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## *Enhancing Core Reading Instruction*



*Leadership Training  
February 24, 2016*

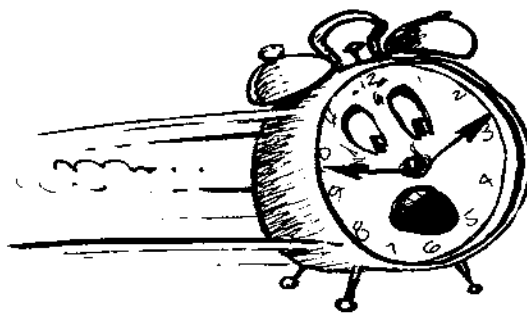
**Carol Dissen**  
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University of Oregon



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## *Leadership for Literacy Agenda*



*Handout: p. 2*

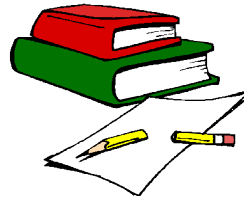


## Expected Outcomes for Today



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

*Handout: p. 3*



## Materials

1. Leading Literacy Change Book
2. Binder - February Tab
3. Flash Drive
4. HILL Website
  - Login in to [www.HILLforLiteracy.org](http://www.HILLforLiteracy.org)
  - Click on Access Materials
  - Download appropriate monthly packets

*Handout: p. 3*

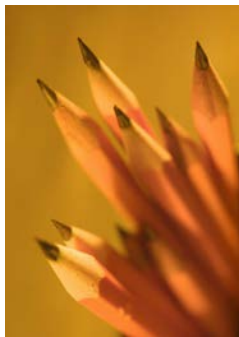


## *HILL Website*

- Login to [www.HILLforLiteracy.org](http://www.HILLforLiteracy.org) with your username and password to access leadership tools, handouts, and presentations, and to RSVP for trainings.



*What do you think this means: “We were never born to read.”*

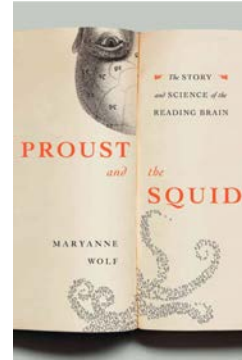




## Maryanne Wolf *The Proust and the Squid: The Story and Science of the Reading Brain*

Chapter 1, page 1

*“We were never born to read.  
Human beings invented reading  
only a few thousand years ago.  
And with this invention, we  
rearranged the very organization  
of our brain, which in turn  
expanded the ways we were able  
to think, which altered the  
evolution of our species.”*



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## *Getting Students On-track for Academic Success*

To increase student reading and math achievement,  
specific attention must be given to the “*architectural  
features*” of programs (Coyne et al., 2011).









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## Explicit Instructional Design and Delivery Principles


	<b>Big Ideas</b>	Prioritize essential content.
	<b>Conspicuous strategies</b>	Learning is most efficient when teachers can make it more explicit.
	<b>Mediated scaffolding</b>	Instructional supports (scaffolds) that reduce cognitive load.
	<b>Strategic integration</b>	The teaching sequence for each big idea is introduced, scaffolded, practiced, and assessed before the introduction of the next new big idea.
	<b>Prime background knowledge</b>	Identify essential pre-skills most proximal to the new learning objective.
	<b>Student practice &amp; review</b>	Students are engaged in multiple practice opportunities with judicious review.



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## Big Ideas



- Phonological Awareness:** The ability to hear and manipulate sounds in words.
- Alphabetic Principle:** The ability to associate sounds with letters and use these sounds to read words.
- Automaticity and Fluency with the Code:** The effortless, automatic ability to read words in connected text.
- Vocabulary Development:** The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.
- Comprehension:** The complex cognitive process involving the intentional interaction between reader and text to extract meaning.



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## *Conspicuous Strategies*



- Are verbal directions, visual models and explanations (using clear and consistent language) present?
- Are demonstrations of critical concepts and skills present?
- Are there a series of steps that can be purposefully employed to acquire and use new knowledge?
- Are guided and independent practice opportunities present?
- Is timely and specific academic feedback provided?



