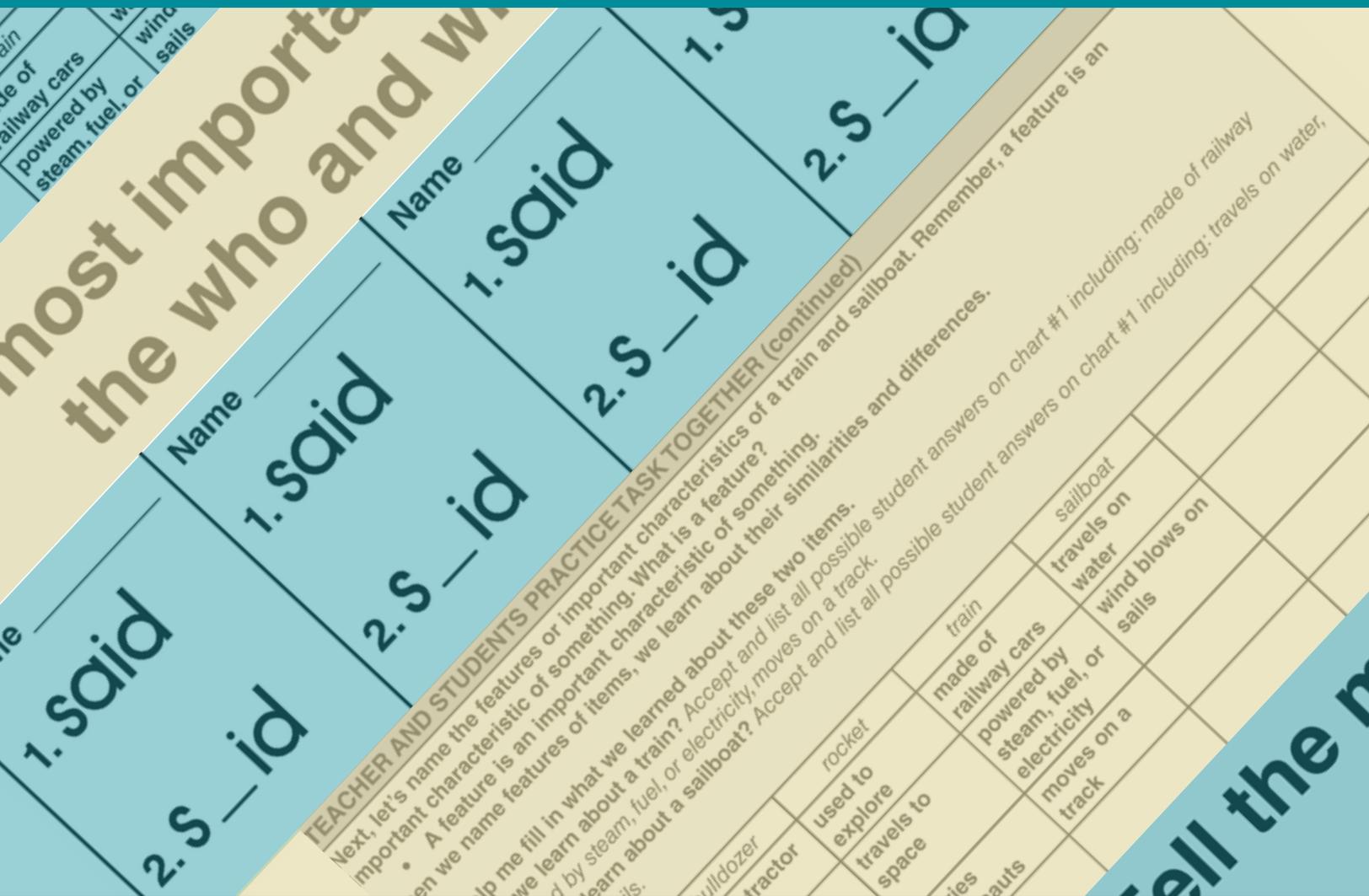




# USING *INSTRUCTIONAL ROUTINES* TO DIFFERENTIATE INSTRUCTION

*A Guide for Teachers*



CENTER ON  
INSTRUCTION



# **USING *INSTRUCTIONAL ROUTINES* TO DIFFERENTIATE INSTRUCTION**

***A Guide for Teachers***

*Marcia Kosanovich*  
Network of Educators



CENTER ON  
INSTRUCTION

This publication was created by the Center on Instruction, which is operated by RMC Research Corporation in partnership with the Florida Center for Reading Research at Florida State University; Instructional Research Group; Lawrence Hall of Science at University of California, Berkeley; Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston; and The Meadows Center for Preventing Educational Risk at The University of Texas at Austin.

The author acknowledges the editorial and production support provided by Angela Penfold, C. Ralph Adler, and Robert Kozman of RMC Research Corporation.

The development of this document was supported by the U.S. Department of Education, Office of Elementary and Secondary Education and Office of Special Education Programs, under cooperative agreement S283B050034. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

*Preferred citation:*

Kosanovich, M. (2012). *Using Instructional Routines to differentiate instruction. A guide for teachers*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Copyright © 2012 by the Center on Instruction at RMC Research Corporation

**To download a copy of this document, visit [www.centeroninstruction.org](http://www.centeroninstruction.org).**



---

## CONTENTS

- 3 PREFACE
- 5 INTRODUCTION
- 7 ABOUT THE *INSTRUCTIONAL ROUTINES*
- 9 HOW TO READ THE *INSTRUCTIONAL ROUTINES*
- 15 ALIGNMENT OF *INSTRUCTIONAL ROUTINES* TO  
COMMON CORE STATE STANDARDS
- 21 REFERENCES
- 23 APPENDIX A: OVERVIEW OF EMPOWERING TEACHERS  
WEBSITE AND MATERIALS
- 25 APPENDIX B: HOW TO FIND STUDENT CENTER ACTIVITIES  
TO USE WITH *INSTRUCTIONAL ROUTINES*





## PREFACE

Teachers, administrators, and policy-makers across the country need materials that address today’s problems and initiatives. COI and its authors select topics and promote practices that have direct relevance to the urgent concerns and priorities of contemporary educators. For example, states seeking more rigorous college and career-ready standards as reflected in the Common Core State Standards need guidance to implement these standards, including specific strategies and interventions to support English language learners and students with special needs. Schools implementing School Improvement Grants (SIGs) look for guidance on meeting the needs of diverse learners and using data to inform instructional decisions. Schools extending learning time need guidance on maximizing the use of instructional time.

This publication on the alignment of *Instructional Routines* to Common Core State Standards can inform the design, delivery, and use of evidence-based interventions with students, including those with disabilities, who struggle with mastering today’s rigorous reading, literacy, and mathematics standards. It can also promote the continuous use of student data to differentiate instruction—an essential practice for meeting each student’s individual needs and raising the academic performance of a school.

This guide will assist K–3 teachers using the resources entitled *Instructional Routines*, which are located on an interactive website called Empowering Teachers, created by the Florida Center for Reading Research at Florida State University. *Instructional Routines* helps teachers in creating differentiated instruction in foundational reading skills. This guide to the *Instructional Routines* will also assist technical assistance providers and others who work with state education leaders to improve the reading achievement of elementary school children.

The guide describes the *Instructional Routines (IRs)* and how teachers can use them to differentiate reading instruction in small groups. The *Instructional Routines* offer K–3 teachers a range of activities in a lesson plan format. They can be used flexibly because they provide a structure for teaching specific foundational reading skills,

*Instructional Routines and the Empowering Teachers website can be found at [www.fcrr.org/assessment/ET/index.html](http://www.fcrr.org/assessment/ET/index.html).*

---

with explicit language and directions for teachers. However, teachers can enrich the use of *IRs* by incorporating content based on students' instructional needs related to the Common Core State Standards, such as specific words or texts.

Technical assistance providers can use the *Instructional Routines* to:

- facilitate state-level discussions about classroom implementation resources that support improved reading instruction,
- provide examples of differentiated reading instruction at the elementary level, and
- offer a free resource that states can pass along to districts and schools.

Although the *IRs* were prepared for use in Florida schools, they can work in any elementary school. They reflect scientific research on reading instruction and can be integrated easily into any reading program that teaches the five essential components of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension).

