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

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Session Goals

By the end of this session, participants will understand how

- (a) using teaching routines can enhance current core reading instruction, and
- (b) how aligning Tier 1 and Tier 2 reading instruction can lead to higher student reading outcomes.
Connection to CEC High Leverage Practices

- Systematically design instruction toward a specific learning goal
- Adapt curriculum tasks and materials for specific learning goals
- **Provide scaffolded supports**
- Use explicit instruction
- Use flexible grouping
- **Use strategies to promote active student engagement**
- Intensifying instruction of Tier 1 (core) and tier 2 intervention (supplemental intervention)
- Teach students to maintain and generalize new learning across time and settings

*High-leverage practices in special education: Foundations for student success.*
Council for Exceptional Children and CEEDAR Center 2017
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
Enhancing Core Reading Instruction

Why?

- Enhancing instruction gives ALL students increased access to the curriculum and multiple opportunities to practice.

How?

- Our goal with enhancements of core reading instruction is to take a good product (i.e., your core reading program) and make it even more effective by adding instructional enhancements.
What are the Instructional Enhancements?

- Prioritizing **content (five big ideas of literacy instruction).**

- Using **explicit** teaching routines to increase the teacher quality of **explicit** and **systematic** instruction.

- Providing **deliberate** and **frequent** student practice by delivering a foundational skills lesson **daily.**
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.
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).
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
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 Practice

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

Blending: (only one of these routines per lesson)

Regular Word Reading

Phoneme Segmentation

Dictation (Encoding)

1. Decodable Text Reading: ACCURACY

2. Decodable Text Reading: FLUENCY

Contractions Introduction and Review

Affix Introduction and Review

Beginning

Advanced

Continuous

Sound-by-Sound

Spelling-Focused

Multisyllabic

Enhanced Core Reading Instruction (ECRI)

Foundational Skills Lesson (30 minutes)

Indicates error correction

15 minutes

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

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University of Oregon
jsurles@uoregon.edu
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.
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)
## Four Parts of a Clear Signal

<table>
<thead>
<tr>
<th>1. FOCUS</th>
<th>2. CUE</th>
<th>3. THINK TIME</th>
<th>4. SIGNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touch to the left or Pinch the left of the card</td>
<td>Name? Sound? Word? Contraction? Prefix/Suffix? Meaning?</td>
<td>Often 2 seconds (follow routine cards for time per routine)</td>
<td>Tap Slide Swoop</td>
</tr>
</tbody>
</table>

- Do NOT move the focus (finger) until the signal (step 4).
- Say the cue quickly and clearly.
- No droning.
- Say the cue for each item in the practice chart.
- Keep the think time consistent between each item.
- The goal is for each student to be successful practicing with the group.
- Follow the routine as written.
- Signal clearly.
- Provide a narrow window of response.
- Immediately move to the next item.
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: Observing Instructional Routines

- 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
- Group Management Techniques
VIDEO Debrief

- 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
- Group Management Techniques
Let’s Practice!
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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## Letter Name Review

<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>
**For Example**

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Your turn. Touch to the left of the first letter. Name? Wait for two seconds.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>![Diagram showing letter b, m, s, t with instructions for touching letters]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Lift finger and tap under the letter to signal students to respond.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>![Diagram showing letter b, m, s, t with instructions for tapping]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Move finger to touch to the left of the next letter. Name?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>![Diagram showing letter b, m, s, t with instructions for moving]</td>
</tr>
</tbody>
</table>

Continue using the signal for each letter name* to present the rest of the letters on the chart.
Measuring the Dimensions of Alphabetic Principle of the Reading Development of First Graders


- 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.

<table>
<thead>
<tr>
<th>Sound-by-Sound</th>
<th>Sound-by-Sound then Recodes</th>
<th>Partial Blends</th>
<th>Whole Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>b o k</strong></td>
<td><strong>b o k</strong></td>
<td><strong>b o k</strong></td>
<td><strong>b o k</strong></td>
</tr>
</tbody>
</table>
Definitions to Know

- Stop Sound: A sound that can be said only for an instant; otherwise the sound is distorted (e.g., /b/, /h/, /t/).

