L=69 T=60

I = 60

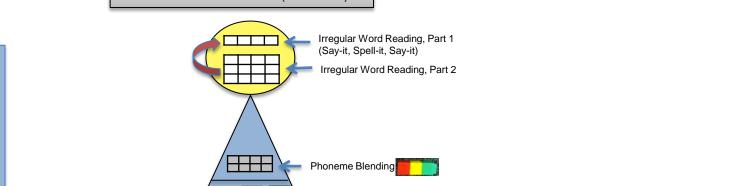
Section 7. Day One Foundational Reading Skills



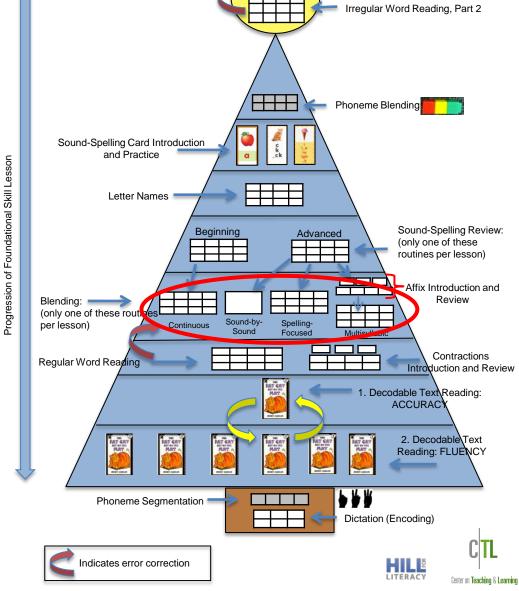
Decoding Regularly-Spelled Words



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



Blending Routines





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Decoding Regularly Spelled Words and Building Background: Why is this important?



Blending Routines: Decoding Regularly Spelled Words

L=69 T=60

I = 60

Once students have mastered converting letters into sounds, they can blend sounds and decode, or read, regularly-spelled words. Explicit, systematic phonics instruction teaches students to convert letters into sounds (e.g., phonemes) and then to blend the sounds into words that they recognize (National Reading Panel [NRP], 2000).

Definitions to Know



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Ehri's Phases of Word Reading

Pre-Alphabetic					
Incidental Visual Cues	Early Alphabetic				
	Letter Knowledge Partial Phoneme Awareness	Later Alphabetic	Later Alphabetic		
		Early Sight Word Learning	Consolidated Alphabetic		
		Phoneme-Grapheme Correspondence Complete Phoneme Awareness	Reading fluently by sound, syllable, morpheme, whole word, families, and analogies		
	home house	sweet s-w-ee-t	cake flake		

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



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(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
<u>b</u> <u>o</u> <u>k</u>	<u>b</u> <u>o</u> <u>k</u>	<u>b</u> <u>o</u> <u>k</u>	<u>b o k</u>

ECRI Blending Routines Progression

- L=74 T=65
- I=65

- 1. Continuous Blending (kindergarten)
 - a. CVC words -- all continuous sounds (e.g., sun)
 - b. CVC words -- stop sound at the end of the word (e.g., mat)
 - c. CVC words -- stop sound at the beginning of the word (e.g., cat)
 - d. CCVC words -- stop sound in the middle of the word (e.g., stop)
- 2. Sound-by-Sound Blending (end of kindergarten through middle of first grade)
- 3. Spelling-Focused Blending (single syllable words middle of first grade and continuing through the upper grades)
- 4. Spelling-Focused Multisyllabic (middle of first grade and continuing through the upper grades).



ECRI Blending Routines Progression

When emergent readers have learned a few consonant sounds and at least one short vowel sound, they are ready to learn how to sound out, or blend, the sounds together to decode, or read, words. ECRI provides a series of blending routines that provide explicit instructional blending scaffolds that will support moving students through each stage of reading development. Once students have mastered the skills in a blending routine, the next routine in the ECRI Blending Progression will support continued advancement through the stages of reading development.

*Typical grade-level implementation for Tier 1 instruction.

Blending Routine 1: Continuous *Kindergarten

- CVC words are displayed on a chart.
- Teaches students to read CVC words without stopping between each sound.
- Order of difficulty can be adjusted beginning with CVC words with continuous sounds at the beginning

Students:

Phase

Partial-alphabetic

- are learning to blend CVC words.
- are beginning to develop phonemic awareness.

MOVE TO NEXT ROUTINE WHEN:

• Students have mastered blending with stop sounds at the beginning of words

Blending Routine 2: Sound by Sound

Middle of First Grade

• Each spelling of the word is written on a dry erase board from left to right then blending the chunk of sounds until the entire word is on the board.

Students:.

- need practice in "unitization" reading words, or parts of words, as units.
- need practice with consonant blends.

MOVE TO NEXT ROUTINE WHEN:

- Students have mastered unitization
- Scope and sequence begins introducing vowel teams

Blending Routine 3: Spelling-Focused Single Syllable

- *Middle of First Grade Upper Grades
- Single-syllable words are displayed on a chart.
- Students say the digraph or vowel sound first and then read the word.

Students:

 are learning vowel teams and letter combinations for single phoneme sounds.

ADD Spelling-Focused Multisyllabic routine when students are blending words that are more than one syllable.

