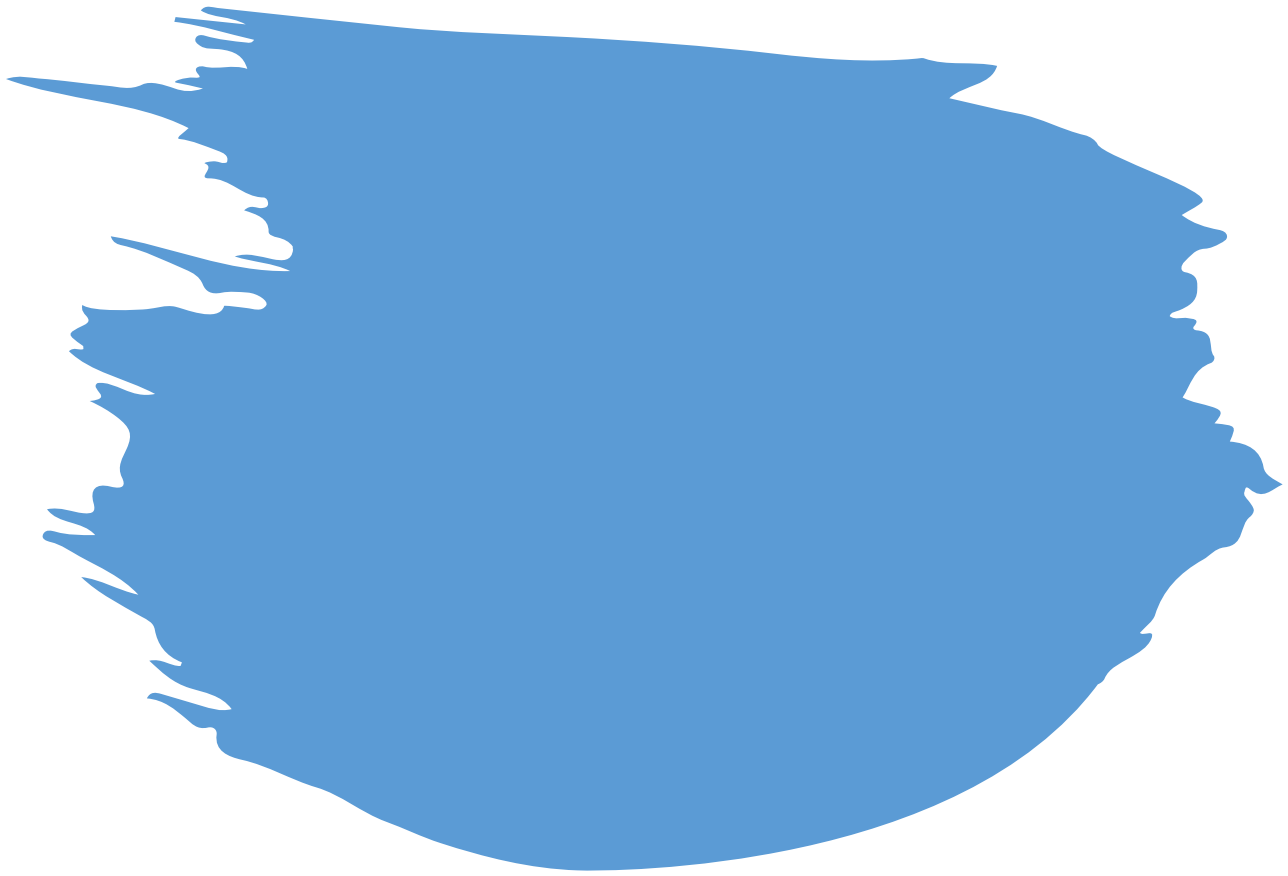
The Educator's Science of Reading Toolbox: Instructional Approaches that Align with the Science of Reading

Article by

Maria S. Murray, Ph.D.

Lunch and Learn Discussion

of October 5, 2022



The goal is what matters: children who have better alphabetic decoding do better on measures of word reading, fluency, and comprehension.

Grapheme Manipulation

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.

Partial-alphabetic Phase

Consolidated-alphabetic Phase

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:

- 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

*End of Kindergarten – Middle of First Grade

- Each spelling of the word is written on a dry erase board from left to right with students saying each sound and 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 word.

