

*Connecticut Literacy Leadership Training Series*

HILL for Literacy, Inc.  
<http://www.HILLforLiteracy.org>

**February 2016**

## **Agenda**

<b>9:00 – 9:15</b>	Welcome, Introductions, and Expected Outcomes
<b>9:15 – 10:30</b>	Principals of Effective Instruction
<b>10:30-10:45</b>	Break
<b>10:45 – 12:00</b>	Tier 1 and Tier 2 Tools
<b>12:00-12:30</b>	Lunch
<b>12:30 – 1:30</b>	Alignment of Instruction
<b>1:30-2:00</b>	Application of Routines

## **Expected Outcomes:**

Participants will:

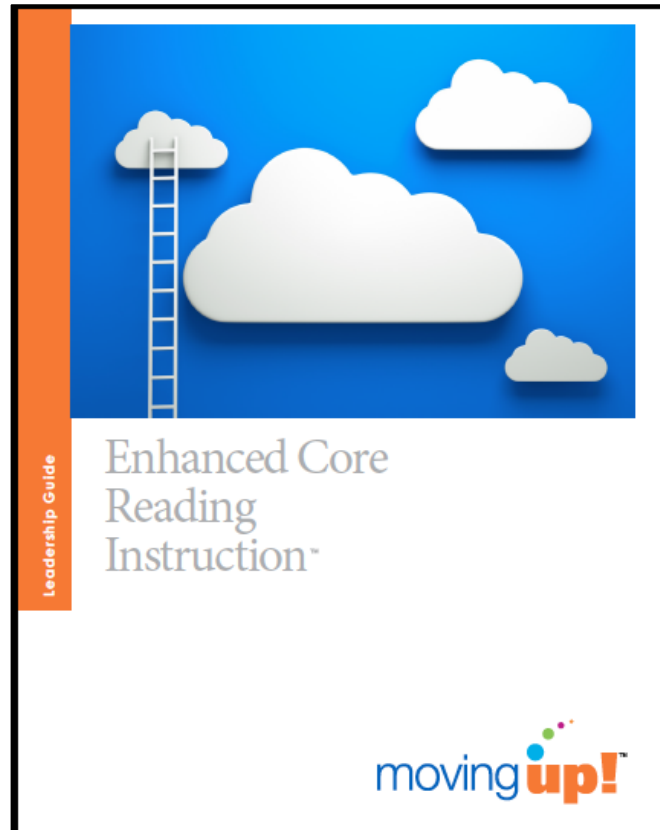
1. Understand the principles of effective instruction
2. Learn about tools developed at University of Oregon to enhance tier 1 and tier 2 instruction
3. Discuss the benefits of aligned instruction within a tiered model
4. Review the components of explicit teaching
5. Link the explicit teaching routines to current practice

## **Materials Packet:**

Participants should have:

- Participant Binder –February Tab
- Leading Literacy Change Book
- Flash Drive

# Enhanced Core Reading Instruction (ECRI) Handouts



Presented by  
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**NWF Probe Administration to determine Blending Instruction**

NOTE: This assessment is NOT timed!

Place the student copy in front of the student.  
Place the scoring sheet on a clipboard.

Directions:

***Here are some make-believe words*** (point to the page).

***Start here*** (point to the first word) ***and read the words across the page*** (point across the page).

***When I say, "begin", read the words the best you can.***

***Put your finger on the first word.***

***Ready, begin.***

Discontinue Rule: If the student does not get any correct words in the first row, discontinue.

Marking (to record student errors and strategies):

1. Underline individual letters for each letter sound produced correctly in isolation to indicate student said separate letter sounds.
2. Use a single underline under multiple letters for correct letter sounds blended together.
3. If a student says individual letters for each letter sound and then says the whole word, underline individual letters for each letter sound and use a single line below.
4. Put a slash through any incorrect letter sound.

