

# The Early Intervention in Reading (EIR) Professional Development Program

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# Early Intervention in Reading (EIR)

**Supplemental Reading Program that was developed in 1989**

**Sound Research Base – 80% of grade 1 and 2 students in need of intervention are reading well by end of school year and better than control students; kindergarten students higher in phonemic awareness, sentence dictation than control group; grade 3–4 students at grade level in word recognition accuracy and fluency and have made significant growth in comprehension**

**Listed in the NWREL Catalogue of School Reform Models – Reading**

# Grade 1 EIR Results

9 years of research on children from lowest 25-50% of class

**80% reading independently  
by May**

**80% reading on grade level  
by end of second grade.**

# Grade 2 EIR Results:

6 years of research on children reading pre-primer or lower in fall of grade 2

**60% reading 2-2 level by May**

**20% reading 2-1 level by May**

**75% reading on grade level  
by end of grade 3.**

# Phonemic Segmentation and Blending Test

**Example:**

**When I say c - a - b, can you tell me the word?**

1. t - a - p

4. j - o - g

2. s - e - t

5. c - u - t

3. f - i - b

6. s - o - f - t

# Phonemic Segmentation and Blending Test

**Example:**

**When I say “sad,” can you give each sound you hear in the word? What sound do you hear first, next, at the end?**

1. pat

4. pod

2. bet

5. tub

3. sip

6. fast

# EIR and Essential Elements of Effective Early Reading Intervention Programs

**Supplemental instruction**

**Repeated reading for fluency**

**Systematic word recognition instruction – applied to reading of actual text**

**Guided writing**

**Comprehension instruction**

**One-on-one reading support**

**Regular assessment of pupil progress**

**Home connections**

**Ongoing staff development**

# Grade 1 and 2 Procedures

## Day 1

- 1. Group rereads old story for fluency. Teacher takes running record or coaches.**
- 2. Teacher reads EIR story and models sounding out and blending of 3-5 words.**
- 3. Teacher coaches for comprehension.**
- 4. Group does sound box or making words.**

# Sound Boxes for Rosie's Walk

1.

h	e	n	
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2.

sh	e		
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3.

t	i	me	
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# Grade 1 and 2 Procedures (cont.)

## Day 2 and 3

- 1. Children reread old stories. Teacher coaches.**
- 2. Group reads story twice (leading voice) as teacher coaches.**
- 3. Teacher coaches for comprehension.**
- 4. Group writes a sentence about the story (group or individual sentence).**

# Guided Sentence Writing for Herman the Helper

**Herman liked to help.**

# Independent Sentence

## Writing for My Grandma

**What do you like best about this grandma?**

**She take him to the movies.**

**She makes petsa fro him.**

# EIR: Focus on Coaching to Develop Word Recognition Strategies

## Self-Monitoring Prompts

- ◆ **Good checking! How did you know it wasn't \_\_\_\_\_?**
- ◆ **You said \_\_\_\_\_. Does that make sense? *or* Does that look and sound right?**
- ◆ **Why did you stop? What did you notice?**

# Effective Strategies (Continued)

## Decoding Prompts

- ◆ **What can you do to figure out that word?**
- ◆ **What word starts with the letter \_ and would make sense?**
- ◆ **Is there a rhyming part you recognize?**
- ◆ **Can you sound it out and come up with a word that makes sense?**
- ◆ **Let's start again from the beginning of the sentence to see if this word makes sense.**

# Metacognitive Dialogue on Strategies

- **Matthew: The point is to be able to read on your own this summer. What if you come to a big long word? Yes, sound it out. What else can you do? Yes, you can twist it a little (e.g., try a different vowel sound in ‘terrible’). Also you can ask yourself if it makes sense. And if you try these things, then what do you do? Yes, skip it, or what else? Yes, you can ask someone.**

# Metacognitive Review of Strategies Used to Figure Out a Word

**Cecelia: How did you figure out  
'squirt' Tom?**

**Tom: I sounded it out.**

**Cecelia: You could also look at the  
picture.**

**Tom: Also make sure it makes sense.**

# Praise for Use of Strategies

**Beth: I noticed that Mara got stuck and skipped it and read around it and then came back to it. That's good thinking.**

# Prompts to Figure Out Words- General

**Beth: What could give you a clue on that word?**

# Prompts to Figure Out Words - Specific

**Lora is helping a group reading aloud:**

**Woah, back up there. Frame the work with 'i - n'.**

**What is the first sound? What is the second sound?**

**What's the word?**

## EIR: Focus on Coaching for Comprehension

**Questioning or prompting to expand (not to assess) students' comprehension of what they have read.**

**Ask children to interpret the story at a higher level of thinking or summarize it in just a few sentences.**

**Ask children to relate the story to their lives.**

**Purpose: to get children to stretch their understanding of the story by responding to questions.**

## EIR: Transition to Independent Reading - Children Read the Story First on Their Own

**Ask questions to help the child become self-reliant and successful in word attack.**

**Jump in cautiously. Interruptions interfere with the flow of the reading. However, reading that is too far off-base becomes very confusing to the reader. Balance is the key (the art).**

# Kindergarten Results

	Rhyme *	Letter name	Letter sound	Phonemic Awareness	Sentence Writing
<b>St. Louis Park</b>					
<b>Exp.</b>	<b>84%</b>	<b>94%</b>	<b>68%</b>	<b>63%*</b>	<b>97%*</b>
<b>Control</b>	<b>68%</b>	<b>90%</b>	<b>68%</b>	<b>44%</b>	<b>67%</b>
<b>Minneapolis</b>					
<b>Fall 96 - Grade 1</b>		<b>52%</b>	<b>36%</b>	<b>19%</b>	
<b>Fall 97 - Grade 1 **</b>		<b>74%</b>	<b>56%</b>	<b>29%</b>	
<p>* statistically significant            ** after having EIR-K in Kindergarten</p>					

