



L=69
T=60
I=60

Section 7. Day One

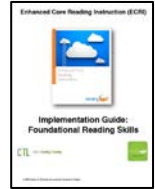
Foundational Reading Skills



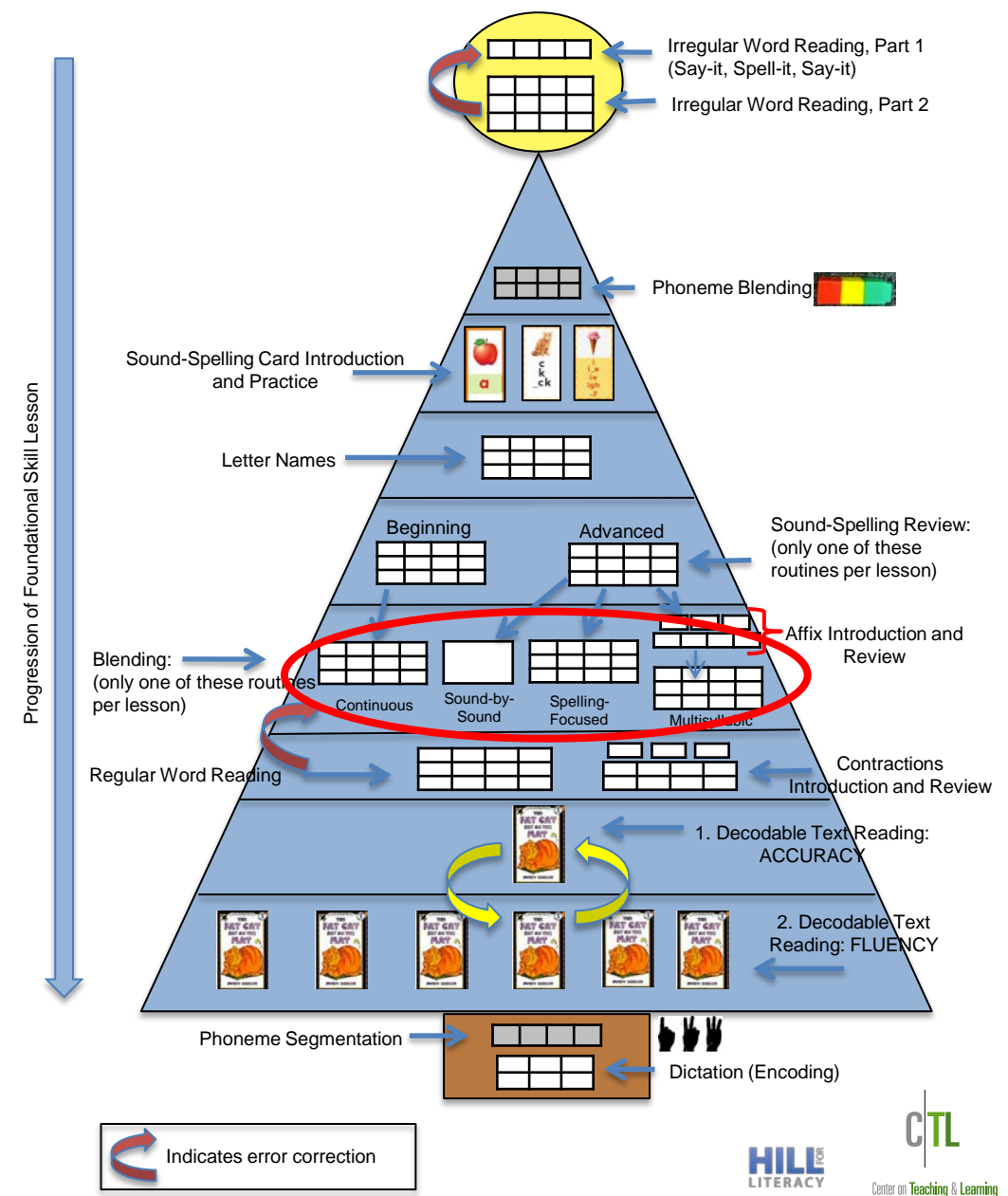
Decoding Regularly-Spelled Words



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



Blending Routines



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

Ehri's Phases of Word Reading

Pre-Alphabetic			
Incidental Visual Cues 	Early Alphabetic	Later Alphabetic	Consolidated Alphabetic
	Letter Knowledge Partial Phoneme Awareness	Early Sight Word Learning 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

(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
<p style="text-align: center;"><u>b</u> <u>o</u> <u>k</u></p>	<p style="text-align: center;"><u><u>b</u></u> <u><u>o</u></u> <u><u>k</u></u></p>	<p style="text-align: center;"><u>b</u> <u>o</u> <u>k</u></p>	<p style="text-align: center;"><u>b o k</u></p>

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).

