

Best Practices in Elementary Literacy Instruction

P-5 Academics Team

Climate, culture, systems & instruction



Welcome PCE

Learning Improvement Friday
January 7, 2022





Breaths of Gratitude

What we appreciate, appreciates

- Think about something you feel grateful for
- Share out if comfortable
- After each share, take a big, deep breathe in and out together

Piglet noticed that even though he had a very small heart, it could hold a rather large amount of gratitude.



A. A. Milne, Winnie-the-Pooh

Working Agreements



While we are working together, we agree to:

- Look for learning – new perspectives, interpretations
- Accept discomfort and let others sit with discomfort
- Notice what you hear and feel before you speak
- Be present
- Expect and accept non-closure
- Celebrate brilliance



“It is impossible to get better and look good at the same time.”

Agenda



- Welcome and Learning Outcomes
- Science of Reading
- Aligned Instruction
- Reach for Reading
- Best Practice Instructional Routines
- Planning



Learning Outcomes



Build stronger relationships and systems that support the success of every student.



Collaborate to build understanding for implementing best practice foundational skills aligned with the Science of Reading and Reach for Reading.



Experience foundational skill routines to support planning and implementation.



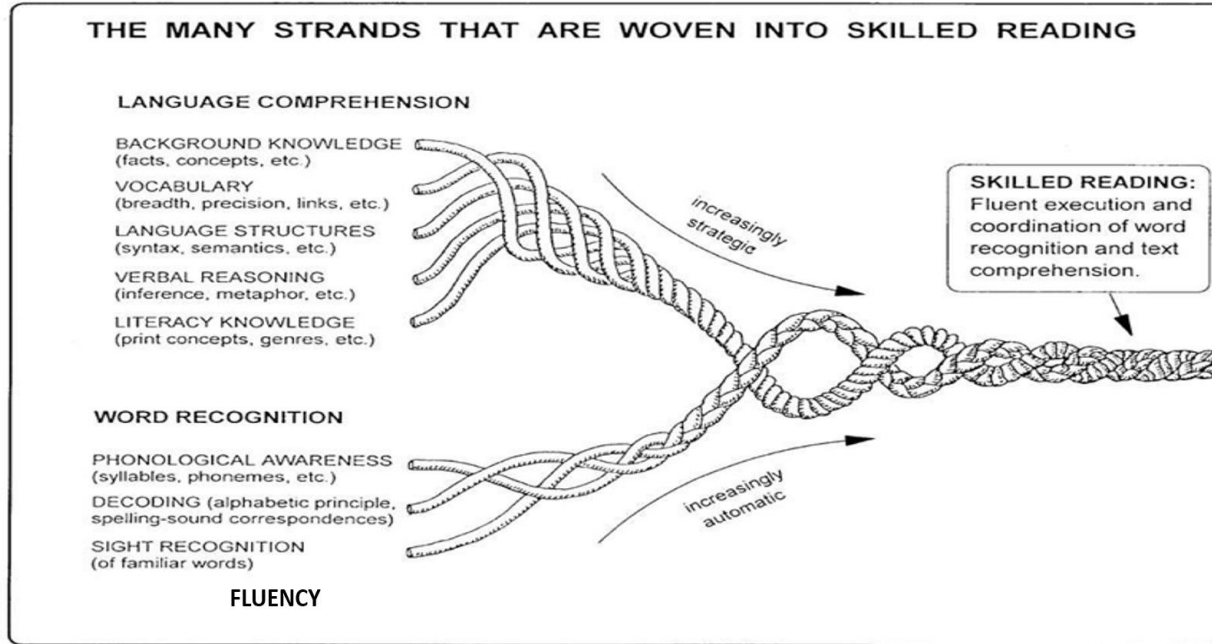
*The **body of work** referred to as ‘**the science of reading**’ is not an ideology, a philosophy, a political agenda, a one-size-fits-all approach, a program or instruction, nor a specific component of instruction.*

*...It is the emerging **consensus** from many related disciplines, based on literally thousands of studies, supported by hundreds of millions of research dollars, conducted across the world in many languages...*

*...These studies have revealed a great deal **about how we learn to read**, what goes wrong when students don’t learn, and what kind of **instruction** is most likely to **work the best for the most students**. –
~Dr. Louisa Moats*



The Scarborough Rope (2001)





Key Instructional Factors

Word Recognition

- Phonemic awareness and letter instruction: Instruction in the identification of phonemes in spoken words and how they link to letters
- Explicit** and **systematic** instruction in how to decode (read) and encode (spell) words, including word part analysis (e.g., syllables, morphemes)
- Connected text reading to build reading accuracy automaticity, fluency, and comprehension

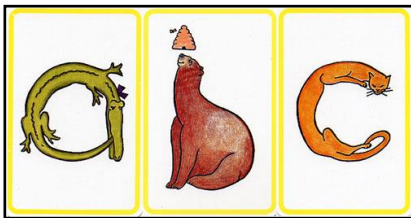
Language Comprehension

- Read-alouds from a variety of **complex texts** to build knowledge and vocabulary
- Robust conversations to **develop** students' **academic language** (e.g., narrative and inferential language)
- Explicit instruction in grammatical structures and academic vocabulary within the context of other reading activities