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## *Strategy Use of At-Risk Learners*

- At-risk learners tend to use less efficient and less mature strategies compared to on-track peers (Gersten, Jordan, & Flojo, 2005).
- In reading, at-risk learners are less efficient in scanning text and adjusting their reading strategies.



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## Conspicuous Strategies

- Perhaps no feature of reading and math instruction has received as much scientific support for increasing learning for at-risk students as *explicit* and *systematic* instruction (Baker et al., 2002; Gersten et al., 2007, 2009).
  - Components of Explicit Instruction
    - Use of clear and consistent language
    - Demonstrations of critical concepts & skills
    - Guided & independent practice opportunities
    - Timely and specific academic feedback

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## *Increasing Explicitness Through Instructional Routines*

- Learning objectives
- Teacher explanations
- Teacher models
- Guided practice opportunities
- Previously learned material is reviewed
- Teachers monitor closely for errors and provide immediate error correction
- Individual turns are provided



## *Explicit instructional elements incorporated into each routine:*

- Unison Oral Responding
- Pacing
- Teacher Explanation
- Teacher Model
- Signal
- Practice for Students
- Correcting Student Errors
- Check for Understanding





*Video Example*  
*Take notes on...*

<b>Unison Oral Responses</b>	...techniques you see that allow for ALL students to practice together.
<b>Pacing</b>	...techniques you see that keep an appropriate pace. WHERE DO YOU SEE PAUSES?
<b>Correcting Student Errors</b>	...what are the error corrections or supports you see when students struggle, or make errors?
<b>Group Management</b>	...techniques you see that manage student behaviors.



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## Strategic Integration

- Is a teaching sequence for each big idea introduced, scaffolded, practiced, and assessed before the introduction of the next new big idea?
- Are big ideas integrated (not left as discrete concepts or skills)?
- Is there a cohesive connection among strategies to achieve desired outcomes?
- Are prerequisite skills connected with higher order content?
- Are there opportunities for discrimination practice?



## Elements of a Foundational Skills Lesson:

<b>Objective:</b> Teaching /ē/ spelled ea		
<b>Previously taught:</b> all letter sounds and the following vowel combinations and digraphs: ai, ay, sh, ck, ch		
LESSON ELEMENT	ACTIVITIES	~ Time
Phonemic Warm-Up	Phonemic Blending with: beach, dream, peach, sea	1 min.
Teach Sound/Spelling	The sound is /ē/. The spelling is ea.	2 min.
Practice Blending	dream, rain, beach, pray, peach, feast, sea (review previously introduced words)	4 min.
Apply to Decodable Text	Read decodable text in lesson.	15 min.
Dictation and Spelling	Dictation words: sea, beach, dream, feast, peach	8 min.
Word Work	Word building for ea words	independent



## Mediated Scaffolding



- Is the rate of introduction for key concepts and skills systematic and appropriate?
  - e.g., separating regular and irregular teen numbers
  - e.g., separating letters with similar visual attributes /b/ /d/
- Is there a logical sequence of instructional examples to promote success and reduce confusion?
- Are complex concepts and skills broken down into smaller, more manageable chunks?



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## Mediated Scaffolding



- Are there opportunities for teachers to explicitly teach key concepts and skills and interact with students before independent work?
- Are prompts, hints, or clues provided to students as they engage in new and complex content.
- Is the complexity of students' independent work comparable to the complexity of the instructional examples used?



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## Mediated Scaffolding

- Find students' *zone of proximal development*
- Over-scaffolding is likely to inhibit children from thinking on their own or gaining personal responsibility of the task at hand.
- Conversely, under-scaffolding is likely to leave struggling students frustrated and unclear of the lesson's purpose and objectives.
  - e.g., "I'll show you one time and you do the rest during center time."