Blending Routine 4: Spelling-Focused Multisyllabic

*Middle of First Grade – Upper Grades

- Multisyllable words are displayed on a chart (often mixed with single-syllable words).
- · Students say the vowel sound of each syllable first, blend the syllable, blend syllables together, and then read the

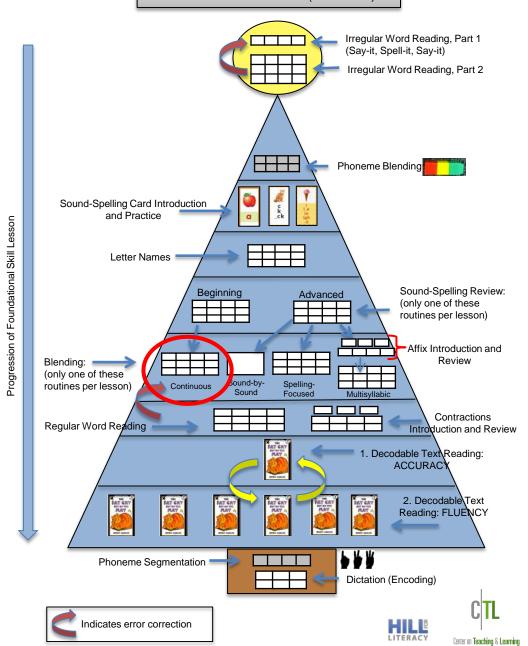
Students:

- have mastered spellingfocused single syllable blending.
- are engaged in affix instruction.
- understand open and closed syllable types.
- have mastered sounds of short- and long-vowel/ spellings.

Consolidated-alphabetic Phase

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





p. 3

Blending 1: Continuous

Blending 1: Continuous Components

Blending 1: Continuous Routine

T=209

L = 235

I = 165

Explain

Model

Practice for Students Only

Check for Understanding

Correcting Student Errors

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

- . Words beginning with continuous sounds: Touch to the left of the word.
- Words beginning with stop sounds: Touch under the first letter. Blend.
- 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?
- Slide finger under the word.

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

<u>Check for Understanding</u>: 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.
- <u>Blendina Error</u>: My turn. Watch me 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.
- 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. Confinue presenting the words on the chart.

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For example, when presenting the word man:

Teacher:

Touch to the left of the word *man*.

Blend. Loop finger from letter to letter, pausing under each letter for one second.





Teacher:

Touch again to the left of the word man.

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

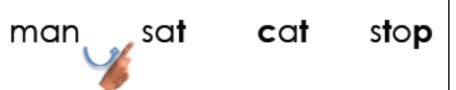




Teacher:

Move finger to touch to the left of the next word.

Blend.



L=72 T=63 I=63



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

- 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.
- Loop finger from letter to letter. Pause under each letter for 1 second for continuous sounds and an instant for stop sounds.
- Touch again to the left of the word. Word?
- 4. Slide finger under the word.

<u>Practice for students only:</u> Go back to the first word on the chart. Use the signal for each word.*

Your turn.

Check for <u>Understanding</u>: 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

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- <u>Blending Error</u>: My turn. Watch me 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.
- 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.

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Trainer Demonstration:

Blending 1: Continuous

Routine

Ι	_=	7	6
٦	¬=	6	7

T=67



sun	ma t	cat	stop
dip	s t e p	fin	sa t
b a g	mo p	s k i p	run



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.



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- 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.
- 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.

<u>Practice for students only:</u> Go back to the first word on the chart. Use the signal for each word.*

Your turn.

<u>Check for Understanding</u>: 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

- <u>Sound Error</u>: 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.
- <u>Blending Error</u>: My turn. Watch me 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.
- 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.

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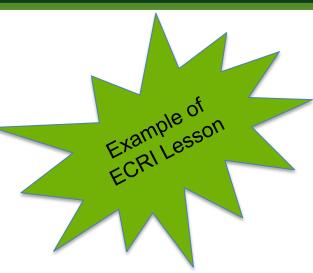
Partner Practice:

Blending 1: Continuous

Routine



sun	ma t	cat	stop
dip	s t e p	fin	sat
bag	mo p	skip	run



hip	hop	P am	can
si t	h im	it	mom

Continuous Blending

lot

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

1. My turn. Use the signal for each word.* Model until students are successful with the routine.

hid

2. Your turn. Go back to the first word on the chart. Use the signal for each word.* 3. 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. Call on two to three students.



"Signal for each word

1. Words beginning with continuous sounds: Touch to the left of the word.

hat

1. Words beginning with stop sounds: Touch under the first letter.

- 2. Loop finger from letter to letter. Pause under each letter for 1 second for continuous sounds and an instant for stop
- 3. Touch again to the left of the word. Word?
- 4. Slide finger under the word.



Correcting Student Errors

Hap

Unit 5, Week 1, Day 1

- Sound Error: My turn. This sound is [sound]. Your turn. Sound? Tap under spelling. Let's start over.Continue presenting the words on the chart.
- . Blending Error: My turn. Watch me blend this word. Demonstrate blending. Your turn. Blend. Loop finger from letter to letter. Let's start over. 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. Continue presenting the words on the

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Scaffolds and Differentiation Tips



- Provide teacher voice-over followed by students completing routine on their own.
- Back up in the blending progression if students need more practice with an earlier skill
- Provide "Hook the sounds" prompt for words beginning with stop sounds
- Use blending cards with visual scaffolds in small groups.

