

The Value of Reading Instructional Routines

Organizing and using reading instructional routines benefits both teachers and students – *of all ages*. They provide a predictability that decreases teachers' planning and preparation time and increases students' anticipation of and engagement in learning. They are also beneficial to volunteers, who assist with instruction for a few hours, one or two days a week.

Reading instructional routines in ABE will vary from program to program and class to class - depending on certain student, class, and teacher factors:

1. The number of students assigned to the class
2. Their cultural, language, and educational backgrounds
3. Their reading levels, needs, and wants
4. The number of days and hours available for reading instruction
5. Access to reliable assistants or volunteers willing to support reading instruction
6. The teacher's reading knowledge, skills, access to materials, and confidence ☺

Reading instructional routines include regular (rather than incidental) and intentional (based on students' needs) lessons. Reading lessons are most effective when they:

- Range between 15-30 minutes per reading group or component
- Occur 2-5 times a week, on the same days, at the same times
- Include short, visual-auditory drills for reviewing taught sounds or words (alphabets)
- Provide modeling and guided practice for learning new sounds or words (alphabets and vocabulary)
- Include guided and repeated oral readings of high-interest texts at students' instructional levels (fluency)
- Provide strategies that build engagement with and understanding of texts at students' instructional levels (comprehension)
- Offer close readings that "stretch" students' engagement and understanding of complex, informational texts (according to the CCR Reading Standards)

If planning and delivering a reading instructional routine is new for you, start small and take it one step at a time. Select ONE reading class or group of students, ONE reading component (the one you predict is of greatest need), ONE diagnostic reading assessment, and ONE new reading instructional material or resource.

You will find MUCH more information about these steps in *Evidence-Based Reading Instruction (EBRI)*, a resource for expanding the use of EBRI in Minnesota ABE, available to view or print for FREE from the EBRI homepage! In addition, within this same category, you will find **Sample STAR Instructional Routines**. They provide a snapshot of "what STAR looks like" in small, medium, and large ABE programs in Minnesota.