

Reading Time Sequence Cards

SECTION 1 · SEQUENCE STRIP AND COLOR CARDS

READING TIME ROUTINE

STRIP

Sequence Strip (Color)

The routine, in order, at a glance. This is the color set; the same strip in the ink-saver set is on page 11. The numbered cut-apart cards are on the pages that follow.

1

2

3

4

5

Choose a book

Find a spot

Read quietly

Put the book away

Walk back

WHY A STRIP, NOT A BOARD

A board holds a picture that changes; a routine like this does not change from one reading session to the next, so the whole point is to show the fixed order at a glance. The number is printed on every card too, so cutting the strip apart never loses the order.

PRINTING AND SIZING

The strip above is a quick reference; the same steps print as full 2-inch cut-apart cards on the pages that follow, at the same size so a spare from the blank-card page (page 8) always matches.

A NOTE ON THE BOOK PICTURES

Steps 1 and 3 both show the same open-book picture — this art set uses the same book for choosing and reading. If that reads as confusing to your student, a blank card (page 8) is the fix — see the card page for the same note.

WHERE THIS ROUTINE STARTS AND ENDS

This routine covers the reading time itself, from choosing a book through returning it and walking back to the group. It does not depict the classroom steps before reading time begins or what happens next.

THE ROUTINE, STEP BY STEP

STEP #	READING TIME ROUTINE	WHAT IT SHOWS
1	Choose a book	An open book — picking one to read. This is the same picture as step 3 (see the cards page).
2	Find a spot	A chair — finding a place to sit and settling in to read.
3	Read quietly	An open book — the reading itself. This is the same picture as step 1 (this art set uses the same book for choosing and reading).
4	Put the book away	A stack of books — returning the book to where it belongs.
5	Walk back	A walking figure — returning to the group.

TRIP AND COLOR CARDS

Time Routine Cards (Color)

READING TIME ROUTINE

in the order of the reading time routine. Print on cardstock, cut on the dashed lines, velcro on this is the color set; the same 5 in the ink-saver set are on page 10. The whole strip is on

2

3

5

Find a spot

Read quietly

Put the book away

Walk back

WHAT IT SHOWS

An open book — picking one to read. This is the same picture as step 3 (see the cards page).

A chair — finding a place to sit and settling in to read.

An open book — the reading itself. This is the same picture as step 1 (this art set uses the same book for choosing and reading).

A stack of books — returning the book to where it belongs.

A walking figure — returning to the group.

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Use a blank card (page 8) instead; type or write the word your student uses, and draw or glue on a picture that names it for them. The numbered strip (page 6) still shows where the replacement card belongs in the order.

Special Education Visual Supports

Page 7 of 21

BRIGHT PATH SPED

Independent Reading Time Routine Visual Schedule Cards | Special Education Visual Supports

Page 6 of 21

BRIGHT PATH SPED

21 PAGES

5 SEQUENCE CARDS

1 READING TIME ROUTINE

COLOR + INK-SAVER

◆ BRIGHT PATH SPED

What Is Inside, and Where

One reading time routine, in color and ink-saver, plus the log, roll-up, family and hand-off pages that turn it into data.

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Sequence Strip and Color Cards

PAGES 6–8



Sequence Strip
(Color)
STRIP

6



Reading Time
Routine Cards
(Color)
CARDS

7



Blank Sequence
Cards (Type or
Write the Word)
CARDS

8

02 The Ink-Saver Cards

PAGES 10–11



Reading Time
Routine Cards
(Ink-Saver)
CARDS

10



Sequence Strip
(Ink-Saver)
STRIP

11

03 Using It, Data and Home

PAGES 13–20



How to Use the
Sequence Cards
REFERENCE

13



Completion Log
LOG

14



Weekly Roll-Up
and Graph
TRACKER

15



Filled Example
EXAMPLE

16



Family Update
NOTES

17



Hand-Off to
Another Adult or
Room
NOTES

18



Phrase Bank
REFERENCE

19



Storage and
Binder Labels
REFERENCE

20

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Strip** the whole sequence in reading order, **Cards** a sheet of cut-apart numbered pictures, **Log** the data sheet, **Tracker** the weekly roll-up, **Example** the filled-in sample, **Notes** a page meant to be sent out or handed off, and **Reference** everything else you read rather than fill in.

