



# Enhanced Core Reading Instruction™

# Enhanced Core Reading Instruction™ Leadership Guide Sampler

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# Chapter 1

## Enhancing Core Reading Instruction

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With digital photography, we are able to *enhance* even our best digital images – with a click of a button, our photos become richer and more vibrant. You may be familiar with *enhancing* a cake mix by adding extra ingredients like pudding or berries. We also *enhance* the read aloud of a children’s classic by adding character voices and sound effects. In each of these examples, the starting point was good – a well-composed photograph, a tried-and-true cake mix, and a children’s classic story – but strategic enhancements make outcomes even better.

These examples illustrate the concept of Enhanced Core Reading Instruction™, or ECRI for short. The idea behind ECRI is that we can make Tier 1 instruction 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, and providing deliberate and frequent practice – and aligning the additional intervention to the scope, sequence, and timing of the core reading program. The content of ECRI is also represented in the Common Core State Standards for English Language Arts (CCSS). In the Appendix of this workbook, you will find a table that illustrates the alignment of the ECRI materials to the CCSS.

Sounds easy, right? Not always. But that’s where this workbook comes in.

The purpose of this workbook is to help address challenges that many schools face when *enhancing core reading instruction* for a full range of student learners. *We’ve been there. We are sharing information based on our experience implementing the ECRI model with nearly fifty schools.* The strategies we present have wide applicability: they can be used with a variety of district-chosen core reading programs, *and* they will benefit students representing a range of learning abilities and backgrounds.

Specific questions addressed in this chapter include:

- How can we enhance core reading instruction?
- How can we align intervention with core instruction for at-risk readers?
- How can we use assessment data to inform and refine instruction?
- How can we arrange instructional time and classroom space to facilitate learning?

To answer these questions, we’ll provide an overview of *Tier 1 Foundational Skills Enhancements*, *Tier 2 Foundational Skills Intervention*, ECRI data-based decision making, and strategies for organizing classrooms to get the most out of reading instruction – with an intentional focus on maximizing achievement for students at risk for reading difficulty.

### How Can We Enhance Core Reading Instruction?

There are many high-quality core reading programs for schools to implement. You might be using one of those programs right now. So, why enhance a high-quality core reading program after making such a substantive investment? A clue to the answer is found in the definition of *enhancement*. Enhancement means to *make the effectiveness greater*. Therefore, 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. Enhancements do not change the core “ingredients” of a program. Rather, enhancements increase the quality by integrating additional instructional elements such as practice

**Routine for Regular Word Reading**

Figure 5.8: Regular Word Reading Routine

Students progress from identifying letter-sound correspondences, to orally blending each sound in a word and then reading the word, to saying the sounds in their head and then reading the word, and finally to being able to read the word without having to sound it out. The regular word routine provides students with practice in reading regular words without sounding them out first.



All of the routines discussed in this workbook are also located in the Appendix. Locate the **Regular Word Reading Routine** in the Appendix at the end of this book. The routine will look like the image in Figure 5.8.

**Activity 3**

Read through the **Regular Word Reading Routine**. Answer the following questions to become familiar with the routine. Also, notice the format discussed in Chapter 1 (explain, model, signal, student practice, correcting student errors, check for understanding).

- 1) What is the first thing the teacher does and says to signal for each word?
- 2) How much wait time is needed before signaling for students to respond?
- 3) What signal is used to elicit the students to respond?
- 4) How are the student errors corrected?

The answers are located in the Appendix at the end of this workbook.

**Materials:** For Tier 1, use words from your core program or Tier 1 Foundational Skills Enhancement lessons. For Tier 2, use Tier 2 Foundational Skills Intervention lessons.

**Routine:** Follow these steps to complete the **Regular Word Reading Routine**.

**Explain** to students: "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." The teacher demonstrates the steps for the students by touching to the left of the first word and sliding under the word as he or she is explaining the task.

**Model** the task for students using the signal for each word.\* (see below) Say, "I'll show you how to read the first two words. My turn." Remember that only the teacher talks during this time, not the students. The teacher will only need to model during the first week using this routine with the group. After that, students are typically successful and know the routine without the teacher showing them a model first.

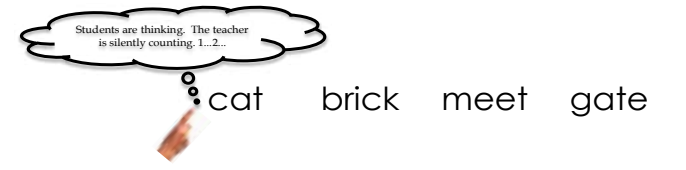
Have students practice the task. Use the signal for each word. \* Say, "Your turn." Remember that only the students are responding now. The teacher does not say the word, and needs to refrain from mouthing the word.