- Continuous Sound: A sound that can be said for several seconds without distorting the sound (e.g., /m/, /s/, /l/).
ECRI Blending Routines Progression

1. Continuous Blending (kindergarten)
   1. CVC words -- all continuous sounds (e.g., sun)
   2. CVC words -- stop sound at the end of the word (e.g., mat)
   3. CVC words -- stop sound at the beginning of the word (e.g., cat)
   4. CCVC words -- stop sound in the middle of the word (e.g., stop)

2. Sound-by-Sound Blending (end of kindergarten through middle of first grade)

3. Spelling-Focused Blending (single syllable words – middle of first grade and continuing through the upper grades)

4. Spelling-Focused Multisyllabic (middle of first grade and continuing through the upper grades).
Continuous Blending Routine Practice

sun  sat  cat  stop
Enhanced Core Reading Instruction (ECRI)
Foundational Skills Lesson (30 minutes)

Irregular Word Reading, Part 1
(Say-it, Spell-it, Say-it)
Irregular Word Reading, Part 2

Sound-Spelling Card Introduction and Practice

Letter Names

Phoneme Blending

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

Regular Word Reading

1. Decodable Text Reading: ACCURACY
2. Decodable Text Reading: FLUENCY

Phoneme Segmentation

Dictation (Encoding)

Indicates error correction

Progression of Foundational Skill Lesson

Enhanced Core Reading Instruction (ECRI)
Foundational Skills Lesson (30 minutes)
Exploring Core Lesson Alignment
<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DAY 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core</strong></td>
<td><strong>Core</strong></td>
</tr>
<tr>
<td>Build Background</td>
<td>Oral Language, T206</td>
</tr>
<tr>
<td>Use Your Senses, T174-T175</td>
<td>Category Words, T207</td>
</tr>
<tr>
<td>- Oral Vocabulary T175</td>
<td>- Close Reading “I Smell Springtime,” “Taste of Purple,” “Rain” T208</td>
</tr>
<tr>
<td>Word Work T182-T185</td>
<td>Word Work T210-T211</td>
</tr>
<tr>
<td>- Fluency: Sound-Spellings</td>
<td>- Phonemic Awareness: Phoneme Blending</td>
</tr>
<tr>
<td>- Phonemic Awareness: Phoneme Isolation</td>
<td>- Phonics: Read Words with s, m, and Short a</td>
</tr>
<tr>
<td>- Phonics: Introduce /s/</td>
<td>- High-Frequency Words</td>
</tr>
<tr>
<td>- Handwriting</td>
<td>- Shared Read “I Can See,” T212-T213</td>
</tr>
<tr>
<td>- High-Frequency Words</td>
<td>- Integrate Ideas T216-T217</td>
</tr>
<tr>
<td>Close Reading Senses at the Seashore, T176</td>
<td>- Research and Inquiry</td>
</tr>
</tbody>
</table>

**Options**

- Sound-Spelling Review: Beginning Routine
- Phoneme Blending Routine
- Blending Routine 1: Continuous
- Irregular Word Reading Routine
- Sound-Spelling Card Introduction and Practice Routine

<table>
<thead>
<tr>
<th>DAY 3</th>
<th>DAY 4</th>
<th>DAY 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening Comprehension</strong></td>
<td><strong>Oral Language</strong>, T206</td>
<td><strong>Word Work</strong> T218-T219</td>
</tr>
<tr>
<td>“A Feast of the Senses,” T199</td>
<td>Category Words, T207</td>
<td>- Fluency: Sound-Spellings</td>
</tr>
<tr>
<td>Word Work T200-T203</td>
<td>Close Reading “I Smell Springtime,” “Taste of Purple,” “Rain” T208</td>
<td>- Phonemic Awareness: Phoneme Categorization</td>
</tr>
<tr>
<td>- Phonemic Awareness: Phoneme Categorization</td>
<td>Word Work T210-T211</td>
<td>- Phonics: Read Words with s, m, and Short a</td>
</tr>
<tr>
<td>- Phonics: Identify Words with /s/</td>
<td>- Phonemic Awareness: Phoneme Blending</td>
<td>- High-Frequency Words</td>
</tr>
<tr>
<td>- High-Frequency Words</td>
<td>- Phonics: Blend Words with /s, m, and Short a</td>
<td><strong>Integrate Ideas</strong> T222-T223</td>
</tr>
<tr>
<td>Oral Language, Use Your Senses, T198</td>
<td>Shared Read “I Can See,” T212-T213</td>
<td>- Text Connections</td>
</tr>
<tr>
<td>Review Oral Vocabulary T198</td>
<td>Integrate Ideas T216-T217</td>
<td>- Research and Inquiry</td>
</tr>
<tr>
<td>Word Work T200-T203</td>
<td>Word Work T210-T211</td>
<td>- Speaking and Listening</td>
</tr>
<tr>
<td>- Fluency: Sound-Spellings</td>
<td>- Fluency: Sound-Spellings</td>
<td>- High-Frequency Words</td>
</tr>
<tr>
<td>- Phonics: Picture Sort</td>
<td>- High-Frequency Words</td>
<td></td>
</tr>
</tbody>
</table>
Phonics