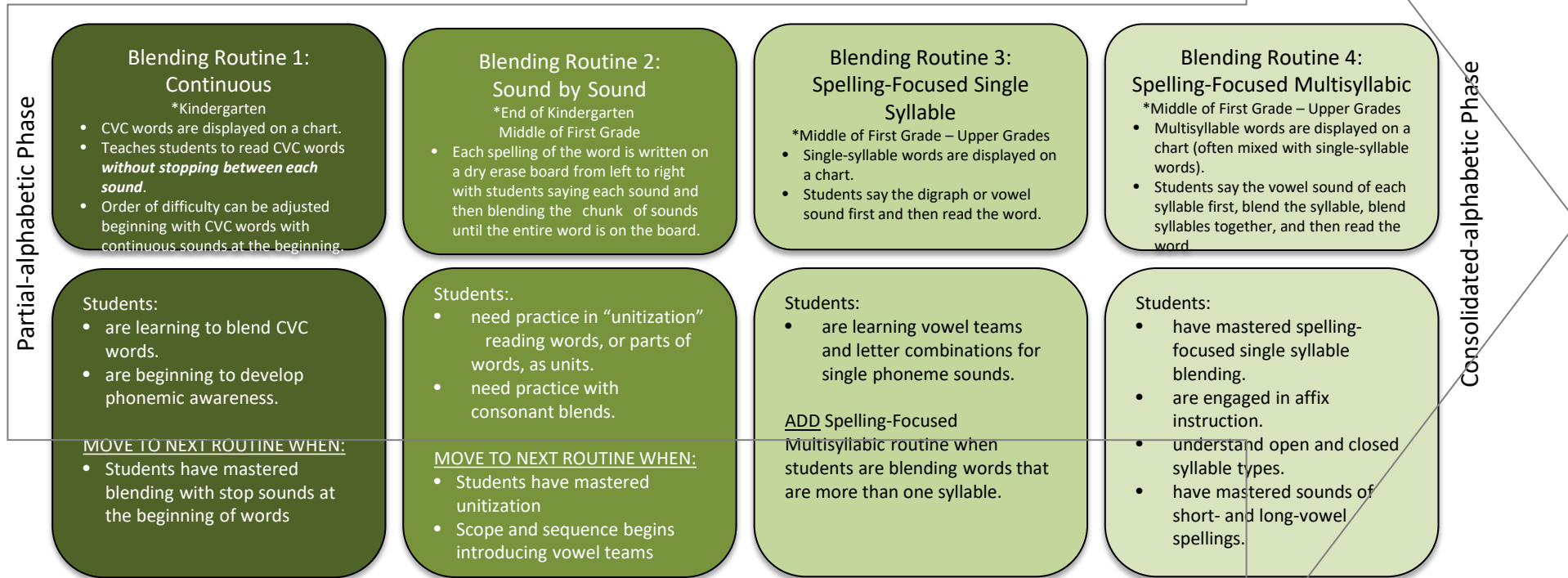




ECRI Blending Routines Progression

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.

