



# Section 8. Day One

## Foundational Reading Skills

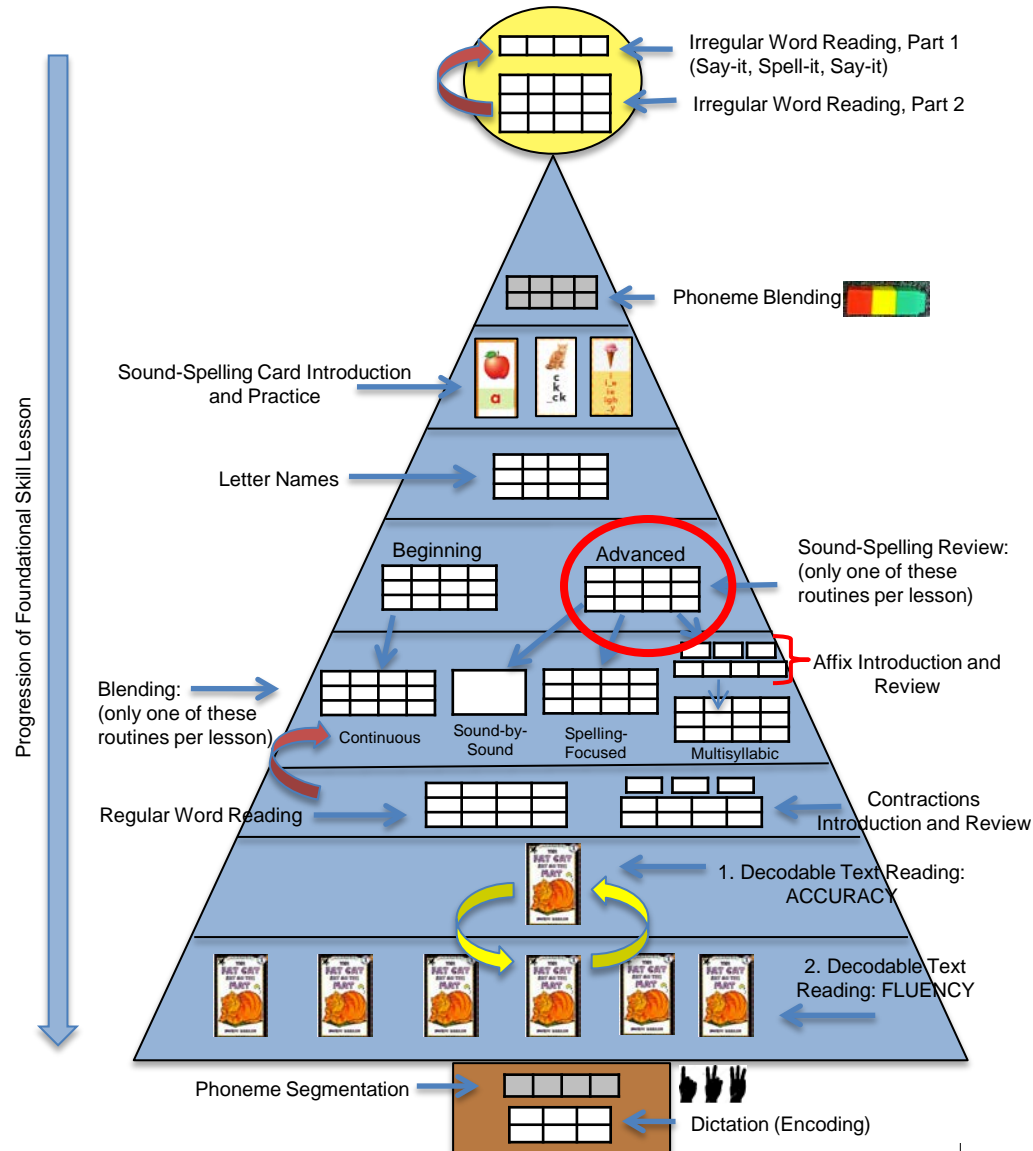
Advanced Sound-Spelling



Enhanced Core Reading Instruction (ECRI)  
Foundational Skills Lesson (30 minutes)