Students:

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

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Blending:

We will blend words or syllables of 3 phonemes

Follow the arrows. We will say the phoneme for each grapheme. Then blend the sounds to a syllable or word.

Only one phoneme will change with each word.

This process is also called “chaining”.

Created by Judith Fontana, Ph. D. at TTAC GMU

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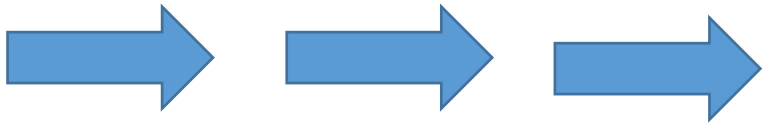

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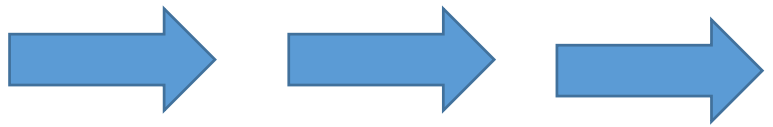

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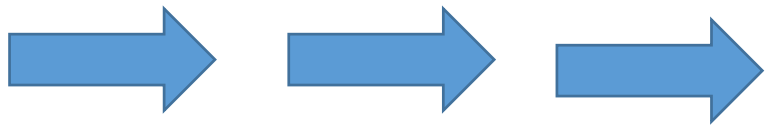

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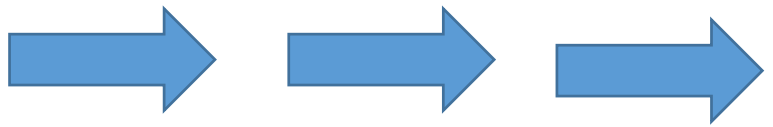

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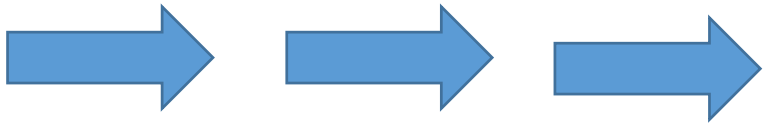

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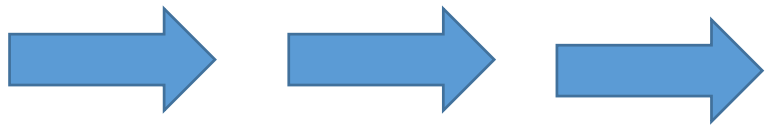

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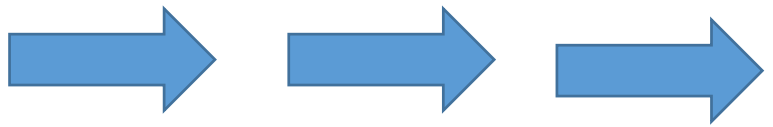

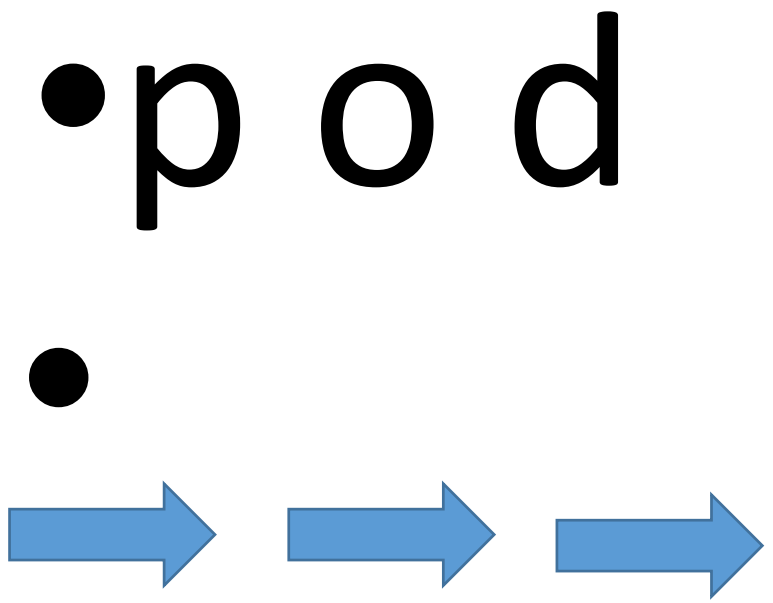
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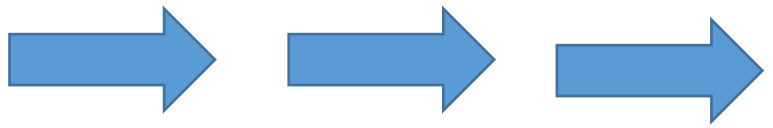

