For Teachers 2–A1

See Grades K–1 Version

Language Routines Overview

The language routines embedded in *i-Ready Classroom Mathematics* offer structured methods to help students make sense of problems, communicate their thinking, and engage in meaningful discourse throughout the **Try–Discuss–Connect Instructional Framework**.

Language routines are introduced in Lesson 0, where students learn to speak, listen, read, and write about mathematical concepts, situations, and ideas. **Learn about each routine below.**

Three Reads

TRY IT

Purpose:

- Helps students interpret the language, understand the situation, and process the mathematical relationships in the Try It problem before attempting to solve it

How:

Present the entire Try It problem. With your class, read through it three times, each with a different focus. With each read, you may record student responses.

- **Read 1 (1–2 min.):**
  - **Focus:** comprehending the text
  - **Ask:** *What is the problem about?*
- **Read 2 (1–2 min.):**
  - **Focus:** understanding the question
  - **Ask:** *What are we trying to find out?*
- **Read 3 (1–2 min.):**
  - **Focus:** identifying and analyzing the important information
  - **Ask:** *What are the important quantities and how are they related?*

Watch the Video

Spark Student Engagement:

Optional: Students can use this note catcher to capture their thoughts during this language routine.

Co-Craft Questions

TRY IT

Purpose:

- Helps students build understanding of the context of a mathematical situation without the pressure of producing an answer
- Allows students to explore the language of mathematical questions and learn that one context can spark different questions

How:

- Present the Try It situation without a question. **(1 min.)**
- Students work with a partner or in small groups to come up with questions that could be answered using the information. **(1–2 min.)**
  - *Note:* You may choose to support the brainstorming based on the needs of your students.
- Choose several students, partners, or groups to share out their questions. **(1–2 min.)**
- Reveal the Try It problem and allow students time to begin solving.

Watch the Video

Spark Student Engagement:

Mix up this language routine even more by presenting an equation or model and asking students to create their own story.

Notice and Wonder

TRY IT

Purpose:

- Encourages students to view words, images, models, and symbolic representations through a curious mathematical lens
- Promotes a supportive and productive learning environment, where the pressure of problem-solving is removed

How:

Display the Try It situation without the problem.

- **Ask:** What do you notice?
  - **Action:** Record as many responses as time and interest allow without comment or with only encouraging comments. **(1–2 min.)**
- **Ask:** What do you wonder? What are you wondering that mathematics can answer?
  - **Action:** Record responses. **(1–2 min.)**
- Reveal the problem and draw connections between students' responses and the problem. **(1–2 min.)**

Watch the Video

Spark Student Engagement:

Use this language routine flexibly! Notice and Wonder is particularly helpful with geometry and data problems that include visual information, as well as real-world problems with many quantities.

Say It Another Way

TRY IT

Purpose:

- Helps students process the Try It problem and confirm their understanding
- Provides opportunities to self-correct, ask for clarification, and hear the problem in different ways

How:

- Display the Try It problem and have students read it or listen to it read loud. **(1 min.)**
- Provide Individual Think Time for students to process. **(1–2 min.)**
- One student paraphrases the text. Other students use hand signals to show they agree, disagree, or have another idea. **(1 min.)**
- Facilitate a whole class discussion based on student responses. **(1–2 min.)**

Watch the Video

Spark Student Engagement:

Teachers may call on several students to "say it another way" in order to keep everyone engaged or to give the class time to think about what the problem means.

Compare and Connect

DISCUSS IT CONNECT IT

Purpose:

- Provides students with the opportunity to identify, compare, and contrast different mathematical representations, models, and approaches to build a deeper conceptual understanding of the math
- Builds awareness and validates that there are multiple ways of thinking and talking about math

How:

- Carefully select and sequence student strategies (use Teacher's Guide if needed)
- Ask preselected students to share their strategies with the class. As students share, engage the class in a discussion by asking:
  - How are these strategies alike?
  - How are they different?
  - How are they related?

Watch the Video

Spark Student Engagement:

Use the Ask/Listen For prompts (found under Discuss It: Support Whole Class Discussion in the Teacher's Guide) to focus on the specific mathematical relationships, operations, and strategies related to the session purpose.

