

Enhancing Core Reading Instruction (ECRI) for At-Risk Readers (K-2)

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Enhanced Core Reading Instruction (ECRI) Study

- Rigorous Evidence-Based Practices Research
 - Center on Teaching and Learning
 - Funded by IES, \$5.1 million/5 years
 - Primary mission of IES: fund and promote research that improves student outcomes and understand factors that impede student learning and performance.
 - Efficacy testing 44 schools/145 teachers
 - Positive Impact Data
 - Publisher and Copyright through the U of O
 - Efficacy and fidelity to improve the product

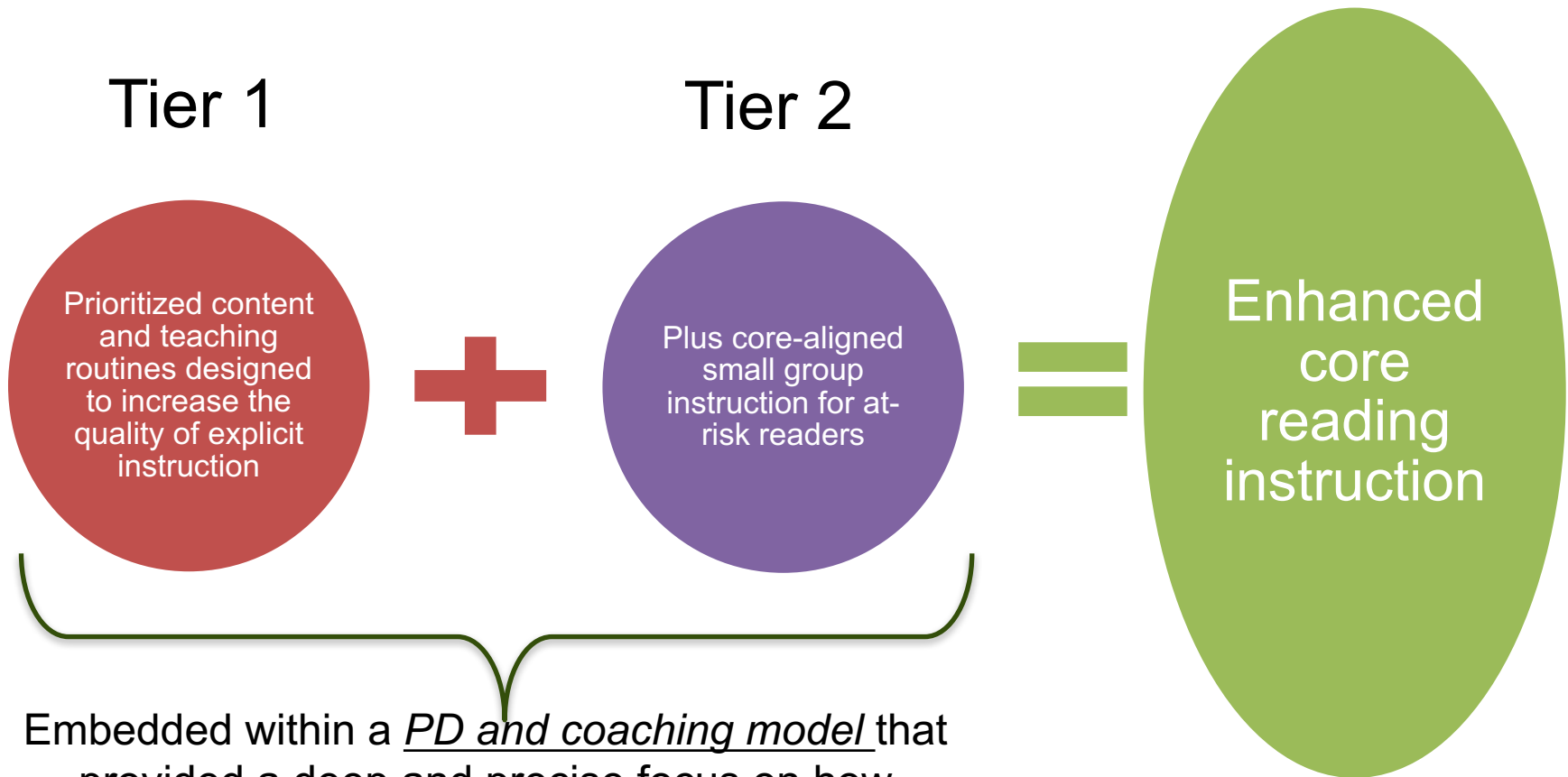
Our Research to Your Classroom

- Rigorous evaluations have demonstrated statistically significant and ***substantive impacts on the reading achievement of at-risk readers in first grade*** (Fien et al., 2014; Smith et al., in press).
- Enhanced Core Reading Instruction has a positive effect on Tier 1 ***teachers' quality of explicit instruction and the accuracy of group practice opportunities*** (Nelson-Walker et al., 2013).
- Enhanced Core Reading Instruction **closes the gap for at-risk readers**. First-grade students receiving Tier 2 Enhanced Core Reading instruction had statistically-significant, accelerated growth on measures of word reading, reading comprehension and a comprehensive measure of reading achievement, compared to students who received Tier 2 un-enhanced core reading instruction (Baker et al., 2014).

The idea behind ECRI is that we can make Tier 1 and Tier 2 more effective by enhancing the core reading program by:

- focusing on critical content,
- being clear and systematic, and
- providing deliberate and frequent practice.

How can we align intervention for at-risk readers with Core instruction?



Embedded within a PD and coaching model that provided a deep and precise focus on how classroom teachers and interventionists were implementing the systemic intervention features.

Critical Content

- Irregular Word Reading
- Phonemic Awareness
- Sound-Spelling Introduction and Practice
- Blending Sounds
- Regular Word Reading
- Reading in Connected Text
- Fluency
- Encoding Practice
- Vocabulary
- Comprehension



How can we make our instruction clear and systematic *with* deliberate and frequent practice opportunities for all students?