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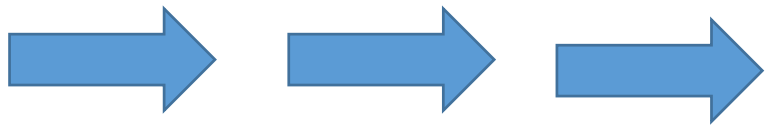

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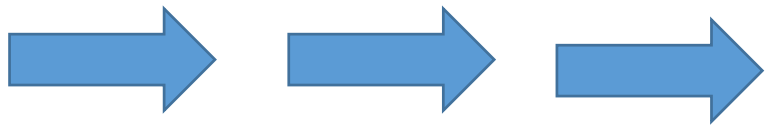

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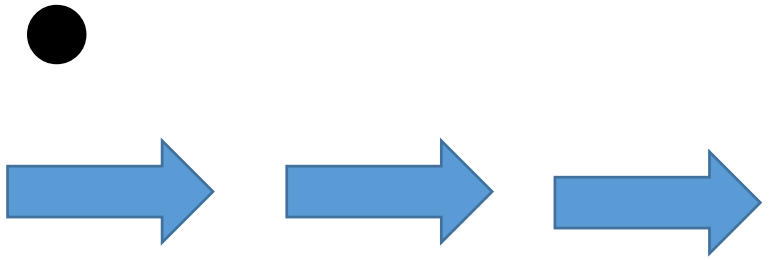

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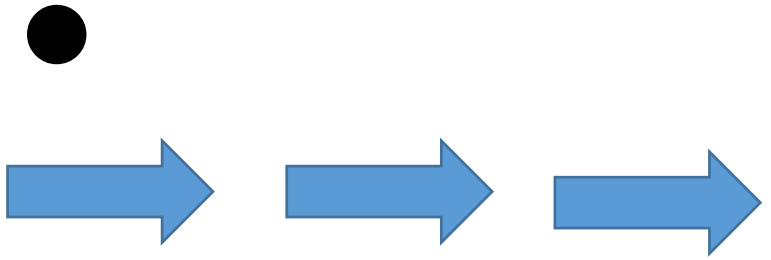

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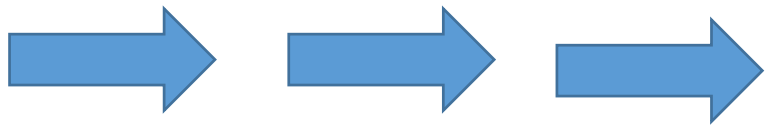

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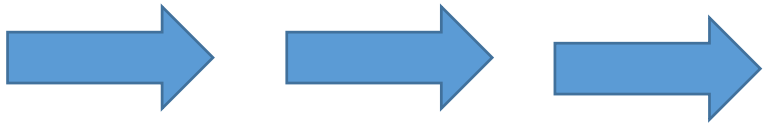

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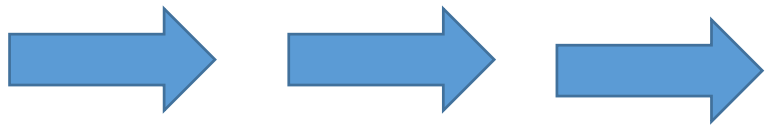

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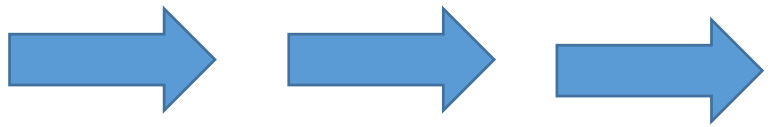

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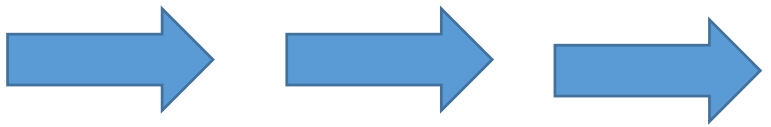

