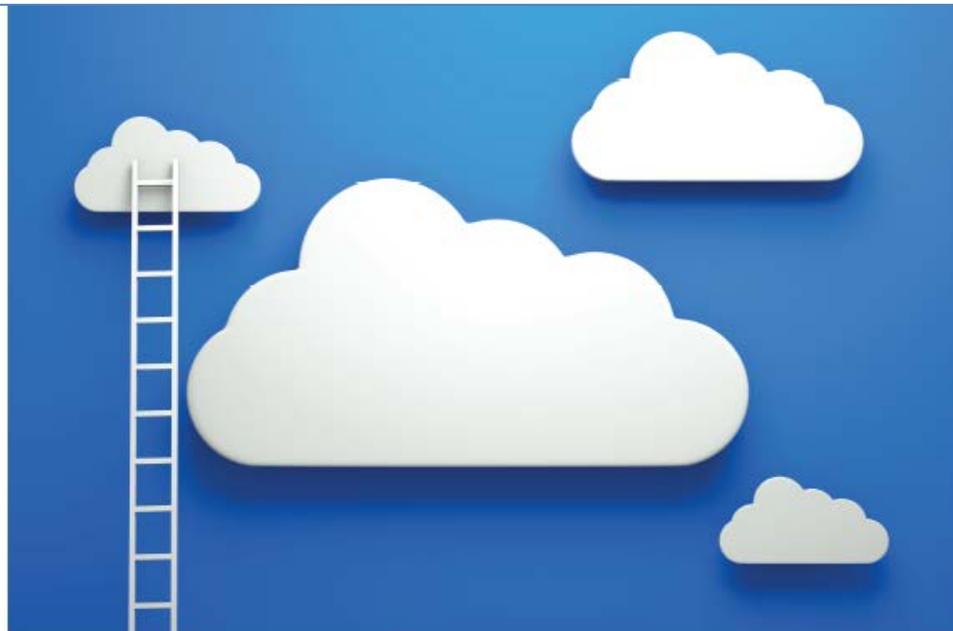


Example of an
aligned ECRI
Lesson



Enhanced Core
Reading
Instruction™

moving **up!**



Example of an aligned ECRI Lesson

Unit 3, Week 2, Day 3

water	together	should	grow
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Irregular Word Reading

*Signal for say-it, spell-it, say-it

Correcting Student Errors

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 word. Your turn. Everyone, word? I let's.

* Word Error: My turn. This word is [word]. Your turn. Everyone, word? I let's.

Unit 3, Week 2, Day 3

water	together	should	grow
green	pretty	grow	together
should	water	green	pretty
now	some	way	why

Irregular Word Reading (continued)

*Signal for each word

Correcting Student Errors

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 chart. Use the signal for each word.
3. Let's do some individual turns. I will touch next to a words 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.

1. Touch to the left of the word. Word?
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

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.

Unit 3, Week 2, Day 3

3 (rise)	3 (pile)	3 (shine)	3 (size)
3 (wise)	4 (prize)	3 (wipe)	4 (gripe)

Phoneme Blending

*Signal for each word

Correcting Student Errors

Material: Chains of two, three cubes or similar types of manipulatives.

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

Unit 3, Week 2, Day 3

five	train
------	-------

Sound-Spelling Card Practice

**Signal to practice the sound-spelling card

Correcting Student Errors

Material: 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.

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

Unit 3, Week 2, Day 3

i_e	a_e	sh	z
p	i_e	w	a_e
a_e	th	tch	
f	ch	i_e	

Sound-Spelling Review: Advanced

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

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

*Signal for each sound-spelling

1. Touch to the left of the sound-spelling.
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).

Sound-by-Sound Blending

Materials: White board, marker, and eraser
You're going to practice blending sounds to read words. I'll show you how to blend and read 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 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

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

Unit 3, Week 2, Day 3

time	shine	rise	size
pin	file	maze	wipe
plants	shape	gripe	

Unit 3, Week 2, Day 3

time	shine	rise	size
pin	file	maze	wipe
plants	shape	gripe	fine

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.

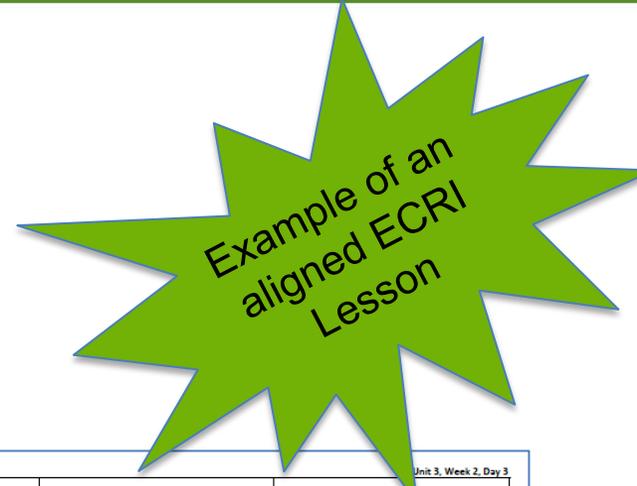
- 1. My turn.** Use the signal for each word.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first word on the list. Use the signal for each word.*
- 3. Let's do some individual turns.** I will touch next to a word; everyone will say the word in their head. I 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.
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.





