Section 2. Day One
Foundational Reading Skills

Overview of Reading Research and ECRI Model & Example

2.1
Research on Effective Reading Instruction

Successful literacy instruction and interventions, especially for at-risk students and those with reading disabilities, provide a strong core of highly explicit, systematic teaching of foundational skills such as decoding and spelling, as well as explicit teaching of other important components of literacy such as vocabulary, comprehension, and writing.

(Fletcher et al., 2018; Gersten et al., 2008; Graham et al., 2012; Torgesen, 2004).

ex•plic•it	• stated clearly and in detail, leaving no room for confusion or doubt.
sys•tem•at•ic	• having, showing, or involving a system, method, or plan.
in•struc•tion	• the act or practice of teaching.

Explicit and Systematic Instruction is…

…teaching using a clear and detailed plan or method that will leave no room for confusion or doubt.

What the Research suggests…

Explicit instruction is teaching critical skills & concepts in the most **"*effective* and *efficient* manner possible"**

(Carnine, Silbert, Kame'enui, & Tarver, 2004)

- Use of clear and consistent language
- Demonstrations of reading concepts and skills
- Guided and independent practice opportunities
- Timely and specific academic feedback

The ECRI Study

The Enhanced Core Reading Instruction (ECRI) materials were published following a ***rigorous evidence-based practices research study*** conducted at the Center on Teaching and Learning (CTL) University of Oregon

The ECRI Study

- Funded by the Institute of Education Sciences (IES)
- 5-year study: 2007-2012
- Efficacy testing at 44 schools and 145 first grade teachers
- Since 2012, CTL has continued efficacy work with ECRI

2.2

The ECRI Model

L=1
T=1
I=1

How do we ***enhance*** our current reading instruction?

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 using clear and detailed routines and daily foundation skills lessons that are aligned with your Core program scope and sequence.

Overall ECRI MTSS-R Approach

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Progress monitoring and **mastery data**
to differentiate and adjust the level of support

Screening
to assign students to tiers of support

Tier I

Prioritized content and teaching routines designed to increase the quality of explicit instruction

+

Tier II

Core-aligned small group instruction for at-risk readers

=

Enhanced Core Reading Instruction

Infrastructure: Supported by MTSS-R teams, Professional Learning Communities, and a strong professional development and coaching model

2.3
ECRI Instructional Enhancements

L=1
T=1
I=1

What are the Instructional Enhancements?