The entire suite of materials on the Empowering Teachers website aims to develop teachers' understanding of *what* differentiated instruction is and *why* it is important. To this end, Appendix A of this guide summarizes all of the resources on the Empowering Teachers website. In addition to the *Instructional Routines*, the appendix describes:

- Essentials for Reading Success
- Elements of Effective Instruction
- How to Differentiate Instruction
- Questions to Guide Instruction
- Planning Instruction and Tracking Progress
- Assessment Overview
- Resources

In addition to the descriptions in Appendix A, this guide provides a table that displays the alignment of the *Instructional Routines* to the Common Core State Standards and a second appendix, Appendix B, which explains how to find Student Center Activities that are aligned to the *Instructional Routines*.

The author invites you to consider and implement the practices recommended in this guide, both for their value in meeting the goals of current initiatives such as SIG and Common Core State Standards and for the long-term strength of your educational programs.



---

## INTRODUCTION

Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students' needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006). According to research on grouping students, implementing small group differentiated instruction in the classroom leads to an increase in reading achievement (Lou, Abrami, Spence, Poulsen, Chambers, & d'Apollonia, 1996; Mathes & Fuchs, 1994; Moody, Vaughn, & Schumn, 1997).

Small group, teacher-led, differentiated instruction usually occurs after whole group instruction takes place. While the teacher leads small group instruction, the other students can participate in reading centers (also referred to as work stations or literacy centers)—special places organized in the classroom for students to work in small groups, pairs, or individually. In reading centers, students practice, demonstrate, and extend literacy learning independently of the teacher.

Differentiated, teacher-led, small group instruction requires the teacher to form small, flexible groups based on student data and observations. He or she organizes the classroom schedule in terms of the teaching time (number of days per week and number of minutes per day) for each small group. The teacher determines each group's appropriate lesson structure or lesson plan based on students' instructional needs. For instance, in a first grade classroom, one group of four students could work on segmenting and blending three phoneme words, while another group of five students learns and practices high frequency words and reads decodable text, while still a third group of six students learns about syllables and how to read multisyllabic words. The teacher uses data to form small, flexible groups that meet the specific needs of its students in terms of:

- the content and level of the lesson (i.e., area[s] of reading skill and level of instruction),
- the size of each group (e.g., 3–5 for struggling readers, 5–7 for other students, etc.),

- 
- the number of days per week each group participates in small group instruction (e.g., daily, twice/week, 3 times/week), and
  - the number of minutes per day (e.g., 10 minutes, 20 minutes, 30 minutes).

The *Instructional Routines* can help guide teachers in differentiating small group reading instruction.

*Readers interested in this topic might also want to read Student Center Activities Aligned to the Common Core State Standards in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects K–5, published by the Center on Instruction. Visit [centeroninstruction.org](http://centeroninstruction.org).*



---

## ABOUT THE *INSTRUCTIONAL ROUTINES*

The *Instructional Routines* offer K–3 classroom teachers a range of activities, in a lesson plan format, to use as they lead instruction in small groups. They are intended to be used flexibly as they provide a structure for teachers to follow to teach specific foundational reading skills. Every *IR* uses a standard format so that teachers can substitute easier or more challenging topics (e.g., words or texts) based on the individual needs of students. Teachers are encouraged to select *IRs* and modify the content based on progress monitoring data and to match activities to students' skill levels in relation to the Common Core State Standards. For example, in a kindergarten class, a small group of students might work on phoneme isolation and letter-sound knowledge while another group writes simple words, a third group reads decodable text, and yet another group prepares to read more advanced decodable text and retell a story. The *IR* resources suggest a structure in which to provide explicit instruction to small groups. Each *Instructional Routine* comes with a list of required common classroom materials.

Because they support explicit instruction, *IR* activities are interactive, designed to engage students and increase their chances for successful learning. They also involve teacher modeling and demonstration of tasks, frequent student response, and teacher acknowledgment of those responses with immediate feedback and necessary adjustments and clarifications to instruction (Carnine, Silbert, Kame'enui, Tarver, & Jungjohann, 2006). Every *Instructional Routine* is organized in an "*I do, We do, You do*" format:

- In "*I do*," the teacher explains and models the task.
- In "*We do*," the teacher and students practice the task together, followed by the students practicing that task with scaffolding from the teacher.
- In "*You do*," students practice the newly learned skill independently.

Scaffolding is an essential component of explicit instruction. Scaffolding shifts responsibility for learning from the teacher to the students. The teacher gradually provides a temporary supportive structure to help students successfully accomplish a task they would not be able to complete alone (Graves, Watts, & Graves, 1994). Scaffolding incorporates a variety of techniques. For example, a teacher might provide scaffolding by providing more

---

information, modeling, guidance, or feedback. The last part of each *Instructional Routine* is called "scaffolding suggestion for errors," which offers ideas such as "*Model the task again with a different word or model fluent reading of the sentence.*"



## HOW TO READ THE *INSTRUCTIONAL ROUTINES*

The home page for the Empowering Teachers website arranges its resources into eight sections. The sections are listed on the left side of the home page. The *Instructional Routines* are described in this guide. The other seven sections are summarized in Appendix A.

The screenshot shows the homepage of the Empowering Teachers website. At the top left is the FCRR logo (Florida Center for Reading Research). At the top right are links for 'home', 'fsu home', and 'FCRR home'. Below the logo is a banner image of a teacher sitting at a desk with a laptop and papers. The main heading is 'Empowering Teachers'. On the left is a vertical navigation menu with the following items: Home, Essentials for Reading Success, Elements of Effective Instruction, How to Differentiate Instruction, Questions to Guide Instruction, Instructional Routines, Planning Instruction and Tracking Progress, Assessment Overview, Resources, and Contact. The main content area features the word 'em·pow·er·ment' in a large, bold, sans-serif font, with the definition 'to equip or supply with an ability; enable' below it. A paragraph states: 'This website is a resource for kindergarten through third grade teachers.' Below this is a section titled 'You will find -' followed by a bulleted list: 'Information on the building blocks of reading', 'What reading skills should be taught and mastered in kindergarten and first grade', 'How to measure reading skills', 'How to use reading assessment results to guide your reading instruction', and 'How to determine effectiveness of your reading instruction'. At the bottom of the main content area is the statement: 'We empower you to use this information in making sound instructional decisions to improve reading outcomes.' The footer includes the Florida State University logo and the text 'A Florida State University Center'. At the very bottom, there is a copyright notice: '© 2006 Florida Center for Reading Research, City Centre Building, 227 N Bronough Street, Suite 7250, Tallahassee, FL 32301. Comments & broken link reports to webmaster@fcrr.org'.

Click on *Instructional Routines (IRs)* to read a brief introduction and access the *Instructional Routines*.

The screenshot shows the FCRR website's 'Instructional Routines' page. At the top left is the FCRR logo (Florida Center for Reading Research). At the top right is a navigation link: 'home | You home | FCRR home'. Below the logo is a banner image of a teacher sitting at a desk with a laptop and papers, with the text 'Empowering Teachers' overlaid. Below the banner is a navigation menu with the following items: Home, Essentials for Reading Success, Elements of Effective Instruction, How to Differentiate Instruction, Questions to Guide Instruction, **Instructional Routines**, Planning Instruction and Tracking Progress, Assessment Overview, Resources, and Contact. The main content area is titled 'Instructional Routines' and contains the following text: 'The Instructional Routines are provided for you to use during small group instruction. Choose the routines you will use with each small group based on individual student need. These routines require a variety of common classroom materials, and the specific items needed are listed at the beginning of each routine. All of the Instructional Routines are organized using a standard format so that you can substitute easier or more challenging words if you would like to. Select the reading component of interest below for grade specific Instructional Routines.' Below this text are two columns of links: 'Kindergarten and First Grade' with links for Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension; and 'Second and Third Grade' with links for Phonics, Fluency, Vocabulary, and Comprehension. At the bottom of the page is the Florida State University logo and the text 'A Florida State University Center'. The footer contains the copyright information: '© 2006 Florida Center for Reading Research, City Center Building, 227 N. Brinkley Street, Suite 2200, Tallahassee, FL 32301' and a link for 'Comments & broken link reports to: webmaster@fcrr.org'.

Every *Instructional Routine* is organized in the same way. We show Kindergarten Phonemic Awareness *Instructional Routine: Segmenting*, on the next page, as an example of the *IR* format. The top of the page shows the title of the *Instructional Routine*, a list of materials needed for the *Routine*, and the target items (e.g., words) used. Directions to the teacher follow, explaining how different typefaces (italics or bold) indicate what the teacher says and does and what the students are expected to say and do.