Example of an aligned ECRI Lesson

Unit 3, Week 2, Day 3
For use with: A Fine Plant

Decodable Text Reading 2: Intermediate

*Signal for each word and

Correcting Student Errors

Materials: Copy of decodable text for each student.

You're going to practice reading. Show me what it will look like when you practice reading together.

Unit 3, Week 2, Day 3
For use with: A Fine Plant

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.

Correcting Student Errors

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.

Unit 3, Week 2, Day 3
3 (bite) 3 (vine) 3 (tide) 3 (like)

Phoneme Segmentation

*Signal for each word

Correcting Student Errors

You're going to practice reading. Show me what it will look like when you practice reading together.

Unit 3, Week 2, Day 3
quite wise size like

Dictation 1: Advanced

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

Your turn. Use the routine for each word.*

*Routine for each word

You're going to practice writing words.

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. Say the sounds in [word] in your head.
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.



ECRI Lessons Enhance and Replace Core Program Activities

Enhancing and Replacing Core Program Activities
ECRI lessons follow the Core Program scope and sequence with additional enhanced practice opportunities.

ECRI Routines that REPLACE Core Program Activities	REPLACE these Core Program Activities	Core Program Activity Notes
Irregular Word Reading, Part 1 and Part 2	All Irregular Word Introduction and Practice	
Phoneme Blending Phoneme Segmenting	Phoneme Blending and Phoneme Segmenting Activities	Continue using ALL other Phonological Awareness Activities in Your Core Program (e.g., rhyming, onset/rime, first sound, medial sound, final sound, etc.)
Sound-Spelling Card Introduction and Practice	All Sound-Spelling Card, Letter Name, Sounds, Sound-Spelling Introduction Activities	
Letter Name Routine	All Letter Name Practice Activities	
Sound-Spelling Review: Beginning and Sound-Spelling Review: Advanced	All Sound-Spelling Practice Activities	
Affix Introduction and Review	All Affix Introduction and Practice Activities	
Continuous Blending Sound-by-Sound Blending Spelling-Focused Blending Multisyllabic Word Blending	All Blending Practice Activities	Syllable Types: Open and Closed (only) Syllable Divisions: (follow program scope and sequence and enhance with "spot the vowels, look between, chunk")
Regular Word Reading	All Regular Word Reading Practice Activities	
Contractions Introduction and Practice	All Contraction Introduction and Practice Activities	
Decodable Text Reading Decodable Text Fluency Practice	All Decodable Text Activities	
Dictation Introductory Dictation Advanced	All REGULAR Word Spelling and/or Dictation Activities	Use/follow core program IRREGULAR words for traditional Spelling Activities.
Vocabulary Activities		Follow core program!
Comprehension Activities		Follow core program!
Grammar		Follow core program!





Phoneme Blending Routine

Example of how an ECRI lesson will enhance a core program

Whole Group

Daily Language

- Opening Routines
- Oral Vocabulary
- Listening Comprehension
- Phonemic Awareness
- Speaking and Listening

Vocabulary Text-Based Comprehension

- Skills and Strategies
- Craft and Structure

Research and Media Literacy

Foundational Skills

- Phonics and Word Recognition
- Fluency

DAY 1

Opening Routines, T12–T13

- Phonemic Awareness
- High-Frequency Words
- Vocabulary Boost

Read Aloud, "The Piano Lessons," T14–T15

Introduce Oral Vocabulary

Phonemic Awareness, T16

Read



Introduce Words to Know

High-Frequency Words, T20–T21

Read and Comprehend, T22–T23

FIRST READ Think Through the Text

Read the Anchor Text: *At Home in the Ocean*, T24–T33

Research/Media Literacy, T71

Phonics

- Words with Digraph *th*, T16–T18

Read *Seth and Beth*, T19

Fluency

Model Phrasing, T14

DAY 2

Opening Routines, T36–T37

- Phonemic Awareness
- High-Frequency Words
- Vocabulary Boost

Phonemic Awareness, T38

Read



Dig Deeper: How to Analyze the Text, T40–T41

- Author's Purpose
- Details

SECOND READ Analyze the Text

Reread the Anchor Text: *At Home in the Ocean*, T24–T32

Your Turn, T42–T43

Research/Media Literacy, T71

Phonics

- Words with Digraph *th*, T38

Read *Zeb Yak*, T39

Fluency

Practice Phrasing, T39

DAY 3

Opening Routines, T46–T47

- Phonemic Awareness
- High-Frequency Words
- Vocabulary Boost

Phonemic Awareness, T48

Read



Independent Reading, T52–T53

- Reader's Guide: *At Home in the Ocean*
- Self-Selected Reading

Apply Vocabulary Knowledge, T54–T55

Research/Media Literacy, T71

Phonics

- Base Words and -s, -es, -ed, -ing Endings T48–T49

Read *The Duck Nest*, T50

Fluency

Phrasing: Punctuation, T51

Irregular Word Reading Routine

Sound-Spelling Card Introduction and Practice Routine

Sound-Spelling Review: Advanced Routine

Affix Review Routine

Blending Routine 2: Sound-by-Sound

Decodable Text Routine 2: Intermediate
Decodable Text Fluency Practice Routine

Example of how
an ECRI lesson
will enhance a
core program

Words with Digraph *th*

PHONEMIC AWARENESS WARM-UP *I'll say each sound in a word.*

You blend the sounds to say the word. Listen: /th/ /ü/ /d/. thud

Repeat with these: *bath, this, then, that.*  RF.1.2b

1 Teach/Model

Review the **Sound/Spelling Card** *thumb*.