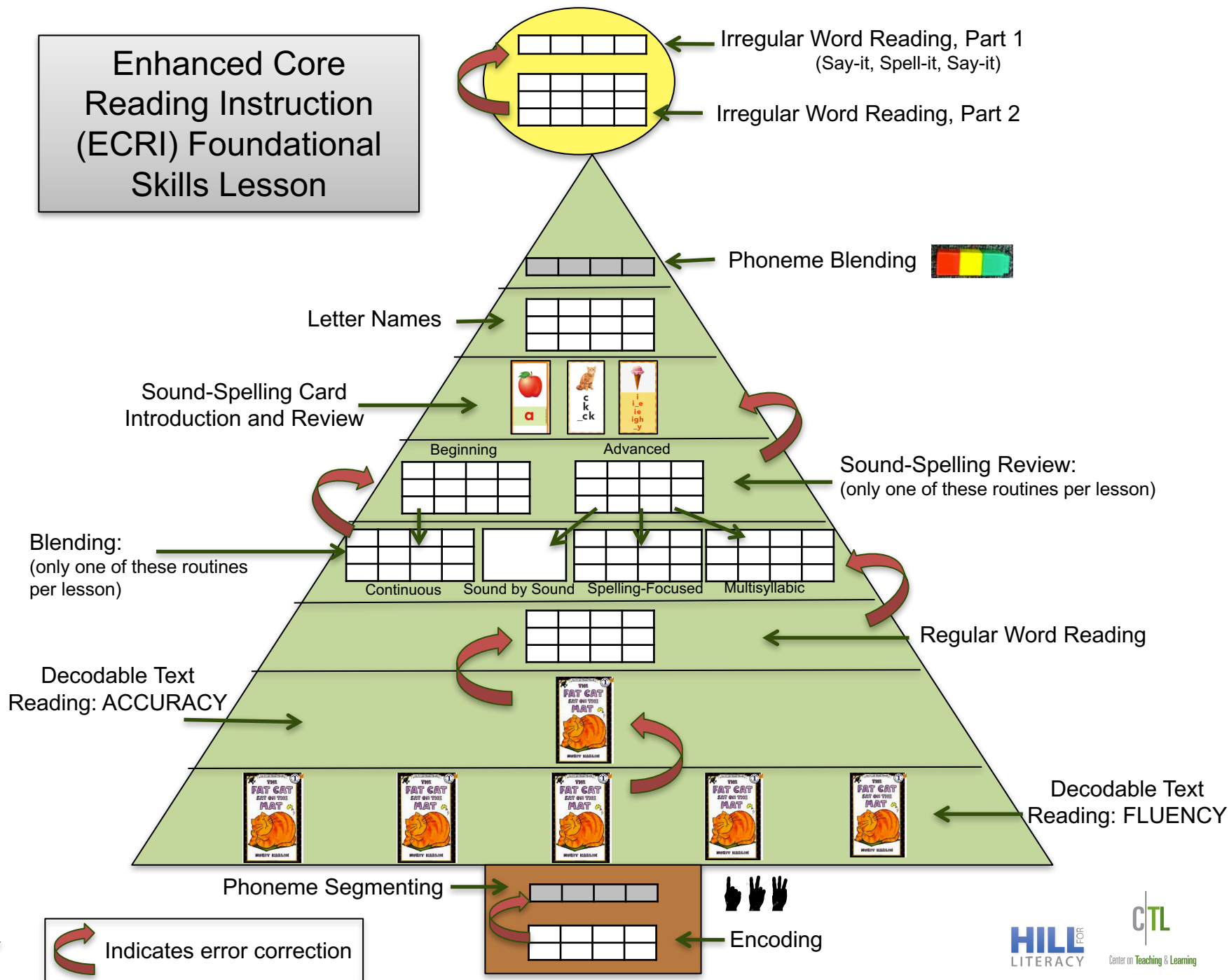
Instructional Routines: Components

- Teacher Explanation/Objective
- Teacher Model
- Practice for All Students (unison oral responding)
- Appropriate Signaling
- Pacing
- Correcting Student Errors
- Checks for Understanding



Progression of Foundational Skill Lesson

Enhanced Core Reading Instruction (ECRI) Foundational Skills Lesson



Video Checklist and Notes:

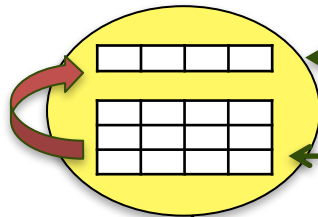
- ☐ Teacher Explanation
- ☐ Teacher Model
- ☐ Practice for ALL Students
- ☐ Signal
- ☐ Pacing
- ☐ Correcting Student Errors
- ☐ Check for Understanding
- ☐ Group Management Techniques

Video



Progression of Foundational Skill Lesson

Enhanced Core Reading Instruction (ECRI) Foundational Skills Lesson



Irregular Word Reading, Part 1
(Say-it, Spell-it, Say-it)

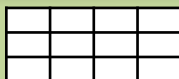
Irregular Word Reading, Part 2



Phoneme Blending



Letter Names

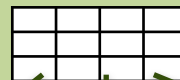
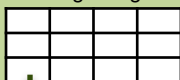


Sound-Spelling Card
Introduction and Review



Beginning

Advanced



Sound-Spelling Review:
(only one of these routines per lesson)

Blending:
(only one of these
routines per lesson)



Continuous

Sound by
Sound

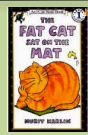
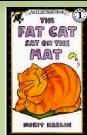
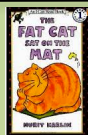
Spelling-
Focused

Multisyllabic

Regular Word Reading

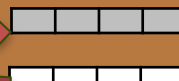


Decodable Text
Reading: ACCURACY



Decodable Text
Reading: FLUENCY

Phoneme Segmenting



Encoding



Indicates error correction


Letter Name Routine

Letter Name Routine

Materials: Chart of letters to practice

Explain: Demonstrate the task as you are explaining it.
You're going to practice saying letter names. When I point to a letter, say the letter name in your head. When I tap, say the letter name out loud.

Model: Use the signal for each letter name. * Model until students are successful with the routine.
I'll show you how to say the names for the first two letters. My turn.



