

Part 3. Using explicit teaching routines to increase the quality of systematic instruction.

ECRI Teaching Routines =

Highly-focused and purposeful use of instructional language.

Strategies to improve student engagement.

Clear learning objectives and explanations.

Increased modeling of key content.

Increased opportunities for practice.

Increased deliberate and carefully designed review of previous content.

Immediate error correction.


Checks for understanding.

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. **Let me 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.**


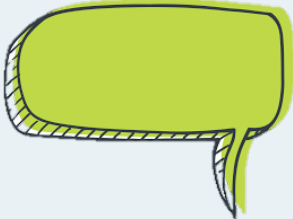


Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say "Your turn."
Let's do some individual turns. I will touch next to a letter; everyone will say the 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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Four Parts of an Effective Signal

1. FOCUS	2. CUE	3. THINK TIME	4. SIGNAL
<p>Touch to the left or Pinch the left of the card</p>	<p>Name? Sound? Word? Contraction? Prefix/Suffix? Meaning?</p>	<p>Often 2 seconds (follow routine cards for time per routine)</p>	<p>Tap Slide Loop</p>
			
<ul style="list-style-type: none"> Do NOT move the focus (finger) until the signal (step 4). 	<ul style="list-style-type: none"> Say the cue quickly and clearly. No droning. Say the cue for each item in the practice chart. 	<ul style="list-style-type: none"> Keep the think time consistent between each item. The goal is for each student to be successful practicing with the group. 	<ul style="list-style-type: none"> Follow the routine as written. Signal clearly. Provide a narrow window of response. Immediately move to the next item.

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ECRI Example and Discussion

Video Example of an ECRI Lesson

Use the Video Notes page and take notes for discussion:

- Teacher Explanation
- Teacher Model
- Practice for all Students
 - Signal (Unison Oral Responding)
 - Pacing
- Correcting Student Errors
- Check for Understanding
- Engagement and Behavior Strategies



Video Reflection and Discussion



ACTIVITY

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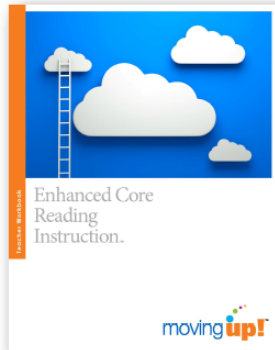


Celebration Cheer Breaks



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Enhanced Core Reading Instruction (ECRI)



Implementation Guide: Foundational Reading Skills



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Starting Line-Up

Have the children form two lines facing each other. One at a time, announce a child's name as if they were a player at a sporting event. For example: "Starting line-up for Ms. James' room is Daniel Wong. He has brown hair and enjoys soccer. Let's hear it for Daniel!" That child runs through the middle of the lines as everyone gives him a high-five, a pat on the back, or an encouraging word.



Ole! Ole! Ole!

Count with your fingers in the air as you say in Spanish, "Uno, dos, tres." Twirl around with your index finger in the air as you say, "Ole! Ole! Ole!"



Cowboy Cheer

Put one finger in the air and circle it like a lasso as you say, "Ye-haw!"



Kiss Your Brain/Kiss Your Heart

When children answer a question with an answer that is clever, correct, or creative say, "Kiss your brain!" Model how to kiss your fingertips and touch your head. If you see a child doing something kind, use the same cheer and say, "Kiss your heart!" Kiss your fingertips and touch your heart.

Shine Your Halo

When children have been good, say "Shine your halo," while modeling the movement of running your fingers in a circle above your head. If you're looking for a way to get children to settle down, use the same cheer and ask, "Where are my angels? Shine your halo."



Pat Yourself on the Back

Have children pat themselves on the back as they say, "I'm good stuff." Next, have them pat their neighbor on the back as they say, "You're good stuff, too."

