



Guide for Preparing to Teach Instructional Routines

This guide is designed to support teachers as they plan and prepare to teach each routine with purpose. Use it as a working document: **annotate, highlight, circle, and write** the ideas that spark your thinking.

The suggestions for Format and Scaffolding are not prescribed. **Teachers know their students best**, so use this as a starting point. Personalize the routines, adjust pacing where needed, and leverage strategies and resources that work for your students. This guide will not tell you exactly what to do—it will help you surface possibilities and make them your own.

Use this guide alongside the *Selection Overview* and *Lesson Overview* pages for any text in your Teacher's Edition to discover the full scope of each routine and lesson.

CLICK TO WATCH:

What does it mean to prepare for instructional routines?



In this short video, explore how intentional planning and preparing amplify student learning.

Key Terms in This Guide

 Format	 Scaffolding	 Pacing
How students engage with the routine, including reading modes, grouping, and participation structures.	Use embedded strategies and tools that support student access and deepen conceptual understanding.	How much time and depth you give each subroutine, based on student needs and lesson priorities.

Preparing for *Prepare to Read*

Learn About Genre*

Preview genre features to navigate the text

Sneak Peek

Read a short excerpt to spark curiosity

Concept Vocabulary

Prime readers for the text's content

Reading Strategy

Model and practice a reading skill

Pro Tip: Keep momentum! The goal is just enough preparation to enter the text with purpose, not to front-load the entire lesson.

Suggested Resources:

Bridge Texts–Listenwise–Hook & Inspire–Language Lab–Word Wall

Key Subroutines	Format <i>How will students respond?</i>	Scaffolding <i>What supports will you provide?</i>	Pacing <i>How much time will this take?</i>
Blend teacher direction with student discovery to build curiosity and purpose for reading.	Structure the experience to help students anticipate the text and begin capturing their early thinking.	Invite students to scan the text or visuals for unfamiliar language, structure, or ideas, then surface questions.	Keep the launch tight to get students into the text quickly, leaving room for discovery during reading.
Learn About Genre*	Brief whole-class discussion; anchor chart creation; partner share; individual written response	Genre anchor chart; guiding questions; sentence stems for describing traits	Time:
Sneak Peek	Read excerpt aloud or silently; partner prediction; quick oral share out	Guiding question on slide/board; quick access language support; prediction sentence starters	Time:
Concept Vocabulary	Definition and student-created sentence; QuickWrite; oral use in discussion; map or sort	Student-friendly definitions; visuals/images; word maps; cognate lists; sentence frames from usage	Time:
Reading Strategy	Teacher model (think-aloud) and student practice; annotate short excerpt; partner discussion on strategy use	Annotation checklist; sample annotations; additional excerpt from the text to practice; sentence stems for explaining thinking	Time:

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Preparing for Read

Language Support

Tools to support reading to facilitate ongoing access

First Read

Comprehension Checks, Reading Strategy, and enjoy!

Pro Tip: Model annotations or think-alouds for the toughest sections, then release to students.

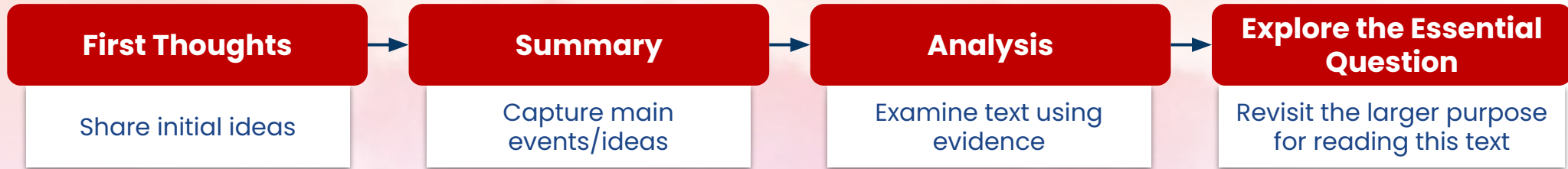
Suggested Resources:

Language Coach–Language Support Lessons–Graphic Organizer Library

Key Subroutines	Format <i>How will students respond?</i>	Scaffolding <i>What supports will you provide?</i>	Pacing <i>How much time will this take?</i>
As students read, layer in strategy, checks, and support.	Use varied reading modes to make the text accessible and engaging, and to invite meaningful entry.	Anticipate areas of difficulty and prepare just-in-time supports to guide understanding.	Maintain flow by prompting students not to linger, key ideas return in Close Read.
Language Support	Mini lesson on sentence/discourse patterns; model how to access digital supports	Color-coded excerpts; cognates list; sentence stems to clarify meaning; anchor chart of language tips	Time:
First Read	Silent reading; teacher read aloud; student read aloud; partner reading; choral reading; audio text; echo reading; role-based reading	Annotation cues; think alouds to support enjoyment and initial meaning-making; check-in moments of confusion and curiosity	
Reading Strategy	Annotation; strategy-aligned graphic organizer; peer discussion; quick mark tools; color-coded highlighting; strategy log	Sample annotations; visual checklist for strategy steps; tiered supports aligned to complexity; sentence stems or guided questions	
Comprehension Checks	Discussion pauses for class or partner talk; quick written responses or chunked summaries; evidence based margin notes or journals	Response stems and visual cues for recall; targeted re-read prompts tied to specific sections; examples of flawed claims for correction	

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Preparing for *Build Insight*



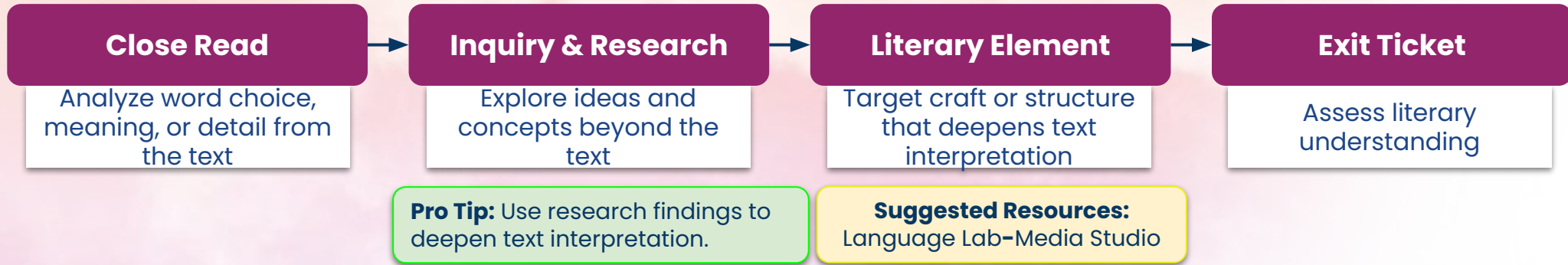
Pro Tip: Balance large group, small-group, and partner work to keep all voices engaged.

Suggested Resources:
Selection Test–Evidence Log–Discussion Routine

Key Subroutines	Format <i>How will students respond?</i>	Scaffolding <i>What supports will you provide?</i>	Pacing <i>How much time will this take?</i>
Help students process, discuss, and deepen their thinking.	Bookend this routine with discussion and vary formats to support shared and individual reflection.	Leverage the built-in structure of the routine, each step scaffolds the next.	Give students time to process. Let thinking build across steps.
First Thoughts	Written response; pair or group discussion; discussion routine	Sentence starters; discussion routine anchor chart	Time:
Summary	Brief written summary; partner or group share; co-constructed summary with word limit	Summary frame; graphic organizer; model with short example; peer construction with whiteboard	Time:
Analysis	Individual written response; pair/group share; tiered question sets	Additional questions; sentence stems for evidence; evidence starter anchor chart; jigsaw questions and students teach each other	Time:
Explore the Essential Question	Small group discussion; Evidence Log entries; QuickWrite connecting to unit theme; gallery walk of responses	Evidence log template; sentence frames for making connections; sample connections	Time:

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Preparing for *Analyze & Interpret*