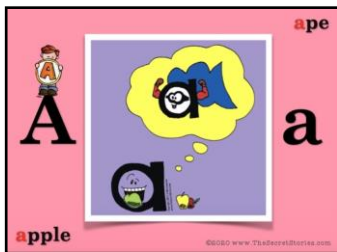
Systematic and Aligned Instruction



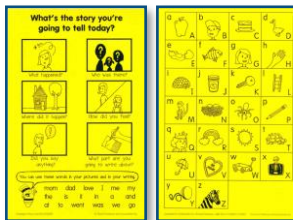
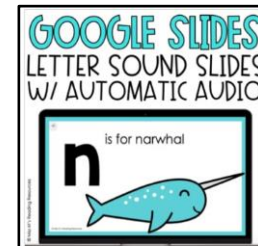
Kindergarten



First Grade



Second Grade



Structured Literacy Instructional Model



K-2 English Language Arts Instructional Model

Foundational Skills

Whole Group

- Print Concepts
 - Letter Recognition
 - Phonological Awareness
 - Phonics
 - Word Recognition
 - Fluency
- (30 – 45 minutes daily)

Shared Reading and Read Aloud

Whole Group

- Speaking and Listening
- Building Knowledge
- Vocabulary Development
- Comprehension
- Fluency
- Writing for Understanding
- Grammar

Flexible Targeted Small Groups

Independent Application

- Foundational Skills
- Reading for Meaning
- Writing

- Building Knowledge
- Vocabulary Development
- Comprehension
- Fluency
- Writing for Understanding

Writing

Whole, Small Group and Independent Application

- Writing Process
- Text Types and Purposes
- Grammar
- Conventions
- Handwriting

3- 5 English Language Arts Instructional Model

Word Study

Whole Group

- Phonics
 - Word Recognition
 - Morphology
 - Fluency
 - Vocabulary Development
- (15 – 25 minutes daily)

Shared Reading and Read Aloud

Whole Group

- Academic Conversations
- Building Knowledge
- Vocabulary Development
- Comprehension
- Fluency
- Writing for Understanding
- Grammar

Flexible Targeted Small Groups

Independent Application

- Word Study
- Reading for Meaning
- Writing

- Building Knowledge
- Vocabulary Development
- Comprehension
- Fluency
- Writing for Understanding

Writing

Whole, Small Group and Independent Application

- Writing Process
- Text Types and Purposes
- Grammar
- Conventions
- Handwriting/keyboarding

K-5 Tier 1 Instructional Guidelines



K-2 Foundational Skills/3-5 Word Study:

- Phonological awareness, phonics, word analysis, word recognition and fluency are prioritized (K-2: 30-45, 3-5: 15-25 minutes daily).
- Daily instruction is systematic and based on a defined scope and sequence.
- Instruction is explicit providing differentiated practice and transfer opportunities.
- Students are explicitly taught and provided practice using phonics as the first strategy when confronted with an unknown word.
- Fluency is taught and practiced daily.
 - K-2 decodable texts including previously taught phonics patterns and high frequency words are used to support fluency (accuracy and automaticity).
 - 3-5 grade level texts are used to support fluency (accuracy, automaticity, appropriate rate, and expression).

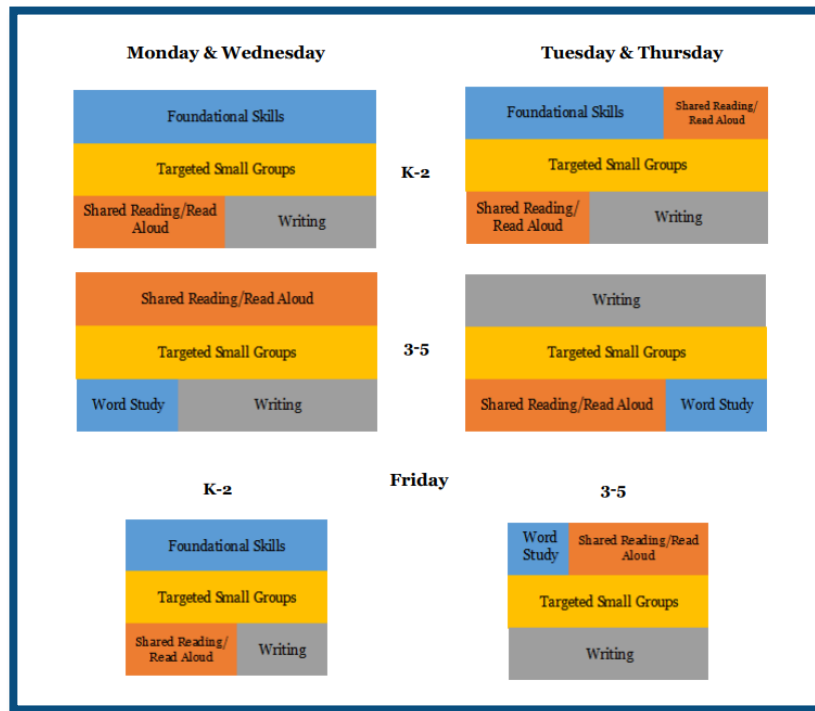
Word

Phrase

Instructional Guidelines



Literacy instruction across the week will ebb and flow based on the instructional focus and student needs.