Start Here — Three Steps



1

Print and cut

Print the strip (page 6) and the numbered cards (page 7) from the color set on cardstock, or the ink-saver set (pages 10–11) on plain paper. Laminate, cut on the dashed lines, velcro or ring as needed.

Blank cards for a step the set does not cover are on page 8: type the word, print, cut.



2

Post it, follow the numbers

Post the strip in the reading corner, or hand the cards over one at a time in numbered order, or keep them on a ring the student carries. Say the printed word as each step happens (page 19).

The how-to page (13) has the rest: what to do if a step is skipped, and a note on why steps 1 and 3 share the same book picture.



3

Log it, roll it up, send it home

One row on the log (page 14) each reading session the routine runs: one letter per step — independently, with a prompt, or not completed.

Total the week on the roll-up (page 15) and dot the graph. Send the family page (page 17) home when the strip is new; the hand-off page (page 18) goes with the cards to any other adult.

WHAT THIS FILE IS

A fillable PDF: 5 numbered, cut-apart sequence cards for the reading time routine — choosing a book, settling to read, reading quietly, putting the book away, and returning to the group — plus a strip view, in two art sets, with type-in fields on the log, the roll-up, the family page, the hand-off page and the blank cards. It works offline with no account or subscription and prints the same on every machine.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a reading program or a behavior plan. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows a student the order of one routine and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning one everyday routine in order	Strip, page 6
A student who does better with one card at a time	Cut-apart cards, page 7
A step the routine's cards do not name	Blank cards, page 8
A photocopier, or a copy that goes home	Ink-saver cards, page 10
The IEP meeting or a family conference	Roll-up and graph, page 15; example, page 16

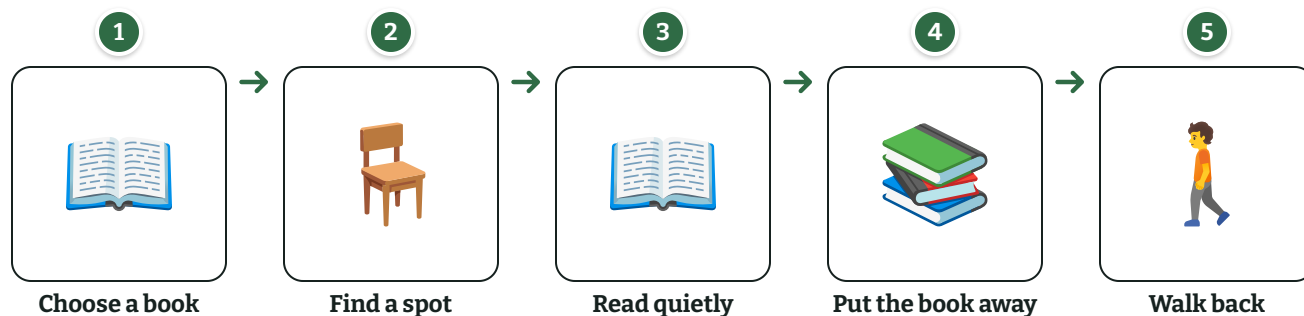
IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A picture reads as a different word to my student.** Use a blank card for that word; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log, roll-up or example-style note is a student record — initials only on anything that leaves your hands, first name only on the family page.

