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

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Enhanced Core Reading Instruction (ECRI) Study

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

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

- focusing on critical content,
- being clear and systematic, and
- providing deliberate and frequent practice.
How can we align intervention for at-risk readers with Core instruction?

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.
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?
Enhanced Core Reading Instruction (ECRI) Foundational Skills Lesson

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

Irregular Word Reading, Part 2

Phoneme Blending

Letter Names

Sound-Spelling Card Introduction and Review

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

Blending:
(only one of these routines per lesson)

Beginning Advanced

Continuous Sound by Sound Spelling-Focused Multisyllabic

Regular Word Reading

Decodable Text Reading: ACCURACY

Decodable Text Reading: FLUENCY

Phoneme Segmenting

Encoding

Indicates error correction
Enhanced Core Reading Instruction (ECRI) Foundational Skills

Kindergarten Lesson

Progression of Foundational Skill Lesson

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

- Irregular Word Reading, Part 2

- Phoneme Blending

- Letter Names

- Sound-Spelling Card Introduction and Review

- Blending:
  (only one of these routines per lesson)

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

- Regular Word Reading

- Decodable Text Reading: ACCURACY

- Phoneme Segmenting

- Decodable Text Reading: FLUENCY

- Encoding

Indicates error correction
Enhanced Core Reading Instruction (ECRI) Foundational Skills Grade 1 Lesson

Progression of Foundational Skill Lesson

- Irregular Word Reading, Part 1 (Say-it, Spell-it, Say-it)
- Irregular Word Reading, Part 2
- Phoneme Blending
- Letter Names
- Sound-Spelling Card Introduction and Review
- Sound-Spelling Review: (only one of these routines per lesson)
- Blending: (only one of these routines per lesson)
- Sound by Sound Spelling-Focused Multisyllabic
- Regular Word Reading
- Decodable Text Reading: ACCURACY
- Decodable Text Reading: FLUENCY
- Phoneme Segmenting
- Encoding

Indicates error correction
Components of Each Instructional Routine

- Teacher Explanation/Objective
- Teacher Model
- Practice for All Students (unison oral responding)
- Appropriate Signal (includes a focus, cue, think time, signal for students to respond using appropriate pacing)
- Correcting Student Errors
- Checks for Understanding
Video Checklist and Notes:

- Teacher Explanation
- Teacher Model
- Practice for ALL Students
- Signal
- Pacing
- Correcting Student Errors
- Check for Understanding
- Group Management Techniques
Video
Enhanced Core Reading Instruction (ECRI) Foundational Skills Lesson

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- Decodable Text Reading: FLUENCY
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- Encoding

Indicates error correction
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 Error**
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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For example,

Teacher: Your turn. *Touch* to the left of the first letter. *Name*? Wait for two seconds.

Teacher: Lift finger and *tap* under the letter to signal students to respond.

Teacher: Move finger to touch to the left of the next letter. *Name*?

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

<table>
<thead>
<tr>
<th>b</th>
<th>m</th>
<th>s</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>a</td>
<td>r</td>
<td>d</td>
</tr>
<tr>
<td>f</td>
<td>g</td>
<td>v</td>
<td>n</td>
</tr>
</tbody>
</table>
Phoneme: A single unit of speech. The word “man” has three phonemes: /m/ /a/ /n/.

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

- cat
- frog
- math
- fun
- apple
Enhanced Core Reading Instruction (ECRI) Foundational Skills Lesson

Irregular Word Reading, Part 1
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Irregular Word Reading, Part 2

Phoneme Blending

Letter Names

Sound-Spelling Card Introduction and Review

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

Blending:
(only one of these routines per lesson)

Continuous
Sound by Sound
Spelling-Focused
Multisyllabic

Regular Word Reading

Decodable Text Reading: ACCURACY

Decodable Text Reading: FLUENCY

Phoneme Segmenting

Encoding

Indicates error correction
Phoneme Segmentation Routine

Materials: None

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

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

“Signal for each word

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

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

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

Correcting student errors

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image 1]</td>
<td>The teacher holds up a closed fist and says, “<em>trap.</em>”</td>
</tr>
<tr>
<td>![Image 2]</td>
<td>The teacher holds up one finger starting on the left from the student perspective. The students respond “/n/.” The teacher pauses for one second.</td>
</tr>
<tr>
<td>![Image 3]</td>
<td>The teacher holds up the next finger. The students respond “/a/.” The teacher pauses for one second.</td>
</tr>
<tr>
<td>![Image 4]</td>
<td>The teacher holds up the next finger. The students respond “/a/.” The teacher pauses for one second.</td>
</tr>
<tr>
<td>![Image 5]</td>
<td>The teacher holds up the next finger. The students respond “/p/.” The teacher immediately presents the next word using the signal for each word. *</td>
</tr>
</tbody>
</table>
Practice for Phoneme Segmentation Routine

Teacher/Student Practice:

hit (3)    swam (4)    Jack (3)    though (2)
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Sound-Spelling Review:
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Decodable Text Reading: FLUENCY

Phoneme Segmenting

Encoding

Indicates error correction
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.
Blending Scaffolds Progression

1. Continuous Blending
   a. All continuous sounds
   b. Stop sound at the end of the word
   c. Stop sound at the beginning of the word
   d. Stop sound in the middle of the word

2. Sound-by-Sound Blending

3. Spelling-Focused Blending (includes multisyllabic word blending)
Continuous Blending Example

sun  sat  cat  stop
## Vocabulary

<table>
<thead>
<tr>
<th>scrawled</th>
<th>written quickly but not carefully</th>
</tr>
</thead>
</table>

### 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 ________.”
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?) ___________________.
One detail that I learned is__________________.

The main idea is______________________.
References


Thank you for being here today!