**Sound-Spelling Review:  
Advanced**



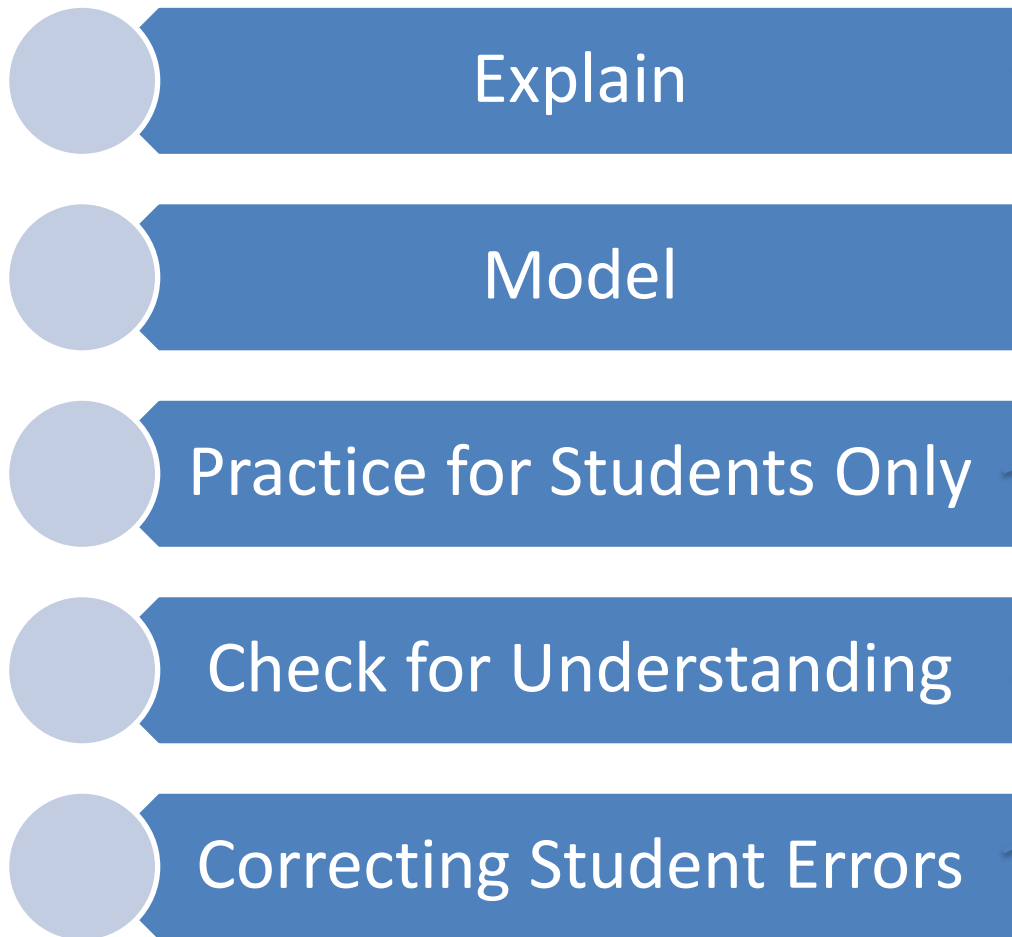
Indicates error correction



# Sound-Spelling Review: Advanced Components

# Sound-Spelling Review: Advanced Routine

L=231  
T=205  
I=161



**Sound-Spelling Review: Advanced Routine**

Materials: Chart of sound-spellings to review

**Explain:** Demonstrate the task as you are explaining it.  
**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.**

**Model:** Use the signal for each sound-spelling. \* Model until students are successful with the routine.  
**I'll show you how to say the sounds for the first two spellings. My turn.**

**\*Signal for each sound-spelling**

1. Touch to the left of the sound-spelling. **Sound?**
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).

**Practice for students only:** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling. \*  
**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 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.**

**Correcting Student Errors**

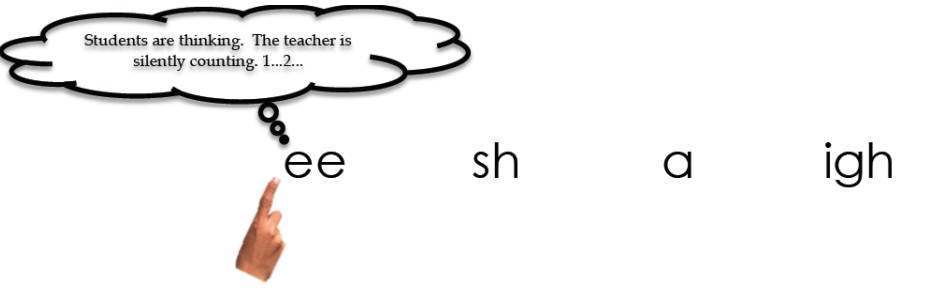
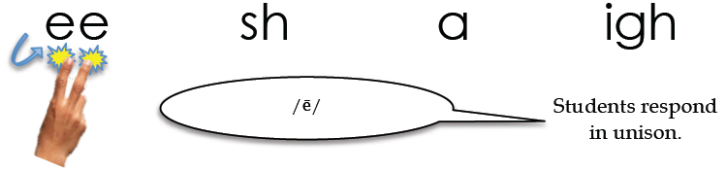
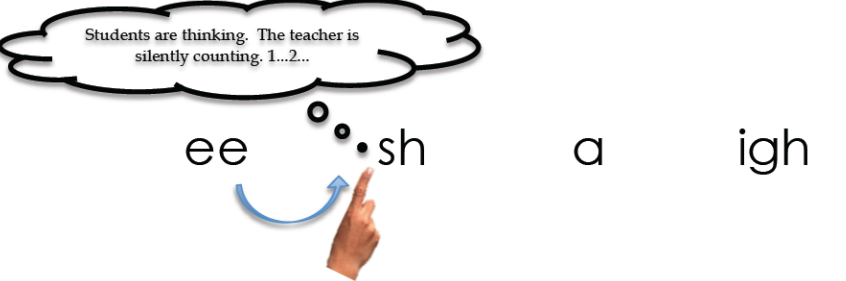
1. **My turn.** Follow the signal for each sound-spelling\* and re-present the missed sound-spelling.
2. **Your turn.** Follow the signal for each sound-spelling\* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