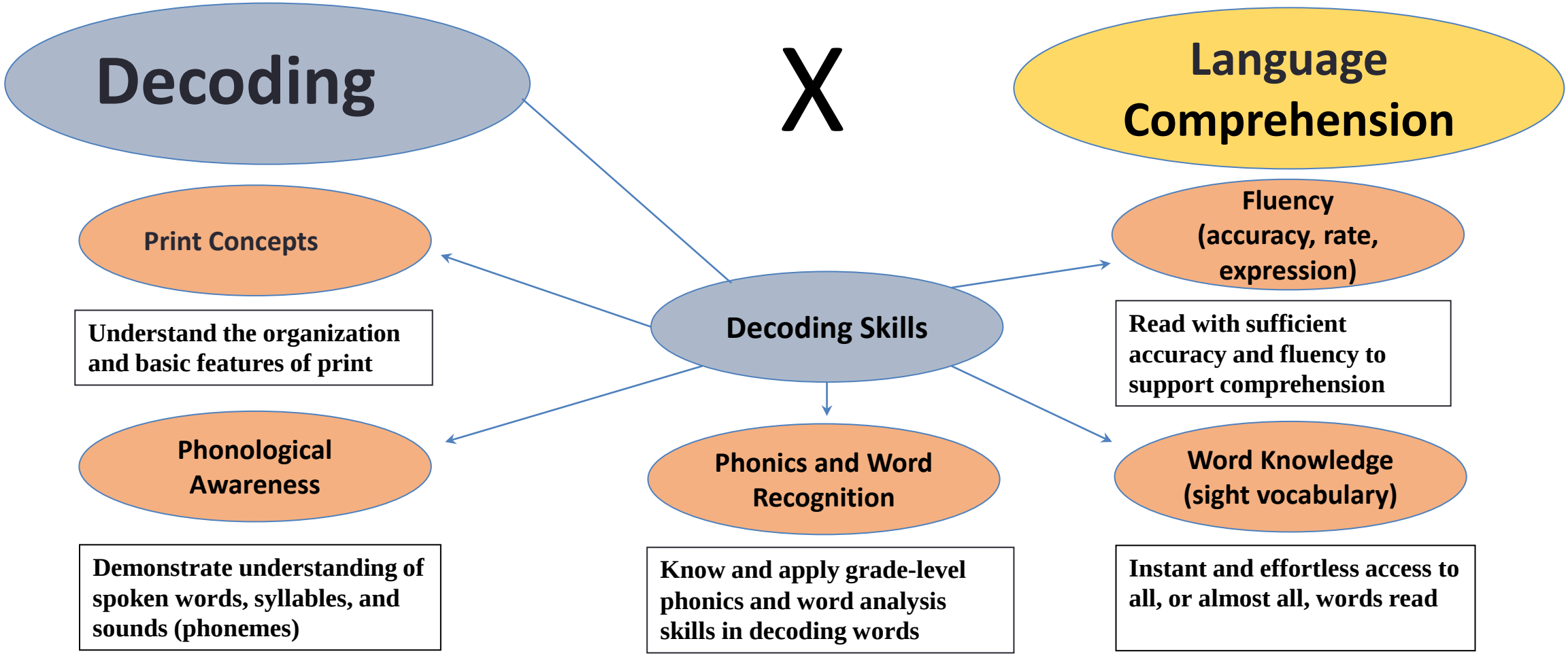
1. Prioritizing content (big ideas of literacy instruction).
2. Providing deliberate and frequent student practice by delivering a foundational skills lesson daily.
3. Using explicit teaching routines to increase the quality of systematic instruction.