Blending Drill

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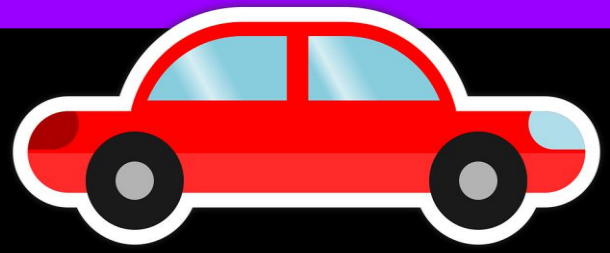

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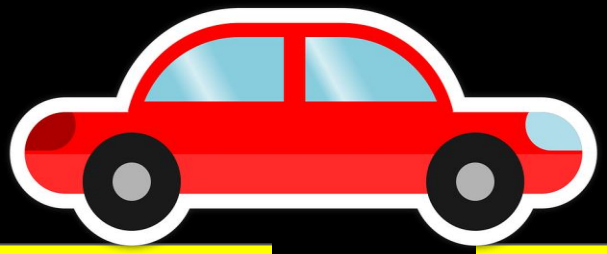

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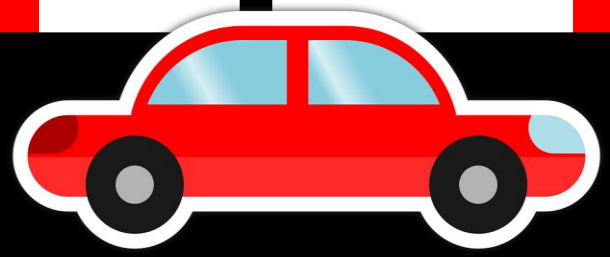

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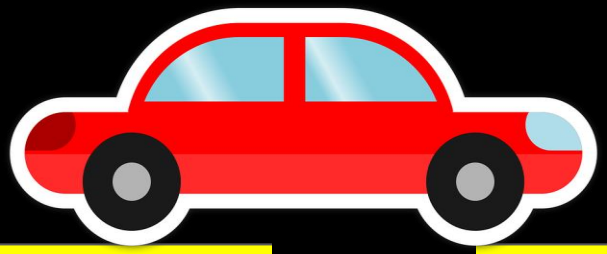

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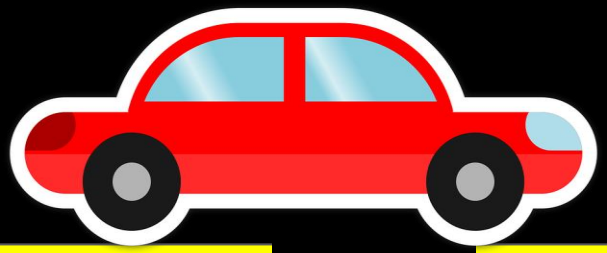

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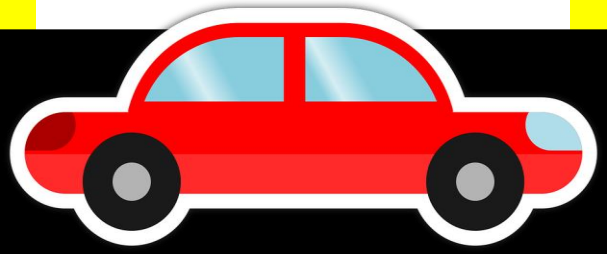

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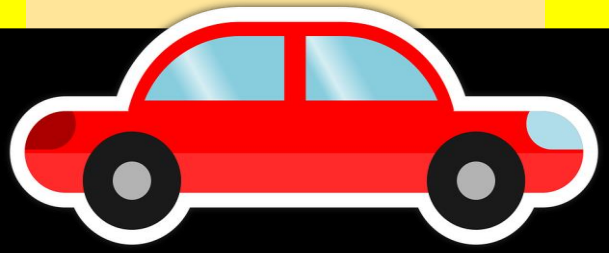

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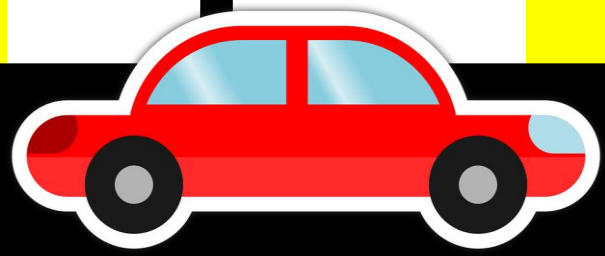

