

# 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?*

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### Spark Student Engagement:

*Optional:* Students can use [this notecatcher](#) 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.



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### 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.)**



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### 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.)**



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### 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.

## Act It Out

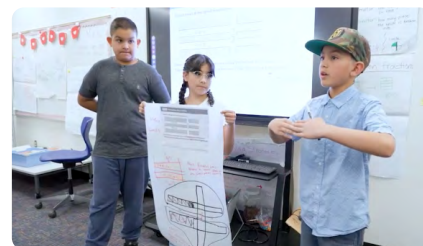
TRY IT

### 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.

## 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?



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### 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

## 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 get feedback on the clarity and completeness of their first responses to a problem or question about the problem

### How:

Read a problem or prompt aloud twice, then:

- Have partners take turns sharing their responses with each other. Children may speak, draw, or write.
- For spoken response, each partner repeats the other partner's response or question immediately after hearing it by saying: You said/You asked: \_\_\_\_\_
- Partners work together to help each other improve the clarity, completeness, or precision of each of their responses by asking questions and making suggestions. For example: What does \_\_\_\_\_ mean? Or tell me about this part of your drawing.
- Have partners present the response they think is most clear.



### 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.