Instructional Enhancements: Part 1

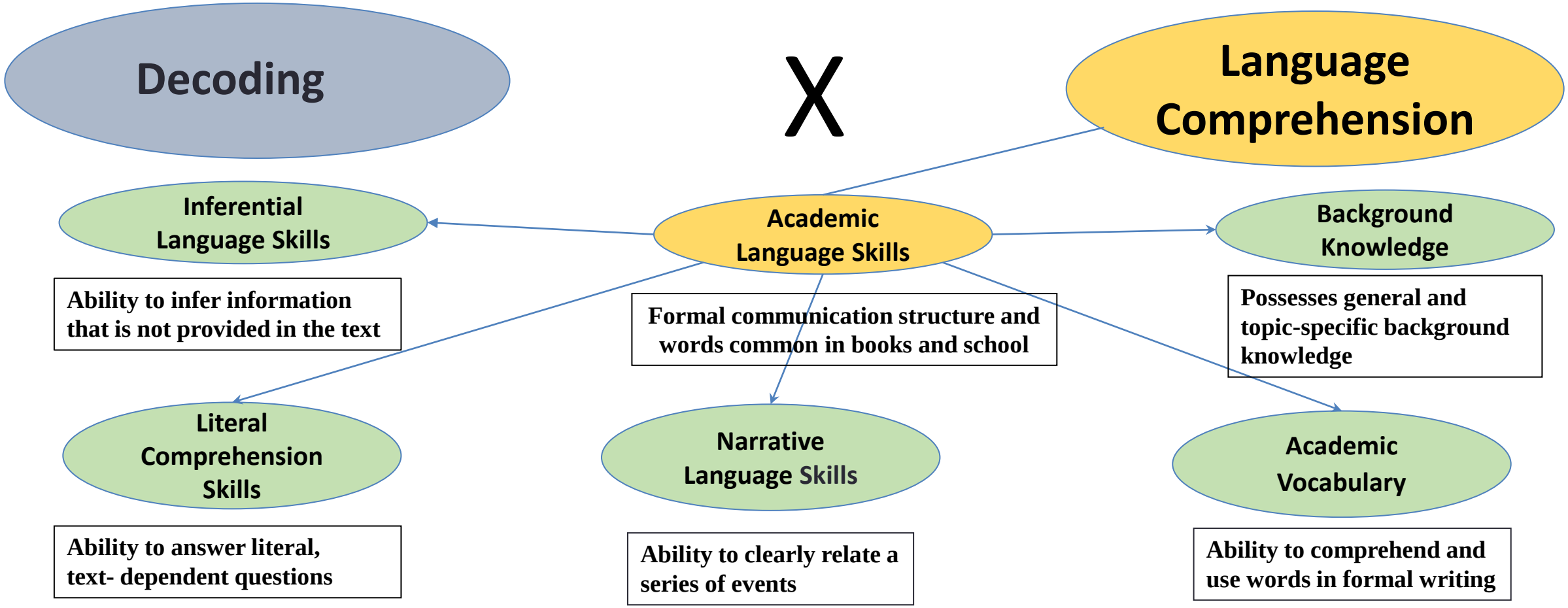
1. Prioritizing content (big ideas of literacy instruction).
2. Providing deliberate and frequent student practice by delivering a foundational skills lesson daily.
3. Using explicit teaching routines to increase the quality of systematic instruction.

