously identified by your grade *(Common Priority Skill Tool)*. Review your instruction to determine how to use the instructional routines to enhance your core instruction.

Fluency Development Levels:

Sounds and Words:

Locate the ***Instructional Focus: Phonics*** tool and follow the steps indicated there.

Decodable Text:

Locate the ***Instructional Focus: Phonics*** tool and see the decodable text step of the phonics routine

Connected Text:

Review the instructional routines to determine which could be added or intensified in your grade level instruction to support fluency development.

- Choral Reading
- Echo Reading
- Cloze Reading
- Whisper Reading
- Structured Repeated Readings
- Structured Partner Reading

Connected Text Routines

Choral Reading

- Read selection with your students
- Read at a moderate rate
- Tell your students "Keep your voice with mine."

Echo Reading (for Expression)

- Teacher reads one or two sentences at an appropriate rate using slightly exaggerated expression
- Students then read the same sentence(s) focusing on rate and expression (multiple times if needed to mimic the rate and expression of the teacher)
- Teacher repeats sentence(s) then adds another sentence(s)
- Students read previous plus added sentence(s)
- Repeat for entire story or passage

Cloze Reading

- Read selection
- Pause on "meaningful" words
- Have student read the deleted word

Whisper Reading

- Pose pre-reading question
- Tell students to silently read a certain amount and to reread the material if they finish early
- Monitor students' reading by having students whisper read when you touch their shoulder or book
- (Record formative assessment results)
- Pose post-reading question for group discussion

Structured Repeated Reading Routine

- Identify reading passages students can read with at least 90-95% accuracy
- Have students read for 1-minute and determine both accuracy and the number of words read correct
- Have students graph the results from cold timing
- Identify and mark a target rate approximately 30% faster than the cold reading
- Have students reread and practice the passage for 1-minute timings until they obtain the target rate
- Have students graph their best, or hot timing

Structured Partner Reading

Reader whisper reads to partner

- Narrative Text: Alternate by sentence, page or time
- Informational Text: Alternate by paragraph

Partner corrects errors

- Ask: Can you figure out this word?
- Tell: This word is_____. What word? Reread sentence

Alternatives to support lowest readers

- Lowest readers placed on a triad
- First reader (better reader) reads material. Second reader reads the SAME material.
- Teacher-led instruction

Instructional Focus: Comprehension

Directions:

Considering your common grade level priority, review the critical elements of comprehension and determine where your grade level instruction might benefit from enhancements.

Before Reading (Informational and Narrative):

- Teach the pronunciation of critical, unknown vocabulary words
- Teach or activate necessary background knowledge
- Establish a clear purpose for reading

During Reading (Informational and Narrative):

- Read, Stop, Respond for text dependent questions
- Active engagement questions for responding
- Scaffolding is provided by starting with foundational (literal) questions before higher level questions
- Scaffolding difficultly of response (choice to open ended questions)

After Reading:

Narrative:

- Engage students in a discussion about the book that was read
- Provide engaging vocabulary practice including retrieval practice
- Guide students in planning, writing, revising summaries and other extended responses

Informational:

- Complete a graphic organizer
- Respond to short answer questions
- Discuss content in response to well-designed questions or tasks
- Complete a writing frame
- Research-related activities

Routines adapted from:

Dr. Anita Archer, 2017, *The Foundations of Teaching Reading* presentation

Carnine, Siebert, et al, *Direct Instruction Reading*

Dr. Michael Heggerty, *Phonemic Awareness in Young Children*

David Kilpatrick, *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*