***Signal for Each Letter Name**


1. Touch to the left of the letter. **Name?**
2. Wait 2 seconds for students to think.
3. Tap finger under the letter.

Practice for students only: Go back to the first letter on the chart. Use the signal for each letter name. *

Your turn.

Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."

Let's do some individual turns. I will touch next to a letter; everyone will say the name of the letter in their head. I will call one student's name and only that student will say the letter name out loud.



Correcting Student Errors

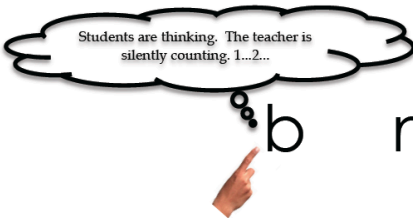


1. **My turn.** Re-present the missed letter name.
2. **Your turn.** Re-present the missed letter name.
3. Back up two letters and continue presenting the letter names on the chart.

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Activity 1

1. What is the first thing the teacher does and says to signal for each letter?
2. How much wait time is needed before signaling for students to respond?
3. What signal is used to elicit student responses?
4. How are the student errors corrected?

For example,

<p><u>Teacher:</u> Your turn. <i>Touch</i> to the left of the first letter. Name? Wait for two seconds.</p>	
<p><u>Teacher:</u> Lift finger and <i>tap</i> under the letter to signal students to respond.</p>	
<p><u>Teacher:</u> Move finger to touch to the left of the next letter. Name?</p>	

Continue using the signal for each letter name* to present the rest of the letters on the chart.

Practice for Letter Names

Teacher/Student Practice

b	m	s	t
t	a	r	d
f	g	v	n

Measuring the Dimensions of Alphabetic Principle of the Reading Development of First Graders

(Harn, B.A., Stoolmiller, M., and Chard, D.J. 2008. *Journal of Learning Disabilities*, Volume 41, Number 2)

- Unitization is a critical developmental process in word reading development.
- Students who approach the NWF task as a more advanced unit level (whole word) may be categorized as in the full alphabetic phase and are quantitatively and qualitatively better readers in the middle and the end of first grade on an ORF measure.

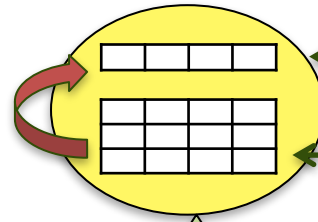
Sound-by-Sound	Sound-by-Sound then Recodes	Partial Blends	Whole Units
<u>b</u> <u>o</u> <u>k</u>	<u>b</u> <u>o</u> <u>k</u>	<u>b</u> <u>o</u> <u>k</u>	<u>b o k</u>

Blending Scaffolds Progression

1. Continuous Blending
 - a. All continuous sounds
 - b. Stop sound at the end of the word
 - c. Stop sound at the beginning of the word
 - d. Stop sound in the middle of the word
2. Sound-by-Sound Blending
3. Spelling-Focused Blending (includes multisyllabic word blending)

Enhanced Core Reading Instruction (ECRI) Foundational Skills Lesson

Progression of Foundational Skill Lesson



Irregular Word Reading, Part 1
(Say-it, Spell-it, Say-it)

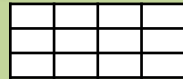
Irregular Word Reading, Part 2



Phoneme Blending



Letter Names

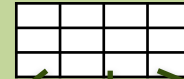
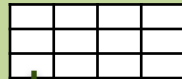


Sound-Spelling Card Introduction and Review



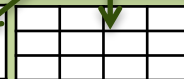
Beginning

Advanced



Sound-Spelling Review:
(only one of these routines per lesson)

Blending:
(only one of these routines per lesson)



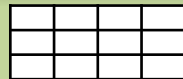
Continuous

Sound by Sound

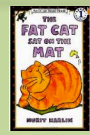
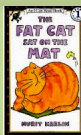
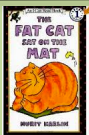
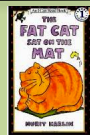
Spelling-Focused

Multisyllabic

Decodable Text Reading: ACCURACY

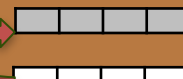


Regular Word Reading



Decodable Text Reading: FLUENCY

Phoneme Segmenting



Encoding

Indicates error correction

Regular Word Reading Routine

Regular Word Reading Routine

Materials: Chart of regular words to practice

Explain: Demonstrate the task as you are explaining it.