The top left corner of the *Routine* shows the previously-used Florida Sunshine State standard (e.g., LA.K.1.3.2) that aligns to the goal of the *Instructional Routine*. These Florida-specific standards no longer apply and should be ignored. However, note that the *IRs* can support implementation of the Common Core State Standards (CCSS). A table showing the alignment of the *Instructional Routines* to the CCSS can be found in the next section of this guide.



Previously used Florida Sunshine State standard

Title

Materials & Target Items

Teacher Directions

Lesson begins here

Adaptations

List of related Student Center Activities (no longer apply) See Appendix B

**LA.K.1.3.2** **EMPOWERING TEACHERS**

**Phonemic Awareness Instructional Routine: Segmenting**  
**Preparation/Materials: Words with two or three phonemes (e.g., tap, sad, me, mom)**

**K**

- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- **Bullet (\*) and bolded type are what the teacher and student(s) say in unison**
- Sounds are noted using / /

**TEACHER EXPLAINS TASK**  
 We are going to segment all the sounds in a word.

**TEACHER MODELS TASK**  
**Listen and watch.**  
*Say the word slowly. Put up one finger for each sound in the word.*  
 /t.../aaa/.../p/  
*Count your fingers aloud.*  
 1, 2, 3  
**There are three sounds in tap.**

**TEACHER & STUDENTS PRACTICE TASK TOGETHER**  
 Say tap.  
 • tap  
 Now say tap slowly and put up one finger for each sound.  
 • /t.../aaa/.../p/  
**How many fingers are up?**  
 • three  
**How many sounds are in tap?**  
 • three  
**Yes. Tap has three sounds.**

**STUDENTS PRACTICE TASK**  
 Your turn.  
 Say tap.  
 tap  
 Say tap slowly and put up one finger for each sound.  
 /t.../aaa/.../p/  
**How many fingers are up?**  
 three  
**How many sounds are in tap?**  
 three  
**Yes. Tap has three sounds.**

**INDEPENDENT PRACTICE**  
*When the students consistently segment all the sounds in words, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.*

**SCAFFOLDING SUGGESTION FOR ERRORS**  
*Verify that students are putting up one finger for each sound in the word. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, present a different example for the student to hear and count the sounds (e.g., at).*

**Adaptations using this instructional routine:**

- Use manipulatives to demonstrate segmenting sounds in a word.
- Use words that contain fewer (2) or more (4) sounds.

**For further independent student practice, refer to the FCRR Kindergarten and First Grade Student Center Activities at [http://www.fcrr.org/curriculum/pdf/GK-1/PA\\_Final\\_Part5.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part5.pdf)**

- PA.048 • PA.050
- PA.055 • PA.056

©2007 Florida Center for Reading Research www.fcrr.org

---

As described in the introduction, the content of each *Instructional Routine* is organized in an “*I do, We do, You do*” model, with suggestions for scaffolding and adaptations to adjust the level of difficulty. Note that each *IR* also has a list of related Student Center Activities, but this information is not current and should be ignored. Student Center Activities can offer further independent student practice on the same skills addressed in the *Instructional Routine*. We have provided a list of appropriate Student Center Activities starting on page 25 in Appendix B.

Table 1 on the next page shows the content of the 72 *Instructional Routines*.

- The rows in bold and shaded blue indicate the five components of reading.
- Under each component of reading, you will find skill activities related to that reading component. For example, the Blending Sounds in Short Words skill activity appears under the Phonics reading component. The skill activities are organized developmentally on a continuum; easier foundational reading skills precede more complex skills.
- Each column represents a K–3 grade level. An X indicates that there is an *Instructional Routine* for that grade level and skill activity. Two Xs note that there are two *Routines* for that skill activity.
- There are 19 *Instructional Routines* for Kindergarten and 19 *Routines* for first grade. There are 17 *Instructional Routines* for second grade and 17 *Routines* for third grade.



**Table 1: *Instructional Routines* organized by reading component and grade level**

<i>Instructional Routine</i>	Kindergarten	First	Second	Third
<b>Phonemic Awareness</b>				
Words	X			
Syllables	X			
Rhyme	X			
Phoneme Isolation	X	X		
Phoneme Blending	X	X		
Phoneme Segmenting	X	X		
<b>Phonics</b>				
Letter-Sound Correspondence	X			
Blending Sounds in Short Words	X			
Segmenting Sounds in Short Words	X			
Writing Simple Words	X			
Decode Words in Connected Text	X	X		
Decode and Write Words		X		
Decode and Write Words with Blends		X		
Decode and Write Words with the “silent e”		X		
Decode and Write Words with more than one syllable		X		
Base Words and Affixes				XX
Irregularly Spelled Words			X	
Digraphs and Consonant Blends			X	X
Words with More Than One Syllable			X	X
<b>Fluency</b>				
High Frequency Words	X			
Reading Text with Proper Expression		X		
Phonetically Regular Words			X	X
Irregularly Spelled Words			X	X
Connected Text with Appropriate Phrasing			X	X

X = An *Instructional Routine* exists for that grade level and skill activity. XX = two routines exist. Gray cell = no *Instructional Routine* exists for that grade level and skill activity.

**Table 1: *Instructional Routines* organized by reading component and grade level**

<i>Instructional Routine</i>	Kindergarten	First	Second	Third
<b>Vocabulary</b>				
Describe in General & Specific Language	X	X		
Identify & Sort into Conceptual Categories	X	X		
New Vocabulary	X	X		
Multiple Meanings		X		
Using Context Clues		X		
Categorize & Describe Features			X	X
Make Connections			X	X
Base Words and Affixes			X	X
Synonyms, Antonyms, Homophones			X	
Multiple Meaning Words in Context			X	X
Shades of Meaning				X
<b>Comprehension</b>				
Identify Story Grammar	X			
Answer and Ask Explicit Questions	X	X		
Identify Main Idea	X	X		
Answering Higher Level Questions	X	X		
Sequence Events in a Story		X		
Identify Details to Support Answers		X		
Sequence Events in a Text			X	
Compare and Contrast in One Text			X X	
Compare and Contrast in Two Texts				X
Cause and Effect			X	X
Author's Purpose			X	X
Making Inferences				X
Retell and Summarize			X	X

X = An *Instructional Routine* exists for that grade level and skill activity. XX = two routines exist. Gray cell = no *Instructional Routine* exists for that grade level and skill activity.



---

## ALIGNMENT OF *INSTRUCTIONAL ROUTINES* TO COMMON CORE STATE STANDARDS

Table 2, which starts on page 16 displays the alignment between the 72 *Instructional Routines (IRs)* and the Common Core State Standards (CCSS) organized by the five reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension). The blue-shaded rows indicate the five components. The first column under each component contains activities for practicing skills related to that component. For example, Blending Sounds in Short Words is a skill found under the phonics reading component. Each subsequent column represents a K–3 grade level and the following information:

- A white cell showing grade-specific CCSS(s) means that there is an *Instructional Routine* for that specific skill activity that is aligned to the corresponding CCSS.
- A black cell means that there are no CCSSs that correspond to that *Instructional Routine's* skill activity.
- A gray-shaded cell means that there are no *Instructional Routines* for that specific skill activity.

In some cases, there may be grade-specific standards from more than one grade level aligned to one *Instructional Routine*. For example, there are three grade-specific standards (RF.K.3a, RF.K.3b, RF.1.3b) in the kindergarten column for Phonics, Segmenting Sounds in Short Words. This means that this kindergarten *Instructional Routine* aligns with two kindergarten grade-specific standards (RF.K.3a and RF.K.3b) and one for first grade (RF.1.3b).