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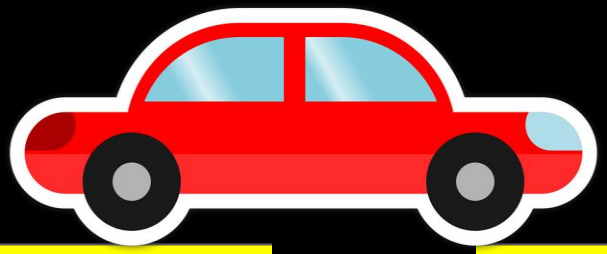

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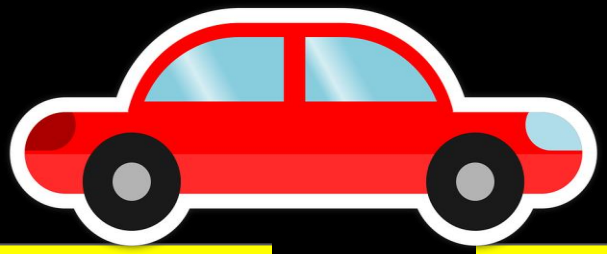

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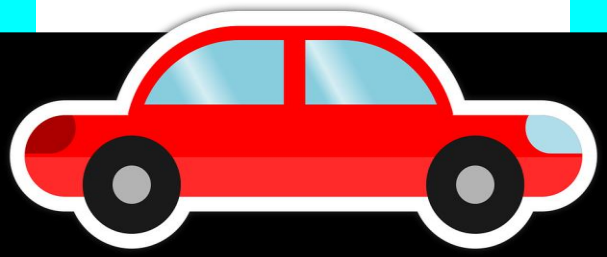

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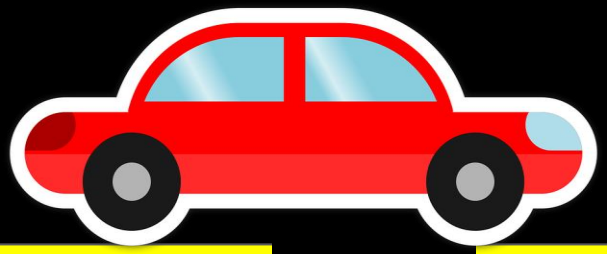

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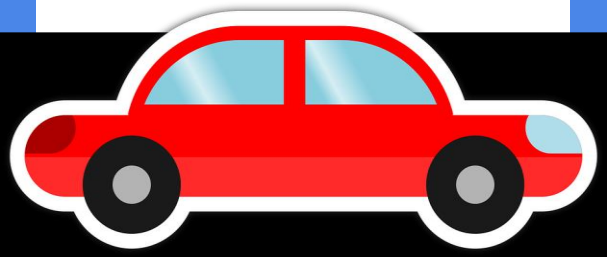

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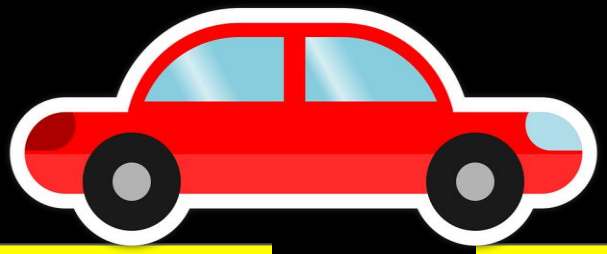

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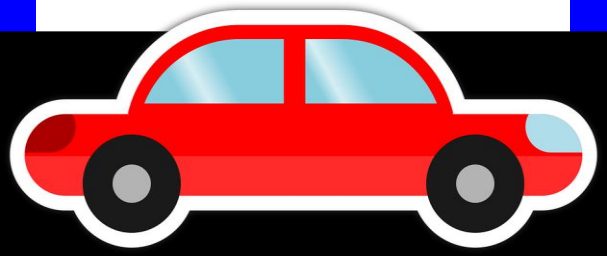