- Irregular Word Reading
- Phonemic Awareness
- Sound-Spelling Introduction and Practice
- Blending Sounds
- Regular Word Reading
- Reading in Connected Text
- Fluency
- Encoding
- Vocabulary
- Comprehension

Simple View of Reading

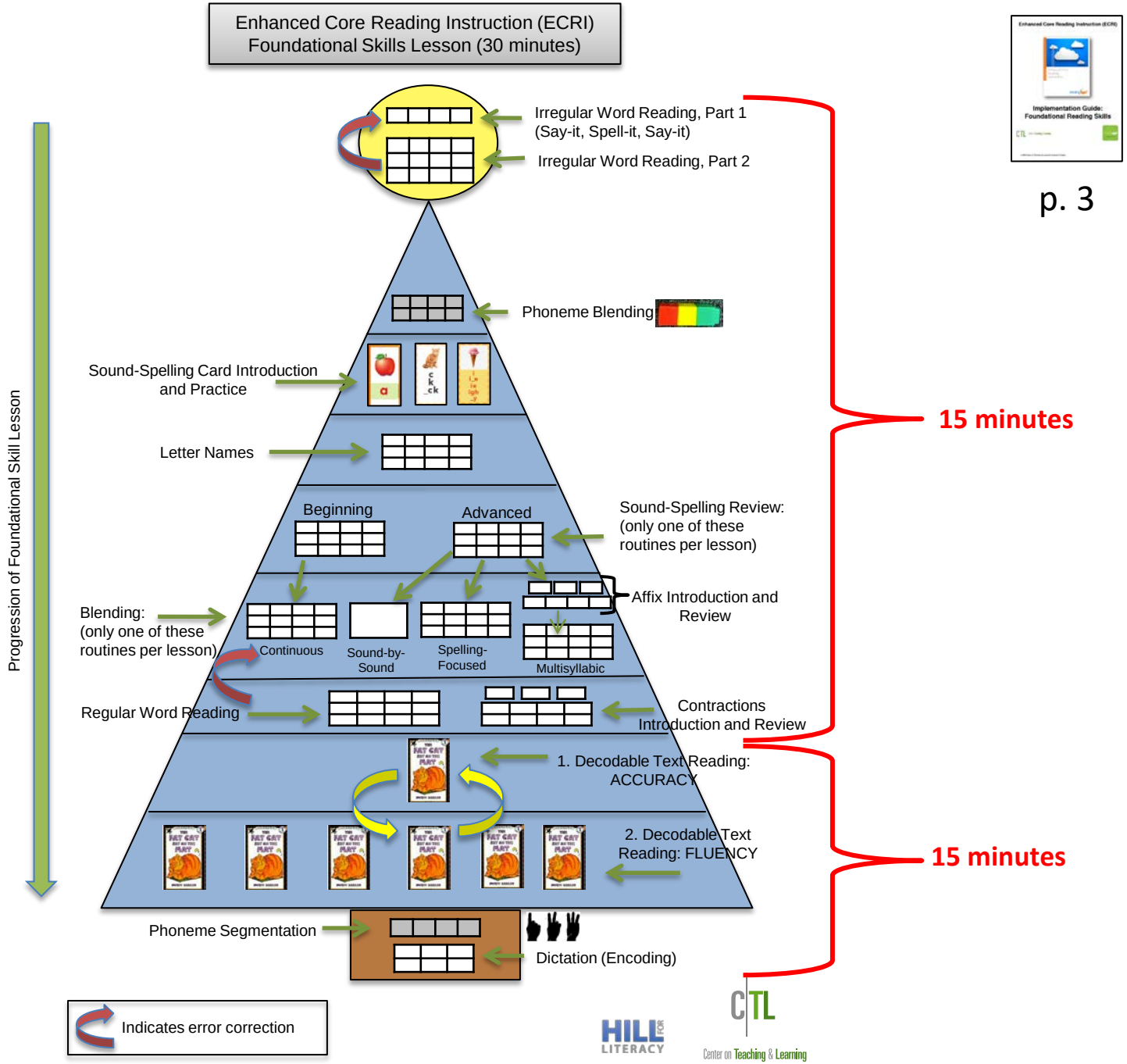


Simple View of Reading (See IES Practice Guide)



Instructional Enhancements: Part 2

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.



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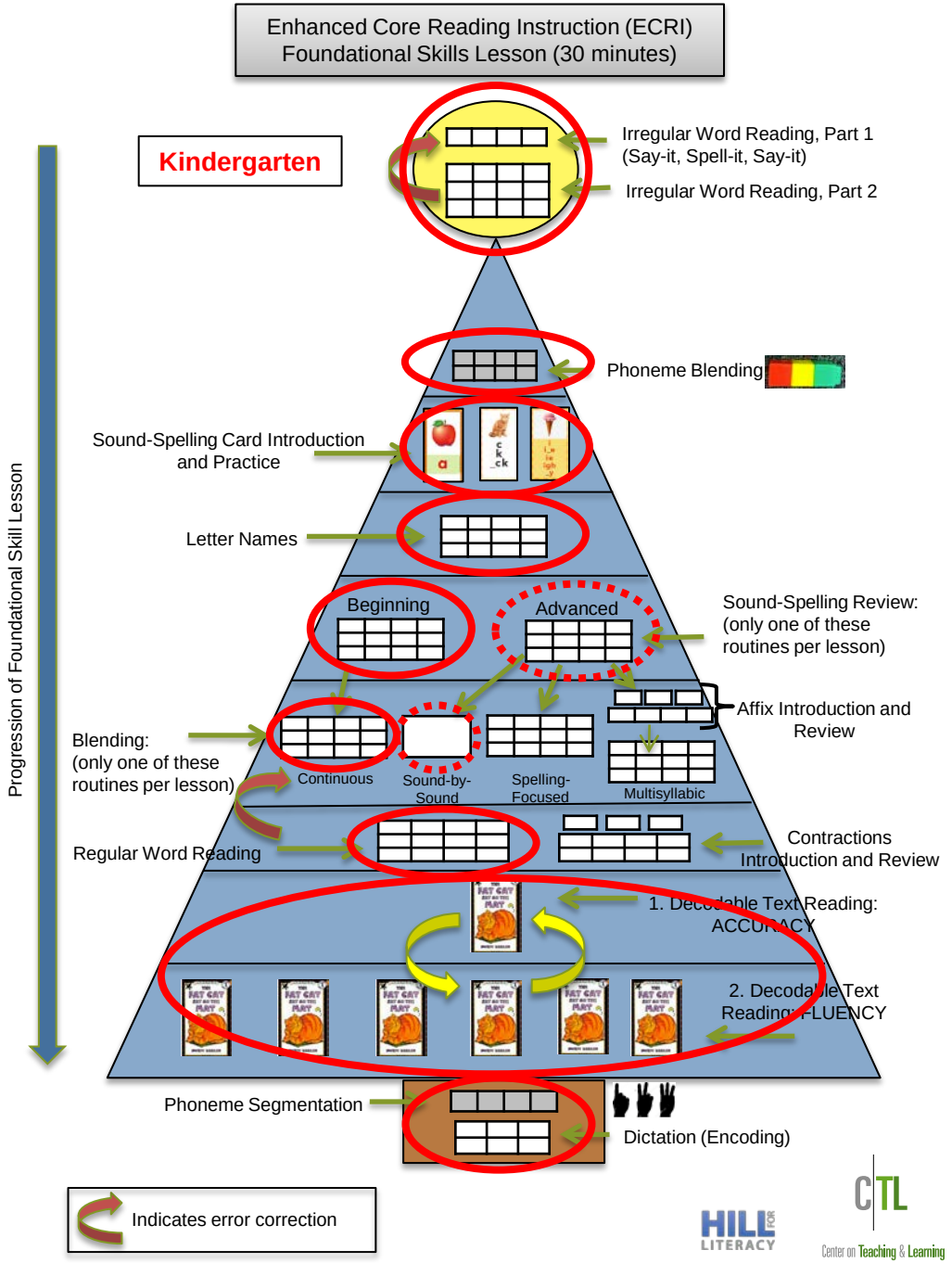
Enhanced Core Reading Instruction (ECRI)
Foundational Skills Lesson (30 minutes)
Kindergarten
Progression of Foundational Skill Lesson
Irregular Word Reading, Part 1
(Say-it, Spell-it, Say-it)
Irregular Word Reading, Part 2
Phoneme Blending
Sound-Spelling Card Introduction
and Practice
Letter Names
Beginning
Advanced
Sound-Spelling Review:
(only one of these
routines per lesson)
Affix Introduction and
Review
Blending:
(only one of these
routines per lesson)
Continuous
Sound-by-
Sound
Spelling-
Focused
Multisyllabic
Regular Word Reading
Contractions
Introduction and Review
1. Decodable Text Reading:
ACCURACY
2. Decodable Text
Reading: FLUENCY
Phoneme Segmentation
Dictation (Encoding)
Indicates error correction