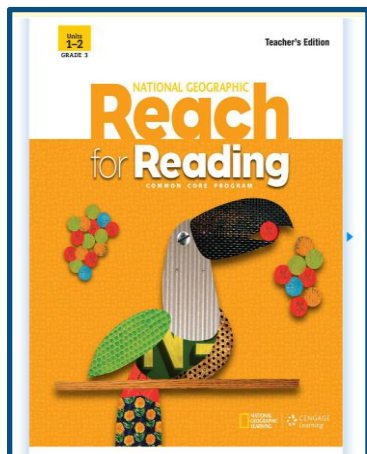


ELA Instructional Resources



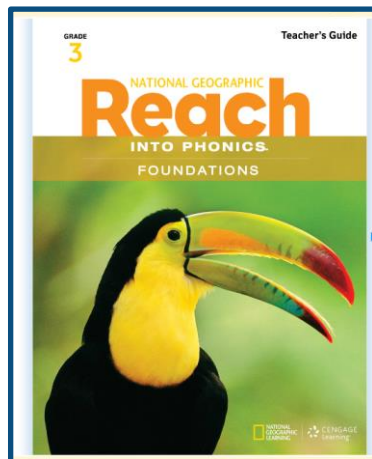
Reach for Reading

General Education, Achieve and Extended Resource



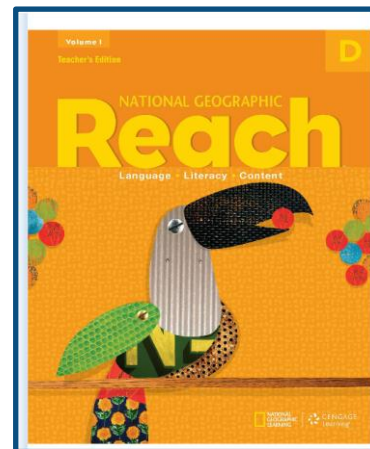
Reach Into Phonics

*ELA Coach and SPED
Online Access for all*

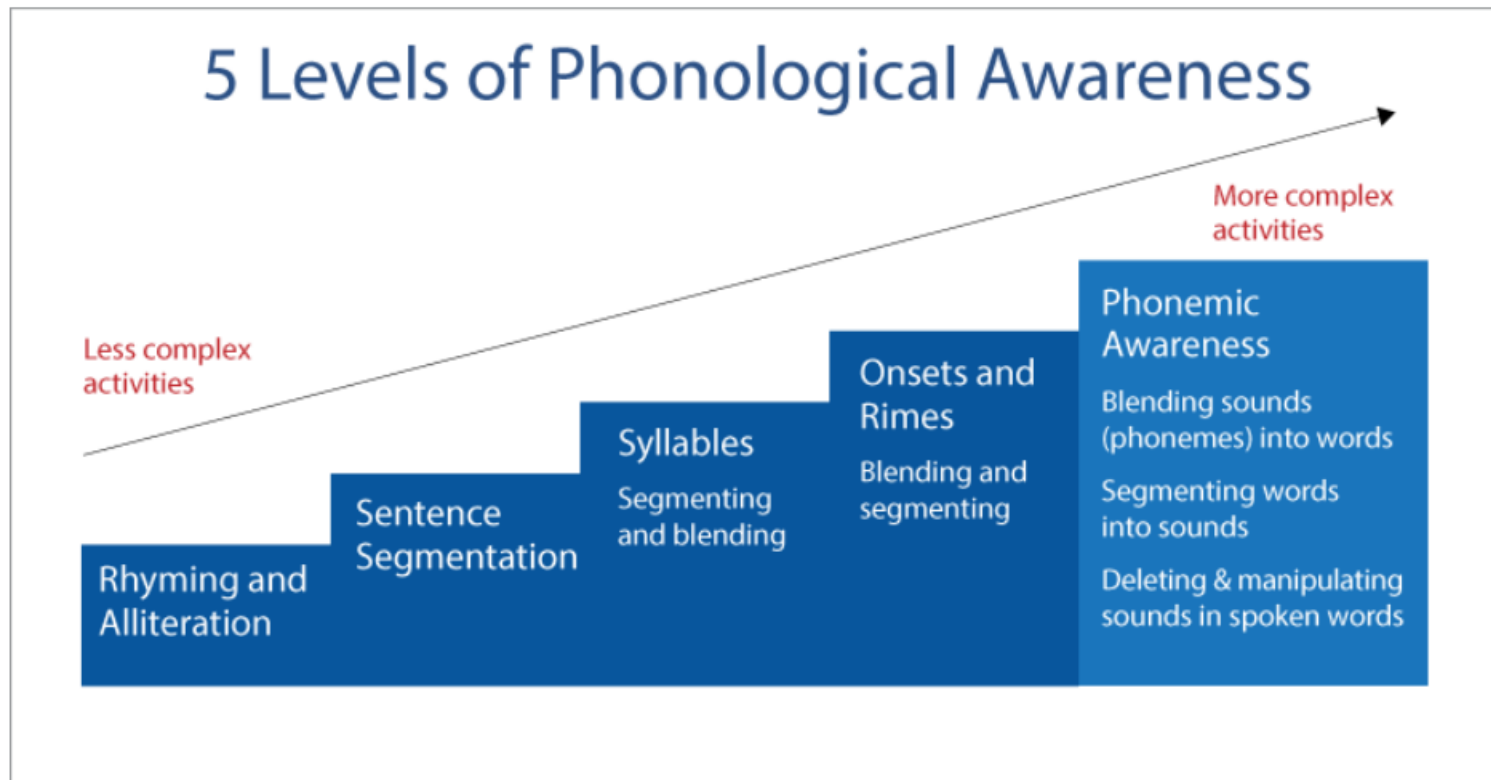


Reach Language Literacy

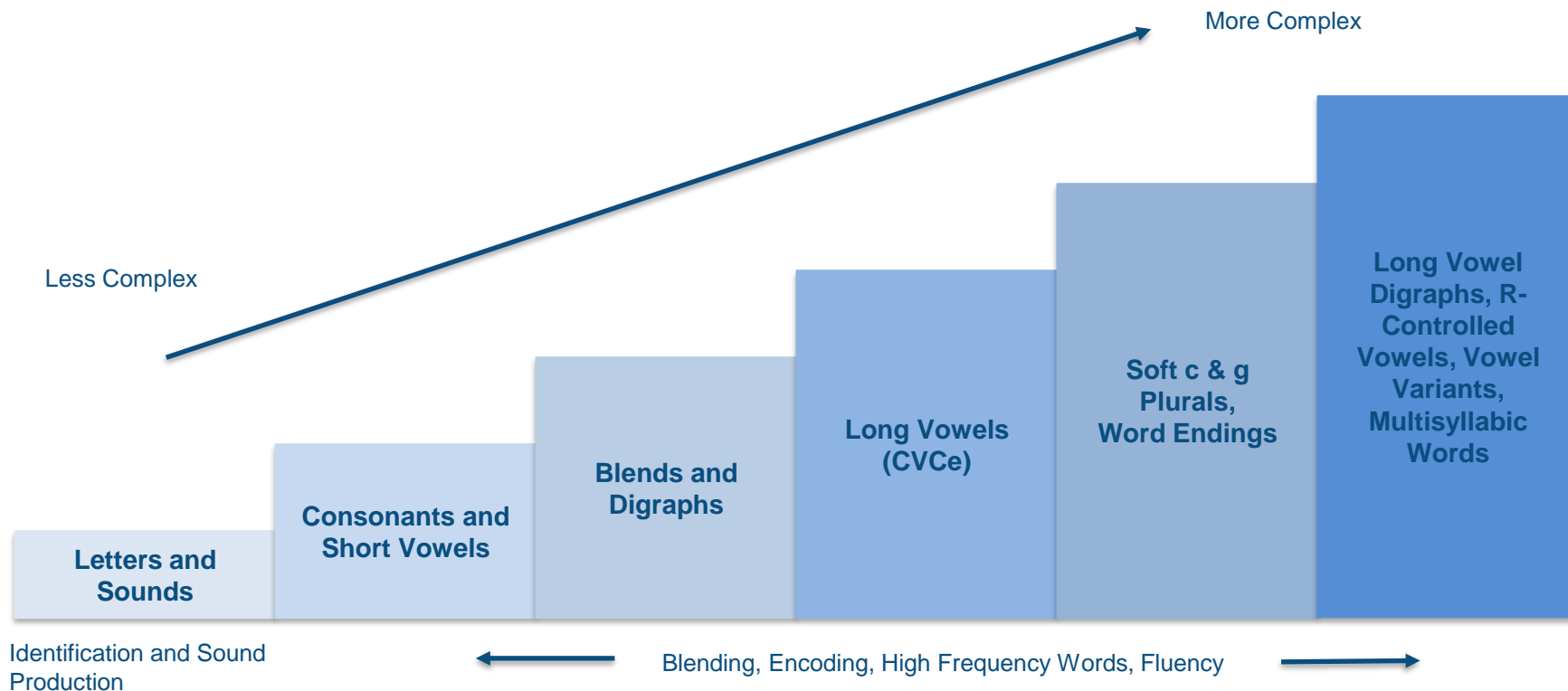
*MLL Materials
MLL Coach and SPED*



Phonological Skill Progressions



Phonics Skill Progressions



K-2 Phonics Scope and Sequence



<div> Kindergarten Phonics/Word List </div>						
Unit / Theme	Theme Connection	Week	Letter / Sound	High Frequency Word	Content Vocab	Academic Vocab
Unit 1: Start School	Rules & Routines	1	Mm /m/	N/A	friend share	learn
	School Activities	2	Mm /m/	a	school building room class	read
Unit 2: My Family and Me	Family Members	1	Ss /s/	my	mother father sister brother	belong
	Family Activities	2	Tt /t/	see	cook sing dance eat laugh food meal healthy hungry	together
	Meals and Food	3	Pp /p/	the	happy sad surprised excited play	need want
	Being Together	4	Cc /c/	I		feel
Unit 3: Visit the Farm!	Animal Characteristics	1	Aa /a/	look	size sound move	different
	Animal Habitats	2	Nn /n/	this	barn field forest pond baby parent young adult	live
	Animal Babies	3	Hh /h/	is	legs tail wing feet head	care
	Animals Around the World	4	Rr /r/	like		part