\*Signal for each word

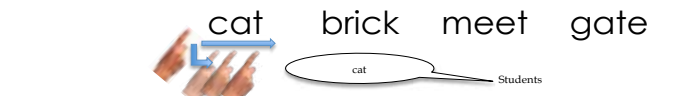
1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

For example:

Steps 1 and 2. The teacher touches to the left of the word 'cat' and says, "Word?" The teacher waits two seconds for students to think. The teacher's finger remains touching to the left of the word for the entire two seconds he or she is waiting for students to think.



Step 3. The teacher slides his or her finger under the word to signal the students to respond in unison. Only the students are saying the word. The teacher is not talking or mouthing the word.



As soon as the teacher slides his or her finger and the students respond, the teacher moves his or her finger and touches to the left of the next word, and says, "Word?"

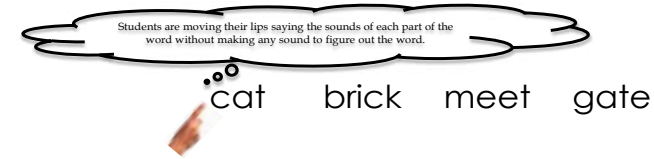


Continue using the signal for each word\* for the rest of the regular word chart.

**Regular Word Reading Tips and Techniques:**  
**Students are not blending the sounds in their head during the wait time:** After the teacher says, "Word?" and pauses two seconds for all students to have time to figure out the word, emerging readers in kindergarten and first grade may not understand what they should be doing during the wait time. The

teacher may need to provide some additional instruction for the first one to two weeks to explain and model what the students are doing during the wait time. For example,

Steps 1 and 2. The teacher touches to the left of the word *cat* and says, "Word?" The teacher says, "Look at each letter in the word and say the sounds in your head to figure out the word. Show me you are thinking about what sound each letter makes by moving your lips to say the sounds. Do not make any noise, just move your lips." The teacher will model for the students what this looks like and the teacher will mouth the sounds with the students the first two or three words while they are prompting students to move their lips as they are thinking about the sounds. Monitor the students closely making sure all students are looking at the words and silently moving their lips as they are thinking.



Step 3. The teacher monitors students and when the students have mouthed the sounds and are ready to read the word (this initially will take more than two seconds), the teacher slides his or her finger under the word to signal the students to respond in unison. Only the students are saying the word. The teacher is not talking or mouthing the word.



After one to two weeks of providing this additional practice, and once students have mastered the concept of saying the sounds in their head to figure out the word, the teacher will go back to the original routine reminding students to say the sounds in each word in their head to be ready to say the word out loud when the teacher slides his or her finger under the word.

**Check for understanding** by calling on a small sample of two to three students for individual turns. Present more individual turns to struggling students but also present turns to higher performing students. Choose two to three different words to present for individual turns that students have struggled with during the practice. "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." If an individual student makes an error, the teacher will use the correction procedure with all students responding after she or he says, "Everyone, your turn."

After every student error, immediately use this **error correction procedure**.

**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.

For example, if the word is *meet* and the students respond *me*:

1. The teacher says, "My turn. Word?" and slides his or her finger under the word and says, "Meet."
2. The teacher touches again to the left of the word *meet* and says, "Your turn. Word?" The teacher waits two seconds for the students to think and then slides his or her finger under the word to signal the students to respond.
3. The teacher follows the blending routine used in the previous blending activity to have students practice blending the missed word. For example, if the teacher was just using the **Sound-by-Sound Blending Routine** for blending practice prior to word reading, they would use a white board and dry erase marker and follow the **Sound-by-Sound Blending Routine** to provide blending practice after saying, "Now let's practice blending that word." For example:

a. Write 'm' on the board. Say: <b>Sound?</b> Tap under 'm'.	b. Write 'ee' on the board together. Say: <b>Sound?</b> Tap under 'ee'.	c. Touch to the left of 'm'. Say: <b>Blend.</b> Loop finger under 'mee'.	d. Write 't' on the board. Say: <b>Sound?</b> Tap under 't'.	e. Touch to the left of 'm'. Say: <b>Blend.</b> Loop finger under 'meet'.	f. Touch to the left of 'm'. Say: <b>Word?</b> Slide finger under 'meet'.
m	mee	mee	meet	meet	meet
Students respond: /m/	Students respond: /ē/	Students respond: /mē/	Students respond: /t/	Students respond: /mēt/	Students respond: "meet"

4. The teacher backs up two words on the regular word reading chart and continues presenting the words using the signal for each word. \*

## Regular Word Reading Routine

Materials: Chart of regular words to practice

Explain: Demonstrate the task as you are explaining it.

**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.**

Model: Use the signal for each word.\* Model until students are successful with the routine.

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



\*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.

Practice for students only: Go back to the first word on the chart. 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

1. **My turn.** Re-present the missed word.
2. **Your turn.** Re-present the missed word.
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