Collect and Display

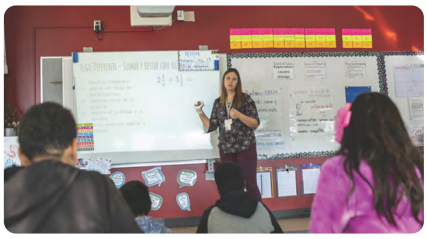
DISCUSS IT CONNECT IT

Purpose:

- Increase students' awareness of how their informal language can be matched up to be more precise academic or mathematical language
- Provide a visual display of language for students to reference during a lesson or unit

How:

- As students engage in discussions, collect the informal or conversational language they use to talk about the quantities or relationships in the problem and their solution strategies.
- Organize the words and key phrases, adding diagrams or pictures when helpful. Create a display that explicitly connects their informal language to more precise academic and mathematical language.
- Post the display and prompt students to refer to it during academic discussions.
- The display may be updated and revised throughout the unit.



Spark Student Engagement:

Increase engagement while supporting the development of mathematical and academic language for all students by using the following:

- Student Handbook
- Multilingual Glossary
- Academic Vocabulary Glossary

Act It Out

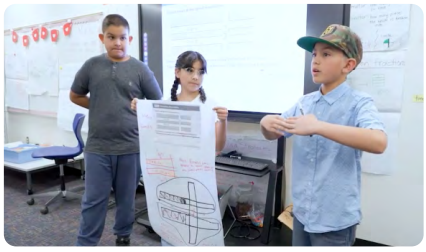
EL

Purpose:

- Provides support for making sense of written or spoken language by using pictures, objects, or role-playing

How:

- As needed, clarify mathematical concepts, or have students do so using any of the following:
  - Pictures
  - Objects
  - Role-playing
  - Actions/gestures



Spark Student Engagement:

When students do the action, the teacher can provide words for the actions and confirm understanding.

Encourage students to use mathematical vocabulary words as they use this routine.

Co-Constructed Word Banks

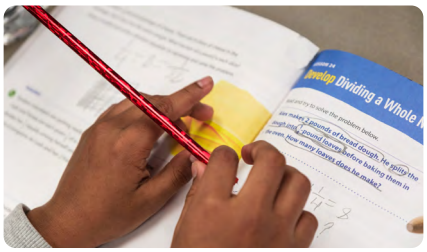
EL

Purpose:

- Helps students collaborate to clarify contexts, develop language, and speak and write clearly

How:

- When launching a task, ask students to suggest or highlight unfamiliar words or phrases that will be helpful in talking or writing about the problem.
- Create a word bank, adding words or phrases as needed.
- Display the Word Bank for reference or have students record them.



Spark Student Engagement:

This routine can be used with:

- Interactive word walls
- Bulletin boards
- Journals
- Index cards in baggies/ on rings

Stronger and Clearer Each Time

EL

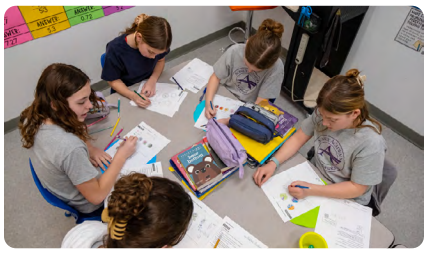
Purpose:

- Enables students to increase the clarity and completeness of first drafts of writing in mathematics

How:

Students draft a response and revise it several times based on the feedback of partners.

- **Pre-Write:** Students draft a response to a problem or prompt in complete sentences if possible.
- **Think Time:** Give a minute for students to think about what they will say to a partner to explain the response.
- **Structured Pairing:**
  - Students meet with a partner and share their responses orally.
  - The goal is either to explain the response so that the other person truly understands (early in learning about the topic) or to explain the response as a mathematician would (after many experiences with the topic).
  - Partners can paraphrase what they heard or ask clarifying questions related to language, completeness, and justification.
- **Switch:** As time allows, students switch partners one to three more times.
- **Post-Write:** Have students write their final drafts in complete sentences. They can also use drawings explained by sentences.



Spark Student Engagement:

Use this routine when problems ask students to:

- Explain their strategy or idea
- Describe a mistake
- Justify their strategy

Provide words or sentence frames as needed for students to be successful.