

Welcome to the Building Reading Routines Module!

In this module, teachers will learn about the practice of building routines around reading, which has a positive impact on students by increasing time on task and promoting active engagement during reading.

You can use the included resources in any way you like. Please see the below information about structure and resources and reach out to teachingvideolibrary@philasd.org with any questions. For ideas on how to make this module work in a virtual setting, click [HERE](#).

Intended audience and use:	K-3 Teachers (ELA) • Beginning teachers who need to establish routines around reading at the beginning of the year • Teachers who are struggling with establishing reading routines • Teachers who need to increase active engagement during reading • Teachers who are struggling with reading routines and need to reset and reteach reading routines during the year
Danielson Domain:	• 2c Managing Classroom Procedures • 3a Communicating with Students • 3c Engaging Students in Learning
Objectives:	• Name 2-3 routines to add to your reading instruction • Practice teaching the reading routines in an upcoming lesson
Time:	45 mins
Resources Required: (documents are force-copy)	• Slide Deck • Resource Links Sheet • First Lines Graphic Organizer
Featured SDP Videos:	• Nicole Corkery, Hampton Elementary: Pre-Reading Strategies (Picture Walk)



	• Nicole Corkery, Hampton Elementary: Teaching Turn and Talk • Jennifer Stebulis/Kamia Smith, Samuel Powel Elementary: Building Rapport around High Expectations
Grade levels:	Kindergarten, 1st, 2nd, 3rd
Additional resources needed:	Although not needed to facilitate the Module, the following websites provide additional resources for reading routines and strategies: • https://www.readingrockets.org/ • http://www.readwritethink.org/ It may also be helpful to utilize the Comprehensive Literacy Framework during planning.
Ideas for using this module virtually (through Google Meet or Zoom):	• Many of the strategies listed in this module will be easier to apply to in-person instruction. If the teacher's virtual instruction is more of a focus, include a conversation throughout the module around how the teacher could think creatively to make these strategies work in a virtual space. • During the practice, have teachers "stand and deliver" just as you would if you were in person. If presenting to a larger group, make use of break out groups so that teachers are able to practice in smaller groups.
Differentiation options:	Planning time may be adjusted based on the needs of the teacher. If more time is needed to plan, consider omitting the "First Lines Strategy" and "Celebrating Success." During planning, plan and practice for 2 routines.