### **“Decoding” the names of the Common Core State Standards**

*In the Common Core standards example shown here, RF means Reading Standards: Foundational Skills; K, 1, 2, 3 indicates the grade level; and the numbers and letters indicate the grade-specific standard and the sub-skill of that standard. Also, each CCSS is designated by strand and grade levels - Reading: Foundational Skills (RF), Literature (RL), Informational Text (RI), Speaking & Listening (SL), and Language (L).*

*Some of the Common Core State Standards for Language, Writing, Speaking/Listening, and Foundational Skills contain specific expectations. In the CCSS document, these are noted below the grade-specific standard and listed alphabetically using lowercase letters. In this guide, when an Instructional Routine has a link to the standard’s overall expectation, the grade-specific standard number is listed in the table. For example, Reading Foundational Skills, Kindergarten, Standard 2 appears as RF.K.2. When an Instructional Routine has a direct link to a specifically-defined expectation of the grade-specific standard, that portion of the standard is listed (e.g., RF.K.2b). In these cases, the grade-specific standard (i.e., RF.K.2) also applies, but in a broader sense. It is important to note that not all CCSSs are addressed with the IRs.*

**Table 2: Instructional Routines Aligned to Common Core State Standards—English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects**

<i>Instructional Routine</i>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b>Phonemic Awareness</b>				
Words	RF.K.2			
Syllables	RF.K.2b			
Rhyme	RF.K.2a			
Phoneme Isolation	RF.K.2d	RF.1.2c		
Phoneme Blending		RF.1.2b		
Phoneme Segmenting	RF.K.2d	RF.1.2c RF.1.2d		
<b>Phonics</b>				
Letter-Sound Correspondence	RF.K.3a			

White cell = an aligned *Instructional Routine* activity exists for that Common Core State Standard.

Black cell = no CCSS correspond to that *IR*'s skill activity.

Gray cell = there are no *IRs* for that skill activity.



**Table 2: *Instructional Routines* Aligned to Common Core State Standards—  
English Language Arts & Literacy in History/Social Studies, Science and  
Technical Subjects**

<i>Instructional Routine</i>	Kindergarten	Grade 1	Grade 2	Grade 3
Blending Sounds in Short Words	RF.K.3a RF.K.3b RF.1.3b			
Segmenting Sounds in Short Words	RF.K.3a RF.K.3b RF.1.3b			
Writing Simple Words	L.K.2d L.1.2d			
Decode Words in Connected Text	RF.K.3.c			
Decode and Write Words		RF.1.3b L.1.2d L.1.2e		
Decode and Write Words with Blends		RF.1.3b L.2.2d		
Decode and Write Words with the “silent e”		RF.1.3c L.2.2d		
Decode and Write Words with more than one syllable		RF.1.3e RF.2.3c L.3.2e L.3.2f		
Base Words and Affixes				RF.2.3d RF.3.3a L.3.2e
Irregularly Spelled Words			RF.1.3g RF.2.3f RF.3.3d L.1.2d	
Digraphs and Consonant Blends			RF.1.3a RF.1.3b	RF.3.3
Words with More Than One Syllable			RF.1.3e RF.2.3c	RF.3.3c
<b>Fluency</b>				
High Frequency Words	RF.K.3c RF.1.3g			

White cell = an aligned *Instructional Routine* activity exists for that Common Core State Standard.

Black cell = no CCCS correspond to that *IR*'s skill activity.

Gray cell = there are no *IRs* for that skill activity.

**Table 2: *Instructional Routines* Aligned to Common Core State Standards—  
English Language Arts & Literacy in History/Social Studies, Science and  
Technical Subjects**

<i>Instructional Routine</i>	Kindergarten	Grade 1	Grade 2	Grade 3
Reading Text with Proper Expression		RF.1.4b RF.2.4b RF.3.4b		
Phonetically Regular Words			RF.1.3b RF.1.3c RF.1.3e RF.2.3a	RF.3.3c
Irregularly Spelled Words			RF.1.3g RF.2.3.f	RF.3.3d
Connected Text with Appropriate Phrasing			RF.2.4b	RF.3.4b
<b>Vocabulary</b>				
Describe in General & Specific Language	L.K.1b L.K.1f	L.1.1f L.1.1g		
Identify & Sort into Conceptual Categories	L.K.5a	L.1.1b L.1.5a		
New Vocabulary	L.K.4	L.1.5c		
Multiple Meanings		L.1.4a		
Using Context Clues		L.1.4a		
Categorize & Describe Features			L.2.5	L.3.5
Make Connections			L.2.5	L.3.4
Base Words and Affixes			L.2.4b	L.3.4b
Synonyms, Antonyms, Homophones			L.K.5b L.2.5	
Multiple Meaning Words in Context			L.2.4a	L.3.4a
Shades of Meaning				L.K.5d L.1.5d L.2.5b L.3.5c
<b>Comprehension</b>				
Identify Story Grammar	RL.K.3 RL.K.10			
Answer and Ask Explicit Questions	SL.K.2 RL.K.1 RL.K.10	SL1.2 RL.1.1		

White cell = an aligned *Instructional Routine* activity exists for that Common Core State Standard.  
 Black cell = no CCCS correspond to that *IR*'s skill activity.  
 Gray cell = there are no *IRs* for that skill activity.



**Table 2: *Instructional Routines* Aligned to Common Core State Standards—English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects**

<i>Instructional Routine</i>	Kindergarten	Grade 1	Grade 2	Grade 3
Identify Main Idea	SL.K.2 RL.K.2 RL.K.10	SL.1.2 RL.1.2		
Answering Higher Level Questions	RL.K.1 RL.K.10	RL.1.1 RL.1.3		
Sequence Events in a Story		RL.K.2 RL.1.2		
Identify Details to Support Answers		RL.1.1 RL.1.2 RL.1.3 RI.1.1 RI.1.2		
Sequence Events in a Text			RL.1.2 RI.1.2 RL.2.2 RI.2.2	
Compare and Contrast in One Text			RL.K.9 RL.1.9 RL.3.9	
Compare and Contrast in Two Texts				RI.3.9
Cause and Effect				RI.3.8
Author’s Purpose			RI.2.6	
Making Inferences				
Retell and Summarize			RL.2.1 RL.2.2	RL.3.2 RI.3.2

White cell = an aligned *Instructional Routine* activity exists for that Common Core State Standard.

Black cell = no CCCS correspond to that *IR*'s skill activity.

Gray cell = there are no *IRs* for that skill activity.

The research on teaching students in small groups reports positive changes in student outcomes. For example, studies report that students who participated in instruction in small groups learned significantly more than students who were not instructed in small groups (Lou et al., 1996; Mathes & Fuchs, 1994; Moody et al., 1997). Critically, the positive student outcomes occurred when instruction and materials were adjusted to meet specific student needs—when instruction was differentiated. Strenuous efforts must be made to assist students in meeting grade-level reading expectations. Small group, teacher-

---

led, differentiated instruction will play a major role in achieving this goal for teaching foundational reading skills. The *Instructional Routines* described here offer teachers models of explicit language and structure to help guide them to differentiate instruction.



---

## REFERENCES

- Carnine, D.W., Silbert, J., Kame'enui, E.J., Tarver, S.G., Jungjohann, K. (2006). *Teaching struggling and at-risk readers: A direct instruction approach*. Columbus, OH: Pearson.
- Gibson, V. & Hasbrouck, J. (2008). *Differentiated instruction: Grouping for success*. New York: McGraw-Hill.
- Graves, M.F., Watts, M., & Graves, B.B. (1994). *Essentials of classroom teaching: Elementary reading*. Boston: Allyn & Bacon.
- Kosanovich, M. L., Weinstein, C., & Goldman, E. (2009). *Using Student Center Activities to differentiate instruction. A guide for teachers*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Kosanovich, M.L., Ladinsky, K., Nelson, L., Torgesen, J.K. (2006). *Differentiating reading instruction: Small group lesson structures for all students*. Tallahassee, FL: Florida Center for Reading Research  
<http://www.fcrr.org/assessment/pdf/smallGroupAlternativeLessonStructures.pdf>
- Lou, Y., Abrami, P.D., Spence, J.C., Poulsen, C. Chambers, B., & d'Apollonia, S. (1996). Within-class grouping: A meta-analysis. *Review of Educational Research*, 66(4), 423-458.
- Mathes, P.G., & Fuchs, L.S. (1994). The efficacy of peer tutoring in reading for students with mild disabilities: A best-evidence synthesis. *School Psychology Review*, 23(1), 59-80.
- Moody, S., Vaughn, S., & Schumn, J. (1997). Instructional grouping for reading. *Remedial and Special Education*, 18(6), 347-356.





---

## APPENDIX A: OVERVIEW OF EMPOWERING TEACHERS WEBSITE AND MATERIALS

The appendix briefly describes other resources available on the Empowering Teachers website that may be useful in learning more about differentiated instruction.

