



# 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).

# Improving Reading Achievement: Enhanced Core Reading Instruction

During ***Tier 1*** instruction, teachers can be supported to take a good product (i.e., your core reading program) and make it even more effective by adding instructional enhancements (e.g., practice opportunities, highly focused and purposeful use of instructional language, explicit instructional routines, and strategies to improve student engagement).

# How Can We Align Intervention For At-Risk Readers With Core Instruction?

- The purpose of **Tier 2** intervention is to help at-risk readers prepare for **Tier 1** instruction in the core reading program.
- **Tier 2** intervention is provided in addition to **Tier 1** instruction in the core program.
- The ECRI **Tier 2** Intervention covers foundational skills in reading that are directly aligned with the Common Core State Standards (CCSS) and your core a reading program.

# The ECRI multi-tiered intervention for at-risk readers

Tier 1

Prioritized content  
and teaching  
routines designed  
to increase the  
quality of explicit  
instruction



Tier 2

Plus core-aligned  
small group  
instruction for at-  
risk readers



Enhanced  
core  
reading  
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.

# How do we improve the implementation and delivery of our instructional curriculum?

First, we need to understand the characteristics of the delivery of reading instruction that are related to important student outcomes.

# Focus on:

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

# 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 Elements

- Teacher Explanation/Objective
- Teacher Model
- Practice for All Students
- Unison Oral Responding
- Appropriate Signaling
- Pacing
- Correcting Student Errors
- Checks for Understanding

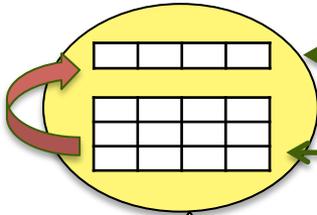


# Video



Enhanced Core Reading Instruction (ECRI)  
Foundational Skills Lesson

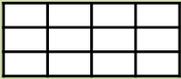
Progression of Foundation Skill Lesson



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

Irregular Word Reading, Part 2

Letter Names



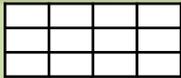
Phoneme Blending



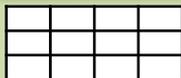
Sound-Spelling Card Introduction  
and Review



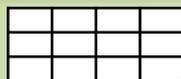
Sound-Spelling Review



Blending



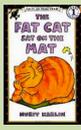
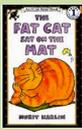
Regular Word Reading



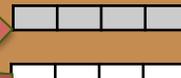
Decodable Text Reading:  
ACCURACY



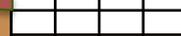
Decodable Text Reading:  
FLUENCY



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

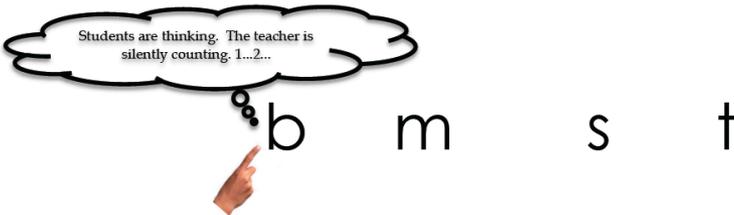
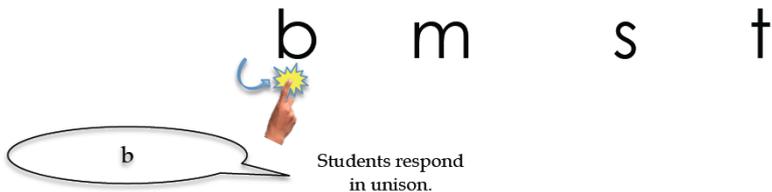
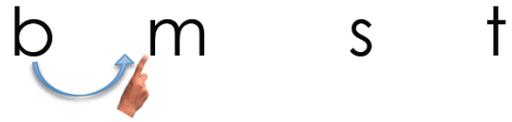
1. **My turn.** Re-present the missed letter name.
2. **Your turn.** Re-present the missed letter name.
3. Back up two letters and continue presenting the letter names on the chart.

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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> <b>Your turn.</b> <i>Touch</i> to the left of the first letter. <b>Name?</b> 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. <b>Name?</b></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 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)

# 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 3

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?

