



# Enhanced Core Reading Instruction™

Day 3:

Vocabulary and Comprehension





# [Insert Presenter Name]

[Insert Presenter Bio]

[Insert  
Presenter  
Picture]

[Insert  
Presenter  
Name]



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**The principal investigators on the project include Scott K. Baker, Hank Fien, Jean Louise M. Smith, and Keith Smolkowski.** This publication does not necessarily represent the policy of the U.S. Department of Education, nor does the federal government necessarily endorse the material.

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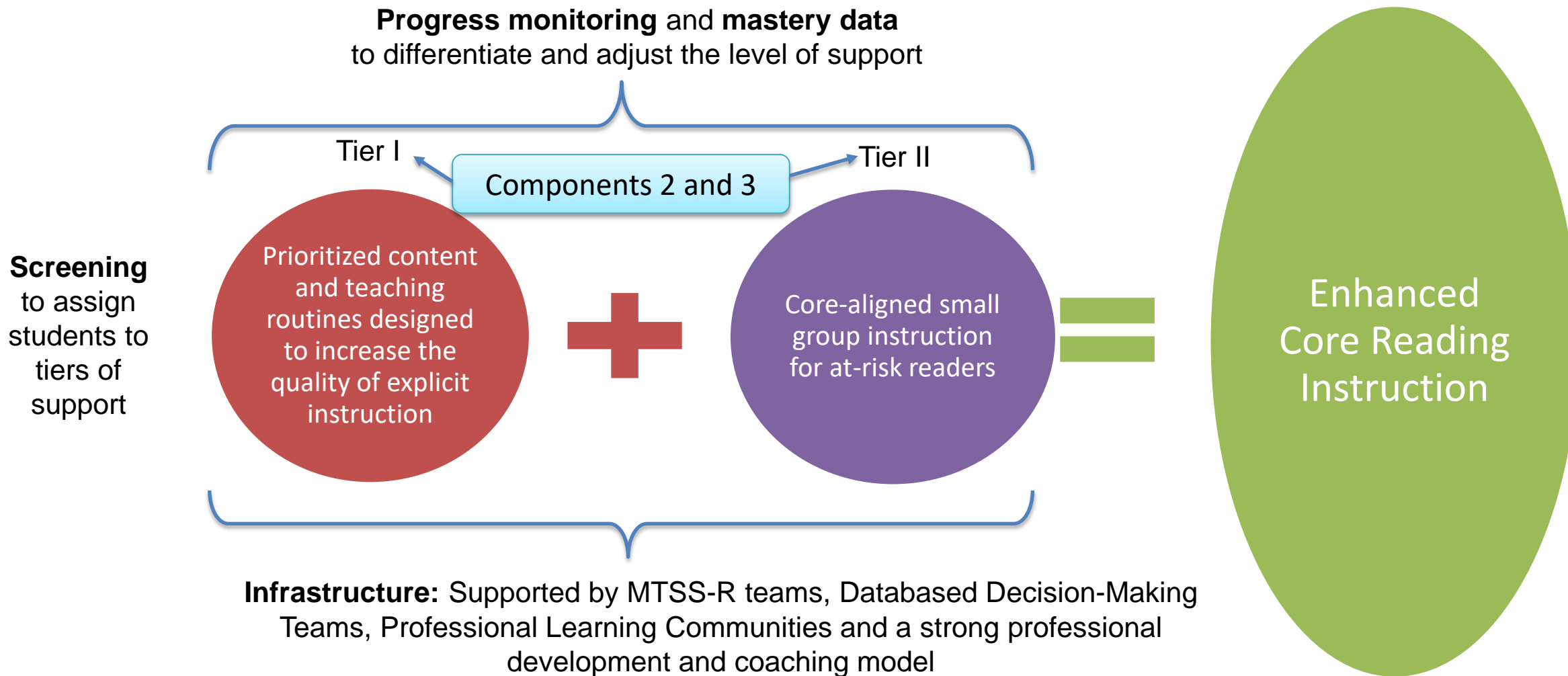


# Section 1. Vocabulary and Comprehension

Workshop Overview and Introduction



# Overall ECRI MTSS-R Approach





# 1.1

## Workshop Objectives, Format, and Topics



# Enhanced Core Reading Instruction (ECRI) Workshop Objectives

Participants will be able to:

- identify the essential components of instructional routines related to active student engagement strategies, specific-word vocabulary instruction, personal recounts, narrative text instruction, and information text instruction
- plan a specific-word vocabulary lesson, a narrative text lesson, and an information text lesson



# Quick Write



ACTIVITY

What does your current vocabulary and comprehension instruction look like in your 90-minute reading block? Think about:

- Whole Group:
- Small Group:
- Time Spent:
- Content:





# Agenda

1. Workshop Overview and Introduction
2. Vocabulary and Comprehension Introduction
3. Active Student Engagement (Unison Choral Response and Partner Response Routines)
4. Vocabulary: Specific Word Instruction Routine
5. Comprehension Introduction
6. Comprehension: Personal Recount Routine
7. Getting Started with Comprehension: Narrative Text Routine
8. Getting Started with Comprehension: Information Text Routine
9. Final Reflection, Discussion and Review



# Agenda

- Learn 6 ECRI Routines; for each:
  - Building background: Why is this important?
  - Routine components
  - Trainer demonstration of the routine
  - Partner practice (with feedback)
  - How ECRI is integrated into the Core reading program



## 1.2

# Introduction to ECRI Materials

# ECRI Workbooks (i.e., Teacher Manual)

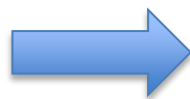
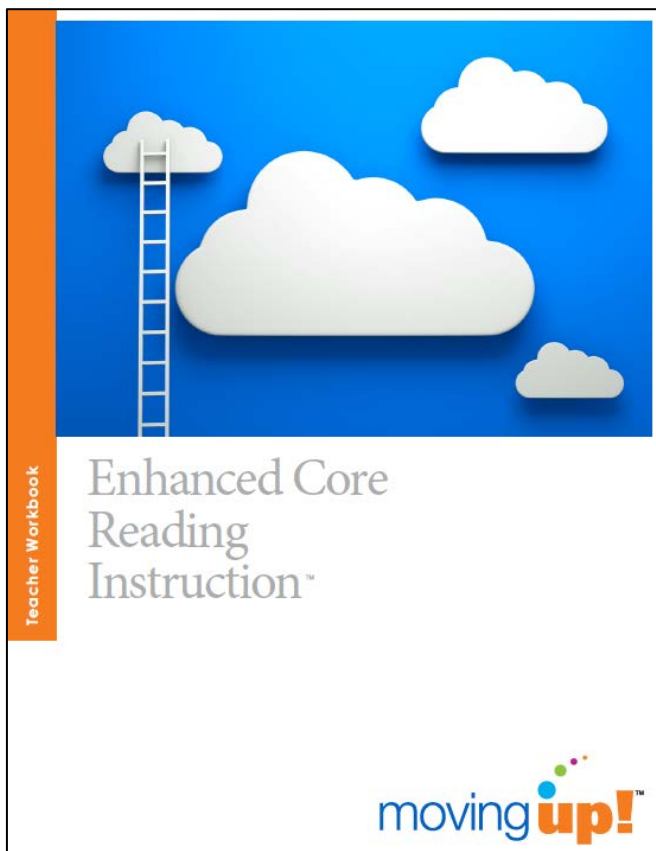


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L=1  
T=1  
I=1



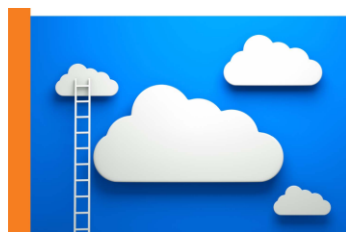
Presentation slides will reference page numbers in the ECRI Workbooks where corresponding information can be referenced.

L = Leadership Guide  
T = Teacher Workbook  
I = Interventionist Workbook



# Additional Workshop Materials (Handouts)

## Enhanced Core Reading Instruction: Implementation Guide for Vocabulary and Comprehension



Teacher Workbook  
Enhanced Core  
Reading  
Instruction.





# Look at one week of your Core program and flag all vocabulary and comprehension activities:



ACTIVITY

Example

Discuss with your grade-level team:

- Different types of vocabulary words
- Different texts used for comprehension
- Comprehension skills and strategies
- Weekly format for suggested delivery