### Section 1: **Home Page**

This section provides an overview of the information that can be found on the Empowering Teachers website.

### Section 2: **Essentials for Reading Success**

This section provides an overview of the five components of reading, definitions for three types of assessment typically used (screening, progress monitoring, and diagnostic measures), and definitions for the three layers of instruction (core, supplemental, and intensive).

### Section 3: **Elements of Effective Instruction**

This section notes that high quality reading instruction incorporates the five components of reading delivered through a coherent instructional design. It emphasizes the importance of explicit instruction that includes engaging activities.

### Section 4: **How to Differentiate Instruction**

Questions such as “*What is differentiated instruction? When is differentiated instruction implemented? How is differentiated instruction implemented in the classroom?*” are answered here.

### Section 5: **Questions to Guide Instruction**

This section addresses questions specific to each grade level and reading component to help teachers decide if a student has acquired proficiency of a specific skill. If the student has not yet acquired that skill, an *Instructional Routine* is provided for the teacher’s use during small group instruction.

### Section 6 **Instructional Routines**

The *Instructional Routines (IRs)* were described in the main text of this guide.

---

### Section 7: **Planning Instruction and Tracking Progress**

Templates of *Instructional Planning Guides* and *Student Progress Records* are provided in this section. The *Instructional Planning Guides* are designed to help teachers plan and document whole group and/or small group reading instruction and note ongoing instructional needs. The *Student Progress Records* are designed to help teachers record individual student progress within each area of reading and form groups for differentiated small group instruction. Both documents include a grade level guide for sequentially listed skills within the five components of reading and are related to the 2006 Florida Sunshine State Standards (although no longer applicable).

### Section 8: **Assessment Overview**

Commonly used assessments for screening, progress monitoring, diagnostic measures, and outcome measures are described. Most of this section pertains to the state of Florida and may not be useful for other states that already have their own assessment plan and data management system.

### Section 9: **Resources**

Quick links to more free resources found on the Florida Center for Reading Research's website related to effective reading instruction are provided.



---

## APPENDIX B: HOW TO FIND STUDENT CENTER ACTIVITIES TO USE WITH *INSTRUCTIONAL ROUTINES*

Student Center Activities offer K–5 classroom teachers a wide range of activities to engage students in differentiated reading activities during independent small-group work in the classroom.

The SCAs and extensive professional development materials, including video clips, may be downloaded from the Florida Center for Reading Research (FCRR) website, <http://www.fcrr.org/Curriculum/SCAindex.htm>. A document describing their use, *Using Student Center Activities to Differentiate Instruction, A Guide for Teachers* is located on the Center on Instruction website at <http://www.centeroninstruction.org/using-student-center-activities-to-differentiate-reading-instruction-a-guide-for-teachers>.

The table below provides a list of each Student Center Activity by grade level pairs (K–1, 2–3, or 4–5).

- The first column lists the Activity Number. For example, PA.001 is the first phonemic awareness activity for grades K–1 (P = Phonics, F = Fluency, V = Vocabulary, C = Comprehension).
- The second column lists the Activity Name. For example, PA.001 is named “Rhyme or No Rhyme.”
- The third column lists the Activity Subcomponent. For example, the subcomponent for PA.001 is Rhyme. It is important to keep in mind that the subcomponent for the Student Center Activity aligns to the skill activity for the *Instructional Routines*.

To identify Student Center Activities aligned to a specific *Instructional Routine*, we suggest the following:

1. Look at the *IR* in which you are working to determine the grade level and content (typically, the title of the routine). Use the table below to select the grade level (K–1, 2–3, or 4–5), reading component (phonemic awareness, phonics, fluency, vocabulary, or comprehension), and subcomponent for your *IR* skill activity.

- 
2. Access the SCAs that are appropriate from the Florida Center for Reading Research website: <http://www.fcrr.org/curriculum/SCAindex.shtm> and select the appropriate grade level link:
    - Grades K–1 Student Center Activities (Revised, 2008)
    - Grades 2–3 Student Center Activities (2006)
    - Grades 4–5 Student Center Activities (2007)
  3. Scroll down the page to locate and select the reading component and subcomponent.
  4. Locate and download the desired activity or activities.



## ***Student Center Activities Crosswalk —Grades K–1***

<b>Activity Number</b>	<b>Activity Name</b>	<b>Subcomponent</b>
PA.001	Rhyme or No Rhyme	Rhyme
PA.002	Matching Rhyme Time	Rhyme
PA.003	Rhyming A-LOT-OH!	Rhyme
PA.004	Pocket Rhymes	Rhyme
PA.005	Rhyme Closed Sort	Rhyme
PA.006	Rhyme Pie	Rhyme
PA.007	Rhyme Memory Match	Rhyme
PA.008	Rhyming Game	Rhyme
PA.009	Rhyme Flip Book	Rhyme
PA.010	Alliteration Action	Alliteration
PA.011	Popular Pals	Alliteration
PA.012	Silly Sentence Big Book	Alliteration
PA.013	Nursery Rhymes	Sentence Segmentation
PA.014	Sentence Game	Sentence Segmentation
PA.015	Sentence Graph	Sentence Segmentation
PA.016	Clapping Names	Syllables
PA.017	Feed the Animals	Syllables
PA.018	Syllable Hopscotch	Syllables
PA.019	Syllable Graph	Syllables
PA.020	Syllable Say	Syllables
PA.021	Quick Pick	Onset and Rime
PA.022	Rime House	Onset and Rime
PA.023	Sound Detective	Onset and Rime
PA.024	Guessing Game	Onset and Rime
PA.025	One Card Out	Phoneme Matching
PA.026	Sound Snacker - Sound Smacker	Phoneme Matching
PA.027	Sound Train	Phoneme Matching
PA.028	Pack-A-Backpack	Phoneme Matching
PA.029	Phoneme Go Fish	Phoneme Matching
PA.030	Phoneme Dominoes	Phoneme Matching

***Student Center Activities Crosswalk  
—Grades K–1 (continued)***

<b>Activity Number</b>	<b>Activity Name</b>	<b>Subcomponent</b>
PA.031	Sound It - Bag It	Phoneme Matching
PA.032	Final Sound Match-Up	Phoneme Matching
PA.033	Sound Pie	Phoneme Matching
PA.034	Sound Bags	Phoneme Matching
PA.035	Sound Pictures and Picture Puzzles	Phoneme Matching
PA.036	See It - Sound It	Phoneme Isolating
PA.037	The Last Sound Is...	Phoneme Isolating
PA.038	Move and Tell	Phoneme Isolating
PA.039	Sound Quest	Phoneme Isolating
PA.040	Say and Slide Phonemes	Phoneme Segmenting
PA.041	Phoneme Photos	Phoneme Segmenting
PA.042	Phoneme Closed Sort	Phoneme Segmenting
PA.043	Phoneme Hopscotch	Phoneme Segmenting
PA.044	The Sound Game	Phoneme Segmenting
PA.045	Sound Spin	Phoneme Segmenting
PA.046	Phoneme Feud	Phoneme Segmenting
PA.047	Treasure Chest	Phoneme Segmenting and Blending
PA.048	Picture Slide	Phoneme Segmenting and Blending
PA.049	Drop and Say	Phoneme Manipulating
PA.050	Name Changes	Phoneme Manipulating
P.001	Alphabet Borders	Letter Recognition
P.002	Letter Cards	Letter Recognition
P.003	Alphabet Arc	Letter Recognition
P.004	Clip-A-Letter	Letter Recognition



***Student Center Activities Crosswalk  
—Grades K–1 (continued)***

<b>Activity Number</b>	<b>Activity Name</b>	<b>Subcomponent</b>
P.005	Sorting Letters	Letter Recognition
P.006	Pasta Names	Letter Recognition
P.007	Poetry Pen	Letter Recognition
P.008	Alphabet Memory Game	Letter Recognition
P.009	Alphabet Tiles Name Sort	Letter Recognition
P.010	Venn Diagram Letter Name Sort	Letter Recognition
P.011	Lettercritter	Letter Recognition
P.012	Brown Bag It	Letter-Sound Correspondence
P.013	Photo Chart	Letter-Sound Correspondence
P.014	Letter-Sound Place Mats	Letter-Sound Correspondence
P.015	Words Around Us Memory Game	Letter-Sound Correspondence
P.016	Letter-Sound Dominoes	Letter-Sound Correspondence
P.017	Letter Bag	Letter-Sound Correspondence
P.018	Letter-Sound Pyramid	Letter-Sound Correspondence
P.019	Letter-Sound Folder Sort	Letter-Sound Correspondence
P.020	Letter-Sound Train	Letter-Sound Correspondence
P.021	Letter-Sound Mobile	Letter-Sound Correspondence
P.022	Letter-Sound Bingo	Letter-Sound Correspondence
P.023	Medial Phoneme Spin	Letter-Sound Correspondence
P.024	Where’s That Sound?	Letter-Sound Correspondence
P.025	Letter-Sound Match	Letter-Sound Correspondence
P.026	Onset and Rime Slide	Onset and Rime

