



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

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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
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 - 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).

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



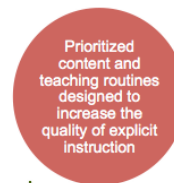
Enhanced core reading instruction

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.

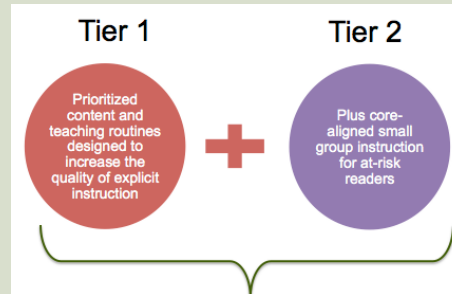
Support matched to student need:

On-track readers
(Enhanced Core in Tier 1)

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.



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National Center on
INTENSIVE INTERVENTION
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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: - Any - Subject: - Any - Apply

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)	●	●	●	●	●



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).

6 Explicit Instructional Design and Delivery Principles

Big Ideas

Conspicuous strategies

Mediated scaffolding

Strategic integration

Prime background knowledge

Judicious practice & review

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)

Foundational Skills Lesson	Literacy Skill	ECRI Routines
1 Irregular Word Reading	Irregular Word	<ul style="list-style-type: none"> Irregular Word Reading Routine
2 Phonemic Awareness	Phonemic Awareness	<ul style="list-style-type: none"> Phoneme Blending Routine Phoneme Segmentation Routine
3 Sound-Spelling Introduction and Practice	Sound Spellings	<ul style="list-style-type: none"> Letter Name Routine Sound-Spelling Card introduction and Practice Sound-Spelling Review: Beginning Routine Sound-Spelling Review: Advanced Routine
4 Regular Word Reading	Decoding Regularly Spelled Words	<ul style="list-style-type: none"> Blending Routine 1: Continuous Blending Routine 2: Sound-by-Sound Regular Word Reading Routine
	Advanced Word Reading	<ul style="list-style-type: none"> Blending Routine 3: Spelling-Focused Affix Review Routine Blending 4: Spelling-Focused Multisyllabic Contraction Introduction
5 Reading in Connected Text	Decodable Text	<ul style="list-style-type: none"> Decodable Text Routine 1: Introductory Decodable Text Routine 2: Intermediate Decodable Text Routine 3: Advanced
	Fluency in Connected Text	<ul style="list-style-type: none"> Decodable Text Fluency Practice Routine
6 Encoding Practice	Encoding Regularly-Spelled Words	<ul style="list-style-type: none"> Dictation Routine 1: Introductory Dictation Routine 2: Advanced

Literacy Skill	ECRI Routines
Vocabulary	<ul style="list-style-type: none"> <i>Unison Choral Response Routine</i> <i>Partner Response Routine</i> Vocabulary: Specific Word Routine
Comprehension	<ul style="list-style-type: none"> Comprehension: Personal Recount Routine Getting Stated with Comprehension: Narrative Text Routine Getting Started with Comprehension: Information Text Routine



Grade K

Foundational Skills Lesson	Foundational Literacy Skill	ECRI Routines	Example
1 Irregular Word Reading	Irregular Word	<ul style="list-style-type: none"> Irregular Word Reading Routine 	<ul style="list-style-type: none"> was see the said my do me the said was the my
2 Phonemic Awareness	Phonemic Awareness	<ul style="list-style-type: none"> Phoneme Blending Routine 	<ul style="list-style-type: none"> kit him bit pin lit
3 Sound-Spelling Introduction and Practice	Sound Spellings	<ul style="list-style-type: none"> Letter Name Routine Sound-Spelling Card introduction and Practice Sound-Spelling Review: Beginning Routine 	<ul style="list-style-type: none"> b i t n l k h p i b <p>Sound-Spelling Card: Igloo</p> <ul style="list-style-type: none"> b i t n l k h p i b
4 Regular Word Reading	Decoding Regularly Spelled Words	<ul style="list-style-type: none"> Blending Routine 1: Continuous 	<ul style="list-style-type: none"> bit pin lit him cat kit bat tan
	Advanced Word Reading	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
	Regular Word Reading	<ul style="list-style-type: none"> Regular Word Reading Routine 	<ul style="list-style-type: none"> bit pin lit him cat kit bat tan
5 Reading in Connected Text	Decodable Text	<ul style="list-style-type: none"> Decodable Text Routine 1: Introductory 	<ul style="list-style-type: none"> The Kit
	Fluency in Connected Text	<ul style="list-style-type: none"> Decodable Text Fluency Practice Routine 	<ul style="list-style-type: none"> The Kit
Phonemic Awareness	Phonemic Awareness	<ul style="list-style-type: none"> Phoneme Segmentation Routine 	<ul style="list-style-type: none"> bit pin lit him
6 Encoding Practice	Encoding Regularly-Spelled Words	<ul style="list-style-type: none"> Dictation Routine 1: Introductory 	<ul style="list-style-type: none"> cat kit bat tan