Implementation Guide:
Foundational Reading Skills

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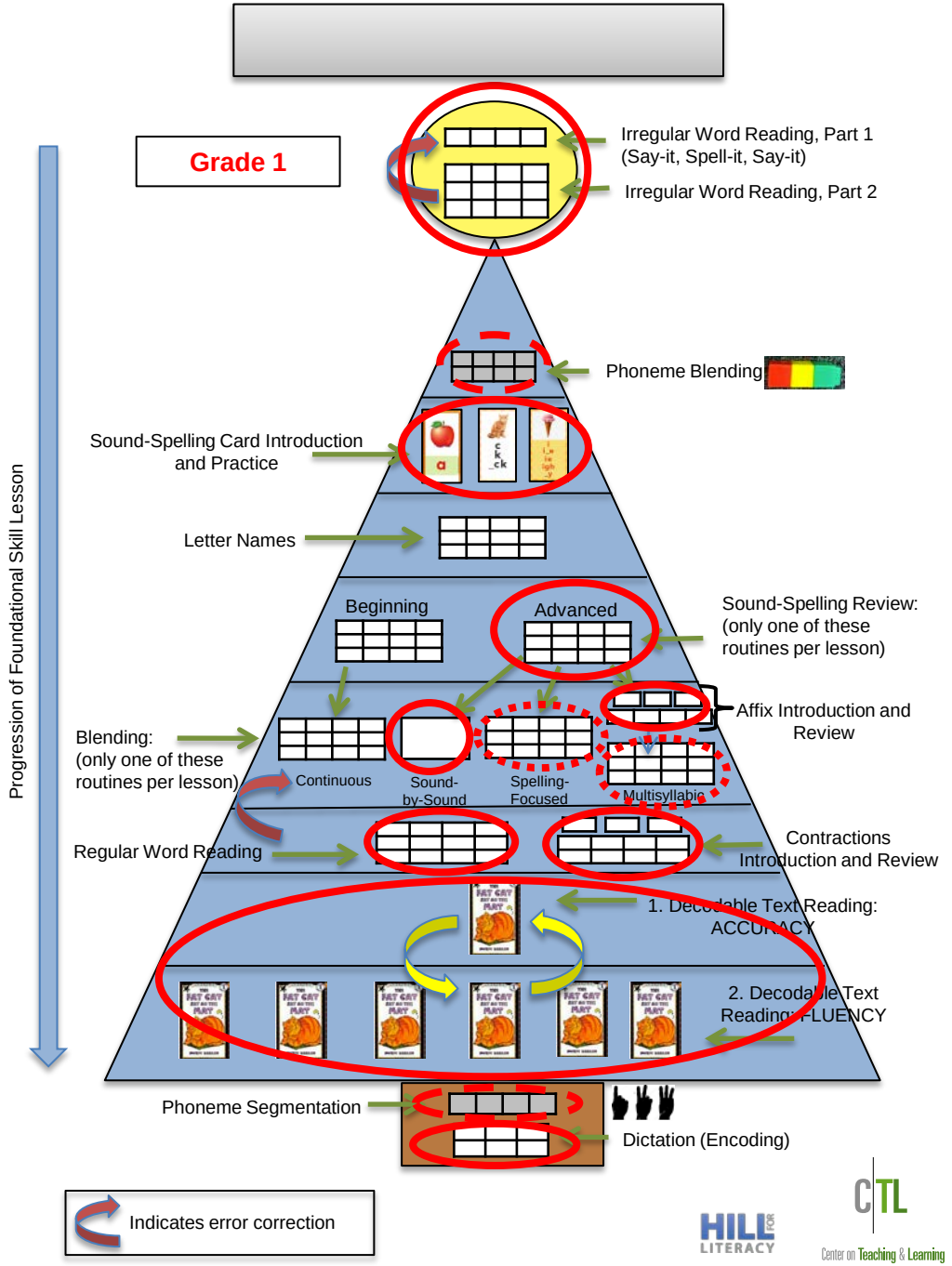
Grade 1
Irregular Word Reading, Part 1
(Say-it, Spell-it, Say-it)
Irregular Word Reading, Part 2
Phoneme Blending
Sound-Spelling Card Introduction
and Practice
Letter Names
Beginning
Advanced
Sound-Spelling Review:
(only one of these
routines per lesson)
Affix Introduction and
Review
Blending:
(only one of these
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Continuous
Sound-
by-Sound
Spelling-
Focused
Multisyllabic
Regular Word Reading
Contractions
Introduction and Review
1. Decodable Text Reading:
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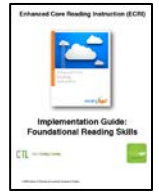
Reading: FLUENCY
Phoneme Segmentation
Dictation (Encoding)
Progression of Foundational Skill Lesson
Indicates error correction