Key Subroutines	Format <i>How will students respond?</i>	Scaffolding <i>What supports will you provide?</i>	Pacing <i>How much time will this take?</i>
Support students in using literary tools to think deeply about texts.	Encourage students to annotate and revisit the text to support precise analysis.	Lean into embedded guidance like grouping options and differentiated pathways.	Slow down for deep reading. Prioritize key analysis tasks. Finish with a clear check-in.
Close Read	Annotate selected passages; write responses to text-dependent questions; discuss interpretations in pairs or small groups	Annotated sample passage; guided questions; targeted re-reading prompts; collaborative text marking using Close Read questions	Time:
Inquiry and Research	Structured notes; short written summary or bullet list of findings; mini presentation of findings	Vetted resource list; search term suggestions; modeled note-taking example; collaborative partners	Time:
Literary Element	Annotate examples of the element in the text; explain findings in writing or orally to peers	Differentiated practice sets; step-by-step anchor chart; examples drawn from familiar texts	Time:
Exit Ticket	Complete individually on paper or electronically; review responses in pairs or small groups; whole-class discussion of selected questions	Preview question types; clarify key terms; invite think-pair-share before individual submission	Time:

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Preparing for *Study Language and Craft*

Concept Vocabulary

Revisit and apply key terms

Word Study

Practice word roots and affixes

Exit Ticket

Assess language skill

Focus Skill

Analyze craft for meaning

Exit Ticket

Assess craft knowledge

Pro Tip: Encourage and prompt students to use new vocabulary orally and in writing.

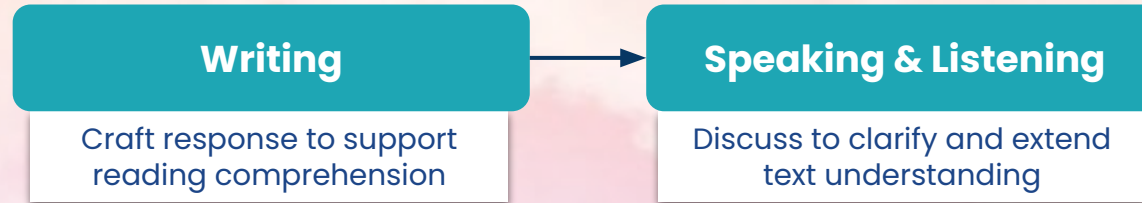
Suggested Resources:

Word Wall–Language Lab–Foundational Skills Center–Skills Center

Key Subroutines	Format <i>How will students respond?</i>	Scaffolding <i>What supports will you provide?</i>	Pacing <i>How much time will this take?</i>
Explore how language choices shape meaning and style.	Move from shared analysis to independent reflection and writing connections.	Open opportunities to strengthen foundational reading and craft skills for structured language development.	Center focus skill work; flex time based on language needs and exit tickets.
Concept Vocabulary	Orally or in writing; discuss meanings in pairs or small groups	Context clue prompts; semantic sorting and mapping; vocabulary knowledge chart	Time:
Word Study	Apply independently or with a partner; practice skills in written or digital format	Vocabulary trees; manipulatives to build and break apart word parts; guided modeling; anchor charts	Time:
Exit Ticket	Reflect and respond individually; use written, oral, or digital formats	Multiple modes of response (verbal, typed, drawn)	Time:
Focus Skill	Practice through a mini lesson; apply skill in small group or independently	Worked examples; student-built writing reference; sentence frames	Time:
Exit Ticket	Reflect and respond individually; use written, oral, or digital formats	Multiple modes of response (verbal, typed, drawn)	Time:

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Preparing for *Share Ideas*



Pro Tip: Give students clear roles for sharing so everyone contributes and ideas build naturally.

Suggested Resources:
Graphic Organizer Library–SavvyWriter–Media Studio–Evidence Log

Key Subroutines	Format <i>How will students respond?</i>	Scaffolding <i>What supports will you provide?</i>	Pacing <i>How much time will this take?</i>
Plan for expression that builds from text comprehension through writing, speaking, and feedback.	Offer flexibility, such as visual, digital, independent, or collaborative representations of student thinking.	Choose supports that invite students to revisit the text for language, structure, and idea development.	Build time for students to revise, rehearse or refine ideas before sharing.
Writing	Compose individually or collaboratively; submit digitally; exchange for peer review	Pre-submission checklists; oral rehearsal; get and give descriptive feedback; co-constructed rubrics; annotated mentors	Time:
Speaking and Listening	Share in pairs; discuss in small groups; present to the class; submit media	Discussion roles, goals or norms; sentence stems; model active listening; group-generated discussion agreements	Time:

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