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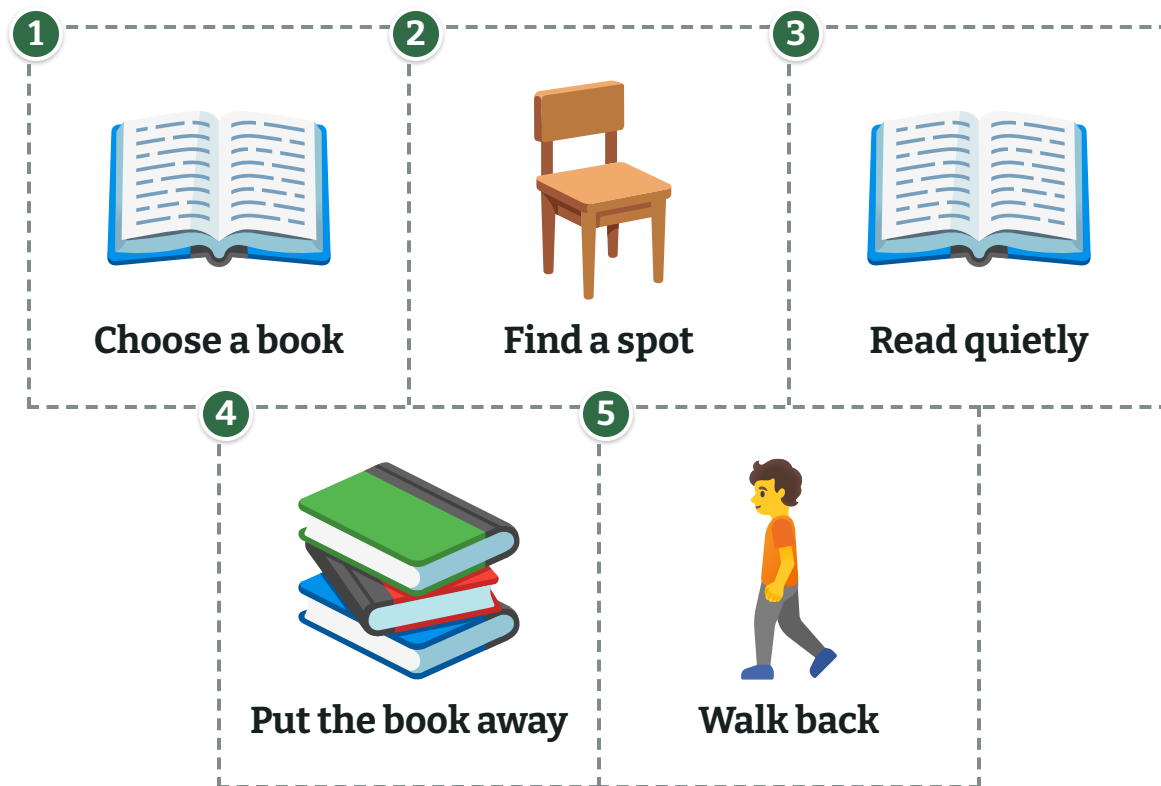
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5	Walk back	A walking figure — returning to the group.

CARDS

Reading Time Routine Cards (Color)

5 2-inch cards, numbered in the order of the reading time routine. Print on cardstock, cut on the dashed lines, velcro on the back or use on a ring. This is the color set; the same 5 in the ink-saver set are on page 10. The whole strip is on page 6.



