

## Weekly Reading Practice Routine for Early Readers (Including Options for Synchronous, Asynchronous, and Low/No Technology Learning)

Early readers need supportive practice reading texts themselves, and it's important that the texts we select match their reading needs. This instructional routine uses repeated reads with increasing independence to build decoding accuracy/automaticity and fluency, and it can be used with decodable texts or other resources depending on students' needs.

### Reading Practice Overview

Note: Adjust this schedule as needed (e.g., condense days or spread them out depending on student needs and scheduling).

Day 1	Day 2	Day 3	Day 4	Day 5
Modeled reading Choral reading Repeated reading aloud Comprehension*	Echo reading Repeated reading aloud*	Record reading aloud with optional feedback*	Repeated reading aloud with self-reflection*	Perform passage*

\*Continue comprehension, vocabulary, syntax, and grammar discussions throughout the week as needed/as scheduling allows.

Looking for ways to engage students in reading practice during remote or blended learning? **The chart on the following page includes recommendations for using this routine with synchronous, asynchronous, and limited/no technology instructional settings.**

### What texts should I use and why?



#### Foundational Skills

#### Decodable texts

Primarily to support practice with previously taught foundational skills (in context).

These intentionally constructed texts feature a high percentage of taught sound and spelling patterns, as well as high-frequency words (regular or irregular), and help to build accuracy and automaticity of taught foundational skills for early readers.



#### Knowledge & Vocabulary

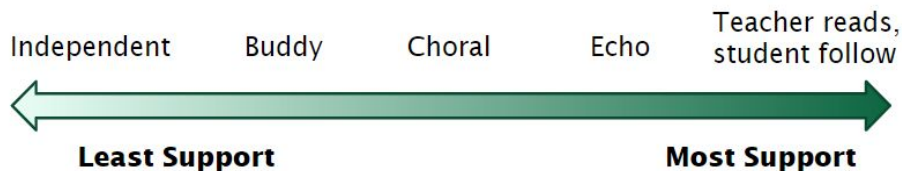
#### Other texts

Primarily to support knowledge and vocabulary building and/or to connect to students' identities and interests.

As the sound and spelling patterns in these texts are not intentionally constructed, students may require additional support with not yet decodable words. In grades 2+, use grade-level texts with all students to support this work. In any grade, use strategies to support readers (see below) rather than consistently limiting students to texts on a prescribed reading level.

### How can I support students while doing this work?

**Vary support based on what your students need:** In addition to repeated reads, consider how to modify this protocol and your support based on your students' needs.



- Independent:** Student reads
- Buddy:** Student reads with a peer, taking turns
- Choral:** Students read aloud simultaneously with teacher or fluent reader
- Echo:** Fluent reader reads section (sentence or paragraph), students repeat reading same section
- Teacher reads, students follow:** Teacher or other fluent reader reads while students follow along (projected text, screen share, or own copy)

