

### Routines to Support Instructional Foci (Wonders)

<b>MOY Kindergarten to Grade 1</b>	
<b>*Lessons should be followed with fidelity (as intended embedding principles of effective instruction), but students may need extra practice in these areas:</b>	
Intensive all Areas	Phoneme Segmentation Routine (IRH pp. 40) Phoneme Blending Routine (IRH pp. 39) Sound Spelling Cards Routine (IRH pp. 52)
Language Acquisition	Teaching Strategies for Language Growth (IRH pp. 181) Define, Example, Ask Vocabulary Routine (IRH pp. 198) Phoneme Segmentation Routine (IRH pp. 40) Phoneme Blending Routine (IRH pp. 39) Sound Spelling Cards Routine (IRH pp. 52) Sound by Sound Blending Routine (IRH pp. 50) Building Words Routine (IRH pp. 53)
Letter Sound + PA	Phoneme Segmentation Routine (IRH pp. 40) Phoneme Blending Routine (IRH pp. 39) Sound Spelling Cards Routine (IRH pp. 52)
Blending CVC+ PA	Phoneme Segmentation Routine (IRH pp. 40) Phoneme Blending Routine (IRH pp. 39) Sound Spelling Cards Routine (IRH pp. 52) Sound by Sound Blending Routine (IRH pp. 50) Building Words Routine (IRH pp. 53)
Decoding Beyond CVC+ PA	Phoneme Segmentation Routine (IRH pp. 40) Phoneme Blending Routine (IRH pp. 39) Building Words Routine (IRH pp. 53) Read, Write, Spell Routine for HFW (IRH pp. 63) Reading Decodables Routine (IRH pp. 54)
Decoding Beyond CVC	Building Words Routine (IRH pp. 53) Read, Write, Spell Routine for HFW (IRH pp. 63) Reading Decodables Routine (IRH pp. 54)

<b>MOY Grade 1 to Grade 2</b>	
<b>*Lessons should be followed with fidelity, but students may need extra practice in these areas</b>	
Language Acquisition	Teaching Strategies for Language Growth (IRH pp. 181) Define, Example, Ask Vocabulary Routine (IRH pp. 198) Phoneme Segmentation Routine (IRH pp. 40) Phoneme Blending Routine (IRH pp. 39) Sound Spelling Cards Routine (IRH pp. 52) Sound by Sound Blending Routine (IRH pp. 50) Building Words Routine (IRH pp. 53)

Letter Sound+ PA	Phoneme Segmentation Routine (IRH pp. 40) Phoneme Blending Routine (IRH pp. 39) Sound Spelling Cards Routine (IRH pp. 52)
Blending CVC+ PA	Phoneme Segmentation Routine (IRH pp. 40) Phoneme Blending Routine (IRH pp. 39) Sound Spelling Cards Routine (IRH pp. 52) Sound by Sound Blending Routine (IRH pp. 50) Building Words Routine (IRH pp. 53)
Decoding Beyond CVC+ PA	Phoneme Segmentation Routine (IRH pp. 40) Phoneme Blending Routine (IRH pp. 39) Building Words Routine (IRH pp. 53) Reading Multisyllabic Words Routine (IRH pp. 55) Reading Big Words Routine (IRH pp. 56) Read, Write, Spell Routine for HFW (IRH pp. 63)
Decoding Beyond CVC	Building Words Routine (IRH pp. 53) Reading Multisyllabic Words Routine (IRH pp. 55) Reading Big Words Routine (IRH pp. 56) Read, Write, Spell Routine for HFW (IRH pp. 63)
Fluency Accuracy	Read, Write, Spell Routine for HFW (IRH pp. 63) Reading Multisyllabic Words Routine (IRH pp. 55) Reading Big Words Routine (IRH pp. 56) Reading Decodables Routine (IRH pp. 54)
Fluency Automaticity & Fluency Prosody	Define, Example, Ask Routine (IRH pp. 78) Fluency Routine (IRH pp. 132) Leveled Reader Routine (IRH pp. 106) Online Differentiated Genre Passage Routine (IRH pp. 107)

<b>MOY Grades 2, 3, or 4 to Grades 3, 4, or 5</b>	
<b>*Lessons should be followed with fidelity, but students may need extra practice in these areas</b>	
Language Acquisition	Teaching Strategies for Language Growth (IRH pp. 181) Define, Example, Ask Vocabulary Routine (IRH pp. 198) Phoneme Segmentation Routine (IRH pp. 40) Phoneme Blending Routine (IRH pp. 39) Sound Spelling Cards Routine (IRH pp. 52) Sound by Sound Blending Routine (IRH pp. 50) Building Words Routine (IRH pp. 53)
Decoding + PA	Building Words Routine (IRH pp. 53) Reading Multisyllabic Words Routine (IRH pp. 55) Reading Big Words Routine (IRH pp. 56) Read, Write, Spell Routine for HFW (IRH pp. 63) Reading Decodables Routine (IRH pp. 54)
Decoding	Building Words Routine (IRH pp. 53) Reading Multisyllabic Words Routine (IRH pp. 55)

	<p>Reading Big Words Routine (IRH pp. 56)</p> <p>Read, Write, Spell Routine for HFW (IRH pp. 63)</p> <p>Reading Decodables Routine (IRH pp. 54)</p>
Fluency – Accuracy	<p>Read, Write, Spell Routine for HFW (IRH pp. 63)</p> <p>Reading Multisyllabic Words Routine (IRH pp. 55)</p> <p>Reading Big Words Routine (IRH pp. 56)</p> <p>Reading Decodables Routine (IRH pp. 54)</p> <p>Fluency Routine (IRH pp. 132)</p> <p>Leveled Reader Routine (IRH pp. 106)</p>
Fluency - Automaticity	<p>Define, Example, Ask Routine (IRH pp. 78)</p> <p>Fluency Routine (IRH pp. 132)</p> <p>Leveled Reader Routine (IRH pp. 106)</p> <p>Online Differentiated Genre Passage Routine (IRH pp. 107)</p> <p>Retelling Routine (IRH pp. 91)</p>
Fluency – Prosody/Comprehension	<p>Fluency Routine (IRH pp. 132)</p> <p>Online Differentiated Genre Passage Routine (IRH pp. 107)</p> <p>Define, Example, Ask Routine (IRH pp. 78)</p> <p>Respond to Text Routine (IRH pp. 90)</p> <p>Retelling Routine (IRH pp. 91)</p> <p>Close Reading Routine (IRH pp. 88)</p>
Vocabulary/Comprehension	<p>Define, Example, Ask Routine (IRH pp. 78)</p> <p>Respond to Text Routine (IRH pp. 90)</p> <p>Retelling Routine (IRH pp. 91)</p> <p>Close Reading Routine (IRH pp. 88)</p> <p>Find Text Evidence Routine (IRH pp. 89)</p> <p>Listening to a Presentation Routine (IRH pp. 157)</p>
Advanced Comp	<p>Independent Reading Routine (IRH pp. 90)</p> <p>Respond to Text Routine (IRH pp. 90)</p> <p>Teacher Student Conference Routing (IRH pp. 112)</p> <p>Book Talk Routine (IRH pp. 112)</p> <p>Research Process Routine (IRH pp. 155)</p> <p>Online Research Routine (IRH pp. 156)</p> <p>Planning a Presentation Routine (IRH pp. 157)</p>