

Literacy Instructional Routines

The Literacy Routine Map video segments are designed to briefly model most of the instructional routines found in the Foundational Skills portion of a Reading lesson in grades K-2. The routines are also often found in intervention lessons for struggling students in grades 3-5.

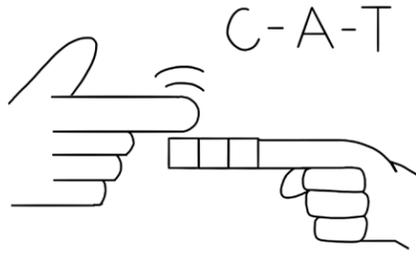
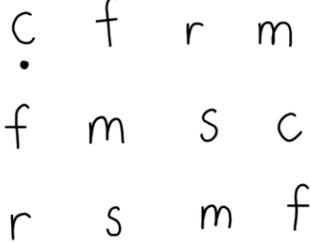
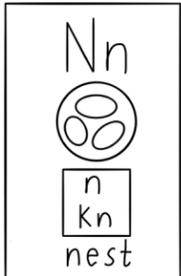
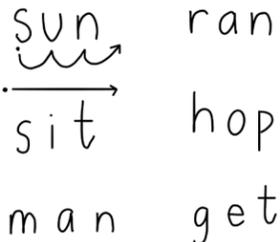
The intention of the Literacy Routine Map is to provide an example of how educators can take an instructional routine from their core reading program and make it more explicit. The routines are delivered using elements of explicit instruction. Often, tightening up a routine, providing more repetitions and lessening teacher talk can result in improved outcomes for struggling readers.

Phoneme Blending	This routine develops the student's ability to listen to each discreet sound and blend it together to make a word. This skill is particularly important when students begin to work with phoneme-grapheme mapping when blending new words.
Phoneme Segmentation	This routine develops the student's ability to hear a word and identify each of the phonemes within the word. This skill is particularly important when writing. The Phonological Processor holds the sound in the proper sequence of the word. When writing, the brain separates the word into discreet sounds and then holds the sounds while each sound is represented in spelling.
Letter Names & Sounds	This routine is used once students have been introduced to a sound spelling card which uses the picture, sound and spelling (letter/letter pattern). The review of letter names and sounds is designed to secure the names and sounds in a student's long-term memory, thus facilitating automatic retrieval.
Sound-Spelling Cards	This routine is used to introduce students to the visual cue, the sound and spelling pattern all at once. The picture provides a visual reminder of the sound associated with the spelling pattern. The sound-spelling cards represent the most frequent of the 250 graphemes related to the 44 phonemes in the English Language.
Continuous Blending	This routine develops the student's ability to associate sounds within letter strings and blend those sounds together to make words. This is a kindergarten skill and students who are learning to read need modeling and support when first beginning to read. This routine is designed to be used with Consonant Vowel Consonant patterns. More complex patterns are served better with the more advanced blending routines.

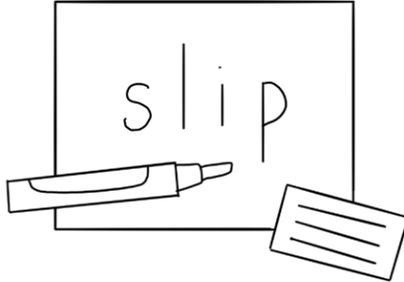
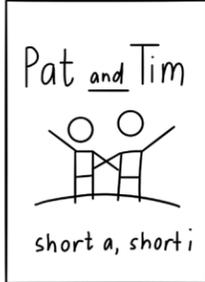


<p>Sound-By-Sound Blending</p>	<p>This routine develops the student’s ability to unitize familiar letter patterns without consciously treating each sound separately. This is particularly important as the spelling patterns become more complex. This routine often begins in the middle of kindergarten and is used through the middle of first grade. Use of this routine can be helpful for struggling readers who read complex spelling patterns letter by letter.</p>
<p>Vowel-First Blending</p>	<p>This routine develops the student’s ability to identify the complex vowel within a single syllable word and then go back and read the entire word. Complex vowel patterns often give students trouble and this routine is designed for students to notice the vowel combination before they begin to tackle the word. This routine begins the middle of first grade and can be highly effective for struggling students as well. Once students begin multisyllabic reading, this routine becomes even more important as students use this routine with each syllable in larger words.</p>
<p>Sound-Spelling Review</p>	<p>This routine develops a student’s ability to quickly recognize letter combinations and assign a sound to the combinations. This routine is particularly helpful with complex patterns such as digraphs, trigraphs, and vowel combinations. As with the letter names and letter sound review routine, this routine should be used once the sound-spelling card is introduced with the complex spelling patterns.</p>
<p>High Frequency Words</p>	<p>This routine develops a student’s ability to remember words that are irregular or of high frequency in text. Students say, spell and say the word. This routine is used many times over the course of a week or two with a specific set of words to provide ample opportunities to store the words in long term memory. If students struggle to remember sight words (irregular/high frequency), the intensification routine draws in the phonological processor to assist with the storing of the word patterns.</p>
<p>Dictation</p>	<p>This routine is used to provide opportunities for encoding (spelling words). It is important to consider that this is not a spelling test, rather an opportunity to apply the sounds/letter patterns of a word in writing. The spelling patterns that are used should be patterns that have been taught, practiced and read throughout the lesson. Dictation is often the last routine in a Foundational Skills portion of the reading lesson. It is a successful way to apply the sound/letter pattern skills before closing the lesson.</p>

