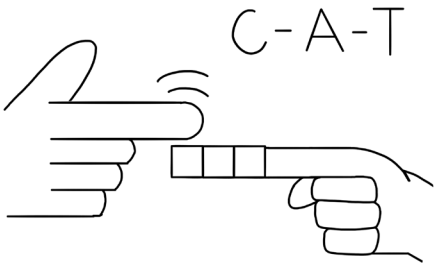

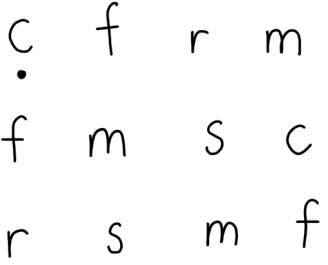

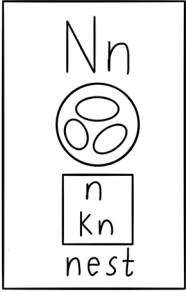


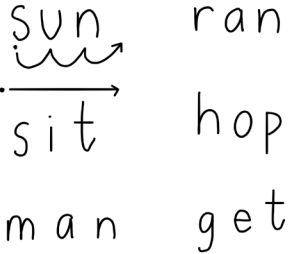










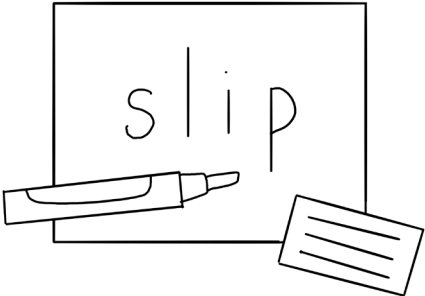


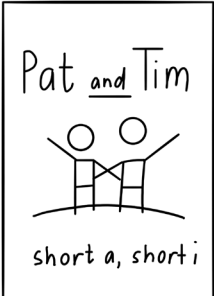




# LITERACY ROUTINE MAP

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

# LITERACY ROUTINE MAP

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