***Student Center Activities Crosswalk  
—Grades K–1 (continued)***

<b>Activity Number</b>	<b>Activity Name</b>	<b>Subcomponent</b>
P.027	Picture the Word	Onset and Rime
P.028	Say It Now	Onset and Rime
P.029	Rime Closed Sort	Onset and Rime
P.030	Word Swat	Onset and Rime
P.031	Change-A-Word	Onset and Rime
P.032	Word Roll-A-Rama	Onset and Rime
P.033	Word Maker Game	Onset and Rime
P.034	Vowel Stars	Encoding and Decoding
P.035	Word Steps	Encoding and Decoding
P.036	Letter Cube Blending	Encoding and Decoding
P.037	Three-In-One	Encoding and Decoding
P.038	Digraph Delight	Encoding and Decoding
P.039	Make-A-Word	Encoding and Decoding
P.040	A Digraph A Word	Encoding and Decoding
P.041	Sandpaper Words	High Frequency Words
P.042	Word Checkers	High Frequency Words
P.043	Word Fishing	High Frequency Words
P.044	Word Baseball	High Frequency Words
P.045	Word Memory Game	High Frequency Words
P.046	Word Bowling	High Frequency Words
P.047	Canned Sort	Variant Correspondences
P.048	Silent “e” Changes	Variant Correspondences
P.049	Vowel Slide	Variant Correspondences



***Student Center Activities Crosswalk  
—Grades K–1 (continued)***

<b>Activity Number</b>	<b>Activity Name</b>	<b>Subcomponent</b>
P.050	Flip Manipulating Books	Variant Correspondences
P.051	R-Controlled Spin	Variant Correspondences
P.052	Say and Write Letters	Variant Correspondences
P.053	Picture It In Syllables	Syllable Patterns
P.054	Piece It Together	Syllable Patterns
P.055	Syllable Closed Sort	Syllable Patterns
P.056	Word Syllable Game	Syllable Patterns
P.057	Compound Word Puzzles	Morpheme Structures
P.058	Inflection Toss	Morpheme Structures
P.059	Prefix and Suffix Flip Book	Morpheme Structures
P.060	Break Apart	Morpheme Structures
F.001	Speedy Alphabet Arc	Letter Recognition
F.002	Hungry Letter Mouse	Letter Recognition
F.003	Tap Stack	Letter Recognition
F.004	Make a Match	Letter-Sound Correspondence
F.005	Fluency Letter Wheel	Letter-Sound Correspondence
F.006	Letter Flash	Letter-Sound Correspondence
F.007	Speedy Rime Words	Words
F.008	Word Relay	Words
F.009	Fast Match	Words
F.010	Fast Words	Words
F.011	I Read, You Point	Words
F.012	Word Climb	Words
F.013	Speedy Phrases	Connected Text
F.014	Chunking	Connected Text
F.015	Rereading Decodable Text	Connected Text

***Student Center Activities Crosswalk  
—Grades K–1 (continued)***

<b>Activity Number</b>	<b>Activity Name</b>	<b>Subcomponent</b>
F.016	Partner Reading	Connected Text
F.017	Repeated Timed Readings	Connected Text
F.018	Tape-Assisted Reading	Connected Text
F.019	Choral Reading	Connected Text
F.020	Express It!	Connected Text
F.021	Readers' Theater	Connected Text
V.001	Memory Word Match	Word Knowledge
V.002	Contraction Connection	Word Knowledge
V.003	Synonym Spider	Word Knowledge
V.004	Overhead Antonyms	Word Knowledge
V.005	Go Fish for Homophones	Word Knowledge
V.006	About Me	Word Knowledge
V.007	Choose and Chat	Word Knowledge
V.008	Action Word Ring Sort	Word Knowledge
V.009	Compound Word Hunt	Morphemic Elements
V.010	Compound Word Flip Book	Morphemic Elements
V.011	Prefix-O	Morphemic Elements
V.012	Multiple Meaning Bugs	Word Meaning
V.013	Four Square Vocabulary Map	Word Meaning
V.014	Semantic Map	Word Meaning
V.015	Word Wizard	Word Meaning
V.016	Word-O-Nary	Word Meaning
V.017	Transportation Key Sort	Word Analysis
V.018	Cube Word Sort	Word Analysis
V.019	Categor-Ring	Word Analysis
V.020	Word Connections	Word Analysis
V.021	Same and Different	Word Analysis



***Student Center Activities Crosswalk  
—Grades K–1 (continued)***

<b>Activity Number</b>	<b>Activity Name</b>	<b>Subcomponent</b>
V.022	Semantic Feature Analysis	Word Analysis
V.023	Another Word	Words in Context
V.024	Word Fill-In	Words in Context
V.025	If the Word Fits	Words in Context
C.001	Sentence-Picture Match	Sentence Meaning
C.002	Name That Rhyme	Sentence Meaning
C.003	Sentence Pantomime	Sentence Meaning
C.004	Silly Sentence Mix-Up	Sentence Meaning
C.005	Build a Sentence	Sentence Meaning
C.006	Picture Cube	Sentence Meaning
C.007	Picture the Character	Narrative Text Structure
C.008	Character Compare	Narrative Text Structure
C.009	Sequence-A-Story	Narrative Text Structure
C.010	Story Sequence Organizer	Narrative Text Structure
C.011	Story Question Cube	Narrative Text Structure
C.012	Story Grammar	Narrative Text Structure
C.013	Hoop-A-Story Venn Diagram	Narrative Text Structure
C.014	Retell Wheel	Narrative Text Structure
C.015	Expository Fact Strip	Expository Text Structure
C.016	Expository Text Wheel	Expository Text Structure
C.017	Projected Paragraphs	Expository Text Structure
C.018	Summarizing	Expository Text Structure
C.019	Fiction and Nonfiction Sort	Text Analysis
C.020	Fact Versus Opinion	Text Analysis

***Student Center Activities Crosswalk  
—Grades K–1 (continued)***

<b>Activity Number</b>	<b>Activity Name</b>	<b>Subcomponent</b>
C.021	Cause and Effect Roll	Text Analysis
C.022	Cause and Effect Organizer	Text Analysis
C.023	K-W-L	Monitoring for Understanding
C.024	Make-and-Check-A-Prediction	Monitoring for Understanding
C.025	Classifying Information	Monitoring for Understanding
C.026	Sum It Up	Monitoring for Understanding



## ***Student Center Activities Crosswalk —Grades 2–3***

<b>Activity Number</b>	<b>Activity Name</b>	<b>Subcomponent</b>
PA.001	Initial Phoneme Picture Sort	Phoneme Matching
PA.002	Match Maker	Phoneme Matching
PA.003	Final Phoneme Memory	Phoneme Matching
PA.004	Final Phoneme Pyramid	Phoneme Matching
PA.005	Final Phoneme Spin	Phoneme Matching
PA.006	Medial Phoneme Dominoes	Phoneme Matching
PA.007	Medial Match	Phoneme Matching
PA.008	Vowel Picture Sort	Phoneme Matching
PA.009	Bag-of-Sounds	Phoneme Isolating
PA.010	Final Phoneme Find	Phoneme Isolating
PA.011	Medial Phoneme Find	Phoneme Isolating
PA.012	Phoneme Quest	Phoneme Isolating
PA.013	What’s My Word?	Phoneme Blending
PA.014	Phoneme Counting Sort	Phoneme Segmenting
PA.015	The Phoneme Game	Phoneme Segmenting
PA.016	Phoneme Challenge	Phoneme Segmenting
PA.017	Phoneme Split and Say	Phoneme Segmenting and Blending
PA.018	Break and Make	Phoneme Segmenting and Blending
PA.019	What’s Left?	Phoneme Manipulating
PA.020	Final Phoneme Pie	Phoneme Manipulating
PA.021	Make It, Find It, Keep It	Phoneme Manipulating
PA.022	Phoneme Position Sort	Phoneme Manipulating
PA.023	Phoneme Swap	Phoneme Manipulating