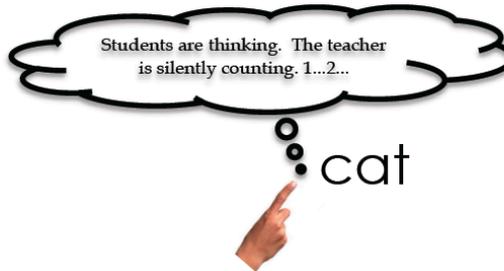
# For example, when presenting the word cat:

Teacher:

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

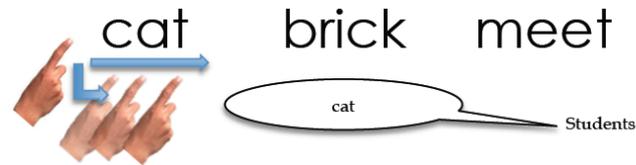
**Word?**

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

# Vocabulary

scrawled

written quickly but not carefully

<p><b>Step 1:</b> Introduce the Word</p>	<p>The word is <u>scrawled</u>.</p> <p>What word? (Students respond chorally following the Unison Choral Response Routine discussed above.)</p>
<p><b>Step 2:</b> Student Friendly Definition</p>	<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>
<p><b>Step 3:</b> The teacher illustrates the Word with Examples and Nonexamples</p>	<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>
<p><b>Step 4:</b> Check Students' Understanding</p>	<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?) \_\_\_\_\_.

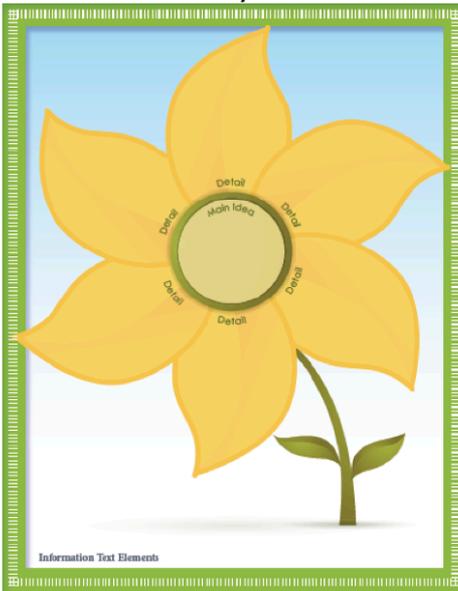
The next thing that happens is (what?) \_\_\_\_\_.

At the end, (what? why?) \_\_\_\_\_.

Narrative Text Discussion Prompts	
Prompt	Cue
<i>Teacher Directed Introduction: "Let's read the title together. Put your finger under the first word. Read."</i>	The title tells me...
<i>What does the title tell you about the story?</i>	The characters are...
<i>Teacher Directed Introduction: "The author's name is..."</i>	The story was illustrated by...
<i>What do the pictures tell you about the story?</i>	The pictures tell me that the story will be about...
<i>(Have the students do a quick 30-second picture walk.)</i>	I think the story will be about...
<i>Who do you think the story will be about?</i>	I think _____ will happen in the story.
<i>What do you think will happen in the story?</i>	I think the story will be about...
<i>Teacher Directed Introduction: (Don't's provide any necessary background knowledge.)</i>	
<i>Who is the main character?</i>	The main character is...
<i>Who is the story about?</i>	The characters are...
<i>Who are the characters?</i>	The story takes place...
<i>Where does the story take place?</i>	The story happens at...
<i>Where does _____ happen?</i>	The first thing that happens is...
<i>What happens - first, next, at the end?</i>	The next thing that happens is...
<i>Where is the problem?</i>	At the end...
<i>What does the story take place?</i>	The problem is...
<i>What does _____ happen?</i>	The story takes place...
<i>Why does _____ happen?</i>	_____ happened when...
<i>How does _____ happen?</i>	_____ happens because...
<i>How is the problem solved?</i>	_____ happens by doing...
<i>What do you think will happen next? (Make predictions.)</i>	The problem is solved by...
<i>Teacher Directed Review: (Stop several times in the story and review the story elements as you refer to the class organizer.)</i>	I think _____ will happen next.
<i>"Let's review what we know about the story so far."</i>	The characters are... The story takes place... First... Next... At the end...
<i>Teacher Directed Story Retell: (Have the class orally review all story elements as you refer to the class organizer.) "Let's retell the story."</i>	The characters are... The story took place... First... Next... At the end...
<i>What was the problem in the story?</i>	The problem was...
<i>How was the problem solved?</i>	The problem was solved by...
<i>Why did _____ happen?</i>	_____ 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	Goal
<b>Before Reading</b>	
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 _____? (K-W-L)	I think... I think I know that...
What do I want to know about _____? What do I want to learn about _____? (K-W-L)	I want to know... I want to learn... A question I have is...
(Teacher Directed Vocabulary Instruction) What are some important words to know? What are some important words about the topic? (Opener for Teaching Unknown Vocabulary Words) (Teacher Directed Background Building) What important information do the students need before reading this text? (Help to teach and monitor)	
<b>During Reading</b>	
What are the details? (Tells about the details. The details are the parts.)	Tell one detail. A detail is... The details are...
What is the main idea? (When you tell about all the parts in just a few words, you tell the main idea.)	The main idea is...
What am I learning? What do I know? (K-W-L Chart)	I am learning that... I learned that... I know that...
Does the text make sense? What doesn't make sense? What isn't clear?	... doesn't make sense because... The text doesn't make sense (Don't clear) because... means... is...
What do the important words mean? (Vocabulary)	The word... means... is...
<b>After Reading</b>	
What were the details? (Tells about the details. The details are the parts.)	Some of the details were... A detail was... The details were...
What was the main idea? (When you tell about all the parts in just a few words, you tell the main idea.)	The main idea was...
What new words did I learn? (Vocabulary)	I learned the word... it means... I learned...
What did I learn? What do I know about _____? (K-W-L chart)	I learned that... I know that...
What else do I want to know about _____? What else do I want to learn about _____? What questions do I still have about _____? (K-W-L chart)	I still want to know... I still want to learn... A question I still have is...