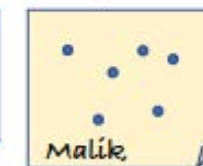
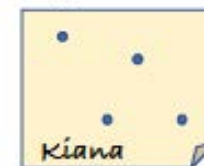
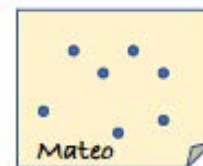
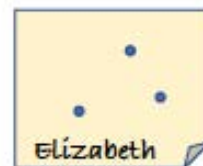
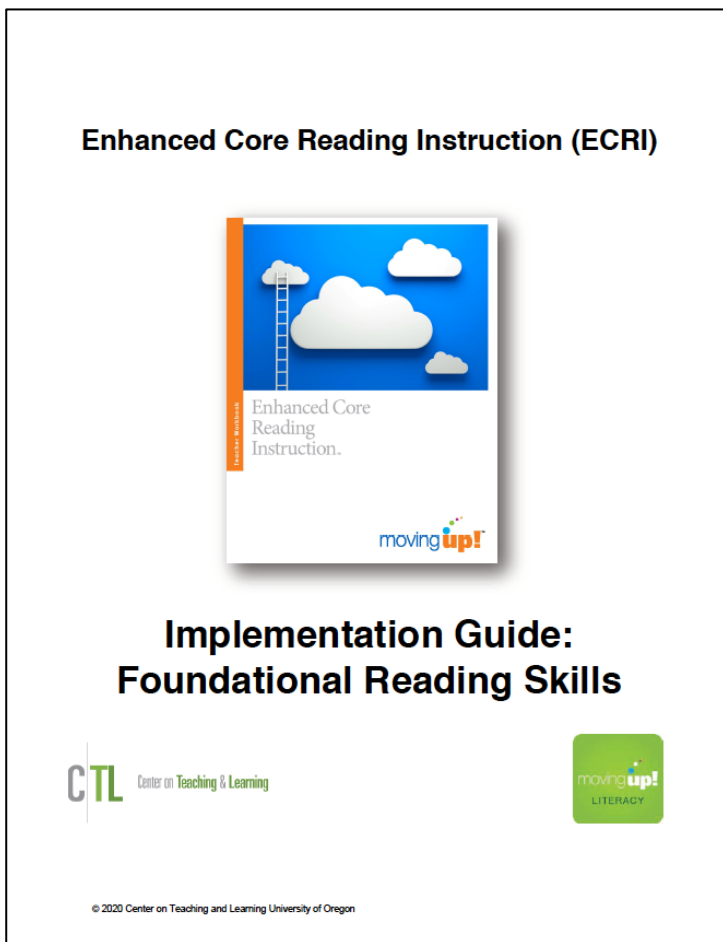




Behavior Management Games



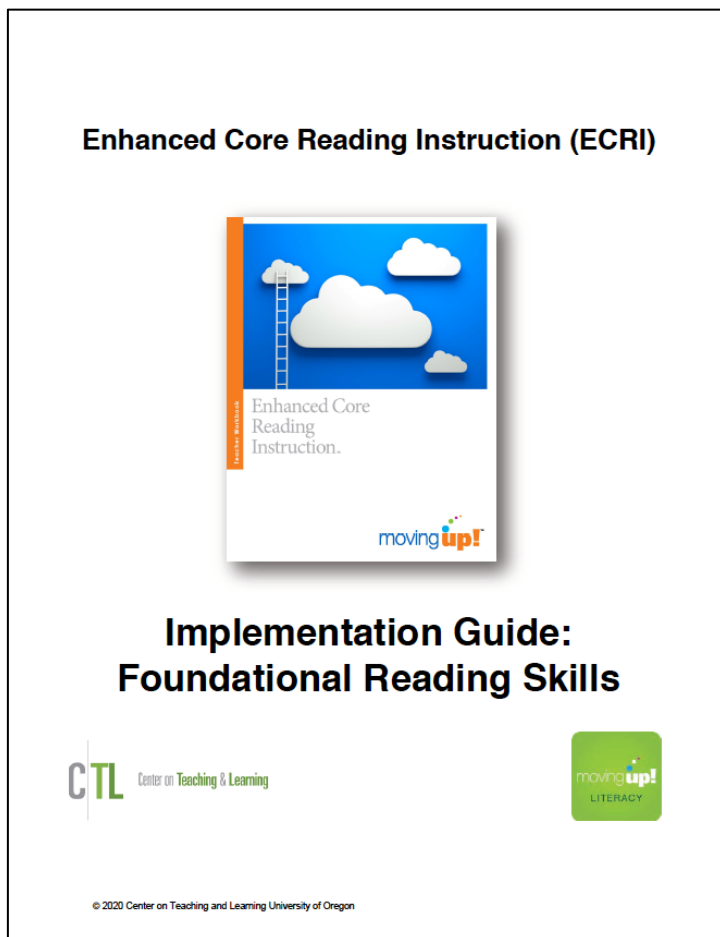
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Maintain Positive Interactions with Your Students



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Praise is...

- Specific
- Provided for noteworthy performances
- Focused on achievement and effort rather than personality attributes
- Comparing students to themselves rather than to others
- Positive, credible, genuine