# Kindergarten Emergent Literacy Intervention (EIR)

**Literature enjoyment**

**Discussion of stories related to children's lives**

**Creative dramatics**

**Emergent literacy development (exposure not mastery): concepts of print; tracking; rhyme; phonemic awareness (hearing phonemes and blending phonemes in words form stories); letter-sound recognition.**

**Extra instruction/practice for children lowest in emergent literacy abilities.**

# Phonemic Awareness Scope and Sequence

**Weeks 1–8: Rhyme**

**Weeks 9–11: Hear beginning sounds in words**

**Weeks 12–15: Hear beginning and ending sounds in words**

**Weeks 16–18: Segment sounds in 3-phoneme words**

**Weeks 19–20: Blend 2 phonemes to make a word**

**Weeks 19–23: Interactive writing**

**Weeks 21–24: Blend 3 phonemes to make a word**

**Weeks 24–27: Segment sounds in 3-phoneme words and write sounds in sound boxes**

# Grade 3 and 4 EIR Results

	<b>WCPM – Fall</b>	<b>WCPM – Spring</b>
<b>Grade 3 – EIR</b>	<b>59</b>	<b>106</b>
<b>District Mean</b>	<b>110</b>	<b>117</b>
<b>Grade 4 – EIR</b>	<b>77</b>	<b>119</b>
<b>District Mean</b>	<b>132</b>	<b>145</b>

# Grade 3 Reading Intervention (EIR)

**Weekly tutoring of grade 1 EIR children**

**Weekly reading of picture book to grade 1 EIR children**

**Daily 20-minute group instruction in strategies: vocabulary, fluency, decoding multi-syllabic words, comprehension (summarizing, questioning)**

# Decoding Multi-syllabic Words

- 1. Break the word into chunks (approximate syllables) with one vowel (or vowel team) per chunk.**
- 2. Be flexible as you sound out the chunks, especially with the vowel sounds. If one sound doesn't work, try another.**
- 3. Remember to use context clues.**
- 4. After you sound out the chunks, try it again only faster.**
- 5. Remember that this will only get you close to the right word. Keep thinking of context.**

# EIR / Grade 3 / Group Sheet

**Book:**

**Name:**

## **Summarize the Story**

Tell about what you read in just 3 sentences.

- 1.
- 2.
- 3.

## **Share Your Ideas**

1. Tell about a part you liked and why.
2. Tell how this is like your life and why.

## **New Words**

Write 2 words and what they mean.

# EIR / Grade 3 / Individual Sheet

**Book:**

**Name:**

**Parent's Signature:**

## **Reading for Fluency**

I practiced my story \_\_\_\_\_ times.

\_\_\_\_\_ I am ready to read it to my first grader.

\_\_\_\_\_ I need to practice some more.

## **Discussion**

Write down 1 question so you and your first grader can talk about the story.

## **New Words**

Write down 2 words to ask/tell your first grader about (what they mean).

# Grade 4 Reading Intervention (EIR)

**Weekly tutoring of grade 2 EIR children**

**Weekly reading of informational picture book to grade 2 EIR children**

**Daily 20-minute group instruction in strategies: reciprocal teaching, vocabulary development**

# Steps of Reciprocal Teaching Model

- 1. Ask one to two important questions about the chunk and get answers.**
- 2. Summarize the important ideas of the chunk in 2 to 3 sentences.**
- 3. Clarify anything that is confusing (comprehension monitoring).**
- 4. Make any predictions (if they come to mind) about what will be read next.**

# EIR Professional Development Program

**Teachers do this in a group to share ideas, reflect on their practice**

**August – Overview, Research on EIR**

**September – Selection of children, EIR procedures**

**October – EIR procedures, training 1-1 coaches**

**November – Discuss EIR implementation, share videos on procedures**

**December – Discuss EIR procedures, share videos on procedures**

# EIR Professional Development Schedule (cont.)

**January – Focus on transition to independent reading (gr 1–2), comprehension (gr 3–4), share videos on procedures**

**February – Discuss program, share videos on coaching**

**March – Discuss program, share videos on coaching**

**April – Discuss program, share videos on coaching**

# Questions for Video Viewing

- 1. What were things the children were able to do? What things were going well?**
- 2. What was the teacher doing to help children develop strategies, be independent?**
- 3. What else could have been done to foster independence, focus on strategy use?**

# EIR - Transfer to General Classroom Reading Instruction

## **Use of EIR components**

**Increased strategy instruction – apply and transfer strategies to actual reading (word recognition and comprehension)**

**Meaningful practice – e.g. phonics learned while reading, not in isolation**

**Development of students' self-dependence**

**Development of teachers' skill in coaching students to depend on themselves**

# EIR Professional Development on the Net

**43 multimedia modules , covered in groups led by EIR facilitator, 2 hours/month**

**Large and small group activities to reflect on teaching practices, watch/listen to video and audio clips highlighting effective practices**

**Downloadable teaching manual, teaching and assessment materials, and take-home activities**

**EIR trainer support and technical support**

**U of Minnesota graduate credit available (2 semester credits from the U of MN)**

**Website: [www.eireading.com](http://www.eireading.com)**



# Stages of Word Recognition