Review /s/ sound

1. **Model** Display the *Sun* Sound-Spelling Card. 
   *Sun* Sound-Spelling Card
   This is the letter *s*. The letter *s* stands for the sound /s/ as in the word *sun*. What is the letter? *(s)* What sound does the letter *s* stand for? */s/* I will write *s* because it stands for */s/*.

2. **Guided Practice/Practice** Have children listen as you say some words. Ask them to write the letter *s* on their *Response Boards* if the word begins with /s/. Have them first practice writing the letter *s* in the air and saying /s/. Do the first two words with children.

   say  car  song  soon  moon  sing  actor  simple
Irregular Word Reading, Part 1

Irregular Word Reading

You’re going to learn to read new words using say-it, spell-it, say-it.

1. Touch to the left of the word. My turn. The word is... Slide finger under the word [word].

2. Touch to the left of the word. Your turn. Word? Slide finger under the word for the students to respond.

3. Touch to the left of the word. Spell [word]. Tap under each letter as students spell the word.

4. Touch to the left of the word. Word? Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.

Correcting Student Errors

- **Word Error**: My turn. This word is [word]. Your turn. Everyone, word? Let’s start again. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

- **Spelling Error**: My turn. This letter is [spelling]. Your turn. Everyone, letter? Let’s start again. Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.
Irregular Word Reading (continued)

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. I'll show you how to read the first two words.

1. My turn. Use the signal for each word.
2. Model until students are successful with the routine.
3. Your turn. Go back to the first word on the chart. Use the signal for each word.
4. 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.

*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.

Correcting Student Errors

1. Follow the say-it, spell-it, say-it steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word to continue presenting the words on the chart.
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.

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.

*Signal for each word

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.

<table>
<thead>
<tr>
<th>3 (cap)</th>
<th>3 (path)</th>
<th>3 (rag)</th>
<th>3 (that)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 (math)</td>
<td>3 (back)</td>
<td>3 (sham)</td>
<td>3 (gas)</td>
</tr>
</tbody>
</table>
Sound-Spelling Card Practice

**Materials:** Sound-spelling cards from your core reading program.

You’re going to practice the sound-spelling card(s). When I tap the card you’ll say the name, sound or spelling. Your turn.

1. Touch to the side of the picture. Card? (pause) Tap to the side of the picture.
2. Touch to the side of the picture. Sound? (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. Spelling? (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.

**Signal to practice the sound-spelling card**

1. Let’s practice this one together. Touch to the side of the picture.
2. The card is [card name]. Card? (pause) Tap to the side of the picture.
3. The sound is [sound]. Sound? (pause) Tap to the side of the picture.
4. The spelling is [spelling]. Spelling? (pause) Tap to the side of the spelling.
5. Repeat step 3 for each additional spelling on the card.
6. Use signal for practice** to present two other sound-spelling cards and represent the missed card.
7. Continue presenting the sound-spelling cards.

**Correcting Student Errors**

- Sun
- Apple
- Map
Letter Name Review

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. I'll show you how to say the names for the first two letters.

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

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.

