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

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Laurie Dilbeck, Tigard-Tualatin School District
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Enhanced Core Reading Instruction (ECRI)

• Funded by Institute of Education Sciences
• Primary mission of IES: fund and promote research that improves student outcomes and understand factors that impede student learning and performance.
• $5.1 million/5 years
• Positive Impact Data: information, materials, programs, etc.
• Efficacy testing 44 schools/145 teachers
Enhanced Core Reading Instruction (ECRI)

— Center on Teaching and Learning
  • Report to VPRI

— Officer Of Administration
  • Author/Royalties
  • Publisher
  • Copyright through the U of O
  • Efficacy and fidelity to improve the product
Examining the Presence of Evidence-Based Instructional Design

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State of *Intended* Reading and Math Interventions

- Research indicates that many print-based reading and math interventions lack the instructional design and delivery principles that have been empirically-validated to improve the academic outcomes of at-risk learners (Al Otaiba et al., 2005; Bryant et al., 2008; Doabler et al., 2012; Sood & Jitendra, 2007).
State of *Intended* Reading Interventions

- Core reading programs provide explanations and guided practice but inadequate recommendations for monitoring student progress, providing student feedback, and moving students gradually towards independence (Reutzel, et al., 2014)

- Instruction in kindergarten core reading curricula do not reflect the current research based for vocabulary development and may not be systematic enough to influence children's' vocabulary learning trajectories (Wright & Neuman, 2013)
Approaches to Tier 2 Interventions

• **Approach #1**: Implement *separate Tier 2* programs that supplement Tier 1 core instruction.

• **Approach #2**: *Use Tier 1 materials* to intensify instruction through small group formats and other procedures.

• Better integration of Tier 1 and Tier 2 instruction is essential to improving student academic outcomes (Baker, Fien, & Baker, 2010).
Prioritized content and teaching routines designed to increase the quality of explicit instruction

**Tier 1**

**Tier 2**

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

The ECRI multi-tiered intervention for at-risk readers

**Tier 1** + **Tier 2** = **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.
Support matched to student need:

On-track readers  
(Enhanced Core in Tier 1)

At-risk readers  
(Tier 1 Enhanced Core + Additional Tier 2 small group intervention)

Intensive needs—Followed School Protocols
Potential of Reading Interventions

• Well-designed reading interventions have strong potential to accelerate the achievement of at-risk learners.

• Schools and districts face a highly important and consequential task of selecting interventions that meet the instructional needs of at-risk learners.
Promoting Savvy Consumers of Reading Interventions

• Consumers should:
  – Conduct rigorous inspections of interventions using systematic and standardized procedures (Doabler et al., 2012; Stein et al., 2001)
  – Avoid the notorious “flip test” or superficial examinations of materials (Stein et al., 2001)
Factors to Consider When Selecting Reading and Math Interventions

• **WHAT WORKS!**
  – The extent of empirical evidence behind interventions for improving student reading and math achievement

• **INSTRUCTIONAL DESIGN OF INTERVENTIONS**
  – The way in which information in reading and math is selected, prioritized, sequenced, organized and scheduled for instruction.
### National Center on Intensive Intervention

(www.intensiveintervention.org)

#### Academic Intervention

This tool chart presents information about studies that have been conducted about academic intervention programs. The first tab, Study Quality, includes ratings from our TPC 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.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subject</th>
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<tr>
<th>Study Quality</th>
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<th>Intensity</th>
<th>Additional Research</th>
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<tbody>
<tr>
<td>Title</td>
<td>Study</td>
<td>Participants Design</td>
<td>Fidelity of Implementation</td>
</tr>
<tr>
<td>Academy of MATH</td>
<td>Torigoev (2011)</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Academy of READING</td>
<td>Federowicz &amp; Trzes (1987)</td>
<td>3</td>
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<td>Torigoev (2011)</td>
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<tr>
<td>Achieve Intervention</td>
<td>Tracy &amp; Young (2004)</td>
<td>1</td>
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<tr>
<td>Burst: Reading</td>
<td>Dubil, Harms, Pavlov, Richards, Yambo, et al. (2012)</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Early Numeracy Intervention Level 1</td>
<td>Bryant, et al. (2011)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Early Vocabulary Connections</td>
<td>Nelson, Vadaey &amp; Sanders (2011)</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Enhanced Core Reading Instruction</td>
<td>Smith, Nisson-Walker, Fier, Smokowski &amp; Baker (2011)</td>
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Evaluating the design attributes of interventions

- To increase student reading achievement, specific attention must be given to the “architectural features” of interventions (Coyne et al., 2011).