# Tier 1 Reading Block (90 minutes)

Some Recommendations:

## Whole Group Instruction Recommendations (60 minutes):

1. Foundational Skills Practice (**15 minutes**):
  - Irregular Word Reading
  - Phonemic Awareness
  - Sound-Spelling Cards
  - Sound-Spelling Review
  - Blending
  - Regular Word Reading
  - Dictation
2. Vocabulary and Comprehension (**30 minutes**)
3. Connected Text **Fluency Practice** (re-reading of text at students' independent level) (**15 minutes**)

# Tier 1 Reading Block (90 minutes)

## Small Group Instruction Recommendations (30 minutes):

- Small(er) groups of varying size based on need.
- The teacher does not need to meet with each group every day.
- Re-teaching of Skills (sounds practice, **blending strategies**)
- Differentiated Text Reading:

Above	At	Below	Significantly Below
Anthology Leveled Readers Chapter Books	Decodable Text  (Leveled Readers, etc. if they quickly master the decodable text with fluency)	Decodable Text	Tier 3 Intervention

# Tier 1 Reading Block (90 minutes)

## Independent Work Activities while the teacher is working with small groups (not more than 30 minutes/student):

- Reading/Partner Reading of texts student can read at their independent level ( $\geq 10$  minutes)
- Writing in Response to Reading (*retells*, etc.) ( $\geq 10$  minutes)
- Word Work ( $\leq 10$  minutes)



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## Academic Intervention

This tools chart presents information about studies that have been conducted about academic intervention programs. The first tab, *Study Quality*, includes ratings from our TRC members on the technical rigor of the study design. The second tab, *Study Results*, includes information about the results of the studies. The third tab, *Intensity*, provides information related to the implementation of the program as an intensive intervention. The fourth tab, *Additional Research*, provides information about other studies and reviews that have been conducted on the intervention. **Additional information** is provided below the chart.

**Grade Level**    **Subject**  
       

Study Quality

Study Results

Intensity

Additional Research

Title▲	Study	Participants ⊕	Design ⊕	Fidelity of Implementation ⊕	Measures Targeted ⊕	Measures Broader ⊕
Academy of MATH	Torlaković (2011)	●	●	●	●	●
Academy of READING	Fiedorowicz & Trites (1987)	●	●	●	●	●
Academy of READING	Torlaković (2011)	●	●	●	●	●
Achieve Intervention	Tracey & Young (2004)	●	●	●	●	●
Burst:Reading	Dubal, Hamly, Pavlov, Richards, Yambo, et al. (2012)	●	●	●	●	●
Early Numeracy Intervention Level 1	Bryant, et al. (2011)	●	●	●	●	●
Early Vocabulary Connections	Nelson, Vadasy, & Sanders (2011)	●	●	●	●	●
Enhanced Core Reading Instruction	Smith, Nelson-Walker, Fien, Smolkowski & Baker (2013)	●	●	●	●	●

CTL Center on Teaching & Learning



Unit 1, Lesson 1, Day 2

play	with	you	and
you	be	with	play
help	with	play	
be	you	with	

dad                      mat                      Nat  
Tad                      can                      sat

Irregular Word Reading (continued)

\*Signal for each word

**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.**

1. My turn. Use the signal for each word.\* Model until students are successful with the routine.
1. Touch to the left of the word.  
2. Wait 2 seconds for students to think.