***Student Center Activities Crosswalk  
—Grades 2–3 (continued)***

<b>Activity Number</b>	<b>Activity Name</b>	<b>Subcomponent</b>
PA.024	Word Change	Phoneme Manipulating
PA.025	Sound Changes	Phoneme Manipulating
P.001	Letter-Sound Match	Letter-Sound Correspondence
P.002	Word Blender	Letter-Sound Correspondence
P.003	Digraph Roll-A-Word	Letter-Sound Correspondence
P.004	Digraph Bingo!	Letter-Sound Correspondence
P.005	Change My Word	Letter-Sound Correspondence
P.006	Map-A-Word	Letter-Sound Correspondence
P.007	Word Spinners	Letter-Sound Correspondence
P.008	Jumping Words	High Frequency Words
P.009	Word Concentration	High Frequency Words
P.010	Say and Spell	High Frequency Words
P.011	Word Crazy	High Frequency Words
P.012	Knoll Stroll	Variant Correspondences
P.013	Giraffes, Goats, Cats, and Centipedes	Variant Correspondences
P.014	Roll and Read	Variant Correspondences
P.015	Short and Long	Variant Correspondences
P.016	How Many Words?	Variant Correspondences
P.017	Same but Different	Variant Correspondences
P.018	Fishing for Vowel Digraphs	Variant Correspondences



***Student Center Activities Crosswalk  
—Grades 2–3 (continued)***

<b>Activity Number</b>	<b>Activity Name</b>	<b>Subcomponent</b>
P.019	Vowel Digraph Baseball	Variant Correspondences
P.020	Spell and Sort	Variant Correspondences
P.021	Jar Sort	Variant Correspondences
P.022	Word Stars	Variant Correspondences
P.023	“R” Caterpillars	Variant Correspondences
P.024	Diphthong-O	Variant Correspondences
P.025	Sight and Sound Scout	Variant Correspondences
P.026	Sounds of Silence	Variant Correspondences
P.027	Beanstalk Climb	Variant Correspondences
P.028	Wild Word Dominoes	Variant Correspondences
P.029	Syllables, Words, and Pictures	Syllable Patterns
P.030	Syllable Scoops	Syllable Patterns
P.031	Syllable Snake	Syllable Patterns
P.032	Syllable Cut-Ups	Syllable Patterns
P.033	Map and Swoop	Syllable Patterns
P.034	Six-Way Syllable Sort	Syllable Patterns
P.035	Syllable Trivia	Syllable Patterns
P.036	Syllable Share	Syllable Patterns
P.037	Compound Concentration	Morpheme Structures
P.038	Word Plus	Morpheme Structures
P.039	Covering the Bases	Morpheme Structures
P.040	Parting Words	Morpheme Structures
P.041	Affix Hunt	Morpheme Structures

***Student Center Activities Crosswalk  
—Grades 2–3 (continued)***

<b>Activity Number</b>	<b>Activity Name</b>	<b>Subcomponent</b>
P.042	Front or Back	Morpheme Structures
P.043	Base Word Sort	Morpheme Structures
P.044	Word Construction	Morpheme Structures
F.001	Letter-Sound Mix-Up	Letter-Sound Correspondence
F.002	Digraph and Diphthong Dash	Letter-Sound Correspondence
F.003	Word Part Race	Word Parts
F.004	Syllable Sprint	Word Parts
F.005	Syllable Speed Practice	Word Parts
F.006	Pick-A-Part	Word Parts
F.007	Affix Zip	Word Parts
F.008	Word Family Zoom	Words
F.009	Pass the Word	Words
F.010	Word Sprint	Words
F.011	Word Speed Practice	Words
F.012	Fluent Phrasing	Phrases
F.013	Fast Phrases	Phrases
F.014	Phrase Speed Practice	Phrases
F.015	Phrase Progression	Phrases
F.016	Chunk-King	Chunked Text
F.017	Chunk-A-Lot	Chunked Text
F.018	Chunky Passages	Chunked Text
F.019	Chunk It!	Chunked Text
F.020	Listen and Read	Connected Text
F.021	Reading Wiz	Connected Text
F.022	Two to Read	Connected Text
F.023	All Together Now	Connected Text
F.024	I Read, You Read	Connected Text
F.025	Read and Read Again	Connected Text
F.026	Play It Up!	Connected Text
F.027	Copy Cat!	Connected Text



***Student Center Activities Crosswalk  
—Grades 2–3 (continued)***

<b>Activity Number</b>	<b>Activity Name</b>	<b>Subcomponent</b>
F.028	Poetry Reading	Connected Text
F.029	Rapid Read	Connected Text
F.030	Listen to Me	Connected Text
V.001	Contraction Bingo!	Word Knowledge
V.002	Synonym Dominoes	Word Knowledge
V.003	Opposites Attract	Word Knowledge
V.004	Synonym-Antonym Connections	Word Knowledge
V.005	Abbreviation Match-Up	Word Knowledge
V.006	Homophone Hunt	Word Knowledge
V.007	Homograph Hitch	Word Knowledge
V.008	Spin Sort	Word Knowledge
V.009	Compound Word Trivia	Morphemic Elements
V.010	Affix Match	Morphemic Elements
V.011	Affix Action	Morphemic Elements
V.012	Build-A-Word	Morphemic Elements
V.013	Sentence Match	Morphemic Elements
V.014	Root-A-Word	Morphemic Elements
V.015	Word Wise	Word Meaning
V.016	Oh My Word!	Word Meaning
V.017	Word Wrap	Word Meaning
V.018	Inside Information	Word Meaning
V.019	Word Web	Word Meaning
V.020	Extreme Words	Word Analysis
V.021	Word Wake-Up	Word Analysis
V.022	Category Cube	Word Analysis
V.023	Category Sort	Word Analysis
V.024	Meaning Map	Word Analysis
V.025	Concept Connection	Word Analysis

***Student Center Activities Crosswalk  
—Grades 2–3 (continued)***

<b>Activity Number</b>	<b>Activity Name</b>	<b>Subcomponent</b>
V.026	Alike and Different	Word Analysis
V.027	Attribute Analysis	Word Analysis
V.028	Analogy Basketball	Word Analysis
V.029	Analogy Action	Word Analysis
V.030	Word Filler	Words in Context
V.031	What-A-Word	Words in Context
V.032	Multiple Meaning Match	Words in Context
V.033	Meaning Exchange	Words in Context
V.034	Word Express	Words in Context
V.035	Meaning Maker	Words in Context
V.036	Word Why	Words in Context
V.037	Ask-Explain-List	Words in Context
C.001	Character Characteristics	Narrative Text Structure
C.002	Compare-A-Character	Narrative Text Structure
C.003	Story Line-Up	Narrative Text Structure
C.004	Story Book	Narrative Text Structure
C.005	Story Element Sort	Narrative Text Structure
C.006	Story Element Web	Narrative Text Structure
C.007	Story Grammar Yammer	Narrative Text Structure
C.008	Retell Ring	Narrative Text Structure
C.009	Retell-A-Story	Narrative Text Structure
C.010	Compare-A-Story	Narrative Text Structure
C.011	Book Look	Expository Text Structure
C.012	Just the Facts	Expository Text Structure
C.013	Keys to the Main Idea	Expository Text Structure



***Student Center Activities Crosswalk  
—Grades 2–3 (continued)***

<b>Activity Number</b>	<b>Activity Name</b>	<b>Subcomponent</b>
C.014	Expository Exploration	Expository Text Structure
C.015	Main Idea Highlights	Expository Text Structure
C.016	Classic Classifying	Expository Text Structure
C.017	Reading the Research	Expository Text Structure
C.018	Fiction and Nonfiction Review	Text Analysis
C.019	Fact or Opinion Football	Text Analysis
C.020	Cause and Effect Match	Text Analysis
C.021	Compare and Contrast	Text Analysis
C.022	Incredible Inferences	Text Analysis
C.023	Persuade, Inform, and Entertain Sort	Text Analysis
C.024	Background Knowledge Warm-Up	Monitoring for Understanding
C.025	Anticipation Sort	Monitoring for Understanding
C.026	Precise Predictions	Monitoring for Understanding
C.027	Read and Ask	Monitoring for Understanding
C.028	Question Quest	Monitoring for Understanding
C.029	Ask and Answer	Monitoring for Understanding
C.030	Simple Summary	Monitoring for Understanding
C.031	Sum Summary!	Monitoring for Understanding
C.032	Strategic Strategies	Monitoring for Understanding
C.033	Reading Repair	Monitoring for Understanding
C.034	Show-U-Know	Monitoring for Understanding