<table>
<thead>
<tr>
<th>6 Explicit Instructional Design and Delivery Principles</th>
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</thead>
<tbody>
<tr>
<td>Big Ideas</td>
</tr>
<tr>
<td>Conspicuous strategies</td>
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<tr>
<td>Mediated scaffolding</td>
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Purpose of the ECRI study

• Report the results of a large, cluster randomized controlled trial (n = 44 schools) evaluating the impact of Enhanced Core Reading Instruction (ECRI) on the reading achievement of at-risk readers in Grade 1 across a diverse sample of schools and to explore predictors of differential response to the intervention.

• Differs from previous studies:
  – Schools are unit of random assignment
  – Intervention is multi-tiered (Tier 1 and Tier 2)
  – Evaluates the impact on student performance
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).
Our Research to Your Classroom

• 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).
Enhancing Core Reading Instruction (ECRI)

The idea behind ECRI is that we can make Tier 1 and Tier 2 intervention more effective for at-risk readers by enhancing the core reading program by:

- focusing on critical content
- being clear and systematic
- providing deliberate and frequent practice
Tigard-Tualatin School District Implementation
## ECRI Tier 1 and Tier 2 Instructional Routines for GRADES K-2
(Enhanced Core Reading Instruction)

<table>
<thead>
<tr>
<th>Foundational Skills Lesson</th>
<th>Literacy Skill</th>
<th>ECRI Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Irregular Word Reading</td>
<td>• Irregular Word Reading Routine</td>
</tr>
<tr>
<td>2</td>
<td>Phonemic Awareness</td>
<td>• Phoneme Blending Routine</td>
</tr>
<tr>
<td>3</td>
<td>Sound-Spelling</td>
<td>• Letter Name Routine</td>
</tr>
<tr>
<td>Introduction and Practice</td>
<td>Sound Spellings</td>
<td>• Sound-Spelling Card introduction and Practice</td>
</tr>
<tr>
<td>4</td>
<td>Regular Word Reading</td>
<td>• Blending Routine 1: Continuous</td>
</tr>
<tr>
<td>5</td>
<td>Reading in Connected Text</td>
<td>• Blending Routine 2: Sound-by-Sound</td>
</tr>
<tr>
<td>6</td>
<td>Encoding Practice</td>
<td>• Decodable Text Routine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Skill</th>
<th>ECRI Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>• Unison Choral Response Routine</td>
</tr>
<tr>
<td></td>
<td>• Partner Response Routine</td>
</tr>
<tr>
<td>Comprehension</td>
<td>• Comprehension: Personal Recount Routine</td>
</tr>
<tr>
<td></td>
<td>• Getting Stated with Comprehension: Narrative Text Routine</td>
</tr>
<tr>
<td></td>
<td>• Getting Started with Comprehension: Information Text Routine</td>
</tr>
<tr>
<td>Foundational Skills Lesson</td>
<td>Foundational Literacy Skill</td>
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<td>4</td>
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<td>Phonemic Awareness</td>
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<td>Encoding Practice</td>
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<td>Foundational Literacy Skill</td>
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</table>
| 1                           | Irregular Word Reading      | Irregular Word Reading Routine | always become day everything  
nothing stays things day 
everything become always stays 
thing nothing also family |
| 2                           | Phonemic Awareness          | Phoneme Blending Routine |  |
| 3                           | Sound-Spelling Introduction and Practice | Sound-Spelling Card introduction and Practice  
Sound-Spelling Review: Advanced Routine | Sound-Spelling Card: orchestra  
or k ore _y  
o re sh tch or  
e e u_e ore _y |
| 4                           | Advanced Word Reading       | Affix Review  
Contractions Review Routine | -es -ing -ed -s  
you’ll can’t they’ve aren’t |
| 5                           | Decoding Regularly Spelled Words | Blending Routine 2: Spelling-Focused and Multisyllabic Word Blending | brushes pitches fetches  
short corn score shore |
<p>| 6                           | Decodable Text              | Decodable Text Routine 1: Introductory | At the Shore |
| 7                           | Fluency in Connected Text   | Decodable Text Fluency Practice Routine | At the Shore |
| 8                           | Phonemic Awareness          | Phoneme Segmentation Routine | store trip dishes short |
| 9                           | Encoding Practice           | Dictation Routine 1: Introductory | store trip dishes short |</p>
<table>
<thead>
<tr>
<th>Foundational Skills Lesson</th>
<th>Foundational Literacy Skill</th>
<th>ECRI Routines</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Irregular Word Reading</td>
<td>Irregular Word Reading Routine</td>
<td>science shoe won guess</td>
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<td></td>
<td></td>
<td>brought everybody science won</td>
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<td></td>
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<td>shoe guess minute promise</td>
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<td>2</td>
<td>Phonemic Awareness</td>
<td>Phoneme Blending Routine</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sound-Spelling Introduction and Practice</td>
<td>Sound-Spelling Card introduction and Practice</td>
<td>Sound-Spelling Cards: Soap, Snow</td>
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<td></td>
<td>Sound Spelling</td>
<td>Sound-Spelling Review: Advanced Routine</td>
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<td>• oa ow ee oa</td>
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<td>4</td>
<td>Advanced Word Reading</td>
<td>Affix Review</td>
<td>dis- mis- un- re-</td>
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<td></td>
<td>Decoding Regularly Spelled Words</td>
<td>Contraction Review Routine</td>
<td>• you’ll can’t they’ve aren’t</td>
</tr>
<tr>
<td>5</td>
<td>Decodable Text</td>
<td>Blending Routine 4: Spelling-Focused and Multisyllabic Word Blending</td>
<td>roll whoa slow thrown</td>
</tr>
<tr>
<td></td>
<td>Fluency in Connected Text</td>
<td></td>
<td>• coasters groaned started locate</td>
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<td></td>
<td></td>
<td></td>
<td>roll whoa slow thrown</td>
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<td>• coasters groaned started locate</td>
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<td>6</td>
<td>Phonemic Awareness</td>
<td>Phoneme Segmentation Routine</td>
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<td></td>
<td>Encoding Regularly-Spelled Words</td>
<td>Decodable Text Routine 1: Introductory</td>
<td>Whoa</td>
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<td>Decodable Text Fluency Practice Routine</td>
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Explicit instructional elements incorporated into each routine:

- Unison Oral Responding
- Pacing
- Teacher Explanation
- Teacher Model
- Signal
- Practice for Students
- Correcting Student Errors
- Check for Understanding
## Video Example

<table>
<thead>
<tr>
<th>Group Responses</th>
<th>Pacing</th>
<th>Error Correction</th>
<th>Group Management</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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Sound-Spelling Review: Advanced Routine

Materials: Chart of sound spellings to review

**Explain:** Demonstrate the task as you are explaining it.
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.

**Model:** Use the signal for each sound-spelling. *Model until students are successful with the routine.*
I’ll show you how to say the sounds for the first two spellings. My turn.

![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).

**Practice for students only:** Go back to the first sound-spelling on the chart, use the signal for each sound-spelling. *
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 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.

![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.
Activity

Read through the **Sound-Spelling Review: Advanced Routine**. Answer the following questions to become familiar with the routine.

1. What is the first signaling procedure used?
   
   *Touch to the left of the sound-spelling*

2. How much wait time is needed before signaling for students to respond?
   
   *Two seconds*

3. What signal is used to elicit the students to respond?
   
   *Tap under the sound-spelling*

4. How are student errors corrected?
   
   *Say, “My turn.” Re-present the missed sound spelling using the signaling procedure. Say, “Your turn.” Re-present the missed sound spelling using the signaling procedure. Back up two words and continue presenting the words on the chart.*
For example,

**Teacher:**
*Touch* to the left of the first sound-spelling.

**Sound?**
Wait for two seconds.

**Teacher:**
Lift finger and *tap* using two fingers (one finger under each letter) to signal students to respond.

**Teacher:**
Move finger to touch to the left of the next sound-spelling.

**Sound?**
For example,

**Teacher:**
*Touch* to the left of the next sound-spelling.

**Sound?**
Wait for two seconds.

**Teacher:**
Lift finger and *tap* using two fingers (one finger under each letter) to signal students to respond.

**Teacher:**
Move finger to touch to the left of the next sound-spelling.

**Sound?**
For example,

**Teacher:**
*Touchn* to the left of the next sound-spelling.
**Sound?**
Wait for two seconds.

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<th>sh</th>
<th>a</th>
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</table>

**Teacher:**
Lift finger and *tap* using one finger (one finger under each letter) to signal students to respond.

| /ʌ/ |

**Teacher:**
Move finger to touch to the left of the next sound-spelling.
**Sound?**
For example,

**Teacher:**
*Touch* to the left of the next sound-spelling.  
**Sound?**  
Wait for two seconds.

**Teacher:**  
Lift finger and *tap* using three fingers (one finger under each letter) to signal students to respond.

Continue using the signal for each sound-spelling* to present the rest of the sound-spellings on the chart.
Teacher/Student Practice!

Practice Sound Review Chart:

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<tr>
<td>th</td>
<td>ee</td>
<td>igh</td>
<td>sh</td>
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Phoneme Blending Routine

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

Explain: Demonstrate the task as you are explaining it.
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.

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 blend the sounds to say the first word. My turn.

*Signal for each word

1. Tap one cube from right to left as you say each sound of the word (this will be the correct direction from the student perspective).
2. Slide finger above the cubes from right to left.

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 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.
Activity

Read through the **Phoneme Blending 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 letter? *Taps on cube (from right to left) and says the sound of the letter.*

2. How much wait time is needed before signaling for students to respond? *No wait time.*

3. What signal is used to elicit the students to respond? *Slide finger above the cubes.*

For example, when presenting the word cat...