<div> Grade 1 Phonics/Word List </div>					
Unit / Theme	Week	Phonics	High Frequency Words	Content Vocab	Academic Vocab
Unit 1: My Family Big Question: What Makes a Family?	1	m, s, h, t short a	find has have his mother too	family member holiday home meal	care celebrate help play world
	2	f, n, l, p, /h/ short i	do then what with you your		
	3	/s/, /h/, g, d, v, r short o	get help of put we work	special parents together fun	group idea place share trip
	4	b, w, j, z short e	day from good she us very	extended family visit	
Unit 2: Shout for the Sun Big Question: When is something Alive?	1	y, qu, x, k short u	for grow keep look or when	animal breathe drink eat living move nonliving person plant	alive energy food health
	2	Double final consonants ck, ng	body how out start they use		
	3	Blends fl, pl, sl Blends cl, bl, gl	does eat live no see why	but flower leaf petal seed sun	height length light project ready
	4	Blends fr, gr, tr Blends br, cr, dr	all are by first more there		

<div> Grade 2 Phonics/Word List </div>					
Unit 1: Hello Neighbor		Big Question: What is a community?			
Phonics	WEEK 1 Short a Multisyllabic words	WEEK 2 Short o Multisyllabic words	WEEK 3 Short e Short a	WEEK 4 Short i Double final consonants	
High Frequency Words	by – day do – help people – then there – what	come – from her – look of – one out – some	be – down or – their them – they with – your	each – no said – low use – was were – who	
Content Vocab	cook – doctor – job nurse – teacher		home – hospital – library school – building – park		
Academic Vocab	belong – build – care community – neighbor		locate – place – population rural – urban		

Unit 2: Staying Alive		Big Question: What does it take to survive?			
Phonics	WEEK 1 Blends w/ f, l, s	WEEK 2 Final consonant blends Multisyllabic words	WEEK 3 Diagrams ch, tch, th, wh	WEEK 4 Diagrams sh, wh Endings -ed, -ing	
High Frequency Words	back – body eat – how into – these those – way	could – good hard – now over – part under – very	know – other wait – warm without – world year – yellow	because – call more – than two – walk why – young	
Content Vocab	animal – habitat – insect color – shape – size		features – food – predator grey – shelter – water		
Academic Vocab	adaption – defend – hide safe – survive		attack – attract – message recognize – seem		

Systematic Instruction

3-6 Skills Matrix



National Geographic Learning Reach for Reading GRADE 3

Unit 1: Social Studies

Unit Theme: Helping Others

Big Question: How do people help each other?

Complex Text "The Quiltmaker's Journey"

Unit/ Week	Content Focus	Reading Selection(s)	Speaking and Listening	Comprehension Strategy/Tested Skill	Fluency	Vocabulary Strategy	Vocabulary Words	Writing Skill	Writing Project	Grammar	Spelling
1/1	Individual Responsibility	"Those Shoes"	Retell and Tell a Story; Summarize; Theme Theater: Tableaus	Read and Analyze Complex Text: Read and Comprehend Realistic Fiction Tested: Plot; Make Comparisons; Plan and Monitor	Expression, Accuracy, Rate	Learn key words; Expand and share word knowledge	Content: action, difference, gift, problem, receive, solution Academic: kindness, need, plot, prediction, preview, understand, value, want	Develop a Plot Sequence	Write Realistic Fiction	Nouns	Short <i>a</i> and Short <i>o</i> ; Commonly misspelled words
1/2	Heroic Deeds	"Guardian Angel" Close Reading: "The Letter"; "The Lunchroom"	Read Poetry Aloud; Relate Readings to the Big Questions	Read and Comprehend a Poem Tested: Plan and Monitor; Elements of a Poem; analyze and compare characters	Phrasing, Accuracy, Rate	Alphabetical Order	Content: action, difference, gift, problem, receive, solution Academic: kindness, need, plot, prediction, preview, understand, value, want	Use Colorful Details to Elaborate	Write a Poem	Pronouns and Sentences	Short <i>a</i> and Short <i>o</i> ; Commonly misspelled words
1/3	Heroes Then and Now	"The World's Greatest Underachiever"	Make Comparisons; Discuss photographs; Oral Report	Read and Comprehend and Autobiography Tested: Make Comparisons; Plan and Monitor	Intonation, Accuracy, Rate	Learn key words; Expand and share word knowledge	Content: improve, individual, neighborhood, offer, volunteer Academic: benefit, clarify, comparison, duty, identify, impact, learn, point of view, narrator	Choose and Narrow a Topic and Develop Interview Questions	Write a Biographical Sketch	Subjects and Predicates; Phrases and Clauses	Short <i>i</i> and Short <i>u</i> ; Commonly misspelled words
1/4	Heroes Then and Now	"Joseph Lukuton: Making a Difference" Close Reading: "Facing the Lion"; "Boy Between Two Cultures"	Discuss Points of View; Relate Readings to the Big Question	Read and Comprehend an Autobiography and Biography Tested: point of View; Plan and Monitor; Identify and Compare Events	Expression, Accuracy, Rate	Determine Meanings	Content: improve, individual, neighborhood, offer, volunteer Academic: benefit, clarify, comparison, duty, identify, impact, learn, point of view, narrator	Use Formal and Informal Language	Write a Personal Narrative	Subject-Verb Agreement; Compound Subjects; Subjects and Predicates	Digraphs <i>ch</i> , <i>tch</i> ; Commonly misspelled words