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## Measuring the Dimensions of Alphabetic Principle of the Reading Development of First Graders

(Harn, B.A., Stoolmiller, M., and Chard, D.J. 2008. *Journal of Learning Disabilities*, Volume 41, Number 2)

- Unitization is a critical developmental process in word reading development.
- Students who approach the NWF task as a more advanced unit level (whole word) may be categorized as in the full alphabetic phase and are quantitatively and qualitatively better readers in the middle and the end of first grade on an ORF measure.

Sound-by-Sound	Sound-by-Sound then Recodes	Partial Blends	Whole Units
b o k	<u>b</u> <u>o</u> <u>k</u>	<u>b</u> o k	<u>b o k</u>



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## Blending Progression

1. Continuous Blending
  - a. All continuous sounds
  - b. Stop sound at the end of the word
  - c. Stop sound at the beginning of the word
  - d. Stop sound in the middle of the word
  
2. Sound-by-Sound Blending
  
3. Spelling-Focused Blending (includes multisyllabic word blending)



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## NWF Probe

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



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## Scoring

Blending Progression		
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



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## Placement and Instruction

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.




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*Step 1:*  
*All Continuous Sounds*

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



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*Step 2:*  
*Stop sound at the end*

sap	lip	log	rug
rat	lit	mop	fed
sat	nip	nod	leg


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**Step 3: Stop sound at the beginning and the end**

bag	dig	cop	leg
bad	dip	jug	net
cap	Jim	job	set



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**Step 4:  
Stop sound in the middle**


stop	skid	skin	step
stab	sped	spot	spun
skip	skit	stun	Stan



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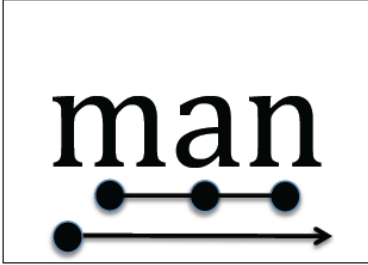
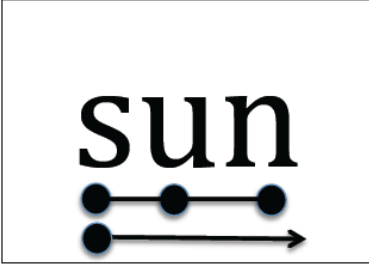
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## Blending Routine 1: Continuous

**Blending Routine 1: Continuous**

**Materials:** Chart of regular words to practice blending.

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

**Task:** 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. If after you have to blend and read the first few words, say them.

**Signal for each word**

1. Touch beginning with continuous slide touch to the left of the word.
2. Touch beginning with stop slide touch under the first letter. **Blend.**
3. Loop finger from letter to letter. Pause under each letter for 1 second for continuous sounds and no pause for stop sounds.
4. Touch again to the left of the word. **Blend?**
5. Slide finger under the word.

**Practice for students only:** Go back to the first word on the chart. Use the signal for each word. \*Four times.

**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 "Yes Sam."

**Let's do some individual funs. 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/Stop:** My turn. This sound is [sound]. Your turn. Repeat? Tap under starting, let's start over. Use the signal for each word and re-present the word. Continue presenting the words on the chart.
- **Blending/Loop:** My turn. Which one blend this word. Demonstrate blending. 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.
- **Blend/Stop:** My turn. This word is [word]. Your turn. Blend? 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.

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## *Blending Routine 1: Continuous*

Read through **Blending Routine 1: Continuous**. Answer the following questions to become familiar with the routine.


1. Where does the teacher touch before asking the students to blend when a word begins with a continuous sound?
2. Where does the teacher touch before asking the students to blend when a word begins with a stop sound?
3. What signal is used for blending to elicit the students to respond?
4. What signal is used for word reading to elicit the students to respond?



## *Blending Routine 1: Continuous*

Read through **Blending Routine 1: Continuous**. Answer the following questions to become familiar with the routine.



5. How long does the teacher hold his or her finger under a stop sound during the blending part of the routine?
6. How long does the teacher hold his or her finger under a continuous sound during the blending part of the routine?
7. What does the teacher do and say when the students make a sound error?




