

MAP IT		
UNDERSTAND	Definition	Orthographic mapping provides a physical way to represent the relationship between phonemes (sounds) and graphemes (letters and letter combinations). Connecting the orthography (conventional spelling) of words to their sounds helps readers automatically recognize the most common English words found in reading. Once readers recognize the sounds that letters and letter combinations make and have one to four intentional exposures decoding a word, they often can read them accurately and quickly.
	When to Teach This Strategy	If you see readers who . . . <ul style="list-style-type: none"> • have a difficult time with the basic words they are attempting to read. • use the first letter and pictures to “guess” a word. • sound out each individual letter in a word instead of the sounds in the word.
PREPARE	Why We Teach It	Recognizing the sounds represented by letters and letter combinations by orthographically mapping a word helps readers automatically recall and read words. Continued exposure and practice with mapping will, over time, eliminate the need to decode every word, thus freeing up the brain’s working memory to process and understand what is being read.
	Secrets to Success	Say the word slowly and listen for the individual sounds the letters or letter combinations represent. The number of sounds in a word tells us how many sound boxes the word will need when mapping.
TEACH	How We Teach It	<p>When you come to a word that needs decoding, model orthographic mapping (<i>Map It</i>).</p> <ol style="list-style-type: none"> 1. Read the word in a sentence. 2. Say the word slowly, focusing on the movements of the mouth as the word is pronounced. 3. Have the student say the word slowly, focusing on the movements their mouth makes. 4. Count how many sounds you hear when saying the word. This will give you the number of sounds (phonemes). Say the word again slowly. The number of sounds you hear is the number of sound boxes you will need. 5. Draw a sound box for each sound. (For example, if three sounds are identified, draw three boxes.) 6. Say the word again slowly. Look at the spelling of the word. How do the letters or letter combinations spell each sound? (Think aloud as you notice how many letters and how many sounds are in the word.) 7. Place the letters (graphemes) in the sound boxes to represent the sounds (phonemes). 8. Draw attention to any irregular spellings. 9. Using a finger to touch the sounds in the boxes, slowly read the word. Repeat. Say the word in a sentence again. 10. Practice writing and reading the word.
		Suggested Language
SUPPORT	Instructional Pivots	<ul style="list-style-type: none"> • Provide numerous explicit exposures to those who need it. • Hold up fingers as you count the number of sounds in the word. Use plastic chips or pop-it strips to count the number of sounds you hear. • Notice word parts and patterns that may be familiar. <p>Also consider materials, setting, instructional practices, and cognitive process.</p>
	Partner Strategies	<p>These strategies may provide support before, during, and after teaching this strategy:</p> <ul style="list-style-type: none"> • <i>Look Carefully at Letters and Words</i> • <i>Listen Carefully to Sounds</i> • <i>Say the Word Slowly</i> • <i>Look for Word Parts</i>