Instructional Maps



2021-22 ELA Grade 1 Overview Map Unit 1: My Family

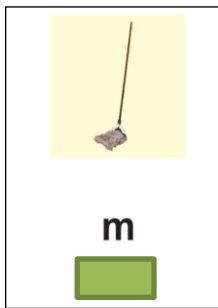
Overview and Standards					
Unit Overview	Students develop phonemic awareness by isolating and blending initial and final sounds. Students focus on setting a purpose for reading, previewing text, and identifying settings. Students write personal narratives using a planned sketch that includes all story elements.				
Big Question	What makes a family?				
Vocabulary	Social Studies: family, family member, holiday, home, meal		Social Studies: extended, family, fun, parents, special, together, visit		
	Academic: care, celebrate, help, play, world		Academic: group, idea, place, share, trip		
G1 Essential ELA Standards - Embed and highlight these standards throughout the unit in addition to the weekly Unit Standards.					
Foundational Skills	Reading Literature	Reading Informational	Writing	Speaking & Listening	Language
RF.1.1, RF.1.2, RF.1.3, RF.1.4	RI.1.1, RI.1.4, RI.1.10	RI.1.1, RI.1.4, RI.1.10	W.1.8	SL.1.1	L.1.4, L.1.5, L.1.6
Evidence of Student Learning					
Summative Assessment Opportunities					
G1 Unit 1 Reading Comprehension Assessment					
G1 Unit 1 Scoring Guide					
G1 Unit 1 Oral Reading Fluency					
1-Ready Diagnostic with Oral Fluency Window Closes: Oct. 15					
Instructional Sequence					
G1 Instructional Resources	Week 1	Week 2	Week 3	Week 4	
	Foundational Skills				
	RF.1.1, RF.1.2, RF.1.3, RF.1.4				
G1 Unit Standards					
Reach for Reading	Phonological Awareness: Isolate Initial Sounds; Blend Sounds Phonics: m, s, h, t, short a	Phonological Awareness: Isolate Initial Sounds; Blend Sounds Phonics: f, n, l, p, /k/, short i	Phonological Awareness: Isolate Initial Sounds; Blend Sounds Phonics: g, d, v, r, short o	Phonological Awareness: Isolate Initial Sounds; Blend Sounds Phonics: b, w, j, z, short e	
	High Frequency Words: find, have, has, his, mother, too	High Frequency Words: do, then, what, with, you, you	High Frequency Words: get, help, of, put, we, work	High Frequency Words: day, from, good, she, us, very	
	Read On Your Own (ROYO): Book 1 - Family Time	ROYO: Book 2 - Things We Do	ROYO: Book 3 - Who Helps Dad	ROYO: Book 4 - A Busy Day	
	Fluency:	Fluency:	Fluency: Decodable Texts 1.3a, 1.3b, 1.3c	Fluency: Decodable Texts 1.4a, 1.4b	

Instructional Map Aligned
to Instructional Model &
Phonics Scope and
Sequence





Warm-up



Sound/Spelling Review
Include chants & movement

Mop the mess, Mop the mess /m/m/m/
The sound is /m/ the spelling is m

High Frequency Word Review



Phonological Awareness

Phonological Awareness

1 Blend Sounds

Use **Phonological Awareness Routine 2**.

- **Say a word:** *ride*.
- **Segment the sounds:** /r/ /i/ /d/. Have children put chips in their sound boxes for each sound they hear as you segment the word.
- **Blend the sounds.** Have children loop their fingers beneath each sound as you slowly blend the word: /r/ /i/ /d/, then sweep their fingers under the boxes.

For *Phonological Awareness Routine 2*, see page BP1.

Have children repeat the routine with *pal*, *miss*, and *play*.

**5-10
minutes**

Best Practice Phonological Routines (BP1-4)

Learning Targets



I can read and write words using the /f/ sound with the letter f.



I can read and write words using the /th/ digraph.



I can break a word apart by syllables to decode long a words.

Instructional Routines



Decoding/Blending

Engage

Phonics

2 Learn Sound/Spelling /ō/

Sing with Me Phonics Songs Book page 21

Play Tracks 14 and 15 and follow the directions. Practice until children perform smoothly.

- 1 Shake hands with yourself.
- 2 Pantomime scooping feed to hogs.
- 3 Pantomime cutting logs as in the picture.



Sing with Me Phonics Songs Book page 21

10-15 minutes

Best Practice Decoding Routines BP5-7

Explicitly Teach

Use the routine below to connect sound and spelling /ō/o and to blend words.