Word	Student Says	Marking
bok	bok	<u>bok</u>
bok	b...ok	<u>b</u> <u>o</u> <u>k</u>
bok	b...o...k...bok	<u>b</u> <u>o</u> <u>k</u>
bok	b....o....k	<u>b</u> <u>o</u> <u>k</u>
bok	boak	<u>b</u> / <u>k</u>
bok	b...o...ok	<u>b</u> <u>o</u> <u>k</u>

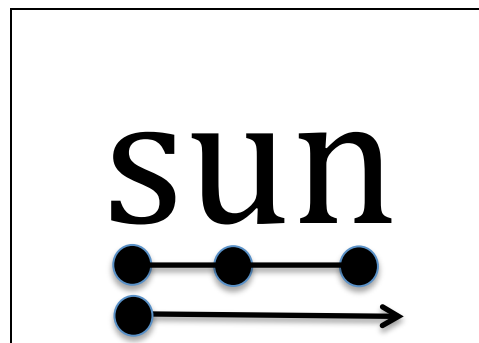
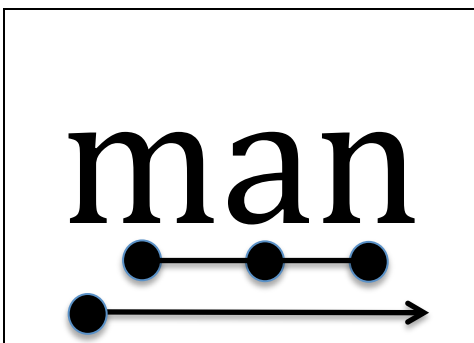
**Scoring:**

Blending Instruction Placement: Score one point for every word read as a whole unit (i.e., "bok").

Blending Progression	Words in probe	Score
1. All continuous sounds.	lin, mus, fam, rom, sav	____/5
2. Stop sound at the end of the word.	lod, fip, sug, mid, lat	____/5
3. Stop sound at the beginning of the word.	bok, dod, bav, jus, bes	____/5
4. Stop sound in the middle of the word.	stam, gats, skop, sked, stup	____/5

**Small Group Instruction Placement and Instruction Notes:**

1. Begin instruction at the blending progression where students score 3 or less. For example, if students receive a score of 4/5 on blending progression #1 (all continuous sounds) and a score of 3/5 on blending progression #2 (stop sounds at the end of the word) then begin instruction at blending progression #2 (stop sounds at the end of the word).
2. Provide group practice using a continuous blending routine.
3. Provide individual turns by handing out individual word cards to each student to practice reading while the instructor provides feedback and checks for understanding. Rotate cards through the group of students.



4. When students quickly read the words individually (on the cards) as whole word units, move to the next level of blending progression.
5. Repeat steps 2-4.

# Scoring Sheeting

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

lin	bok	lod	stam
fip	mus	dod	gats
fam	sug	skop	jav
jus	sked	rom	mid
sav	lat	bes	stup

Score one point for every word read as a whole word unit:

Blending Progression	Words in probe	Score
1. All continuous sounds	lin, mus, fam, rom, sav	____/5
2. Stop sound at the end of the word.	lod, fip, sug, mid, lat	____/5
3. Stop sound at the beginning of the word.	bok, dod, bav, jus, bes	____/5
4. Stop sound in the middle of the word.	stam, gats, skop, sked, stup	____/5

Blending Progression Placement for Instruction: \_\_\_\_\_

Student Copy

lin	bok	lod	stam
fip	mus	dod	gats
fam	sug	skop	jav
jus	sked	rom	mid
sav	lat	bes	stup



Step 1: All Continuous Sounds

man	ran	mom	fan
Sam	sun	run	win
rim	fin	Ron	men

Step 1: All Continuous Sounds

fun

sum

yes

slam

yum

sis

van

swam

slim

sun

fan

ram

Step 2: Stop sound at the end

sap

lip

log

rug

rat

lit

mop

fed

sat

nip

nod

leg

Step 2: Stop sound at the end

rap

rid

rod

leg

lap

rig

rot

net

mat

sip

mud

set

Step 3: Stop sound at the beginning and the end

bag

dig

cop

leg

bad

dip

jug

net

cap

Jim

job

set

Step 3: Stop sound at the beginning and the end

cab

jig

pop

tug

dad

pig

top

cub

hat

kid

pot

jet

Step 4: Stop sound in the middle

stop

skid

skin

step

stab

sped

spot

spun

skip

skit

stun

Stan

# Blending Routine 1: Continuous

Materials: Chart of regular words to practice blending

Explain: Demonstrate the task as you are explaining it.