WHAT EACH CARD SHOWS

#	CARD	WHAT IT SHOWS
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PRINTING AND SIZING

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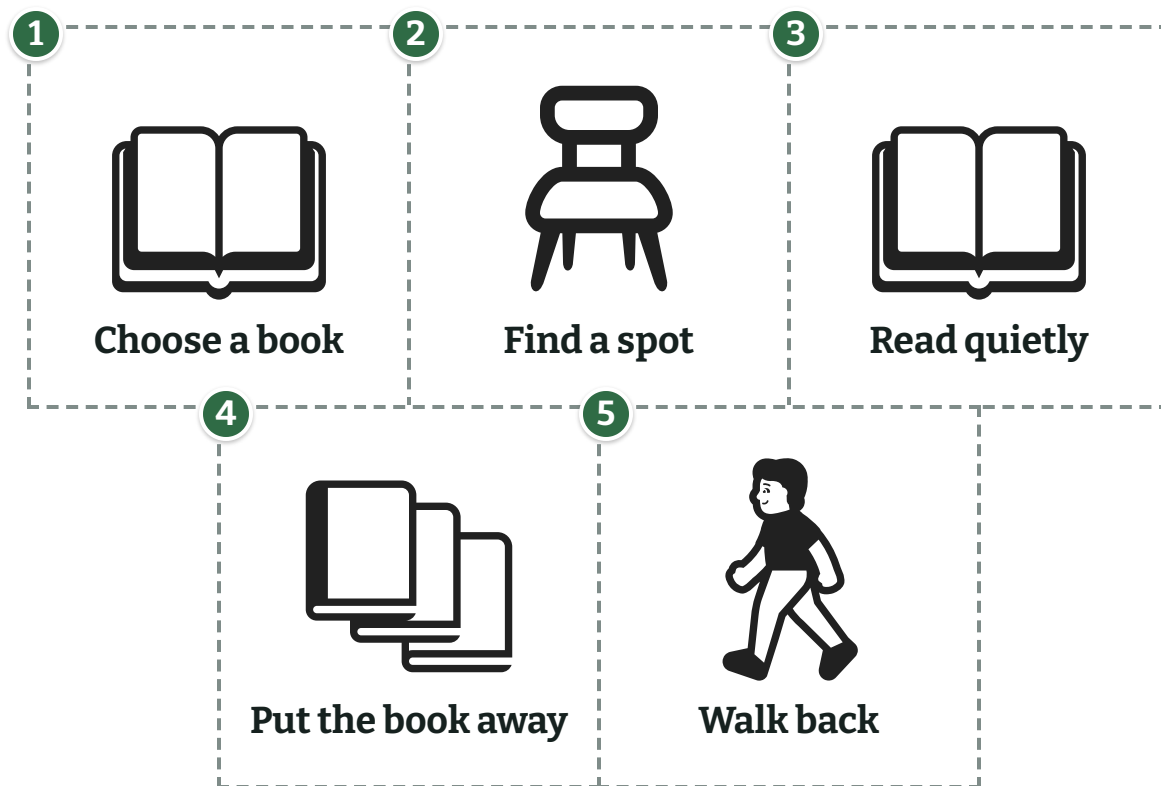
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CARDS

Reading Time Routine Cards (Ink-Saver)

5 2-inch cards, numbered in the order of the reading time routine. Print on cardstock, cut on the dashed lines, velcro on the back or use on a ring. This is the ink-saver set; the same 5 in the color set are on page 7. The whole strip is on page 11.



WHAT EACH CARD SHOWS

#	CARD	WHAT IT SHOWS
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LOG

Completion Log

One row every reading session the routine runs. It counts one thing per step: whether help was needed.

STUDENT

SETTING (INDEPENDENT READING TIME)

WEEK OF

I = INDEPENDENTLY · P = WITH A PROMPT · N = NOT COMPLETED — ONE LETTER PER STEP, PER READING SESSION THE ROUTINE RUNS

DATE	1 CHOOSE A BOOK	2 FIND A SPOT	3 READ QUIETLY	4 PUT THE BOOK AWAY	5 WALK BACK	INITIALS

WHAT ONE ROW COUNTS

One row is one reading session the routine ran, start to finish. Mark every step with a letter, even a step that went fine — a row of all I is useful data too.

TOTALING THE WEEK

Count every I across the table for the week; the roll-up (page 15) turns that count into a percent.

