

## Routines Boost Your Students' Ability to Thrive

Systems are more than just straight lines. Strong systems and procedures allow your students to thrive in your classroom—behaviorally, academically, and culturally.

In this month's Grab and Go, we're identifying example routines across these three areas of impact and providing a brainstorming worksheet for you to identify the routines you wish to build—in your classroom and in your school—to make the learning environment you envision for your students a reality.

### Common routines by area of impact

Behavior	Academic	Culture
STAR	Habits of Discussion	Loud & Proud
Vertical Hands	Complete Sentences	Verbal Props
Tracking	<i>Cold Call</i>	Hands Down
	<i>Wait Time</i>	
	Call & Response	
	<i>No Opt Out</i>	
	Turn and Talk	

For a refresher on these terms, please see the Glossary at the end.

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## Brainstorm routines for your school and classroom

To get you started, here's some inspiration:

- <http://teachlikeachampion.com/blog/a-case-study-in-the-power-of-academic-procedures-and-routines/>
- <http://teachlikeachampion.com/blog/teaching-and-schools/sarah-wright-shows-joy-order-go-together/>
- <http://teachlikeachampion.com/blog/postcard-troy-prep-observations-double-planning-nonverbal-interventions-systems-routines/>

## Suggestions for academic routines based on grade level

Elementary	Middle School	High School
Habits of Discussion	Control the Game	Citations
Restating the Question	Independent Reading (AIR)	Note-taking
Loud & Proud	Annotating	Revision
Turn and Talk	Discussions	Discussions

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**For your school or classroom, what are the most important behaviors you wish for students to demonstrate consistently?**

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**For your school or classroom, what are the most important academic systems you'll want to use consistently to accelerate and maximize academic achievement?**

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**For your school or classroom, what culture of learning/values do you want to be true? What would students say or do to demonstrate those values?**

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# Routines Boost Your Students' Ability to Thrive

## Glossary

**STAR:** An acronym to help students build productive listening habits: Sit up straight; Track the speaker; Ask/Answer like a scholar; Respect.

**Vertical Hands:** A hand straight up in the air, not waving, not over one's head

**Tracking:** Students should track speakers (both students and teachers) with their eyes to convey engagement.

**Habits of Discussion:** Teach students how to hold a productive discussion by making sure they track the speaker; address comments either to the room or to a specific peer (but not to you, the teacher); hands down while someone else is speaking; and connect their ideas with the previous speaker.

**Complete Sentences:** Support and expect students to form complete, audible and grammatical sentences; initially, remind them before they start speaking to do so; if needed, prompt them after if their answer is incomplete.

**Cold Call:** Call on students regardless of a raised hand to better *Check for Understanding*, and reinforce the idea that engaged participation is required in the classroom at all times.

**Wait Time:** Delay a few seconds between asking a question and calling on a student to boost quality of responses, and allow more hands to go up.

**Call & Response:** Entire class responds to posed question or to a specific cue or phrase to reinforce the information and boost fun in the classroom.

*No Opt Out*: Refuse to accept an “I don't know” answer with four different formats: provide the answer and have the student repeat it back to you; another student provides the correct answer and the initial student repeats it; provide a cue to help the initial student find the correct answer; or have another student provide a cue for the correct answer, which the initial student gives or repeats.

*Turn and Talk*: Students turn and talk to their neighbors rigorously about a supplied topic for a short amount of time.

*Loud and Proud*: Answers should be given in an audible, clear, and confident voice.

*Verbal Props*: A verbal cue for students to provide positive reinforcement for classmates via short, established verbal or physical recognition.

*Hands Down*: Establish the expectation that when a peer is speaking, all other hands are down.

*Restating the Question*: Ask students to incorporate a restate a question into their response to convey a complete thought

*Control the Game*: Manage students' reading aloud time by keeping the reading aloud process unpredictable. Call on students to read as little as one word; call on students at random; create a simple set of instructions for each read aloud time to smoothly and quickly transition students into the routine; develop a “placeholder” signal to allow students to easily transition into and out of discussion.

*Accountable Independent Reading (AIR)*: Prioritize independent *quality* reading by providing both plentiful opportunities for reading practice while also efficiently testing for mastery of content.

*Annotating*: Build a system for annotating in your classroom with a simple set of directions that help guide students in the practice of annotation. For example, “We read with our pencils in hand, and we underline vocabulary words,

important details, and summarize important scenes or moments in our margins."

**Citations:** Prepare students for collegiate level work by demonstrating creating an argument using text citations, and then tasking them to do the same.

**Note-Taking:** Encourage students to take notes in discussion and class to help bolster and development their ideas and arguments.

**Revision:** Use sentence-level revision to strengthen student syntactical control, which will make your students better writers regardless of the type of writing they undertake.