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## Blending Routine 1: Continuous

- Materials
- Explain
- Model
- Students practice
-  Signal for each word
- Check for understanding
-  Correcting student errors



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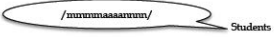



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## Blending Routine 1: Continuous

<p><u>Teacher:</u> Touch to the left of the word <i>man</i>. <b>Blend.</b> Loop finger from letter to letter, pausing under each letter for one second.</p>		<p>man    sat    cat    stop</p>  <p style="text-align: right; font-size: small;">Students</p>
<p><u>Teacher:</u> Touch again to the left of the word <i>man</i>. <b>Word?</b> Slide finger under the word to signal the students to respond in unison.</p>		<p>man    sat    cat    stop</p>  <p style="text-align: right; font-size: small;">Students</p>
<p><u>Teacher:</u> Move finger to touch to the left of the next word. <b>Blend.</b></p>		<p>man    sat    cat    stop</p>



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## Blending Routine 1: Continuous

Teacher:  
Touch under the letter 'c'.

**Blend.**  
Jump off 'c' quickly by looping under the letter 'a'. Pause one second under 'a' before looping under the letter 't'. Pause for just an instant before lifting finger.

man      sat      cat      stop


Students 


---

Teacher:  
Touch to the left of the word *cat*.

**Word.** Slide finger under the word to signal the students to respond in unison.


man      sat      cat      stop

Students 



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## Blending Routine 1: Continuous

- Teacher/Student Practice
- Practice words:

man	sat	cat	stop
did	step	run	spot




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## *Student Practice and Review*

- Are procedures in place to engage students the lesson during teacher-led instruction? 
- Are multiple opportunities for students to practice tasks frequent and structured?
- Are student verbalization procedures present?
- Are clear correction procedures in place?
- Is there sufficient, distributed, cumulative and varied student practice?



## *Student Verbalization Practice*

Before students have developed the independent reading skills necessary to read and analyze grade level texts, they depend heavily on teachers to structure and guide learning opportunities through classroom discourse.



***If you do most of the talking,  
you are probably doing most  
of the thinking!***



## *Types of Instructional Interactions*

### **Group, unison responses**

- Engage *all* students in learning
- Promotes use of academic language

### **Individual responses**

- Gauge a student's understanding
- Identify struggling learners
- Promotes use of academic language



# ECRI Routines

- Unison Choral Response Routine
- Partner Response Routine



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# Unison Choral Response Routine

**Unison Choral Response Routine**

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

**Prerequisites:** There are no prerequisites for this routine.

**Signal:** Use the signal for each question. \* Model and students use successful with the routine. \*\* After you have to answer a question together. My hand.

1. I will hold up my hand. This means I have an answer to your hand. Do not say anything out loud. You can hold up your hand with your other hand.
2. All of you. If you have the question, I will repeat the question to make sure that everyone has heard it.
3. Everyone will have their hand up.
4. I will say "Everyone?"
5. There will be a hand (your hand) you will all answer the question together.

4. Let me show you what this looks like. Model with one to two simple questions (i.e., 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. If you repeat the question.
3. Hold 3 seconds for students to think.
4. Check for?
5. Lower hand to cue the students to respond in unison.

**Procedure for questions:** Use the signal for each question. \* Your hand will raise my hand and ask a question. Remember, and only say the answer in your hand will I say "Everyone?" and lower my hand.

**Check for understanding:** Call on two to three students in an unpredictable order. If you respond to the question, you will see the correct procedure with all students responding after the first call.

**Let's do some additional items:** I will raise my hand everyone will listen about the answer in their hand. I will call out one student's name and they will answer the question.

**Connecting Student Ideas**

- My hand. The answer is...
- You have. Use the signal for each question and present the question.
- Continue in your own way to answer.
- Go back and re-present the needed question.



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## *Unison Choral Response Routine*

- Materials
- Explain
- Model
- Students practice
-  Signal for each word
- Check for understanding
-  Correcting student errors



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## *Unison Choral Response Routine*

Read through **Unison Choral Response Routine**. Answer the following questions to become familiar with the routine.