**You're going to practice blending sounds to read words. You will say the sounds when I point to the letters. When you blend, don't stop between sounds.**

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

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



\*Signal for each word

1. Words beginning with continuous sounds: Touch to the left of the word. **Blend.**
1. Words beginning with stop sounds: Touch under the first letter. **Blend.**
2. Loop finger from letter to letter. Pause under each letter for 1 second for continuous sounds and an instant for stop sounds.
3. Touch again to the left of the word. **Word?**
4. 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

- Sound Error: **My turn. This sound is [sound]. Your turn. Sound?** Tap under spelling. **Let's start over.** Use the signal for each word and re-present the word. Continue presenting the words on the chart.
- Blending Error: **My turn. Watch me blend this word. Your turn. Blend.** Loop finger from letter to letter. **Let's start over.** Use the signal for each word\* and re-present the word. Continue presenting the words on the chart.
- Word Error: **My turn. This word is [word]. Your turn. Word?** Slide finger under the word. **Let's start over.** Use the signal for each word\* and re-present the word. Continue presenting the words on the chart.



# Unison Choral Response Routine

Materials: Questions about the text that have answers that are short and the same.

Explain:

**I have a routine we will use when I want the entire class to answer a question together.**

Model: Use the signal for each question. \* Model until students are successful with the routine. **I'll show you how to answer a question together. My turn.**

1. **I will hold up my hand. This means listen and say the answer in your head. Do not say anything out loud.** Raise one hand with your open palm facing the students.
2. **I will ask a question. Remember you are thinking about the answer in your head. I will repeat the question to make sure that everyone has heard it.**
3. **Everyone will have time to think.**
4. **I will say "Everyone?."**
5. **Then I will lower my hand** (lower your hand); **you will all answer the question together.**
  
6. **Let me show you what this looks like.** Model with one to two simple questions (e.g., What is the name of your school?).



\*Signal for each question

1. Hold up one hand with open palm facing students to indicate attention and silence.
2. Ask a question. (Pause) Repeat the question.
3. Wait 2 seconds for students to think.
4. **Everyone?**
5. Lower hand to cue the students to respond in unison.

Practice for students only: Use the signal for each question. \*

**Your turn. I will raise my hand and ask a question. Remember think, and only say the answer in your head until I say "Everyone?" and lower my hand.**

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 raise my hand; everyone will think about the answer in their head. I will call one student's name and only that student will answer the question.**



Correcting Student Errors

- **My turn. The answer is. . . .**
- **Your turn.** Use the signal for each question\* and re-present the question.
- Continue in your lesson asking questions.
- Go back and re-present the missed question.

# Partner Response Routine

**Materials:** Questions about the text that have answers that are long and different. Sentence frames to display to provide scaffolds for students as they are forming their responses.

**Explain:**

**I have a routine we will use when I want you to answer a question with your partner.**

**Model:** Use the routine for each question. \* Bring two students to the front with you to demonstrate as you explain the routine. Model each time until students are successful with the routine. **I'll show you how to answer a question with your partner.**

1. Tell the class which student is partner 1 and which student is partner 2. **I will ask a question. For example, I could ask you what you had for dinner last night.**
2. **I will tell you which partner is going to answer the question. I might say that the blue partner is going to answer the question.**
3. **I will give you the start of your answer. For example, I would say blue partner start your answer with "Last night I had. . . ." The yellow partner will be listening and provide any help that their partner might need, and should be ready to repeat what their partner has answered.**
4. **When I say "knee to knee . . . and go!" you will then turn and face your partner.** Demonstrate this with your student helpers.
5. **When I want you to stop talking, turn to face me, and be ready to listen, I will say "May I have your attention please? 5 . . . 4 . . . 3 . . . 2 . . . 1." By the time I say "1," you should be facing me and not talking.** Demonstrate this with your student helpers.
6. **Let me show you what this looks like.** Model the entire routine with your two student helpers using a simple question (e.g., What did you have for dinner last night?).



\*Routine for each question

1. Ask a question. For example, **what is the first thing that happened in the story?**
2. Indicate which partner is going to answer the question. For example, **Blue partner is going to tell the answer to their partner.**
3. Provide a sentence frame for the answer. For example, **Blue partner start your answer with "The first thing that happened in the story is. . . ."**
4. Cue partners to turn and face each other and respond to the question. **Knee to knee . . . and go!** Students turn and face each other and the blue partner tells their partner the answer.
5. Provide enough time for most students to tell the answer to their partner. Monitor one to two student-partner groups and provide support and feedback.
6. Cue the students to stop talking and to turn and face you. **May I have your attention please? 5 . . . 4 . . . 3 . . . 2 . . . 1.**
7. Call on an individual student (who you monitored during the discussion) to say a correct answer out loud to ensure that all partner groups hear a correct answer to the question. For example, **[student's name], tell us the answer you shared with your partner. Start with "The first thing that happened in the story is. . . ."**