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud.

Model: Use the signal for each word.* Model until students are successful with the routine. I'll show you how to read the first two words. **My turn.**



*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

Practice for students only: Go back to the first word on the chart. Use the signal for each word.* **Your turn.**

Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."

Let's do some individual turns. I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.



Correcting Student Errors

1. **My turn.** Re-present the missed word.
2. **Your turn.** Re-present the missed word.
3. **Now let's practice blending that word.** Follow the blending routine used in the previous blending activity to have students practice blending the missed word.
4. Back up two words and continue presenting the words on the chart.

Activity

Read through the **Regular Word Reading Routine**. Answer the following questions to become familiar with the routine.

1. What is the first thing the teacher does and says to signal for each word?
2. How much wait time is needed before signaling for students to respond?
3. What signal is used to elicit the students to respond?
4. How are the student errors corrected?

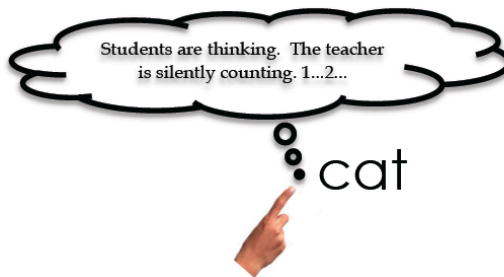
For example, when presenting the word cat:

Teacher:

*Touch to the left of the word *cat*.*

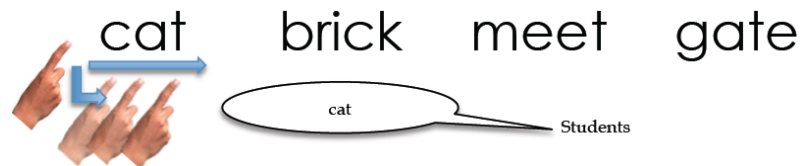
Word?

Wait two seconds.



Teacher:

Slide finger under the word to signal the students to respond in unison.



Teacher:

Move finger to touch to the left of the next word.

Word?



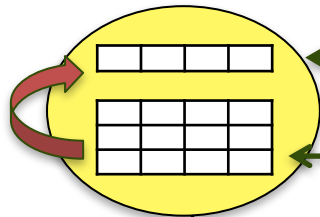
Practice for Regular Word Reading Routine

Teacher/Student Practice

cat	meet	brick	gate
grass	boat	jumped	perch
shore	cent	mouth	farm

Progression of Foundational Skill Lesson

Enhanced Core Reading Instruction (ECRI) Foundational Skills Lesson



Irregular Word Reading, Part 1
(Say-it, Spell-it, Say-it)

Irregular Word Reading, Part 2

Phoneme Blending



Letter Names

Sound-Spelling Card
Introduction and Review



Beginning

Advanced

Sound-Spelling Review:
(only one of these routines per lesson)

Blending:
(only one of these
routines per lesson)



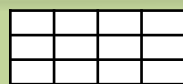
Continuous

Sound by Sound

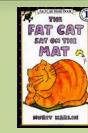
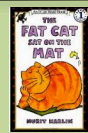
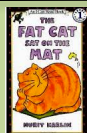
Spelling-Focused

Multisyllabic

Regular Word Reading

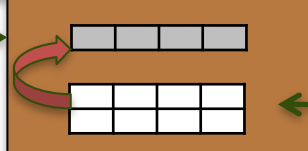


Decodable Text
Reading: ACCURACY



Decodable Text
Reading: FLUENCY

Phoneme Segmenting



Encoding

Indicates error correction


Phoneme Segmentation Routine

Phoneme Segmenting Routine

Materials: None

Explain: Demonstrate the task as you are explaining it.
You're going to practice saying the sounds in words. I'll say a word. Each time I hold up a finger, you'll say a sound in the word.

Model: Use the signal for each word and model saying one word.* Model until students are successful with the routine.
I'll show you how to say the sounds in the first word. My turn.