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.
# Sound-Spelling Review: Beginning

<p>| | | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>s</td>
<td>m</td>
<td>a</td>
<td>s</td>
</tr>
<tr>
<td>m</td>
<td>s</td>
<td>m</td>
<td>a</td>
</tr>
</tbody>
</table>

**You**’re going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud as long as I touch under the letter. I’ll show you how to say the sounds for the first two letters.

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. 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.
Continuous Blending

You’re going to practice blending sounds to read words. You will say the sounds when I point to the letters. When you blend, don’t stop between sounds. I’ll show you how to blend and read the first two words.

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 chart. 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.

Continuous Blending

Words beginning with continuous sounds: Touch to the left of the word. Blend.
1. Words beginning with stop sounds: Touch under the first letter. Blend.
2. Loop finger from letter to letter. Pause under each letter for 1 second for continuous sounds and an instant for stop sounds.
3. Touch again to the left of the word. Word?
4. Slide finger under the word.

Correcting Student Errors

* Sound Error: My turn. This sound is [sound]. Your turn. Sound? Tap under spelling. Let’s start over. 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. 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. Continue presenting the words on the chart.
Regular Word Reading

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. I'll show you how to read the first two words.

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.

*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.

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.
Decodable Text Reading 1: Introductory

For use with: Sam Can See

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

*Signal for each word and sentence

Correcting Student Errors

1. My turn. This word is [word].
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.
Decodable Text Fluency Practice

For use with: Sam Can See

Decodable Text Fluency Practice

Materials: Copy of decodable text listed for each student.

You will whisper read to yourself the story that we just read. Your job is to read without making any errors. I will listen to some students read while everyone continues whisper reading. If you get to the end of the story, start the story over and continue whisper reading until I say stop. I’ll show you what it looks and sounds like to whisper read.

1. My turn. Model what whisper reading to yourself looks and sounds like.
2. Your turn. Hand out decodable texts and have students whisper read and then provide some additional fluency practice.

Practice for students only:
• Students will individually whisper read the text again two to three times.
• Listen to individual students read and check for accuracy and fluency. If an individual student makes an error, use the correcting student errors procedure.

Additional Fluency Practice:
At least two more times, use one of the following options to have students reread the story.
• Individual Reading: Provide more time for students to whisper read while the teacher monitors and checks accuracy and fluency of individuals.
• Partner Reading: Students read with a partner while the teacher monitors and checks accuracy and fluency of individuals.

1. My turn. This word is [word].
3. Start at the beginning of the sentence and read this sentence without making any errors.
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. I’ll show you how to say the sounds in the first 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 each sound in the word out loud. Call on two to three students.

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).

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.
Dictation 1: Introductory

Materials: paper and pencil, or small white board, and marker and eraser for each student

You’re going to practice writing words.

Your turn. Use the routine for each word.*

1. Pencils down. The word is [word]. What’s the word? Tap.
2. Tell the students a sentence using the word. [Sentence]
3. Have students repeat the word. What’s the word? Tap.
4. Hold up a closed fist. Say the sounds in [word]. Every second hold up one finger for each sound in the word.
5. Pick up your pencil. Write the word. Monitor and provide feedback to individuals.
6. After the students have written the word, write the correct spelling of the word on the board for all students to see. If students wrote the word incorrectly, have students rewrite the correct spelling of the word.
7. Repeat steps 1 through 6 for each of the words on the list.
Thank you for joining us today!

Questions about ECRI? Look for us at Booth XXX

Or find us at:

- [https://isebe.org/](https://isebe.org/)
- [https://dibels.uoregon.edu/market/movingup/ecri/#information]

**ECRI – Enhanced CORE Reading Instruction**

One of the Most Proven Intervention Tools

Aligned with College and Career Readiness Standards, ECRI is a multi-tiered program featuring a series of teaching routines designed to increase the efficiency and effectiveness of reading instruction in kindergarten, first and second grade. The program centers on explicit and systematic instruction and relies on teacher models, multiple and various practice opportunities, and careful review sequences.

- NCII Rated Convincing Evidence
- Significant and Substantive Impact
- Positive Effect on Instruction Quality
- Closes the Gap for At-Risk Readers

**Professional Development and Coaching**

Professional Development for interventionists, teachers, and leadership implementing ECRI in their classrooms has been identified as a key component to success.
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**References**