Grade 1

Foundational Skills Lesson	Foundational Literacy Skill	ECRI Routines	Example
1 Irregular Word Reading	Irregular Word	<ul style="list-style-type: none"> Irregular Word Reading Routine 	<ul style="list-style-type: none"> always become day everything nothing stays things day everything become always stays things nothing also family
2 Phonemic Awareness	Phonemic Awareness	<ul style="list-style-type: none"> Phoneme Blending Routine 	<ul style="list-style-type: none">
3 Sound-Spelling Introduction and Practice	Sound Spellings	<ul style="list-style-type: none"> Sound-Spelling Card introduction and Practice Sound-Spelling Review: Advanced Routine 	Sound-Spelling Card: orchestra <ul style="list-style-type: none"> or k ore _y ore sh tch or ee u_e ore _y
4 Regular Word Reading	Advanced Word Reading	<ul style="list-style-type: none"> Affix Review Contractions Review Routine 	<ul style="list-style-type: none"> -es -ing -ed -s you'll can't they've aren't
	Decoding Regularly Spelled Words	<ul style="list-style-type: none"> Blending Routine 2: Spelling-Focused and Multisyllabic Word Blending 	<ul style="list-style-type: none"> brushes pitches fetches short corn score shore
		<ul style="list-style-type: none"> Regular Word Reading Routine 	<ul style="list-style-type: none"> brushes pitches fetches short corn score shore
5 Reading in Connected Text	Decodable Text	<ul style="list-style-type: none"> Decodable Text Routine 1: Introductory 	<ul style="list-style-type: none"> At the Shore
	Fluency in Connected Text	<ul style="list-style-type: none"> Decodable Text Fluency Practice Routine 	<ul style="list-style-type: none"> At the Shore
Phonemic Awareness	Phonemic Awareness	<ul style="list-style-type: none"> Phoneme Segmentation Routine 	<ul style="list-style-type: none"> store trip dishes short
6 Encoding Practice	Encoding Regularly-Spelled Words	<ul style="list-style-type: none"> Dictation Routine 1: Introductory 	<ul style="list-style-type: none"> store trip dishes short



Grade 2

Foundational Skills Lesson	Foundational Literacy Skill	ECRI Routines	Example
1 Irregular Word Reading	Irregular Word	<ul style="list-style-type: none"> Irregular Word Reading Routine 	<ul style="list-style-type: none"> science shoe won guess brought everybody science won shoe guess minute promise
2 Phonemic Awareness	Phonemic Awareness	<ul style="list-style-type: none"> Phoneme Blending Routine 	
3 Sound-Spelling Introduction and Practice	Sound Spellings	<ul style="list-style-type: none"> Sound-Spelling Card introduction and Practice Sound-Spelling Review: Advanced Routine 	Sound-Spelling Cards: Soap, Snow <ul style="list-style-type: none"> oa ow ee oa ea ow ee y
4 Regular Word Reading	Advanced Word Reading	<ul style="list-style-type: none"> Affix Review Contraction Review Routine 	<ul style="list-style-type: none"> dis- mis- un- re- you'll can't they've aren't
	Decoding Regularly Spelled Words	<ul style="list-style-type: none"> Blending Routine 4: Spelling-Focused and Multisyllabic Word Blending 	<ul style="list-style-type: none"> roll whoa slow thrown coasters groaned started locate
		<ul style="list-style-type: none"> Regular Word Reading 	<ul style="list-style-type: none"> roll whoa slow thrown coasters groaned started locate
5 Reading in Connected Text	Decodable Text	<ul style="list-style-type: none"> Decodable Text Routine 1: Introductory 	<ul style="list-style-type: none"> <u>Whoa</u>
	Fluency in Connected Text	<ul style="list-style-type: none"> Decodable Text Fluency Practice Routine 	<ul style="list-style-type: none"> <u>Whoa</u>
Phonemic Awareness	Phonemic Awareness	<ul style="list-style-type: none"> Phoneme Segmentation Routine 	
6 Encoding Practice	Encoding Regularly-Spelled Words	<ul style="list-style-type: none"> Dictation Routine 1: Introductory 	<ul style="list-style-type: none"> misplaced glow displeased blown



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

Correcting Student Errors

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.