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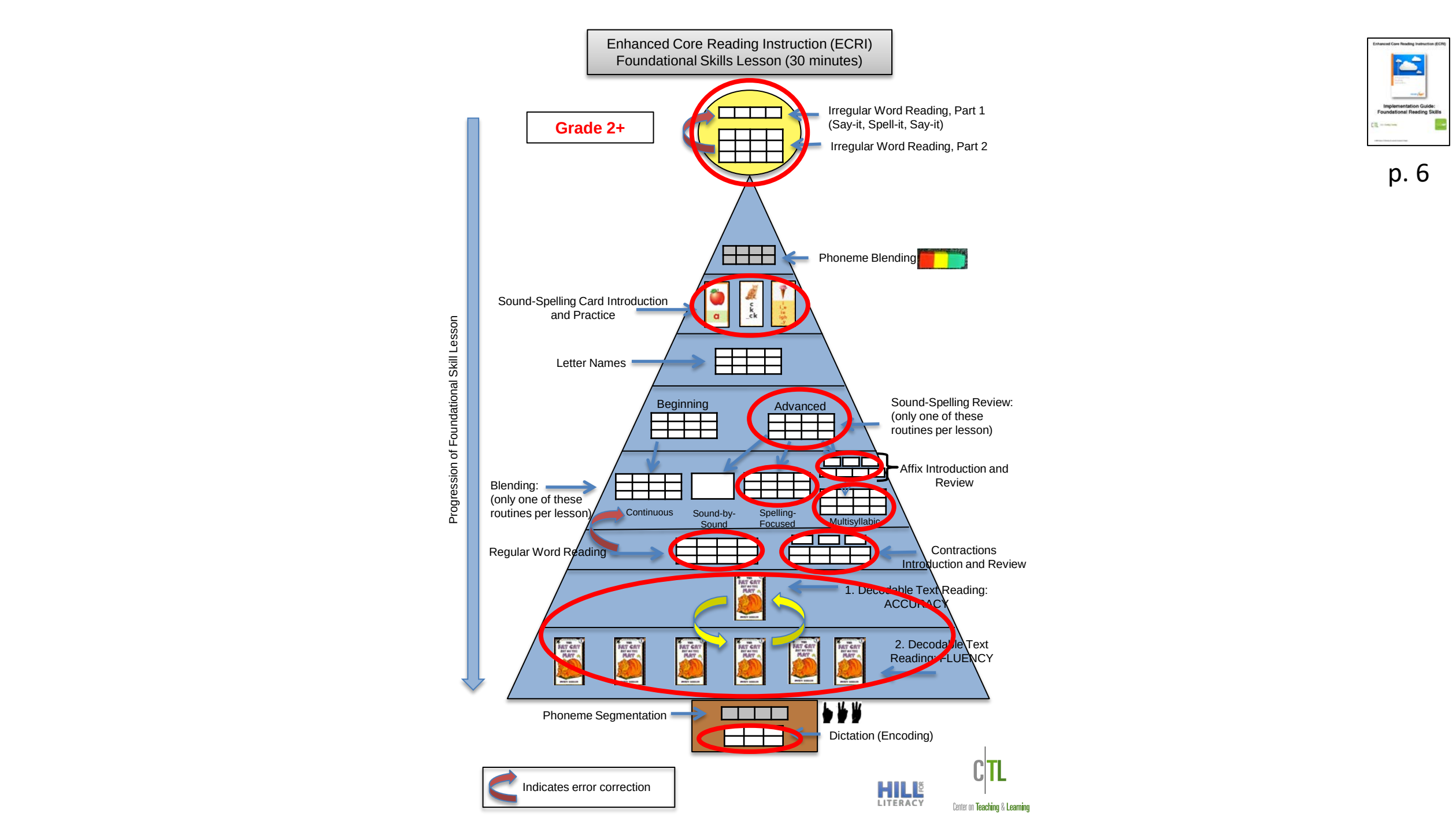
Enhanced Core Reading Instruction (ECRI)
Foundational Skills Lesson (30 minutes)
Grade 2+
Irregular Word Reading, Part 1
(Say-it, Spell-it, Say-it)
Irregular Word Reading, Part 2
Phoneme Blending
Sound-Spelling Card Introduction
and Practice
Letter Names
Beginning
Advanced
Sound-Spelling Review:
(only one of these
routines per lesson)
Affix Introduction and
Review
Blending:
(only one of these
routines per lesson)
Continuous
Sound-by-
Sound
Spelling-
Focused
Multisyllabic
Regular Word Reading
Contractions
Introduction and Review
1. Decodable Text Reading:
ACCURACY
2. Decodable Text
Reading: FLUENCY
Phoneme Segmentation
Dictation (Encoding)
Progression of Foundational Skill Lesson
Indicates error correction
HILL
LITERACY
CTL
Center on Teaching & Learning