LITERACY ROUTINE MAP

ROUTINE NAME / TIMING	INSTRUCTIONAL FOCUS	IMAGE	WHAT / WHY	CUES
1. <u>PHONEME BLENDING</u> AND <u>PHONEME SEGMENTATION</u> 1 min.	Word Work Phonemic Awareness		<ul style="list-style-type: none"> Builds phonological awareness  Develops awareness of sounds in speech 	<ol style="list-style-type: none"> Tap each cube Say sounds Slide finger Student says "Word" <ol style="list-style-type: none"> Say whole "Word" Student says each "Sound"
2. <u>LETTER NAMES AND LETTER SOUNDS</u> 1 min.	Word Work Phonics: Introduce Build Fluency: Sound/Spell-ing		<ul style="list-style-type: none"> Builds decoding & phonics skills  Develops ability to recognize letter names and sounds with automaticity 	<ol style="list-style-type: none"> Finger to bottom left of letter "Name" or "Sound" Tap under stopped sounds; Hold under continuous sounds
3. <u>SOUND-SPELLING CARD</u> 1 min.	Word Work Phonics Introduce 1. Model 2. Guide Practice		<ul style="list-style-type: none"> Builds phonics skills   Develops ability to map sounds onto symbols and create visual cues for sounds and letters 	<ol style="list-style-type: none"> "The card is..." "The sound is..." "The spelling is/are..."
4. <u>CONTINUOUS BLENDING</u> 2-3 mins.	Word Work Phonics Introduce Blend words with...		<ul style="list-style-type: none"> Builds phonics skills   Develops ability to move through each sound and then put them together into a word 	<ol style="list-style-type: none"> Finger to the left of the word "Blend" Swoop finger under each sound of the word Finger to the left of the word Slide finger under the word
5. <u>SOUND-BY-SOUND BLENDING</u> 2-3 mins.			<ul style="list-style-type: none"> Builds phonics skills   Develops skills to unitize and to see sound chunks rather than letter by letter blending 	<ol style="list-style-type: none"> Write first sound...tap..."Sound?" Write second sound...tap..."Sound?" Blend Write next sound...tap..."Sound?" Blend "Word?"

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6. <u>VOWEL FIRST BLENDING</u> 2 mins.	Word Work Use with: Phonics: Build words with...	<p>part wait take</p> <p>shirt → jump fort</p> <p>weight smart first</p> <p>right flirt deer</p>	<ul style="list-style-type: none"> Builds phonics skills   Develops ability to notice the vowel pattern first before sounding out the word Struggling students usually have difficulty with vowel patterns 	<ol style="list-style-type: none"> Fingers under the vowel pattern “Sound?” Tap Finger under first letter “Word?” Slide
7. <u>SOUND-SPELLING REVIEW</u> 1-2 mins.	Word Work Phonics: Introduce... Quick Review	<p>ee ou ai ay</p> <p>igh oi ee oy</p> <p>ay ou ai igh</p>	<ul style="list-style-type: none"> Builds phonics skills   Develops ability to recognize and review complex spelling patterns with automaticity 	<ol style="list-style-type: none"> Finger to the left of sound spelling “Sound?” Tap under spelling
8. <u>HIGH FREQUENCY WORDS</u> 2 mins.	Word Work High Frequency Words	<p>because was there friend</p> <p>friend there were because</p> <p>there were because friend</p>	<ul style="list-style-type: none"> Builds phonics skills  Develops ability to read irregular words with automaticity 	<ol style="list-style-type: none"> “Now you are going to read some new words” “The word is _____” “Word?” “Spell _____” Student spells word “Word?” Review by putting finger to left “Word?” Slide finger
9. <u>DICTATION</u> 3 mins.			<ul style="list-style-type: none"> Builds phonics skills   Develops ability to encode (representing sounds in writing) Note: Teacher writes on the white board at the same time in case struggling students need a model 	<ol style="list-style-type: none"> “The word is _____” “Word?” Say the sounds in _____ “Write _____” “Check to see if your word looks like mine. If not, fix it up.”
10. <u>DECODABLE BOOKS</u> 7-10 mins.	Decodable readers		<ul style="list-style-type: none"> Builds phonics & fluency skills   Develops ability to read connected text Supports students to sound and feel like a fluent reader every day. 	<ol style="list-style-type: none"> First read: Student reads each word for accuracy Second read: Student rereads the page for fluency Teacher listens and provides immediate feedback for errors