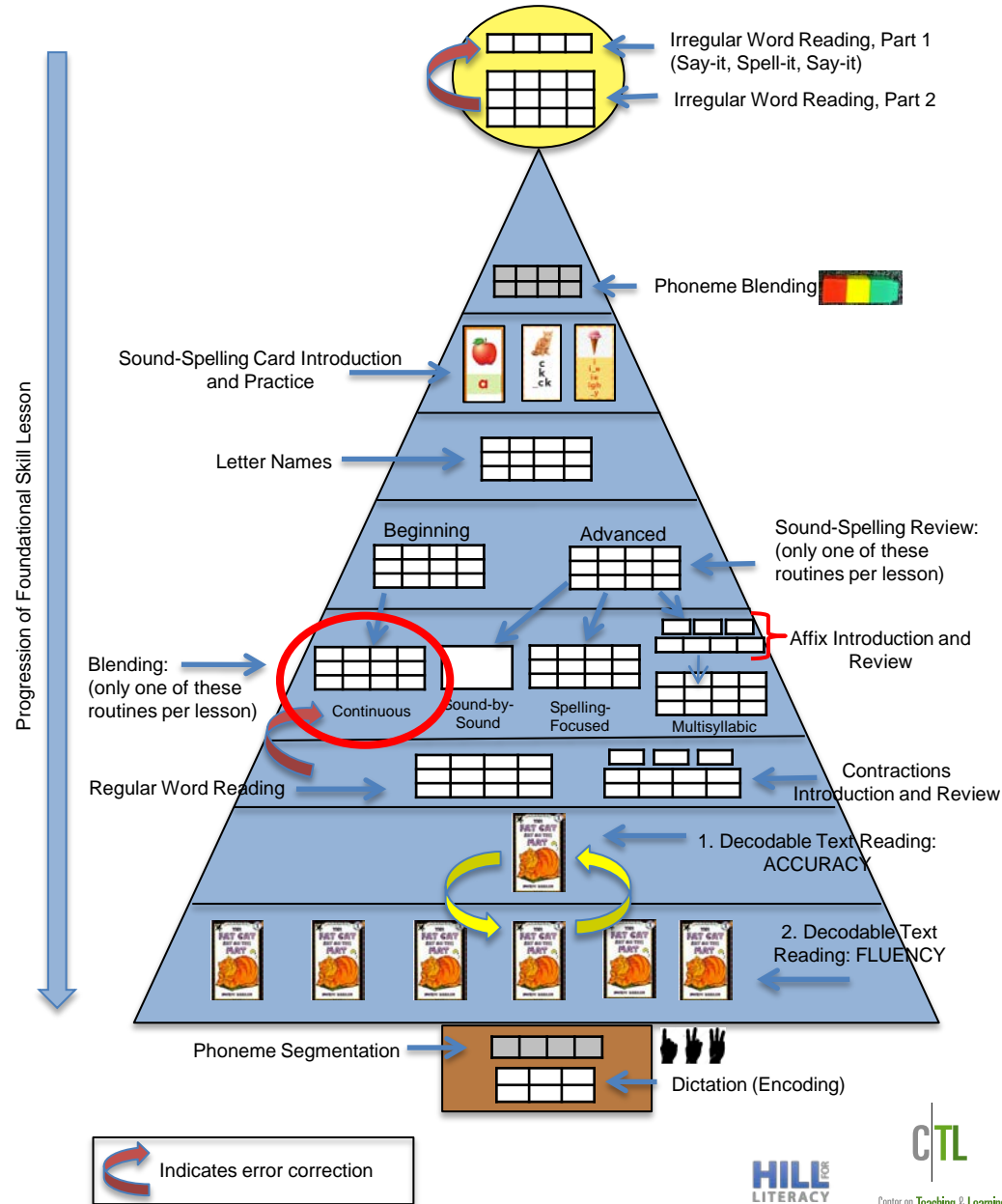
*Typical grade-level implementation for Tier 1 instruction.