## Weekly Reading Practice Routine for Early Readers

*What will the weekly reading practice routine look like and sound like?*

**(T) = Teacher (S) = Student**

	Synchronous Experiences (Teacher and students engaging at the same time in person or on platform such as Zoom)	Asynchronous Experiences (Teacher sets up activities and then students engage at a time that is convenient. Use digital platforms such as Seesaw.)	Limited or No Technology Access
Day 1	<p>(T) Modeled reading of text and class choral reading. Attend to unfamiliar vocabulary as needed.</p> <p>(S) Read text 3 times aloud (all students read simultaneously -note you may ask all students to read with volume muted and/or ask a few students at a time to read with volume on).</p> <p>(S) Answer comprehension questions within a small group, partnership, or independently.</p>	<p>(T) Modeled reading of text via screencast (project text as teacher reads). Attend to unfamiliar vocabulary as needed. <a href="#">-Example of Screencastify</a></p> <p>(S) Repeated reading - choral read text with the recording 3 times aloud.</p> <p>(S) Answer comprehension questions within digital platform (e.g., use Seesaw to record answers orally or in writing).</p>	<p>(T) Modeled reading of text by phone call/voice message, or family member/caregiver reads passage to student. Replay recording and read along chorally or choral read with a parent. Attend to unfamiliar vocabulary as needed.</p> <p>(S) Read text 3 times aloud.</p> <p>(S) Answer comprehension questions on paper or by talking with a family member or caregiver.</p>
Day 2	<p>(T) Read text aloud. Echo read.</p> <p>(S) Repeated reading - read text 2 times aloud.</p>	<p>(T) Read text aloud. Echo read with screencast. <a href="#">-Example of Screencastify</a></p> <p>(S) Echo read text. Read 2 times aloud.</p>	<p>(T) Echo reading of text by phone call/voice message or family member/caregiver echo reads text with student.</p> <p>(S) Echo read text. Repeated reading - read text 2 times aloud.</p>
Day 3	<p>(S) Read text aloud to 3 peers (could be on a platform such as Zoom that offers breakout rooms) and peers provide feedback*.</p>	<p>(S) Read text and record on a digital platform. Watch the video. <a href="#">Watch the video of two peers and give them feedback on Seesaw.</a></p> <p>*Feedback may be through rubric, open-ended comments, or voice recording*.</p>	<p>(S) Read text to a family member/caregiver. Ask them for feedback*.</p>
Day 4	<p>(S) Repeated reading - read text 3 times aloud and complete self-evaluation*.</p>	<p>(S) Repeated reading - read text 3 times aloud and complete self-evaluation on digital platform*.</p>	<p>(S) Repeated reading - read text 3 times aloud. Write down self-evaluation* and share with a family member/caregiver.</p>
Day 5	<p>(S) Perform reading text for peers (could be on a platform such as Zoom that offers breakout rooms)</p>	<p>(S) Perform text and record on digital platform.</p>	<p>(S) Perform text for family members/caregiver.</p>

*\*Example [fluency rubric](#) for peer feedback or self evaluation.*

**Sample Supports for English learners:** For additional supports see [here](#).

- Before reading, clarify possible unknown vocabulary or knowledge demands with student-friendly definitions. When applicable, use the pictures in a text as visual references for vocabulary words within the text.
- Encourage use of new vocabulary words in discussion or writing after modeled use of the word in context (e.g., “Be sure to use the word ‘mash’ in your answer.”).
- During buddy reading, if possible, partner students learning English in linguistic partnerships. If not, pair ELLs with a fluent reader.
- Extra support can be provided if a student learning English is the “echo” in an echo reading partnership.

## Opportunities for Formative Assessment

Any time students are reading is a time for us to learn about their reading progress!

- **Collecting formative data:** This protocol offers many opportunities to formatively check in on students' decoding accuracy/automaticity and reading fluency (during choral/echo reading, as students are reading to themselves/peers, and performing on Day 5). Keep a [checklist](#) or note keeping form handy whenever you are listening to students read.
- **Reading accuracy:** When you hear a student make a decoding error, keep your foundational skills scope and sequence in mind. Ask yourself: *What does this error tell me about this student's mastery of taught sound and spelling patterns or high-frequency words?* If students make errors with taught skills, they likely need additional support to secure this skill. If the error is made on a sound/spelling pattern or high-frequency word that has not been taught, you can preview this skill to support accurate decoding (e.g., "In this word, oi represents /oi/ like in boil or soil. We haven't talked about that pattern yet. Can you sound it out now?").
- **Feedback:** For readers in kindergarten and grade 1, focus your formative feedback on accurate and automatic decoding first. Once decoding is secure (and especially in grades 2 and up), provide feedback on both decoding, appropriate rate, and expression on repeated reads.

## Support for Technology

Below, you'll see options for free apps and digital tools that can support synchronous and asynchronous learning for students with internet access.

<b>Google Certified Educator</b>	<a href="#">Certified Educator Level 1</a>
<b>Screencastify Certification</b>	<a href="#">Certification Courses   The #1 Screen Recorder for Chrome</a>
<b>Zoom Video Tutorials</b>	<a href="#">Zoom Video Tutorials</a>
<b>Seesaw Tutorials</b>	<a href="#">Seesaw Help Center</a>
<b>Fluency Packets from SAP</b>	<a href="#">ELA / Literacy</a>
<b>Desmos Collection - Days 1 &amp; 2</b>	<a href="#">Reading Practice Collection in Desmos</a>
<b>Free Tech Training</b>	<a href="#">Screencastify &amp; Desmos</a>