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<tr>
<td>1. The teacher <em>taps</em> the top of the first cube on the right from the teacher perspective (on the left for students) and says, “/k/.” When the teacher <em>taps</em> the top of each cube, her or his finger briefly hits the top of the cube and immediately comes back off.</td>
<td></td>
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<tr>
<td>2. The teacher <em>taps</em> the top of the next cube and says, “/ɑ/.”</td>
<td></td>
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<tr>
<td>3. The teacher <em>taps</em> the top of the next cube and says, “/ʌ/.”</td>
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<tr>
<td>4. The teacher <em>slides</em> her or his finger above the cubes. The <em>slide</em> is quick and just above the cubes from right to left (this will be from left to right from the student perspective).</td>
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<tr>
<td>5. Students respond, “cat.”</td>
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</table>
Teacher/Student Practice!

Practice Word List:

• cat (3)
• fit (3)
• car (2)
• race (3)
• though (2)
• dog (3)
Blending Routine 2: Sound-by-Sound

Materials: List of regular words to practice blending, white board, and marker and eraser

Explain: Demonstrate the task as you are explaining it.
You're going to practice blending sounds to read words.

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

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

Practice for students only: Erase the word used to model the routine. Go back to the first word on the list, 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**
- **Sound Error:** My turn. This sound is [sound]. Your turn. **Sound?** Tap under spelling. Let's start over. Use the signal for each word* and re-present the word. Continue presenting the words on the chart.
- **Blending Error:** My turn. Watch me blend this word. Demonstrate blending. Your turn. **Blend!** Loop finger from letter to letter. Let's start over. Use the signal for each word* and re-present the word. Continue presenting the words on the chart.
- **Word Error:** My turn. This word is [word]. Your turn. **Word?** Slide finger under the word. Let's start over. Use the signal for each word* and re-present the word. Continue presenting the words on the chart.
Activity

Read through **Blending Routine 2: Sound-by-Sound**. Answer the following questions to become familiar with the routine.

1. When are the words written that the students will use to practice blending? *During instruction*
2. What signal is used to elicit the students to say the sound of each spelling? *"Sound?" Tap under the spelling.*
3. What signal is used to elicit the students to blend each time a sound is added? *"Blend." Loop under the group of sound-spellings.*
4. What signal is used to elicit the students to say the word? *"Word?" Slide finger under the word.*
5. Is there a wait time given for students to think during this routine? *No wait time*
For example, when presenting the word cat:

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
<th>Sound/Blend</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Write ‘c’ on the board.</td>
<td></td>
<td>/k/</td>
</tr>
<tr>
<td></td>
<td>Say: Sound? Tap under ‘c’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Write ‘a’ on the board.</td>
<td></td>
<td>/a/</td>
</tr>
<tr>
<td></td>
<td>Say: Sound? Tap under ‘a’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Touch to the left of ‘c’.</td>
<td>Blend</td>
<td>/ka/</td>
</tr>
<tr>
<td></td>
<td>Say: Blend. Loop finger under ‘ca’</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
d. Write ‘t’ on the board.
Say: Sound?
Tap under ‘t’.

Students respond: /t/

e. Touch to the left of ‘c’.
Say: Blend.
Loop finger under cat.

Students respond: /kat/

f. Touch to the left of ‘c’.
Say: Word?
Slide finger under cat.

Students respond: cat
Teacher/Student Practice!

Practice Word List:

- cat
- brick
- grass
- meet
- gate
- shore
Vocabulary

scrawled | written quickly but not carefully

**Step 1:**
Introduce the Word
The word is `scrawled`.
What word? (Students respond chorally following the Unison Choral Response Routine discussed above.)

**Step 2:**
Student Friendly Definition
Scrawled means written quickly but not carefully.
What does scrawled mean? (Students respond chorally following the Unison Choral Response Routine discussed above.)

**Step 3:**
The teacher illustrates the Word with Examples and Nonexamples
*Picture: Grocery List*
*Acting Out: Demonstrate scrawled writing on the board.*

*Sentences:*
I found a scrawled note on the counter to remind me to let the dog outside before I left home.
I saw a girl scrawl a note on her hand to remind herself what she needed to buy at the store.
I found a scrawled note, but I couldn’t read it since it wasn’t written carefully.
Many of the students scrawled their answers on a test, and the teacher couldn’t read the answers.

*Sentence from Student Text:*
Ben scrawled his phone number on a piece of paper and handed it to Mike.

**Step 4:**
Check Students’ Understanding
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.

*Use Partner Response Routine:*
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 ______.”
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 ______.”
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?)_________________.
Information Text

One detail that I learned is__________________.

The main idea is______________________.
Questions?
References