TRACKER

Weekly Roll-Up and Graph

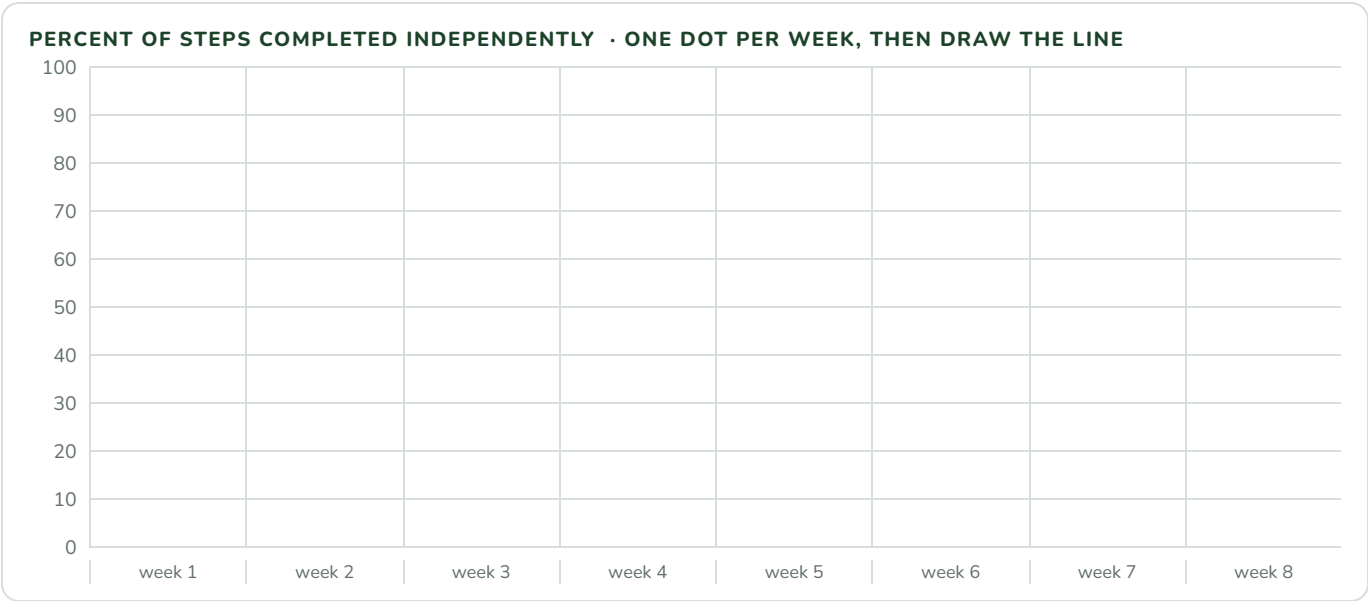
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	SESSIONS LOGGED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					



FIGURING THE PERCENT

Count the I marks on the log (page 14) for the week and divide by the total steps run: each session logged is 5 steps. I marks divided by total steps, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more steps are being completed without a prompt; the criterion field above is where your team’s own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the tables above; JR means “see the log for initials” and is not itself a field value.

Alex is invented, and so is every mark on this page. One reading session on the log, then three weeks on the roll-up, to show how the pages read once real marks are on them.

The log, one reading session (page 14)

DATE	1 CHOOSE A BOOK	2 FIND A SPOT	3 READ QUIETLY	4 PUT THE BOOK AWAY	5 WALK BACK	INITIALS
This session						JR

The roll-up, three weeks (page 15)

#	WEEK OF	SESSIONS LOGGED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1	9/8	5	24	96%	—
2	9/15	5	25	100%	—
3	9/22	5	25	100%	—

READING THE NUMBERS

This session's row: all 5 of 5 steps completed independently. The weeks: 24 of 25 steps (96 percent), then 25 of 25 (100 percent), then 25 of 25 (100 percent) — a very high and stable line. Every percent is that week's own independent count divided by its total steps run.

A LINE THIS SHEET COULD WRITE

“Alex completed all 25 reading time routine steps independently the week of 9/22 (100 percent), and has stayed at 100% independent for the last two weeks.”

WHAT THIS EXAMPLE IS NOT

One invented child's reading session and three weeks. It sets no typical rate, predicts nothing about a real student, and the criterion field would hold whatever Alex's team wrote — not a number this file supplies.

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 15) at 96, 100 and 100, all clustered at the top. No P or N marks in the session row means every step was done independently this time.

WHAT A CASE MANAGER COULD BRING TO A MEETING

The three roll-up rows above (page 15), read alongside the one filled log row (page 14), are enough to show a trend and one concrete example of what a logged reading session looks like — without needing to bring the whole stack of daily logs to the table.