CONTINUOUS BLENDING ROUTINE Use **Instructional Routine 3** to model blending *thump*, displaying **Letter Cards** *th, u, m,* and *p*. Repeat the routine with the words in Row 1 below.

Write the words and sentence shown below. Call on individuals to blend and read one or more words and to read the sentence.

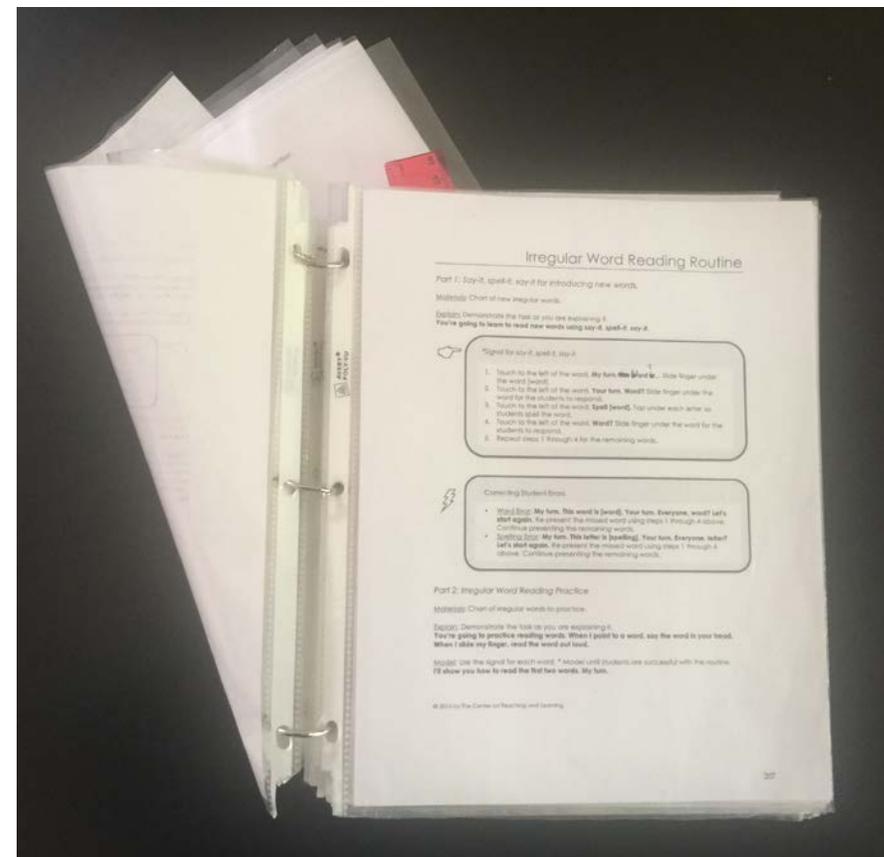


- | | | | | |
|---------|------|------|------|------|
| 1. this | that | thin | path | math |
| 2. Seth | miss | Beth | them | grab |
| 3. than | then | drop | bath | prop |

Seth will go far on that path.

Instructional Enhancements: Part 3

1. Prioritizing content (five big ideas of literacy instruction).
2. Providing deliberate and frequent student practice by delivering a foundational skills lesson daily.
3. Using explicit teaching routines to increase the quality of systematic instruction.



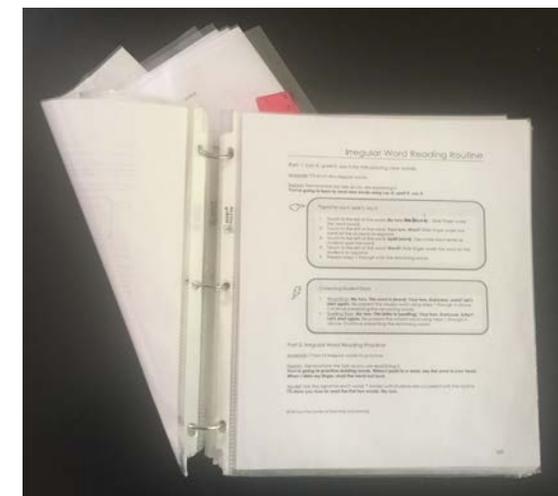
ECRI Routines

(found in ECRI Workbook)

1. Put the routines in plastic sheet protectors.
2. Arrange the routines in the order of your ECRI Foundational Skills lesson and connect the pages with a notebook ring.
3. Keep next to your ECRI lesson presentation board.



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Example of
ECRI Routine

Letter Name Routine

L=229
T=203
I=159



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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