

## NOTES



- The same text should be used throughout the routine.
- Use an interesting, grade-level appropriate text. A class text works great because the repeated reading and subsequent deepened understanding of the texts ensures that all students can contribute to discussions related to the text. You may also find a text from a fluency packet, like [Achieve the Core](#). If sourcing a text different from the class text, you may achieve a similar benefit of more equal entry point into class discussion by choosing texts that are topically related.

### DAY 1

<b>3 minutes+</b>	Introduce Text
<b>6 minutes</b>	Model Read (focus: pacing and accuracy)
<b>6 minutes</b>	Note Challenging Words
<b>5 minutes</b>	Discuss

### DAY 2

<b>2 minutes</b>	Introduce Text-dependent Questions
<b>4 minutes</b>	Model Read (focus: comprehension)
<b>4 minutes</b>	Echo or Choral Read
<b>5 minutes</b>	Check for Understanding (written or oral)

### DAY 3

<b>2 minutes</b>	Model Read (focus: expression)
<b>3 minutes</b>	Echo or Choral Read
<b>10 minutes</b>	Partner Read

### DAY 4

<b>10 minutes</b>	Independent Reading and Reflection
<b>5 minutes</b>	Extension Activities
<b>5 minutes</b>	Fluency Assessment (optional)

\* Informed by Achieve the Core's Small Group Intervention Model.

+ All times are suggested and should be adjusted based on lesson goals and student needs.