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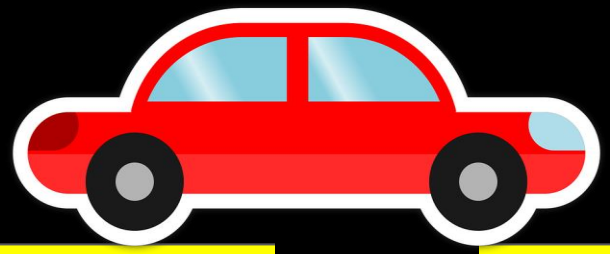

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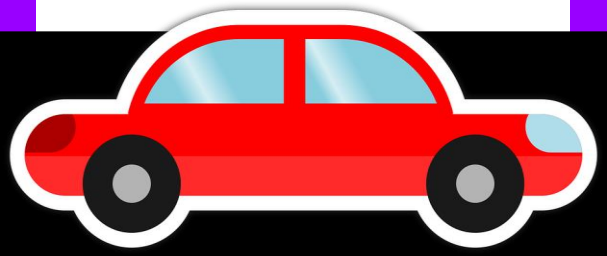

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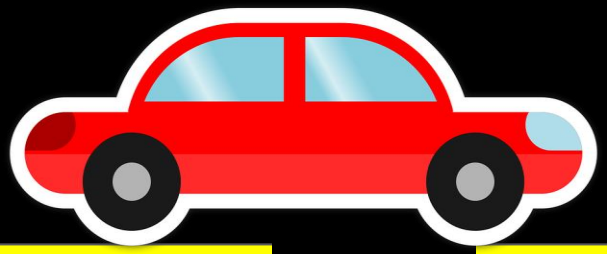

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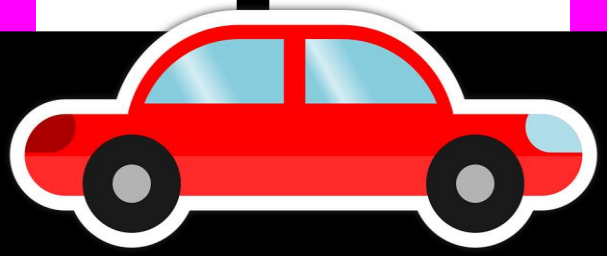

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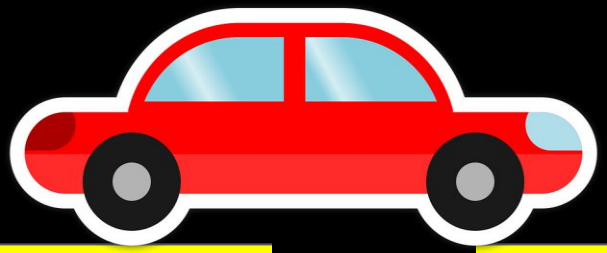

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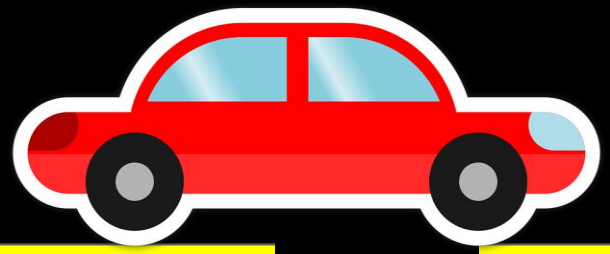

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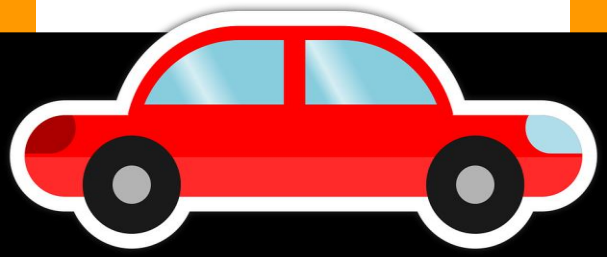

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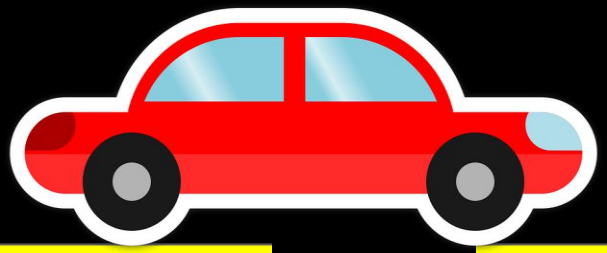