***Signal for each word**

1. Hold up a closed fist, fingers facing you. Say one word from the list.
2. Every second hold up one finger from right to left for each sound of the word (this will be the correct direction from the student perspective).

Practice for students only: Go back to the first word. Use the signal for each word.*
Your turn.

Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."
Let's do some individual turns. I'm going to call one student's name and only that student will say each sound in the word out loud.



Correcting Student Errors

1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn.** Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

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Activity

Phoneme: A single unit of speech. The word “man” has three phonemes: /m/ /a/ /n/.

Identify the number of phonemes in each of the following words:

cat

frog

math

fun






apple

Activity

Read through the **Phoneme Segmentation Routine**. Answer the following questions to become familiar with the routine.

1. What does the teacher do and say to present each word?
2. What signal is used to elicit the students to respond?
3. How are the student errors corrected?

For example, when presenting the word trap:

	The teacher holds up a closed fist and says, " trap. "
	The teacher holds up one finger starting on the left from the student perspective. The students respond "/t/." The teacher pauses for one second.
	The teacher holds up the next finger. The students respond "/r/." The teacher pauses for one second.
	The teacher holds up the next finger. The students respond "/a/." The teacher pauses for one second.
	The teacher holds up the next finger. The students respond "/p/." The teacher immediately presents the next word using the signal for each word. *

Practice for Phoneme Segmentation Routine

Teacher/Student Practice:

hit (3)	swam (4)	Jack (3)	flat (4)
barn (3)	more (2)	fame (3)	though (2)

Vocabulary

scrawled

written quickly but not carefully

Step 1: Introduce the Word	<p>The word is <u>scrawled</u>.</p> <p>What word? (Students respond chorally following the Unison Choral Response Routine discussed above.)</p>
Step 2: Student Friendly Definition	<p><i>Scrawled means written quickly but not carefully.</i></p> <p>What does <i>scrawled</i> mean? (Students respond chorally following the Unison Choral Response Routine discussed above.)</p>
Step 3: The teacher illustrates the Word with Examples and Nonexamples	<p><u>Picture:</u> Grocery List</p> <p><u>Acting Out:</u> Demonstrate scrawled writing on the board.</p> <p><u>Sentences:</u></p> <p><i>I found a <u>scrawled</u> note on the counter to remind me to let the dog outside before I left home.</i></p> <p><i>I saw a girl <u>scrawl</u> a note on her hand to remind herself what she needed to buy at the store.</i></p> <p><i>I found a <u>scrawled</u> note, but I couldn't read it since it wasn't written carefully.</i></p> <p><i>Many of the students <u>scrawled</u> their answers on a test, and the teacher couldn't read the answers.</i></p> <p><u>Sentence from Student Text:</u></p> <p><i>Ben <u>scrawled</u> his phone number on a piece of paper and handed it to Mike.</i></p>
Step 4: Check Students' Understanding	<p>Write examples and nonexamples of scrawled writing on the board. Use Unison Choral Response of "scrawled" or "not scrawled" to identify the type of writing.</p> <p><u>Use Partner Response Routine:</u></p> <p><i>When would it be okay to scrawl, or not be careful with how you write? Start your sentence with, "It would be okay to scrawl when I write _____."</i></p> <p><i>When would it not be okay to scrawl, or when do you need to be careful with your writing. Start your sentence with, "It would not be okay to scrawl when I write _____."</i></p>



Narrative Text

The main characters are (who?) _____.

The story takes place (where?) _____.

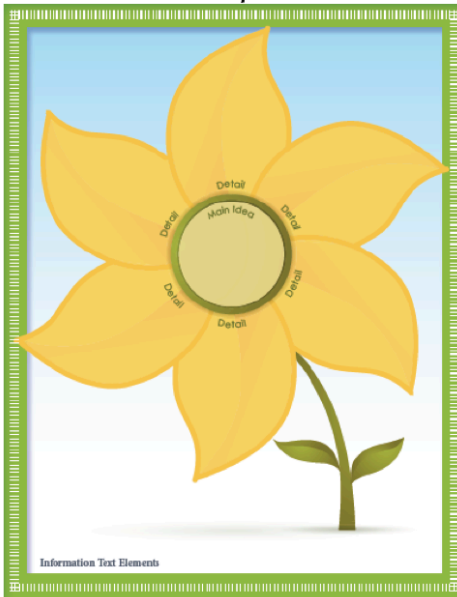
The first thing that happens is (what?) _____.

