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Early Grade Reading Program Design and Implementation: Best Practices and Resources for Success

The purpose of this professional development series and training package is to provide GRN members with evidence-based information, guidance and resources to help them design and implement effective early grade reading (EGR) initiatives. The sessions—which have been delivered as webinars as well as during in-person workshops—are focused on key components of EGR programs, with cross-cutting issues including gender equity, inclusive education and technology referenced throughout. They are as follows:

- **Early grade reading programming: From Conception to scale**
- **Resources for teaching and learning early grade reading**
- **Key EGR skills and strategies for effective instruction and assessment**
- **Language considerations in early grade reading programs**
- **Continuous professional development in early grade reading programs** (includes a focus on coaching)

The content of the sessions was developed by Reading within Reach (REACH), a five-year initiative supported by USAID to collect and disseminate evidence-based practices and resources to increase the impact of primary grade reading programs. Content was developed by REACH Reading Program Specialist Alison Pflapsen and REACH technical consultants Adrienne Barnes, Marion Fesmire and Amy Pallangyo contributed.

Content and resources included in this training were reviewed by a Global Reading Network working group representing diverse roles and programs globally (see list of contributors on subsequent page). In addition to providing feedback on the content, GRN members submitted resources, examples and case studies that have been integrated throughout the training. Presentation materials, handouts and webinar recordings will be transitioned from the Global Reading Network website to USAID's Education Links website: <https://www.edu-links.org/>

We hope your engagement with the EGR Program Design and Implementation professional development package catalyzes enhancements to your work to improve early grade reading outcomes globally!

**EARLY GRADE READING PROGRAM DESIGN AND IMPLEMENTATION:
BEST PRACTICES AND RESOURCES FOR SUCCESS**

REACH and the Global Reading Network thank the following individuals and organizations for graciously taking time to provide input and feedback on the early grade reading training materials, as well as for sharing their program experiences and contributing resources to be included. These contributions on behalf of improving EGR programs globally are greatly appreciated. (Omission of any other contributors is strictly unintentional.)

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READING WITHIN REACH

Early Grade Reading Program Design and Implementation:
Best Practices and Resources for Success

Webinar series presented by Reading within Reach
(REACH) in collaboration with the Global Reading
Network

June-July 2019

Welcome!

- This EGR professional development series was developed by the **Reading within Reach (REACH)** initiative, which is funded by **USAID** and implemented by **University Research Co., LLC (URC)**
- REACH supports the **Global Reading Network (GRN)** to develop and share research, innovations and resources related to EGR programming
- For more information about REACH and the GRN, visit www.globalreadingnetwork.net



Webinar presenters

- Alison Pflapsen, REACH Reading Program Specialist (apflapsen@urc-chs.com)
- Amy Pallangyo, REACH Technical Advisor (aawbrey@gmail.com)
- Aristarick Lyimo, REACH Training & Curriculum Specialist (alyimo@urc-chs.com)
- Adrienne Barnes, Florida State University (adriennebarnes76@gmail.com)

Webinar series goal, content and approach

- The purpose of this professional development webinar series is to **provide participants with evidence-based information, guidance and resources to support the design and implementation of effective EGR initiatives**
- Each session is focused on a key technical topic and includes a summary of **research, experiences and best practices to date**
- **Cross-cutting issues** such as gender equity, ICT and inclusive education are integrated throughout the different webinars
- Issues related to EGR program **monitoring, evaluation, expansion and sustainability** will be addressed as well
- **Opportunities for interaction and questions** will be provided throughout each webinar

Webinar session topics and dates

- **Webinar 1** – Early grade reading programming: From conception to scale (June 25)
- **Webinar 2** – Resources for teaching and learning early grade reading (July 10)

*Materials for past webinars are now available on the GRN website!
Click on “Tools and Training” to download.*

- **TODAY! Webinar 3** – Key EGR skills and strategies for effective instruction and assessment (July 17)
- **Webinar 4** – Language considerations in early grade reading programs (July 24)
- **Webinar 5** – Continuous professional development in early grade reading programs (July 30)

TO REGISTER, VISIT:
www.globalreadingnetwork.net/news-and-events/calendar



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READING WITHIN REACH

Key early grade reading skills and strategies for effective instruction and assessment

July 17, 2019

9:00 AM – 11:00 AM EDT



Adrienne Barnes
Florida State University



Amy Pallangyo
REACH Technical Advisor

Acknowledgments

- This presentation was made possible by the support of the American people through the United States Agency for International Development (USAID).
- It was prepared by Reading within Reach (REACH), which is implemented by University Research Co., LLC. (URC). Contract No. AID-OAA-M-14-00001, MOBIS#: GS-10F-0182T for the Office of Education (E3/ED).