© [2013] University of Oregon, Center on Teaching and Learning 6



For example,

L=50  
T=45  
I=45

<p><u>Teacher:</u> <i>Touch</i> to the left of the first sound-spelling. <b>Sound?</b> Wait for two seconds.</p>	
<p><u>Teacher:</u> Lift finger and <i>tap</i> using two fingers (one finger under each letter) to signal students to respond.</p>	
<p><u>Teacher:</u> Move finger to touch to the left of the next sound-spelling. <b>Sound?</b></p>	





## Sound-Spelling Review: Advanced Routine

Materials: Chart of sound-spellings to review

**Explain:** Demonstrate the task as you are explaining it.

**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.

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

I'll show you how to say the sounds for the first two spellings. My turn.



\*Signal for each sound-spelling

1. Touch to the left of the sound-spelling. **Sound?**
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).

**Practice for students only:** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling. \*

**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 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.




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.

# Trainer Demonstration: Sound-Spelling Review (Advanced)

L=54  
T=49  
I=49



ee	sh	 igh	oa
a	a_e	ore	ow
_ck	ee	ce	n(k)





ACTIVITY

## Sound-Spelling Review: Advanced Routine

Materials: Chart of sound-spellings to review

**Explain:** Demonstrate the task as you are explaining it.

**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.**

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

**I'll show you how to say the sounds for the first two spellings. My turn.**



\*Signal for each sound-spelling

1. Touch to the left of the sound-spelling. **Sound?**
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).

**Practice for students only:** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling. \*

**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 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.**



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.

# Partner Practice: Sound-Spelling Review (Advanced)

ee	sh	 igh	oa
a	a_e	ore	ow
_ck	ee	ce	n(k)



Example of  
ECRI Lesson

Unit 3, Week 2, Day 3

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

### 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. **Sound?**
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).



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.