Step 1 Develop Phonological Awareness

1. Tell children: *These words have /ō/ at the beginning.*
These words have /ō/ in the middle.

olive, ostrich, Oscar
lock, dogs, fox, box

2. Tell children: *I will say a word. Listen for /ō/. If you hear /ō/, nod your head. If you don't hear /ō/, don't do anything. (Rope and vest do not have /ō/.)*

otter, box, rope, vest,
stop, clock, pop, Tom

Step 2 Introduce the Sound/Spelling

1. Display the picture-only side of **Sound/Spelling Card 16**. Say: *octopus*. Have children repeat.
2. Say: /ō/. Have children repeat.
3. Turn the card over. Point to the spelling and name it. Have children repeat.



Card 16
octopus, /ō/, o

4. Give examples of words with initial and middle /ō/.

otter, ostrich, ox
lot, hop, pop

Step 3 Blend Sound-by-Sound

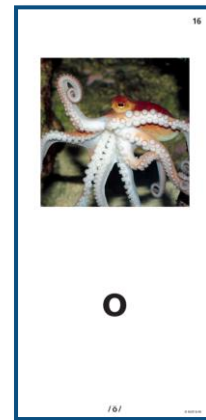
1. Write o. Point to o. Say: /ō/. Have children repeat.
2. Add n. Blend: /ō/ /n/, sweeping your hand beneath the spellings. Have children repeat, blending the sounds to say on.

o

on

mop, mom, hot,
top, dog, pot

For Decoding Routine 1, see page BP5.



Apply and Practice

3 Read Words with Short o

Read On Your Own Book 3 page 12

Use the **Word Builder** to display the words and sentences shown. Have children blend the words. Then point out High Frequency Words *that, my, and on*. Ask children to read the sentences.

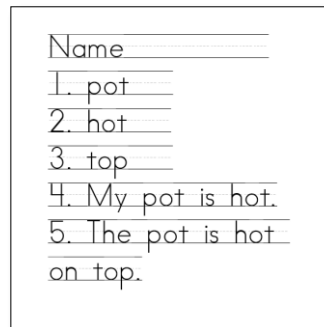
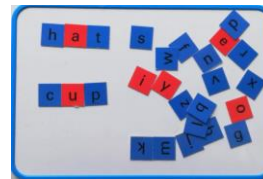
Review short o words and read the example on page 12 together. Then have partners take turns reading the labels for the pictures. Assign **Practice Master PM1.49** for more practice.



White Boards

Letter Tiles or Cards

Pencil/Paper

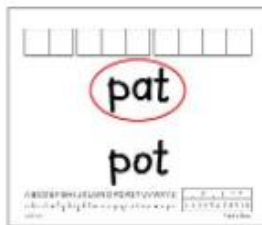


**10-15
minutes**

Best Practice Dictation Routines (BP8)

Use **Dictation Routine 1** to have children practice spelling *pot*, *hot*, and *top*.

- **Say a word:** *pot*.
- **Segment sounds:** /p/ /ɒ/ /t/
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 9 /p/, 16 /ɒ/, 5 /t/)
- **Repeat the word:** *pot*. Children write the spelling of the word.
- **Write the spelling.** Children check and correct their spelling. Repeat for *hot* and *top*, using cards 4 /h/, 16 /ɒ/, 5 /t/, and 9 /p/.



Write-On/Wipe-Off Board

Then use **Dictation Routine 2** to apply the spelling rule to a complete sentence that children can write on their **Write-On/Wipe-Off Boards**.






- **Say a sentence:** *My pot is hot.*
- **Repeat the sentence.** Children write the sentence as you repeat it.
- **Write the sentence.** Children check and correct their spelling. Repeat with this sentence: *The pot is hot on top.*

For Dictation Routines 1 and 2, see page BP8.



Encoding/Dictation

White Board Expectations

1. Listen 
2. Think... 
3. Write 
4. Show 
5. Clear 

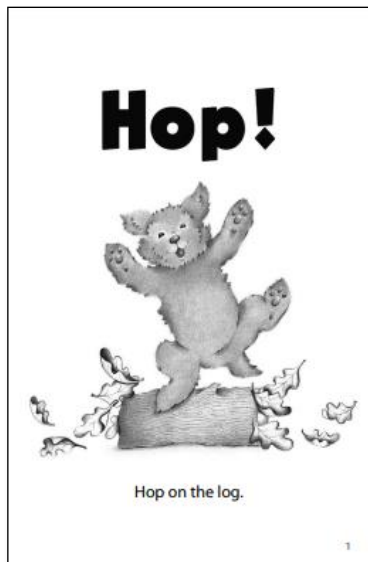
Instructional Routines



Fluency

**5-10
minutes**

Best Practice Fluency Routines (BP13)



Decodable Text & ROYO

Apply and Practice



Instructional Guidance, Pacing, Protocols, and Resources

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	Introduce Content Vocabulary	Introduce Academic Vocabulary	Introduce Weekly Phonics Rule Review and Practice Syllabication	Review Weekly Phonics Rule Fluency	Weekly Dictation Fluency
Week 2	Introduce Weekly Phonics Rule Vocabulary Review	Morphology	Review Weekly Phonics Rule	Fluency	Weekly Dictation Fluency
Week 3	Introduce Content Vocabulary	Introduce Academic Vocabulary	Introduce Weekly Phonics Rule Review and Practice Syllabication	Review Weekly Phonics Rule Fluency	Weekly Dictation Fluency
Week 4	Introduce Weekly Phonics Rule Vocabulary Review	Morphology	Review Weekly Phonics Rule	Fluency Vocabulary Review	Weekly Dictation Fluency