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.

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

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

Correcting Student Errors

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.

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

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.

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).

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.

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

Correcting Student Errors

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.

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 sentence of the text.

1. My turn. This word is [word].
2. Your turn. Word? Tap.
3. Start at the beginning of the sentence and read this sentence without making any errors. Follow the signal for each word and sentence* steps 1 through 6.



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

Group Responses	Pacing	Error Correction	Group Management

Sound-Spelling Review: Advanced Routine

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.

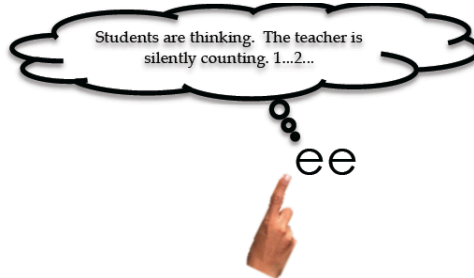
For example,

Teacher:

Touch to the left of the first sound-spelling.

Sound?

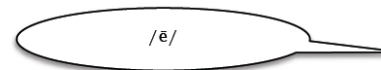
Wait for two seconds.



ee sh a igh

Teacher:

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



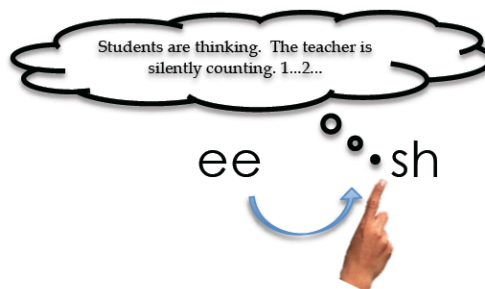
Students respond in unison.

ee sh a igh

Teacher:

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

Sound?



ee sh a igh

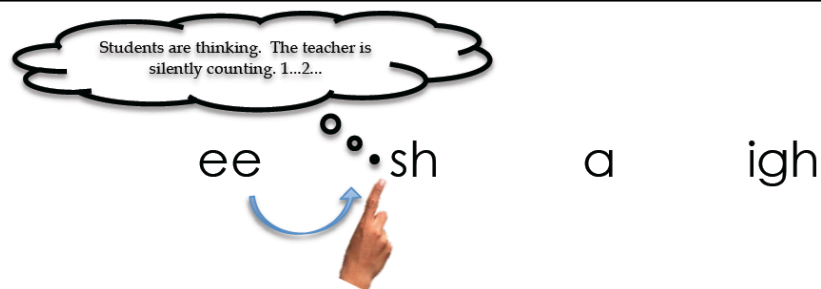
For example,

Teacher:

Touch to the left of the next sound-spelling.

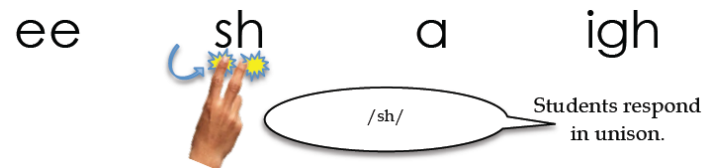
Sound?

Wait for two seconds.



Teacher:

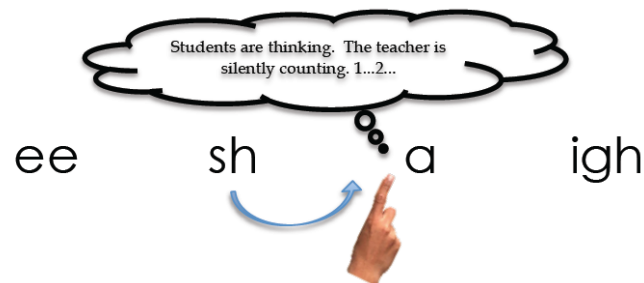
Lift finger and *tap* using two fingers (one finger under each letter) to signal students to respond.