# Scaffolds and Differentiation Tips

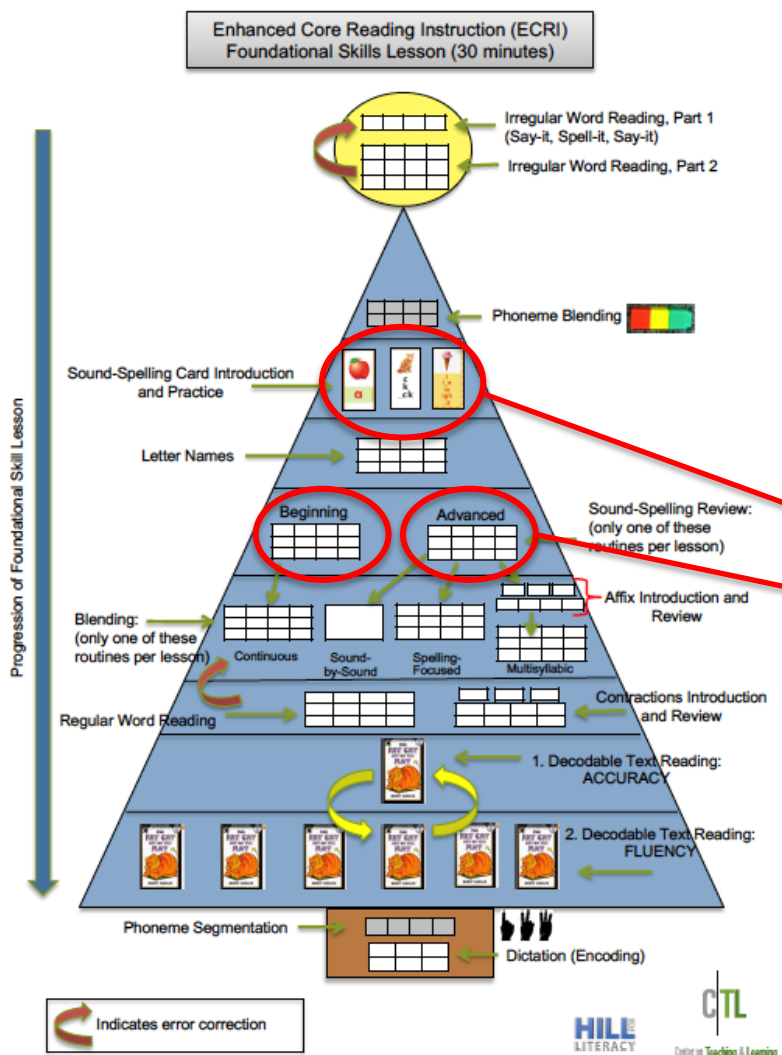


- Provide teacher voice-over followed by students completing routine on their own.
- Refer back to the name of the Sound-Spelling Card before students respond.
- Reteach/Practice using Sound-Spelling Card for the sound-spellings students are not accurate with
- Support students with pronunciation and articulation as needed
- Continue to review the cards in whole group/small group if students need more practice when ECRI phases a card out



ACTIVITY

# Quick Look: How does this enhance and/or replace your current Core program instruction?



	DAY 1	DAY 2	DAY 3	
<b>Whole Group</b>	<p><b>Daily Language</b></p> <ul style="list-style-type: none"> <li>Opening Routines</li> <li>Oral Vocabulary</li> <li>Listening Comprehension</li> <li>Phonemic Awareness</li> <li>Speaking and Listening</li> </ul>	<p><b>Opening Routines, T12–T13</b></p> <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High-Frequency Words</li> <li>Vocabulary Boost</li> </ul> <p><b>Read Aloud, "The Piano Lessons," T14–T15</b></p> <p><b>Introduce Oral Vocabulary</b></p> <p><b>Phonemic Awareness, T16</b></p>	<p><b>Opening Routines, T36–T37</b></p> <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High-Frequency Words</li> <li>Vocabulary Boost</li> </ul> <p><b>Phonemic Awareness, T38</b></p>	<p><b>Opening Routines, T46–T47</b></p> <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High-Frequency Words</li> <li>Vocabulary Boost</li> </ul> <p><b>Phonemic Awareness, T48</b></p>
	<p><b>Vocabulary</b></p> <p><b>Text-Based Comprehension</b></p> <ul style="list-style-type: none"> <li>Skills and Strategies</li> <li>Craft and Structure</li> </ul> <p><b>Research and Media Literacy</b></p>	<p><b>Read</b> </p> <p><b>Introduce Words to Know</b></p> <p>High-Frequency Words, T20–T21</p> <p><b>Read and Comprehend, T22–T23</b></p> <p><b>FIRST READ Think Through the Text</b></p> <p>Read the Anchor Text: <i>At Home in the Ocean</i>, T24–T33</p> <p><b>Research/Media Literacy, T71</b></p>	<p><b>Read</b> </p> <p><b>Dig Deeper: How to Analyze the Text, T40–T41</b></p> <ul style="list-style-type: none"> <li>Author's Purpose</li> <li>Details</li> </ul> <p><b>SECOND READ Analyze the Text</b></p> <p>Reread the Anchor Text: <i>At Home in the Ocean</i>, T24–T32</p> <p><b>Your Turn, T42–T43</b></p> <p><b>Research/Media Literacy, T71</b></p>	<p><b>Read</b> </p> <p><b>Independent Reading, T52–T53</b></p> <ul style="list-style-type: none"> <li>Reader's Guide: <i>At Home in the Ocean</i></li> <li>Self-Selected Reading</li> </ul> <p><b>Apply Vocabulary Knowledge, T54–T55</b></p> <p><b>Research/Media Literacy, T71</b></p>
	<p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>Phonics and Word Recognition</li> <li>Fluency</li> </ul>	<ul style="list-style-type: none"> <li><b>Phonics</b></li> <li>Words with Digraph <i>th</i>, T16–T18</li> <li><b>Read Seth and Beth, T19</b></li> <li><b>Fluency</b></li> <li>Model Phrasing T14</li> </ul>	<ul style="list-style-type: none"> <li><b>Phonics</b></li> <li>Words with Digraph <i>th</i>, T38</li> <li><b>Read Zeb Yak, T39</b></li> <li><b>Fluency</b></li> <li>Practice Phrasing, T39</li> </ul>	<ul style="list-style-type: none"> <li><b>Phonics</b></li> <li>Base Words and -s, -es, -ed, -ing Endings T48–T49</li> <li><b>Read The Duck Nest, T50</b></li> <li><b>Fluency</b></li> <li>Phrasing: Punctuation, T51</li> </ul>