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## Partner Response Routine

Practice for students only: Use the signal for each question. \*

**Your turn. I will ask a question, and I will tell you which partner is going to answer.**

**Example for the entire class to practice using a simple question:**

1. **What do you like to do after school?**
2. **Yellow partner will tell their answer to the blue partner.**
3. **Yellow partner start with "After school I like to...."**
4. **Knee to knee...and go!** Monitor one to two partner groups providing any feedback and support.
5. **May I have your attention please . . . 5 . . . 4 . . . 3 . . . 2 . . . 1.** Make sure students have stopped talking, are facing you, and are ready to listen. Provide any feedback and corrections.
6. Call on an individual student (who you monitored during the discussion) to say a correct answer out loud to ensure that all partner groups hear a correct answer to the question. **[Student's name], tell us the answer you shared with your partner. Start with "After school I like to. . . ."**
7. Repeat using simple answers until students are following the routine correctly, and then use the routine for students to answer questions about the text when the answer is long and different.

Check for Understanding: Rotate to different partner groups and listen to student responses during partner work. Select students needing more support more frequently than other students. Provide any necessary scaffolds for students to be successful in sharing correct answers with their partners.



#### Correcting Student Errors

- **Let's think back to what we just read.** Direct them back to the text and either retell or re-read what was just read that contains the information for the answer to the question.
- If the student is still struggling or nonresponsive, give them the correct answer (either verbally or by explicitly reading the text that gives them the example).
- **Your turn. Now you tell me the answer.** Make sure the student uses the sentence frame and answers in a complete sentence.

# Getting Started with Comprehension: Narrative Text Routine

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Materials: Large Seal Narrative Text Poster; Before, During, and After Narrative Text Discussion Prompts, sentence starters to cue students in forming their responses, Plan for 100 percent student engagement, and individual Seal Narrative Text Posters for each partner group.

NOTE: Use this routine for the *first reading* of the text.

Explain:

**You're going to read a story and then you will retell the story.**

Practice for students only: Have students sitting by their talk partners. Use the Before, During, and After narrative text discussion prompts. **Your turn.**

Before Reading: Complete one to two text discussion activities (from the *Narrative Text Discussion Prompts*) to set the stage for the story. Make sure to use the engagement strategies to get 100 percent participation.

During Reading:

1. **We are going to read the first [number of pages]. Remember to listen for who the main characters in the story are and where the story takes place.** Point to the balls on the Seal Poster as you are talking.
2. Read the text aloud (for read-aloud stories), or use different oral reading strategies as you guide the students through reading the text.
3. **Let's think about who the main characters in the story are.** Point to the Main Characters ball on the seal poster. If the answers are right in the text, say, **Touch the words on the page that tell us who the main characters in the story are.** Only touch the words and don't read them out loud. Walk around and monitor students, providing any needed support.
4. Use the Unison Choral Response Routine steps. Point to the Main Characters ball on the seal poster. **Remember . . . we are going to say who the main characters in the story are.** Raise your hand. **Who are the main characters in the story?** (pause) **Who are the main characters in the story? Lower your hand to cue students to respond. Repeat the correct response as you are pointing to the main characters ball. That's right! The main characters are [main characters].**
5. **Let's think about where the story takes place.** Point to the Settings ball on the Seal Poster. If the answers are right in the text, say, **Touch the words on the page that tell us where the story takes place. Only touch the words and don't read them out loud.** Walk around and monitor students, providing any needed support.
6. Use the Unison Choral Response Routine steps. Point to the Setting ball on the seal poster. **Remember . . . we are going to say where the story takes place, or what is the setting.** Raise your hand. **Where does the story take place?** (pause) **Where does the story take place?** Lower your hand to cue students to respond. Repeat the correct response as you are pointing to the Settings ball on the Seal Poster. **That's right! The story takes place [setting].**
7. **Let's review.** Use the Unison Choral Response Routine steps. Point to the Main Characters ball. Raise the other hand. **The main characters are. . . .** (Pause) Lower your hand to cue students to respond. Point to the Settings ball. Raise the other hand. **The story takes place. . . . (Pause)** Lower your hand to cue students to respond.