Teacher:

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

Sound?



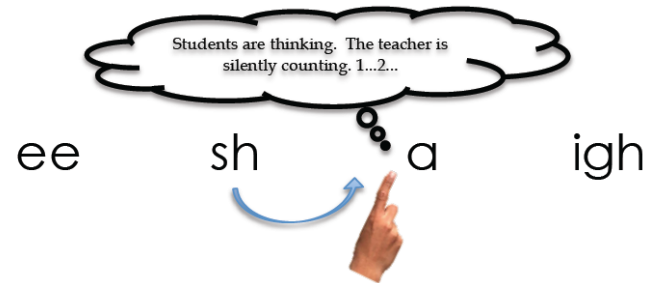
For example,

Teacher:

Touch to the left of the next sound-spelling.

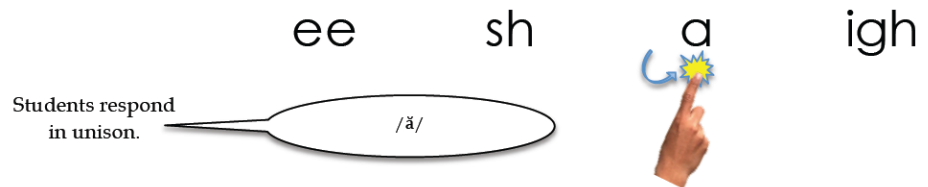
Sound?

Wait for two seconds.



Teacher:

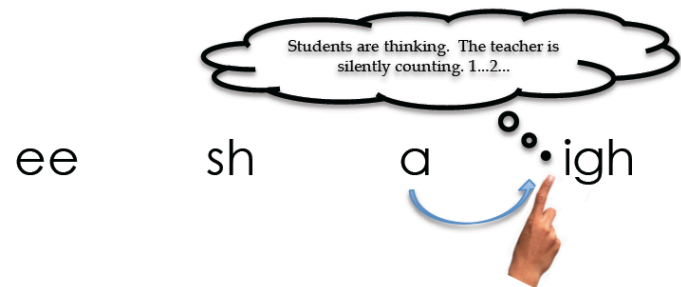
Lift finger and *tap* using one finger (one finger under each letter) to signal students to respond.



Teacher:

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

Sound?



For example,

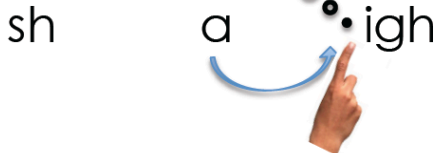
Teacher:

Touch to the left of the next sound-spelling.

Sound?

Wait for two seconds.

ee sh a igh




Teacher:

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

Students respond in unison.

ee sh a igh



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:

ee

sh

a

igh

th

ee

igh

sh

Phoneme Blending Routine

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

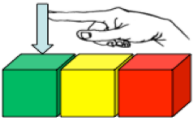
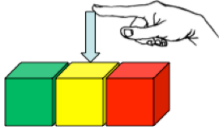
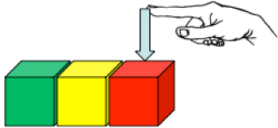
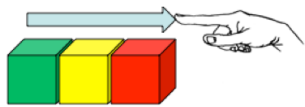
1. **My turn.** Use the signal for each word* and re-present the missed word.
2. **Your turn.** Use the signal for each word* and re-present the missed word.
3. Back up two words and use the signal for each word* to continue presenting the words from the list.

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.
4. How are the student errors corrected?
Say, "My turn," Re-present word. Say, "Your turn." Re-present word. Back up two words and continue presenting.

For example, when presenting the word cat...

	1. The teacher <i>taps</i> the top of the first cube on the teacher perspective (on the left for students) and says, “/c/.” When the teacher <i>taps</i> the top of each cube, her or his finger briefly hits the top of the cube and immediately comes back off.
	2. The teacher <i>taps</i> the top of the next cube and says, “/a/.”
	3. The teacher <i>taps</i> the top of the next cube and says, “/t/.”
	4. The teacher <i>slides</i> her or his finger above the cubes. The <i>slide</i> is quick and just above the cubes from right to left (this will be from left to right from the student perspective).
	5. Students respond, “cat.”

Teacher/Student Practice!