1. What does the teacher do and say to indicate attention and silence?
2. How many times does the teacher ask the question?
3. How much wait time is needed before signaling for students to respond?



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## *Unison Choral Response Routine*

Read through **Unison Choral Response Routine**. Answer the following questions to become familiar with the routine.

4. What does the teacher say and do to signal the students to chorally respond?
5. How are student errors corrected?



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## *Unison Choral Response Routine*

- Teacher/Student Practice
- Practice Questions:
  - What is the name of our state?
  - What is the name of our school?
  - What is the name of the city where our school is located?



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# Partner Response Routine

**Partner Response Routine**

**Intended:** Questions about the text that have answers that are long and different. Sentence stems to display to provide models for students on how to answer their responses.


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

**Goal:** Use this 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 comfortable with the routine. If they are 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 would ask you what you did 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 partner partner will be listening and provide any help that their partner might need. and should be ready to repeat what their partner has.
4. When I say "time to swap" and get your will then turn and share your partner. Demonstrate this with your student partners.
5. When I say stop to stop talking. Now it's my turn to ask you a question. I will say "What is your afternoon plan?" A. B. C. D. E. F. G. H. I. J. K. L. M. N. O. P. Q. R. S. T. U. V. W. X. Y. Z. You should be having fun and talking. Demonstrate this with your student partners.
6. Let me show you what this looks like. Model the entire routine with your two student partners using a sample 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. Model: when you are going to answer the question. For example, blue partner is going to tell the answer to blue partner.
3. Provide a sentence stem for the answer. For example, blue partner start your answer with "The first thing that happened in the story is..."
4. Cue partner to sign and face each other and respond to the question. Answer to blue... and get student turn and face each other and the blue partner will partner their partner.
5. Provide enough time for their students to tell the answer to their partner. Monitor one to two student partners and provide support and feedback.
6. Cue the students to stop talking and to turn and face you. May I have your afternoon plan? A. B. C. D. E. F. G. H. I. J. K. L. M. N. O. P. Q. R. S. T. U. V. W. X. Y. Z.
7. Call on an individual student (who you monitored during the discussion) to use a sentence stem or model. For example, if a student answers that he or she cannot answer the question, for example, (blue partner) tell me 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

- Materials
- Explain
- Model
- Students practice
-  Signal for each word
- Check for understanding
-  Correcting student errors



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## *Partner Response Routine*

Read through **Partner Response Routine**. Answer the following questions to become familiar with the routine.

1. What is the procedure for determining which partner will answer the question?
2. What does “provide a sentence frame” mean?
3. What is the signal for students to turn and face each other and respond to the question?



## *Partner Response Routine*

Read through **Partner Response Routine**. Answer the following questions to become familiar with the routine.

4. What is the signal for students to stop talking and to turn and face the teacher?
5. What is the individual turn procedure?
6. How are student errors corrected?



## *Partner Response Routine*

- Teacher/Student Practice
- Practice Questions:
  - What did you have for dinner last night?
  - What is the best trip you have taken?
  - What did you do last weekend?



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## *Primed Background Knowledge*



- Are students engaged in their prior knowledge?
- Are essential pre-skills identified that are most proximal to the new learning objective?



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## ECRI Routine

- Getting Started with Comprehension: Narrative Text Routine



## Getting Started with Comprehension: Narrative Text Routine

**Getting Started with Comprehension:  
Narrative Text Routine**

**Materials:** Large level Narrative Text Poster; Before, During, and After Narrative Text Discussion Prompts; sentence starters for use students in forming their responses; Plan for 100 percent participation; and individual level narrative text frames for each student group.

