



# Enhanced Core Reading Instruction™

## **How Does Enhanced Core Reading Instruction (ECRI) and Tiered Systems support early literacy development?**

Enhanced Core Reading Instruction (ECRI) is a multi-tiered program (Tier 1 and Tier 2) featuring a series of teaching routines designed to increase the efficiency and effectiveness of reading

instruction in kindergarten, first and second grade. ECRI *enhances* currently used core reading programs to achieve more favorable outcomes for students, especially struggling students. Multi-tiered systems offer practitioners the structures, services and supports necessary to meet real needs in real time. Teams who enlist in this series will be afforded the opportunity to develop increasingly sophisticated content knowledge regarding early literacy and Tier 1 and 2 reading instruction.

## **What Does the Research Say About ECRI?**

- Rigorous evaluations focused on ECRI use have demonstrated statistically significant and substantive impacts on the reading achievement of at-risk readers in first grade (Fien et al., 2014; Smith et al., 2016).
- Enhanced Core Reading Instruction has a positive effect on Tier 1 teachers' quality of explicit instruction and the accuracy of group practice opportunities (Nelson-Walker et al., 2013).
- Enhanced Core Reading Instruction closes the gap for at-risk readers. First-grade, Tier 2 students receiving Enhanced Core Reading Instruction had statistically-significant, accelerated growth for Tier-2, first-grade Enhanced Core Reading Instruction students on measures of word reading, reading comprehension and a comprehensive measure of reading achievement, compared to Tier 2 students who received un-enhanced core instruction (Baker, Smolkowski, Chaparro, Smith & Fien, 2015).
- The research version of the program was the focus of a study reviewed by the National Center on Intensive Intervention (NCII). NCII rated the study as having "convincing evidence" regarding participants, research design, fidelity of implementation, targeted outcome measures and broad outcome measures.

## **What Training Content is Covered in the ECRI series?**

This training series presents information and research about evidence-based reading instruction, and describes and models how to use instructional routines to enhance the delivery of core reading instruction in a multi-tiered system of Tier 1 and Tier 2 support. Systematic strategies and instructional routines designed to increase the efficiency and effectiveness of reading instruction in kindergarten, first and second grade will be described and practiced. By

the end of this course, participants will understand how and why (a) using instructional routines can enhance current core reading instruction, and (b) how aligning Tier 1 and Tier 2 reading instruction can lead to high student reading outcomes. Topics will include incorporating explicit instructional elements, aligning intervention for at-risk readers with core instruction, using assessment data to inform and refine instruction, and implementing instructional routines that focus on the essential components of beginning reading instruction.

### **What are the Learning Intentions and Expected Outcomes?**

School Teams (K-2) will improve literacy outcomes for early elementary grade students through enhanced core reading instruction. After completing the series, participants will be able to:

- Understand how ECRI enhances currently used core reading programs;
- Understand how aligning Tier 1 and Tier 2 reading instruction lead to high student reading outcomes;
- Understand and describe how the use of ECRI instructional routines increases student engagement and ensures more efficient, time-saving instruction;
- Demonstrate the use of strategies to promote student engagement;
- Identify, describe, and demonstrate the explicit instructional elements of reading instruction;
- Understand the instructional components of a Foundational Skills Lesson and be able to describe the order of skills;
- Understand the instructional components of a Vocabulary and Comprehension Lesson and be able to describe the sequence of instructional implementation;
- Understand the components of beginning reading instruction and elements of enhancing core reading instruction, including phonemic awareness, sound-spellings, irregular words, decoding regularly-spelled words, advanced word reading, encoding regularly-spelled words, decodable text reading, fluency in connected text, specific-word vocabulary, narrative text comprehension, and informational text comprehension.
- Demonstrate the delivery of instructional routines in the areas of phonemic awareness, sound-spellings, irregular words, decoding regularly-spelled words, advanced word reading, encoding regularly-spelled words, decodable text reading, fluency in connected text, specific-word vocabulary, narrative text comprehension, and informational text comprehension;