***Student Center Activities Crosswalk  
—Grades 4–5***

<b>Activity Number</b>	<b>Activity Name</b>	<b>Subcomponent</b>
AP.001	Homophone Bingo!	Variation Correspondences
AP.002	Domino Duo	Variation Correspondences
AP.003	Sound Choice	Variation Correspondences
AP.004	Double Time	Variation Correspondences
AP.005	Star Search	Variation Correspondences
AP.006	Word-O-Matic	Variation Correspondences
AP.007	The Write Word	Variation Correspondences
AP.008	Syllable Game	Syllable Patterns
AP.009	Syllable Score	Syllable Patterns
AP.010	Syllable Sort	Syllable Patterns
AP.011	Syllable Swap	Syllable Patterns
AP.012	Syllable Map-It	Syllable Patterns
AP.013	Select Syllables	Syllable Patterns
AP.014	Compound Construction	Morpheme Structures
AP.015	Inflection Reflection	Morpheme Structures
AP.016	Affix Sort	Morpheme Structures
AP.017	Four Word	Morpheme Structures
AP.018	Affix Fit	Morpheme Structures
AP.019	Embellished Words	Morpheme Structures
AP.020	Root Hoot	Morpheme Structures
AP.021	If the Clue Fits	Morpheme Structures
AP.022	Word Way	Morpheme Structures
F.001	Speedy Syllables	Word Parts



***Student Center Activities Crosswalk  
—Grades 4–5 (continued)***

<b>Activity Number</b>	<b>Activity Name</b>	<b>Subcomponent</b>
F.002	Affix Wiz	Word Parts
F.003	Root Rap	Word Parts
F.004	Word Part Rush	Word Parts
F.005	Quick Sort	Words
F.006	Give Me Five	Words
F.007	Read Speed	Words
F.008	Quick Words	Words
F.009	Fleeting Phrases	Phrases
F.010	Phrase Haste	Phrases
F.011	Reading Chunks	Chunked Text
F.012	Division Decisions	Chunked Text
F.013	Chunk It Up	Chunked Text
F.014	Practice and Read	Connected Text
F.015	Reading Twosome	Connected Text
F.016	Reading Results	Connected Text
F.017	Echo Echo	Connected Text
F.018	Follow My Lead	Connected Text
F.019	Cast of Readers	Connected Text
F.020	Impressive Expressive	Connected Text
F.021	Poetic License	Connected Text
F.022	Compu-Read	Connected Text
F.023	Read Along	Connected Text
F.024	Fluent Reflections	Connected Text
V.001	Synonym Bingo!	Word Knowledge
V.002	Antonym Dominoes	Word Knowledge
V.003	Antonym Concentration	Word Knowledge
V.004	Synonym-Antonym Creations	Word Knowledge
V.005	Homograph Hook	Word Knowledge
V.006	Homograph Hoorah!	Word Knowledge
V.007	Homophone Go Fish	Word Knowledge
V.008	Homophone Puzzle	Word Knowledge
V.009	Affix Concentration	Morphemic Elements

***Student Center Activities Crosswalk  
—Grades 4–5 (continued)***

<b>Activity Number</b>	<b>Activity Name</b>	<b>Subcomponent</b>
V.010	Meaningful Affixes	Morphemic Elements
V.011	Word Dissect	Morphemic Elements
V.012	Make It Meaningful	Morphemic Elements
V.013	Affix Game	Morphemic Elements
V.014	Rooting for Meaning!	Morphemic Elements
V.015	Getting to the Root of It	Morphemic Elements
V.016	Root-O!	Morphemic Elements
V.017	Know or No	Word Meaning
V.018	Dictionary Cube	Word Meaning
V.019	Dictionary Digs	Word Meaning
V.020	Word Clues	Word Meaning
V.021	What Do You Mean?	Word Meaning
V.022	Defining Depictions	Word Meaning
V.023	Undercover Meanings	Word Meaning
V.024	All For One	Word Meaning
V.025	Ask-A-Word	Word Meaning
V.026	Word-by-Word	Word Analysis
V.027	Worn-Out Words	Word Analysis
V.028	Category Clues	Word Analysis
V.029	Category Tag	Word Analysis
V.030	Category Creations	Word Analysis
V.031	Compare Extraordinaire	Word Analysis
V.032	Now Featuring	Word Analysis
V.033	Analogy Soccer	Word Analysis
V.034	Pun Fun	Words in Context
V.035	Hink Pink Think!	Words in Context
V.036	Up With Words	Words in Context
V.037	Choice Meanings	Words in Context



***Student Center Activities Crosswalk  
—Grades 4–5 (continued)***

<b>Activity Number</b>	<b>Activity Name</b>	<b>Subcomponent</b>
V.038	Meaning Extender	Words in Context
V.039	Word Share	Words in Context
V.040	Context Clues	Words in Context
V.041	Get A Clue!	Words in Context
V.042	Cloze Encounters	Words in Context
V.043	Looking for Meaning	Words in Context
V.044	Word Winner	Words in Context
C.001	Character Consideration	Narrative Text Structure
C.002	Character Connections	Narrative Text Structure
C.003	Check-A-Trait	Narrative Text Structure
C.004	The Main Events	Narrative Text Structure
C.005	Plotting the Plot	Narrative Text Structure
C.006	Plot Plan	Narrative Text Structure
C.007	Story Pieces	Narrative Text Structure
C.008	Story Element Ease	Narrative Text Structure
C.009	Story Mapping	Narrative Text Structure
C.010	Side-by-Side Stories	Narrative Text Structure
C.011	Retell Recap	Narrative Text Structure
C.012	Retell Review	Narrative Text Structure
C.013	Summary Step-Up	Narrative Text Structure
C.014	Text Feature Find	Expository Text Structure
C.015	Detail Delight	Expository Text Structure
C.016	Distinguishing Details	Expository Text Structure

***Student Center Activities Crosswalk  
—Grades 4–5 (continued)***

<b>Activity Number</b>	<b>Activity Name</b>	<b>Subcomponent</b>
C.017	Main Idea Mania	Expository Text Structure
C.018	What’s the Big Idea?	Expository Text Structure
C.019	In My Own Words	Expository Text Structure
C.020	Super Summary	Expository Text Structure
C.021	Write Cause or Effect	Expository Text Structure
C.022	Text Structure Sort	Expository Text Structure
C.023	Text Structure Reflection	Expository Text Structure
C.024	Research Roundup	Expository Text Structure
C.025	Fiction and Nonfiction Find	Text Analysis
C.026	Fact or Opinion Game	Text Analysis
C.027	Matter of Fact or Opinion	Text Analysis
C.028	More Incredible Inferences	Text Analysis
C.029	Inference Innovations	Text Analysis
C.030	What’s the Purpose?	Text Analysis
C.031	Inquisitive Inquires	Text Analysis
C.032	What Do You Know?	Monitoring for Understanding
C.033	Background Check	Monitoring for Understanding
C.034	Agree to Disagree	Monitoring for Understanding
C.035	Plenty of Predictions	Monitoring for Understanding
C.036	Answer Know-How	Monitoring for Understanding
C.037	Question Cards	Monitoring for Understanding
C.038	Stop and Ask	Monitoring for Understanding



***Student Center Activities Crosswalk  
—Grades 4–5 (continued)***

<b>Activity Number</b>	<b>Activity Name</b>	<b>Subcomponent</b>
C.039	Question Creation	Monitoring for Understanding
C.040	Sum-thing Special	Monitoring for Understanding
C.041	Strategies Game	Monitoring for Understanding
C.042	Read and Respond	Monitoring for Understanding
C.043	Monitor and Mend	Monitoring for Understanding
C.044	Strategy Success	Monitoring for Understanding







CENTER ON  
INSTRUCTION