- Vocabulary
- Morphology
- Phonics & Syllabication
- Fluency



Additional Resources



English Language Arts Portal



[Reach Into Phonics Unit 9](#) ↓

[Assessments](#)

[LAP Conference Resources](#)

[Instructional Resources](#)

[Instructional Strategies](#)

[Writing Foundations](#)

[Literacy Footprints](#)

[Typing Club Introduction](#)

[Handwriting Without Tears](#)

[The Science of Reading](#) ←

Kindergarten ELA Instructional Resources

[Back to ELA Kindergarten Course Page](#)

[K-5 English Language Arts Instructional Model](#) ↓

[K-2 Reach for Reading Skills Matrix](#) ↓

[myNGconnect Reach Teacher User Manual](#) ↓

[Reach for Reading K-2 Phonics Scope and Sequence](#) ↓

Foundational Skills Resources

Vowel Phoneme Classification ↓	Reach for Reading Sound/Soundline Card Flashcards ↓	Reach for Reading Sound/Soundline Card Flashcards with Chants ↓	Reach for Reading A-Z Sound/Soundline Wall Cards ↓
Phonological Awareness Routines... 1-3 ↓	Phonological Awareness Routines... 4-8 ↓	Phonological Awareness Routines... 9-12 ↓	Decoding Routine 1 ↓
Decoding Routine 2 ↓	Sound Production Cues ↓		

Unit Resources

Kindergarten Poetry (Units 1-9)

4-Day Poetry Plan ↓	Teacher Models ↓	Student Copies ↓	Pocket Chart Graphics ↓
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Focus Walls	Decodable Texts	Big Books	Interactive White Board
GK Focus Wall Unit 1 ↓	Book 1 - A Tool for School ↓ Book 2 - A Farm ↓	My School Day ↓ Come with Me to School ↓	

The Science of Reading

Teacher & Coach Professional Learning Sessions

Session	Agenda	Resources
January 2021 Science of Reading Overview	Agenda ↓ PowerPoint ↓ Recorded Session ↗	Professional Learning Plan ↓ OSPI - Dyslexia Resources ↗ Individual Reach for Reading Review ↓
February 2021 Foundational Skills - Part 1 Phonological Awareness and Phonics	Agenda ↓ PowerPoint ↓ Recorded Session ↗	Article - Learning to Read and Explicit Teaching ↓ High Leverage Phonological Awareness and Phonics Routines ↓ Reading Models ↓ - Ladder - Simple View - Scarborough Rope Vowel Phoneme Classification ↓ Sound Wall Sample ↓
		Voices from the Field - Quotes ↓ Article - Dyslexia in the Classroom - What Every Teacher Needs to Know ↓ (International Dyslexia Association)



Daily Phonics Routine

Unit: 1 Week: 4 Day: 3

Focus: Short /e/

Warm Up (5 min.)

- Review past sound/spelling cards (letter/sound/motion)
- Review past high frequency words

Introduce New High Frequency Words:
day, from, good, she, us, very

Phonological Awareness (5 min.)
Blend Sounds – BP Routine 2

- shop
- Segment Sounds - /sh/ /o/ /p/
- Blend Sounds – shop
- Repeat Routine – egg, red, can, from, nest, men, pot

Introduce new sound/spelling for short /e/
This is the sound /e/, it can be spelled with the letter e
The sound /e/ is a short vowel. What other short vowel sounds do we know? /a/, /i/, /o/

Model mouth position and display image. Let's practice making the short /e/ sound - /e/, /e/, /e/

Let's read the poem Our Hen - hen uses the short /e/ sound.
Listen for the words in the poem that have the short /e/ sound.

- every
- ten
- hen
- egg

We can sometimes hear the short /e/ sound at the beginning of a word.
Listen for the words that have the short /e/ sound at the beginning word.

- end
- elf
- elephant

We can sometimes hear the short /e/ sound in the middle of a word.
Listen for the words that have the short /e/ sound in the middle.

- men
- jet
- nest
- belt

Listen for /e/ - thumbs up or thumbs down

- red
- them
- cat
- vest
- pot
- wet
- hit

Phonics – Blending/Decoding (10-15 min.)

- pat, pit, pot, pet
- net, jet, wet
- red, bed, fed,
- men, ten, end
- The hen is very red.
- She is in the good pen.

Phonics – Dictation/Encoding (10-15 min.)
(white boards, letter cards or tiles, paper/pencil, etc.)

- sit
- sit
- set
- let
- get
- The hen is in the bed.

Fluency/Decodable Text (5-10 min.)
(Choral Reading, Partner Reading, Independent Practice)

- Decodable Text (1.4a or 1.4b)
- ROYO #4 Red, the Hen (pgs. 14-17)
- Introduce text, partner read, monitor

Word Work/Application and Practice
(Practice Masters, Word or Picture Sorts, Word Building, etc.)

- Practice Master PM1.70
- Build words with letter cards, record & read to a partner
- Word Sort – short e families
- Read or Write the Room for short vowel sounds - /a/, /i/, /o/ & /e/

THANK YOU!

Anne Fox
Greta Fleckenstein