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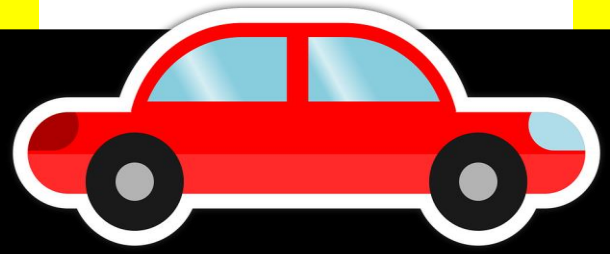

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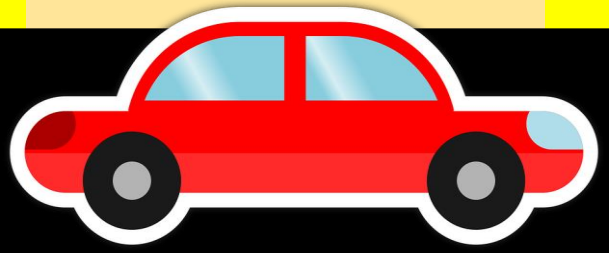

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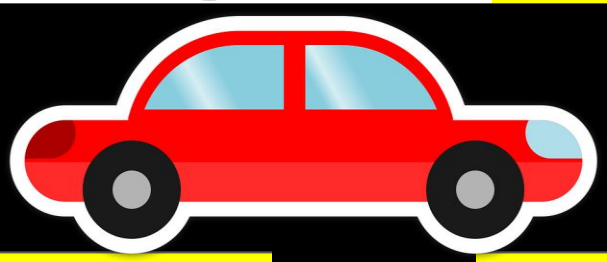

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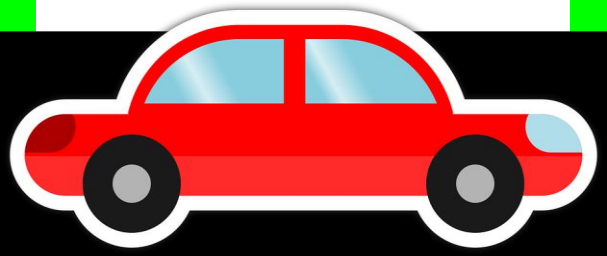

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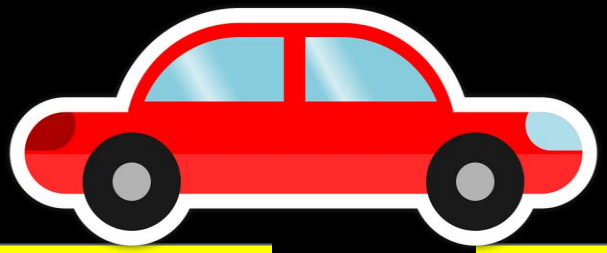

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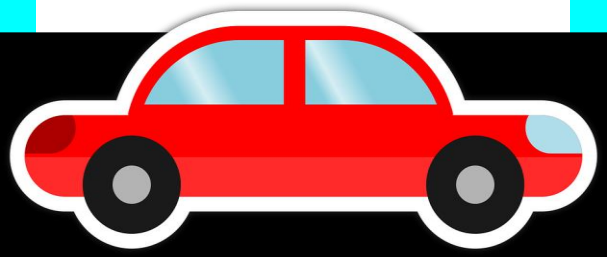

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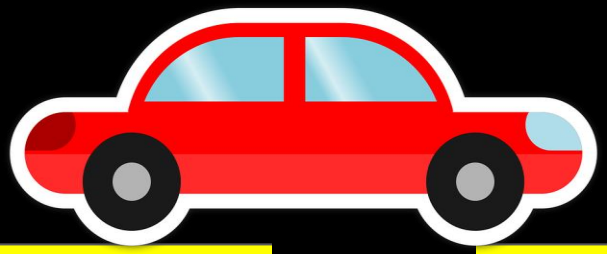

Free Resources:

Literacy Bug – Grapheme Cards

UFLI Phoneme Grapheme Correspondences

Florida Center on Reading Research

Reference

Murray, M. (2021, January/February). The educator's science of reading toolbox: Instructional approaches that align with the science of reading. The Reading League Journal; 37 - 40