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p><b>80-90 minutes</b></p> <p><b>Reading</b> Phonics Comprehension</p> <p><b>Leveled Readers</b></p> <ul style="list-style-type: none"> <li>• Fluency Practice</li> <li>• Independent Reading</li> </ul>	<p><b>Daily Routines, T112-T113</b> Phonics and Language Activities</p> <p><b>Listening Comprehension, T114-T115</b> A Moose in the Bathroom</p> <p><b>Phonics, T116-T117</b> Consonant Clusters (r, l, s) T Two Sounds for c T</p> <p><b>Reading Decodable Text, T119-T121</b> A Trip to Central Park</p> <p><b>Leveled Readers</b> A City Park The Best Ranger The Empty Lot City Animals Lessons and Leveled Practice, T164-T167</p>	<p><b>Daily Routines, T124-T125</b> Phonics and Language Activities</p> <p>Building Background, T126</p> <p><b>Key Vocabulary, T127</b> exploring protect tours habitat ranger urban</p> <p><b>Reading the Selection, T128-T137</b></p> <p><b>Comprehension Strategy, T128</b> Evaluate</p> <p><b>Comprehension Skill, T128, T135</b> Fact and Opinion T</p> <p><b>Leveled Readers</b> A City Park The Best Ranger The Empty Lot City Animals Lessons and Leveled Practice, T164-T167</p>	<p><b>Daily Routines, T140-T141</b> Phonics and Language Activities</p> <p><b>Rereading the Selection, T128-T137</b></p> <p>Comprehension Check, T142 Responding, T142</p> <p><b>Comprehension Skill, T144-T145</b> Fact and Opinion T</p> <p><b>Rereading for Understanding, T146</b> Visual Literacy: Photographs As Illustrations Genre: Nonfiction</p> <p><b>Leveled Readers</b> A City Park The Best Ranger The Empty Lot City Animals Lessons and Leveled Practice, T164-T167</p>	<p><b>Daily Routines, T148-T149</b> Phonics and Language Activities</p> <p><b>Reading the Poetry Link, T150-T151</b></p> <p><b>Comprehension: How to Read a Poem, T150</b></p> <p><b>Phonics Review, T153</b> Long Vowels o, u, e</p> <p><b>Reading Decodable Text, T154-T155</b> Zeke and Pete Rule!</p> <p><b>Leveled Readers</b> A City Park The Best Ranger The Empty Lot City Animals Lessons and Leveled Practice, T164-T167</p>	<p><b>Daily Routines, T152-T153</b> Phonics and Language Activities</p> <p><b>Comprehension: Re</b> for Understanding, T Topic/Main Idea/Deta Making Generalizat</p> <p><b>Rereading for Fluency, T128-T137</b> Cross-Curricular Responding Activities, T143</p> <p><b>Information and Study Skill, T161</b> Using a Graph</p> <p><b>Leveled Readers</b> A City Park The Best Ranger The Empty Lot City Animals Lessons and Leveled Practice, T164-T167</p>
<p><b>20-30 minutes</b></p> <p><b>Word Work</b> Vocabulary High-Frequency Words Spelling</p>	<p><b>Vocabulary, T113</b> Matching Game</p> <p><b>High-Frequency Words, T118</b> busy, later, important, touch, young T</p> <p><b>Spelling, T122</b> Words with Consonant Clusters T</p>	<p><b>Vocabulary, T125</b> Riddles</p> <p><b>High-Frequency Words, T124</b> Word Wall</p> <p><b>Spelling, T138</b> Review, Practice: Words with Consonant Clusters T</p>	<p><b>Vocabulary, T141</b> What's the Same?</p> <p><b>High-Frequency Words, T140</b> Word Wall</p> <p><b>Spelling, T147</b> <b>Vocabulary Connection:</b> Words with Consonant Clusters T</p>	<p><b>Vocabulary, T152</b> Antonyms T</p> <p><b>High-Frequency Words, T148</b> Word Wall</p> <p><b>Spelling, T156</b> Game, Proofreading: Words with Consonant Clusters T</p>	<p><b>Vocabulary, T159</b> Vocabulary Expansion</p> <p><b>High-Frequency Words, T158</b> Word Wall</p> <p><b>Spelling, T162</b> Test: Words with Consonant Clusters T</p>
<p><b>20-30 minutes</b></p> <p><b>Writing and Oral Language</b> Writing Grammar Listening/Speaking/Viewing</p>	<p><b>Writing, T113</b> Daily Writing Prompt</p> <p><b>Grammar, T123</b> Commands T</p> <p><b>Daily Language Practice</b> 1. do not swim in the lake. (Do not swim in the lake.)</p> <p><b>Listening/Speaking/Viewing, T114-T115</b> Teacher Read Aloud</p>	<p><b>Writing, T139</b> A Paragraph</p> <p><b>Grammar, T138</b> Practice: Commands T</p> <p><b>Daily Language Practice</b> 2. please sep up to home plate next. (Please step up to home plate next.)</p> <p><b>Listening/Speaking/Viewing, T132, T137</b> Stop and Think, Wrapping Up</p>	<p><b>Writing, T142</b> Write Park Rules</p> <p><b>Grammar, T147</b> Activity: Commands T</p> <p><b>Daily Language Practice</b> 3. please take a trip to see us. (Please take a trip to see us.)</p> <p><b>Listening/Speaking/Viewing, T142</b> Responding</p>	<p><b>Writing, T157</b> Main Idea and Details</p> <p><b>Grammar, T156</b> Practice: Commands T</p> <p><b>Daily Language Practice</b> 4. do not touch the bird's nest. (Do not touch the bird's nest.)</p> <p><b>Listening/Speaking/Viewing, T150</b> Discuss the Link</p>	<p><b>Writing, T159</b> Daily Writing Prompt</p> <p><b>Grammar, T162</b> Improving Writing</p> <p><b>Daily Language Practice</b> 5. please hold hands and don't get lost. (Please hold hands and don't get lost.)</p> <p><b>Listening/Speaking/Viewing, T163</b> A Descriptive Presentation</p>



# Section 2. Vocabulary and Comprehension

## Vocabulary and Comprehension Introduction





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).