

Routine Cards

Routine Card

Multisyllabic Word Routine

Teach students this Routine to read long words with meaningful parts.

- 1 Teach** Tell students to look for meaningful parts and to think about the meaning of each part. They should use the parts to read the word and determine meaning.
- 2 Model** Think aloud to analyze a long word for the base word, ending, prefix, and/or suffix and to identify the word and determine its meaning.
- 3 Guide Practice** Provide examples of long words with endings (*-ing, -ed, -s*), prefixes (*un-, re-, dis-, mis-, non-*), and/or suffixes (*-ly, -ness, -less, -ful*, and so on). Help students analyze base words and parts.
- 4 Provide Feedback** Encourage students to circle parts of the words to help identify parts and determine meaning.

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Multisyllabic Word Routine

Teach students this Routine to chunk words with no recognizable parts.

- 1 Teach** Tell students to look for chunks in words with no meaningful parts. They should say each chunk slowly and then say the chunks fast to make a whole word.
- 2 Model** Think aloud to demonstrate breaking a word into chunks, saying each chunk slowly, and then saying the chunks fast to make a word.
- 3 Guide Practice** Provide examples of long words with no meaningful parts. Help students chunk the words.
- 4 Provide Feedback** If necessary, reteach by modeling how to break words into chunks.

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Picture Walk Routine

To build concepts and vocabulary, conduct a structured picture walk before reading.

- 1 Prepare** Preview the selection and list key concepts and vocabulary you wish to develop.
- 2 Discuss** As students look at the pages, discuss illustrations, have students point to pictured items, and/or ask questions that target key concepts and vocabulary.
- 3 Elaborate** Elaborate on students' responses to reinforce correct use of the vocabulary and to provide additional exposure to key concepts.
- 4 Practice** For more practice with key concepts, have each student turn to a partner and do the picture walk using the key concept vocabulary.

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Concept Vocabulary

Use this Routine to teach concept vocabulary.

- 1 Introduce the Word** Relate the word to the week's concept. Supply a student-friendly definition.
- 2 Demonstrate** Provide several familiar examples to demonstrate meaning.
- 3 Apply** Have students demonstrate understanding with a simple activity.
- 4 Display the Word** Relate the word to the concept by displaying it on a concept web. Have students identify word parts and practice reading the word.
- 5 Use the Word Often** Encourage students to use the word often in their writing and speaking. Ask questions that require students to use the word.