Unit 1, Lesson 1, Day 2

3 (Kim)	3 (fad)	3 (bin)	3 (bat)
3 (Dan)	3 (fall)	3 (farm)	3 (him)

Phoneme Blending

**Materials:** Chains of two, three, and four cubes or similar types of manipulatives

**You're going to practice blending sounds to make words. When I tap each cube, listen to the sounds. When I slide my finger, say the word. I'll show you how to blend the sounds to say the first word.**

\*Signal for each word

1. My turn. Use the signal for each word.\* Model until students are successful with the routine.
2. Your turn. Go back to the first word on the list. Use the signal for each word.\*
3. Let's do some individual turns. I'm going to call one student's name and only that student will say the word out loud. Call on two to three students.

**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.

Unit 1, Lesson 1, Day 2

p	n	d	a
a	d	f	f
p	a	p	n
n	f	a	d

Sound-by-Sound Blending

\*Signal for each word

1. My turn. Use the signal for each word.\* Model until students are successful with the routine.
2. Your turn. Go back to the first word on the list. Use the signal for each word.\*
3. 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. Call on two to three students.

**\* Sound-spellings:** Write spelling. Sound? Tap under spelling.  
**\* Blend (each time a sound is added):** Touch to the left of the first spelling. Blend? Loop finger under spellings.  
**\* Word Reading:** Touch to the left of the word. Word? Slide finger under the word.

**Correcting Student Errors**

1. My turn. Use the signal for each sound-spelling.\* Model until students are successful with the routine.
2. Your turn. Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.\*
3. Let's do some individual turns. I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud. Call on two to three students.

\*Signal for each sound-spelling

1. Touch to the left of the sound-spelling. Sound?
2. Wait 2 seconds for students to think.
3. Tap finger(s) under the sound-spelling (use one finger for each of the letters in the spelling).

**Correcting Student Errors**

1. My turn. Follow the signal for each sound-spelling\* and re-present the missed sound-spelling.
2. Your turn. Follow the signal for each sound-spelling\* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

Sound-Spelling Review: Advanced

**You're going to practice saying sounds. When I point to a spelling, say the sound in your head. When I tap, say the sound out loud. I'll show you how to say the sounds for the first two spellings.**

Unit 1, Lesson 1, Day 2

For use with Nat Cat

Decodable Text Reading 1: Introductory

**Materials:** Copy of decodable text listed for each student.

**You're going to practice reading a story. I'll show you how you will read each sentence.**

\*Signal for each word and sentence

1. My turn. Use the signal for each word and sentence.\* Model reading the decodable text one or two times when first introducing the decodable text routine. The model instructions are on the Decodable Text Routine page found in the appendix.
2. Your turn. Hand out a decodable book to each student. Use the signal for each word and sentence\* to guide students through the first read of the text.

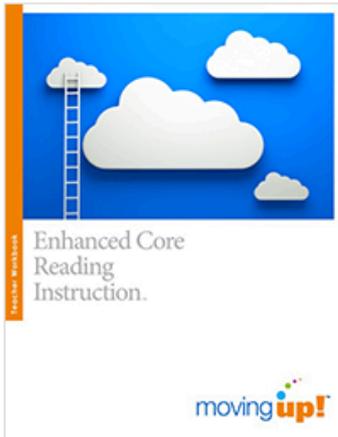
**Correcting Student Errors**

1. Touch under the first word. Think. Wait 3-plus seconds for students to think.
2. Word? Tap for students to read the word.
3. Touch under the next word. Think. Wait 3-plus seconds for students to think.
4. Word? Tap for students to read the word.
5. Repeat steps 1 through 4 for each word in the sentence.
6. At the end of the sentence, the teacher re-reads the sentence in a natural, fluent voice.
7. Repeat steps 1 through 6 for each word and sentence\* steps 1 through 6.

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