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



Blending 1: Continuous

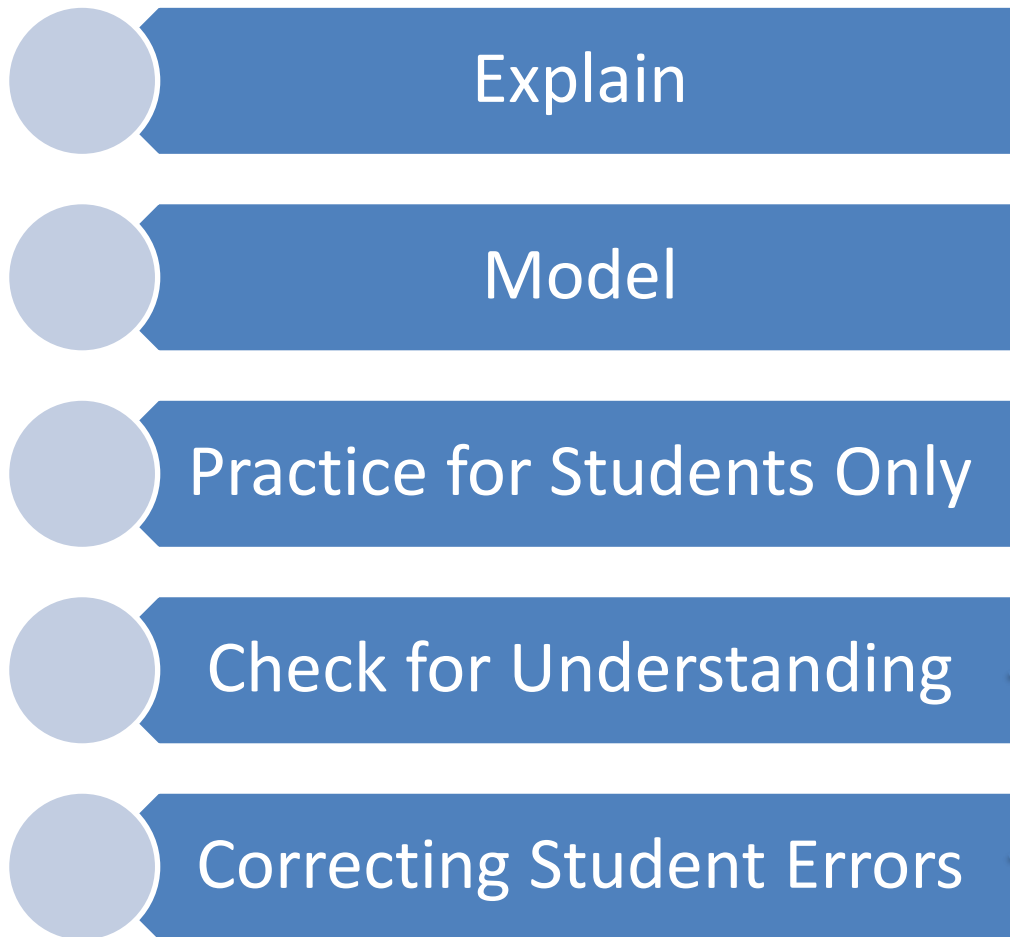




Blending 1: Continuous Components

Blending 1: Continuous Routine

L=235
T=209
I=165



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

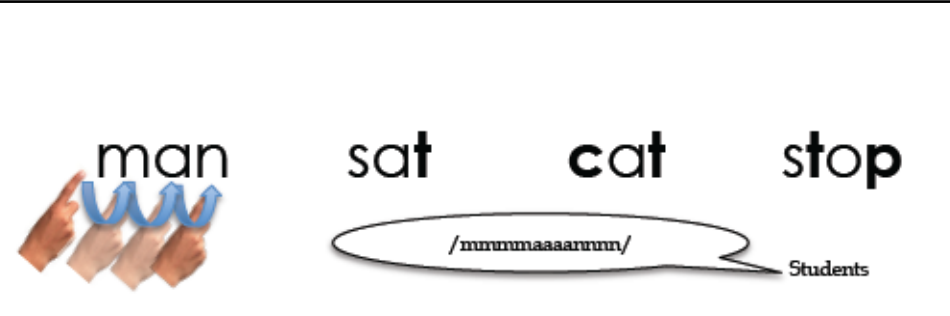
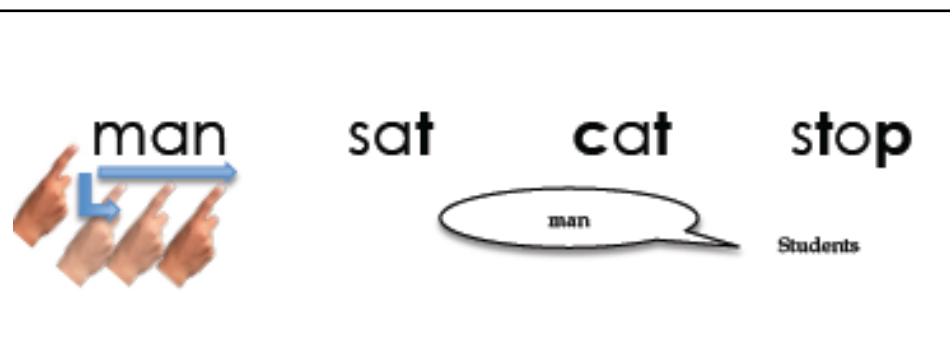

- **Sound Error: My turn. This sound is [sound]. Your turn. Sound?** Tap under spelling. **Let's start over.** Use the signal for each word and re-present the word. Continue presenting the words on the chart.
- **Blending Error: My turn. Watch me blend this word.** Demonstrate blending. **Your turn. 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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For example, when presenting the word *man*:

L=72
T=63
I=63

<p><u>Teacher:</u> <i>Touch</i> to the left of the word <i>man</i>. Blend. Loop finger from letter to letter, pausing under each letter for one second.</p>	
<p><u>Teacher:</u> <i>Touch</i> again to the left of the word <i>man</i>. Word? <i>Slide</i> finger under the word to signal the students to respond in unison.</p>	
<p><u>Teacher:</u> Move finger to touch to the left of the next word. Blend.</p>	





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. 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.

L=76
T=67
I=67



Trainer Demonstration: Blending 1: Continuous Routine

sun	mat	cat	stop
dip	step	fin	sat
bag	mop	skip	run





ACTIVITY

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.**
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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.
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- **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.

Partner Practice: Blending 1: Continuous Routine

sun	mat	 cat	stop
dip	step	fin	sat  
bag	mop	skip	run

Example of
ECRI Lesson

Unit 3, Week 1, Day 1

hip	hop	Pam	can
sit	him	it	mom
lot	hid	hat	Hap

Continuous Blending

*Signal for each word

Correcting Student Errors

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.
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.

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.
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- **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 chart.

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.