Practice Word List:

- cat (3)
- fit (3)
- car (2)
- race (3)
- though (2)
- dog (3)

Blending Routine 2: Sound-by-Sound

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?** Loop finger under spellings.
- **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
6. How are student errors corrected?
Say, "My turn. Watch me blend this word." Demonstrate blending. Say, "Your turn. Blend." Loop finger from letter to letter. Say, "Let's start over." Re-present the word and continue presenting the words on the chart.

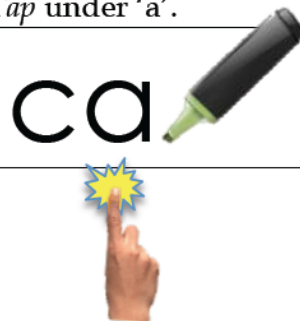
For example, when presenting the word cat:

a. Write 'c' on the board.
Say: **Sound?**
Tap under 'c'.



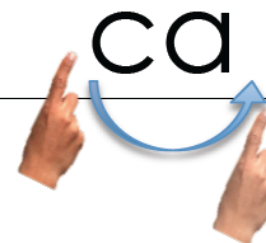
Students respond:
/k/

b. Write 'a' on the board.
Say: **Sound?**
Tap under 'a'.



Students respond:
/a/

c. Touch to the left of 'c'.
Say: **Blend.**
Loop finger under 'ca'.



Students respond:
/ka/

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

<p>Step 1: 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>Step 2: 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>Step 3: 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>Step 4: 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?) _____.

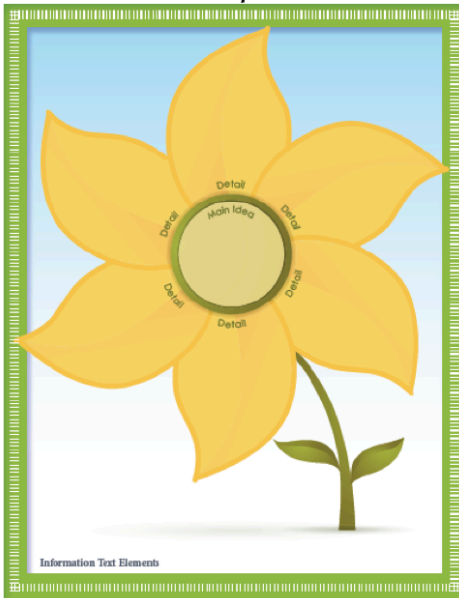
The story takes place (where?) _____.

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:</i> "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?	The characters are _____.
<i>Teacher Directed Introduction:</i> "The author's name is _____."	The story takes place _____.
<i>The story was illustrated by _____.</i>	The first thing that happens is _____.
What do the pictures tell you about the story?	The problem is _____.
<i>(Have the students do a quick 30-second picture walk.)</i>	_____ happens when _____.
Who do you think the story will be about?	_____ happens because _____.
What do you think will happen in the story?	_____ happens by doing _____.
What do you think the story is about?	The problem is solved by _____.
<i>Teacher Directed Introduction (Don't's provide any necessary background knowledge.)</i>	_____ happens next.
Who is the main character?	The characters are _____.
Who is the story about?	The story happens at _____.
Who are the characters?	The first thing that happens is _____.
Where does the story take place?	The next thing that happens is _____.
Where does _____ happen?	At the end, _____.
What happens - first, next, at the end?	_____ happens when _____.
Where is the problem?	_____ happens because _____.
What does the story take place?	_____ happens by doing _____.
What does _____ happen?	The problem is solved by _____.
Why does _____ happen?	_____ happens next.
How does _____ happen?	The characters are _____.
How is the problem solved?	The story takes place _____.
What do you think will happen next? (Make predictions.)	First, _____.
<i>Teacher Directed Review (stop several times in the story and review the story elements as you refer to the class organizer):</i>	Next, _____.
<i>Let's review what we know about the story so far.</i>	At the end, _____.
<i>Teacher Directed Story Retell:</i>	The problem was _____.
<i>(Have the class orally review all story elements as you refer to the class organizer. Let's retell the story.)</i>	The problem was solved by _____.
What was the problem in the story?	_____ happened because _____.
How was the problem solved?	
Why did _____ happen?	



Information Text

One detail that I learned is _____.

The main idea is _____.

Comprehension Discussion Prompts: Information Text	
Prompt	Goal
Before Reading	
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? (Stop to teach and answer)	
During Reading	
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...
After Reading	
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...



Questions?



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