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## (page 2) Comprehension: Narrative Text Routine

8. **We are going to read the next [number of pages]. Remember to listen for what happens first in the story.** Point to the First ball on the Seal Poster as you are talking.
9. Read the text aloud (for read-aloud stories), or use different oral reading strategies as you guide the students through reading the text.
10. Point to the first ball on the seal poster. **Remember . . . we are going to tell our partner what happens first in the story.** Use the Partner Response Routine steps. **Partner 1, tell Partner 2 what happened first in the story. Start your sentence with “The first thing that happened is. . . .” Knee to knee . . . and go!** Monitor one to two partner groups and provide any necessary support. **May I have your attention please? . . . 5 . . . 4 . . . 3 . . . 2 . . . 1.** Call on an individual student (who you monitored during the discussion) to say a correct answer out loud. **[Student’s name], tell us the answer you shared with your partner. Start with “The first thing that happened in the story is. . . .”** Repeat the correct response as you are pointing to the First ball on the Seal Poster. **That’s right! The first thing that happened in the story is. . . .**
11. **Let’s review.** Use the Unison Choral Response Routine steps. Point to the Main Characters ball. Raise the other hand. **The main characters are. . . . (Pause)** Lower your hand to cue students to respond. Point to the Settings ball. Raise the other hand. **The story takes place. . . . (pause)** Lower your hand to cue students to respond. Point to the First ball. Raise the other hand. **The first thing that happened is. . . . (pause)** Lower your hand to cue students to respond. Note: you may need to provide more of a sentence frame with blanks to support the group in responding to what happens first, next, and at the end.
12. Repeat steps 9 through 11 for the Next ball and the End ball. End with a group review of the entire story retell (step 11).

After Reading:

1. **You will retell the story to your partner.** Hand out small versions of the Seal Poster to each partner group. **Remember to touch each of the balls as you retell the story. Partner 1 you will go first. When you are done, Partner 2 will retell the story as they point to the balls on the Seal Poster. Ready? Knee to knee . . . and go!** Monitor students and provide any necessary support.
2. Either on the same day, or a subsequent day, have the students complete a written retell.



## Correcting Student Errors

1. Provide necessary scaffolds to guide the student to say the correct answer in a complete sentence (e.g., go back and re-read a section of the text, help them find the answer in the text, give them prompts to come up with the answer, ask their partner for help, and so forth).
2. If the student is still struggling or nonresponsive, give them the answer in a complete sentence and have them repeat it. Use a lot of positive reinforcement to encourage the student to take risks when answering questions.
3. **Your turn. Now you tell me the sentence.** Make sure the student uses the sentence frame and answers in a complete sentence.

## Narrative Text Discussion Prompts

	Prompt	Cue
Before Reading	<i>Teacher Directed Introduction: "Let's read the title together. Put your finger under the first word. Ready...Read"</i>	
	What does the title tell you about the story?	The title tells me...
	<i>Teacher Directed Introduction: "The author's name is..." "The story was illustrated by..."</i>	
	What do the pictures tell you about the story? <i>(Have the students do a quick 30 second picture walk.)</i>	The pictures tell me that the story will be about. . .
	Who do you think the story will be about?	I think the story will be about. . .
	What do you think will happen in the story? What do you think the story is about?	I think _____ will happen in the story. I think the story will be about. . .
During Reading	<i>Teacher Directed Introduction: (Quickly provide any necessary background knowledge.)</i>	
	Who is the main character? Who is the story about? Who are the characters?	The main character is. . . The characters are. . .
	Where does the story take place? Where does _____ happen?	The story takes place. . . The story happens at. . .
	What happens – first, next, at the end? What is the problem?	The first thing that happens is. . . The next thing that happens is... At the end... The problem is. . .
	When does the story take place? When does _____ happen?	The story takes place... _____ happened when. . .
	Why does _____ happen?	_____ happens because. . .
	How does _____ happen? How is the problem solved?	_____ happens by doing _____. The problem is solved by. . .
	What do you think will happen next? (Make predictions.) <i>Teacher Directed Review (stop several times in the story and review the story elements as you refer to the clown organizer): "Let's review what we know about the story so far!"</i>	I think _____ will happen next. The characters are... The story takes place...First...Next...At the end...
After Reading	<i>Teacher Directed Story Retell: (Have the class orally review all story elements as you refer to the clown organizer): "Let's retell the story."</i>	The characters are... The story took place... First... Next... At the end...
	What was the problem in the story?	The problem was. . .
	How was the problem solved?	The problem was solved by...
	Why did _____ happen?	_____ happened because. . .
	<i>Students individually retell the story with their partners (using student copies of the clown organizer).</i> <i>Students complete a written response.</i>	