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

**Before:**


*Here's going to read a story and then you will retell the story.*

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

**Before Reading:** Complete some 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**

- We are going to read the first paragraph of the story. Read the text for who the main characters in the story are and where the story takes place. Point to the first on the text. Point to any you talking.
- Read the text aloud (or read aloud myself), or use different one reading strategies so you give the students through reading the text. Be slow and point to the Main Characters on the text and point to any you talking. Find the words on the page that tell us who the main characters in the story are. Only touch the words and don't read from the text. Ask around and monitor students, providing any needed support.
- Use the Before Reading Routine steps. Point to the Setting part on the text poster. Read the text for where the story takes place, or where the setting. Ask your hand to look students to respond. Repeat the correct response as you are pointing to the text poster. Be sure to use the text poster when you are talking.
- Use the Before Reading Routine steps. Point to the Main Characters part on the text poster. Read the text for who the main characters are. Ask your hand to look students to respond. Repeat the correct response as you are pointing to the text poster. Be sure to use the text poster when you are talking.
- Use the Before Reading Routine steps. Read the text for who the main characters are. Ask your hand to look students to respond. Repeat the correct response as you are pointing to the text poster. Be sure to use the text poster when you are talking.
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## Narrative Text Routine




The main characters are (who?) \_\_\_\_\_.

The story takes place (where?) \_\_\_\_\_.

The first thing that happens is (what?) \_\_\_\_\_.


The next thing that happens is (what?) \_\_\_\_\_.

At the end, (what? why?) \_\_\_\_\_.



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## Narrative Text Routine



1. Plan Before, During and After Reading Prompts
2. Plan for 100% Student Engagement
3. Plan for Targeted Feedback





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## Narrative Text Routine



Pink = Choral Response      Blue = Partner Responses      Yellow = Other Responses

Who is the main character in the story?

Partner 1:  
What is the first thing that happens in the story?  
The first thing that happens is\_\_\_\_\_.

Students individually complete a written retell of the story.

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## Narrative Text Routine

For example:

- Before Reading

The title tells me \_\_\_\_\_.

The pictures show me that the story will be about \_\_\_\_\_.

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## Narrative Text Routine

For example:

- During Reading
  - Strategies to engage all students:
    - ★ Popcorn Reading
    - ★ Jump In! Reading
    - ★ Choral Reading
    - ★ Cloze Reading



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## Narrative Text Routine



The main characters are (who?) \_\_\_\_\_.



The story takes place (where?) \_\_\_\_\_.



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## Narrative Text Routine



The first thing that happens is (what?)\_\_\_\_\_.



The next thing that happens is (what?) \_\_\_\_\_.



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## Narrative Text Routine



At the end, (what? why?)\_\_\_\_\_.



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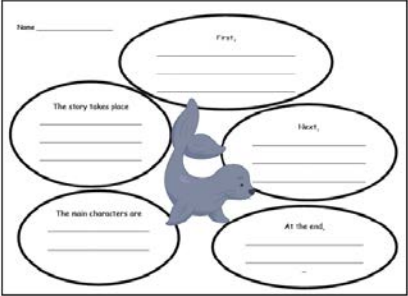



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## Narrative Text Routine


- After Reading





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## How Do We Enhance a Core Program?

Instructional Principles	How to Enhance
Conspicuous Strategies	Increase explicit visual models/examples, verbal directions, full and clear explanations, and explicit procedures and strategies (outlined steps).
Mediated Scaffolding	Add in scaffolds that align with the learners. Provide prompts, hints, clues before students are asked to do independent work. We do...we do...we do...
Strategic Integration	Add a cohesive connection among strategies. Connect prerequisite skills with higher order content. Offer opportunities for discrimination practice.
Primed Background Knowledge	Identify and review essential pre-skills before introducing a new concept.
Student Practice and Review	Have students practice skills chorally, with partners and individually multiple times each day. Add in judicious review of skills each day.



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*Thank you for  
being here today!*

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*What to Bring*

- Laptop or tablet
- Materials downloaded or copied from the HILL website



## *Evaluation*

- Survey Monkey Link:  
<http://bit.ly/CTC1Feb16Eval>



## *HILL Website*

- Login to [www.HILLforLiteracy.org](http://www.HILLforLiteracy.org) with your username and password to access leadership tools, handouts, and presentations, and to RSVP for trainings.



*“We are not  
where we want  
to be,  
We are not  
where we are  
going to be,  
But we are not  
where we  
were.”*

-Rosa Parks