The next thing that happens is (what?) _____.

At the end, (what? why?) _____.

Narrative Text Discussion Prompts	
Prompt	Cue
Before Reading	
Teacher Directed Introduction: "Let's read the title together. Put your finger under the first word. Read. Read."	The title tells me...
What does the title tell you about the story?	
Teacher Directed Introduction: "The author is named..."	
"The story was illustrated by..."	
What do the pictures tell you about the story?	The pictures tell me that the story will be about...
(Have the students do a quick 30-second picture walk.)	
Who do you think the story will be about?	I think the story will be about...
What do you think will happen in the story?	I think... will happen in the story.
What do you think the story is about?	I think the story will be about...
During Reading	
Teacher Directed Introduction: (Don'ts provide any necessary background knowledge.)	
Who is the main character?	The main character is...
Who is the story about?	The character is...
Who are the characters?	
Where does the story take place?	The story takes place...
Where does the story happen?	The story happens at...
What happens - first, next, at the end?	The first thing that happens is...
What is the problem?	The next thing that happens is...
What does the story take place?	At the end...
When does the story happen?	The problem is...
Why does the story happen?	The story takes place...
How does the story happen?	happened when...
How is the problem solved?	happened because...
What do you think will happen next? (Make predictions.)	happens by doing...
Teacher Directed Review: (Have students review all story elements as you refer to the class organizer.)	The problem is solved by...
"Let's review what we have about the story so far."	I think... will happen next.
After Reading	
Teacher Directed Story Review: (Have the class orally review all story elements as you refer to the class organizer.) "Let's review the story."	The characters are... The story takes place... First... Next... At the end...
What was the problem in the story?	The problem was...
How was the problem solved?	The problem was solved by...
Why did the story happen?	happened because...
Students individually retell the story with their partners using student copies of the class organizer.	
Students complete a written response.	

Information Text



One detail that I learned is _____.

The main idea is _____.

Comprehension Discussion Prompts: Information Text	
Prompt	cue
What does the title tell me about the text (or topics)?	The title tells me...
What do the pictures tell me?	The pictures tell me that...
What do I think I know about _____?	I think...
(K-W-L)	I think I know that...
What do I want to know about _____?	I want to know...
What do I want to learn about _____?	I want to learn...
(K-W-L)	A question I have is...
(Teacher Directed Vocabulary Instruction)	
What are some important words to know?	
What are some important words about the topic?	
(Opportunities for Teaching Unknown Vocabulary Words)	
(Teacher Directed Background Building)	
What important information do the students need before reading this text?	
(Keep it quick and simple)	
What are the details?	Tell one detail.
(Tells about the details. The details are the parts.)	A detail is...
	The details are...
What is the main idea?	The main idea is...
(When you tell about all the parts in just a few words, you tell the main idea.)	
What am I learning?	I am learning that...
What do I know?	I learned that...
(K-W-L Chart)	I know that...
Does the text make sense?	... doesn't make sense because...
What doesn't make sense?	The text doesn't make sense (don't clear) because...
What isn't clear?	... means... is...
What do the important words mean?	The word... means... is...
(Vocabulary)	
What were the details?	Some of the details were...
(Tells about the details. The details are the parts.)	A detail was...
	The details were...
What was the main idea?	The main idea was...
(When you tell about all the parts in just a few words, you tell the main idea.)	
What new words did I learn?	I learned the word... it means...
(Vocabulary)	I learned...
What did I learn?	I learned that...
What do I know about _____?	I know that...
(K-W-L chart)	
What else do I want to know about _____?	I still want to know...
What else do I want to learn about _____?	I still want to learn...
What questions do I still have about _____?	A question I still have is...
(K-W-L chart)	



Thank you for being here today!

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