Suggested citation:

- Barnes, A. & Pallangyo, A. (2019, July 17). Key early grade reading skills and strategies for effective instruction and assessment. [Webinar]. In *Early Grade Reading Program Design and Implementation: Best Practices and Resources for Success Training Series*. Prepared for USAID by University Research Co., LLC. (URC) under the Reading within Reach (REACH) initiative. Contract No. AID-OAA-M-14-00001, MOBIS#: GS-10F-0182T. Available at <https://www.globalreadingnetwork.net/tools>

Webinar objectives

By the end of this webinar, participants know and be able to apply learning about:

- Effective skills, strategies, approaches and activities for teaching early grade reading and writing
- Teachers' use of classroom-based assessment to inform instruction
- Considerations for planning, implementing, monitoring and evaluating instruction



Photo: EDC, Zambia
Time to Learn
(USAID)

To share your questions and comments

- We will provide time throughout the webinar to address your questions and comments
- Please submit them via the chat box in Zoom
- Send them to “all panelists and attendees”



Section I: Reading and writing skills to teach and learn in the early grades



READING WITHIN REACH



Key reading skills to teach and learn in the early grades

- Language skills
- Concepts of print
- Phonological awareness
- Alphabetic principle
- Spelling
- Vocabulary
- Reading fluency
- Comprehension
- Writing

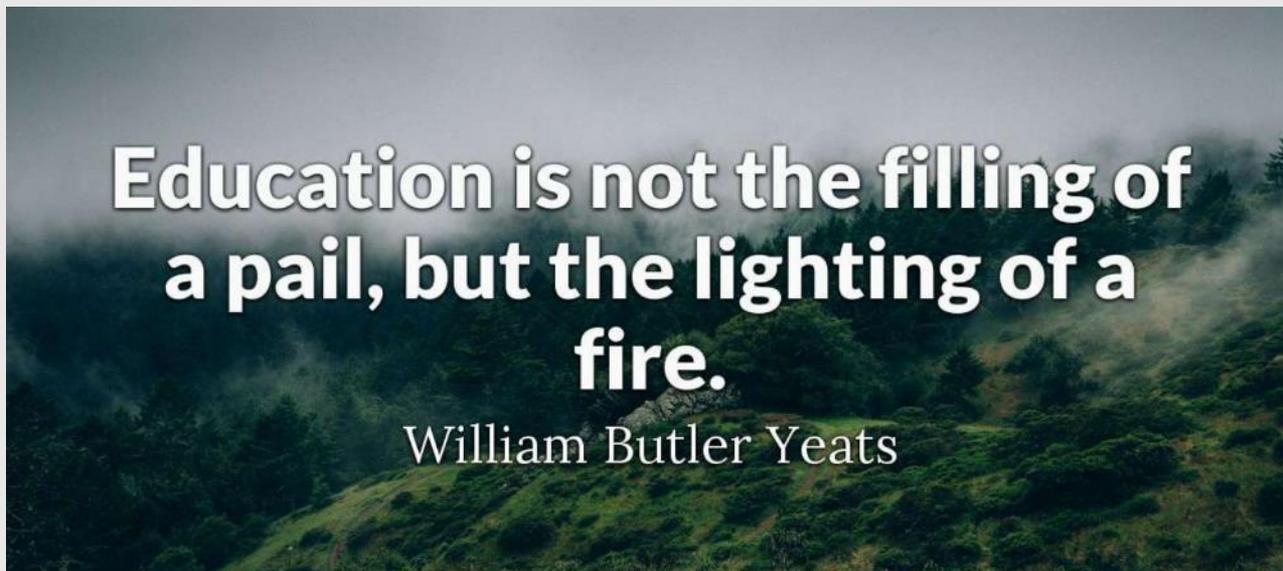
Why these skills?

- Research has indicated that these skills are critical to teach across languages (Bulat et al., 2016; Kim, Y.-S., G., Boyle, H. N., Zuilkowski, S.S., & Nakamura, P., 2016)
- Language-specific considerations may influence how some skills are taught, and how much time is spent teaching them
- Effective EGR programs include instruction in all of these skills
- Programs and instruction should address the needs of the students

Handout 1: Key early grade reading skills

Instruction

- The way that teachers guide students in learning academic content
- The style of teaching
- The types of activities used in the classroom
- How students discover knowledge and learn skills

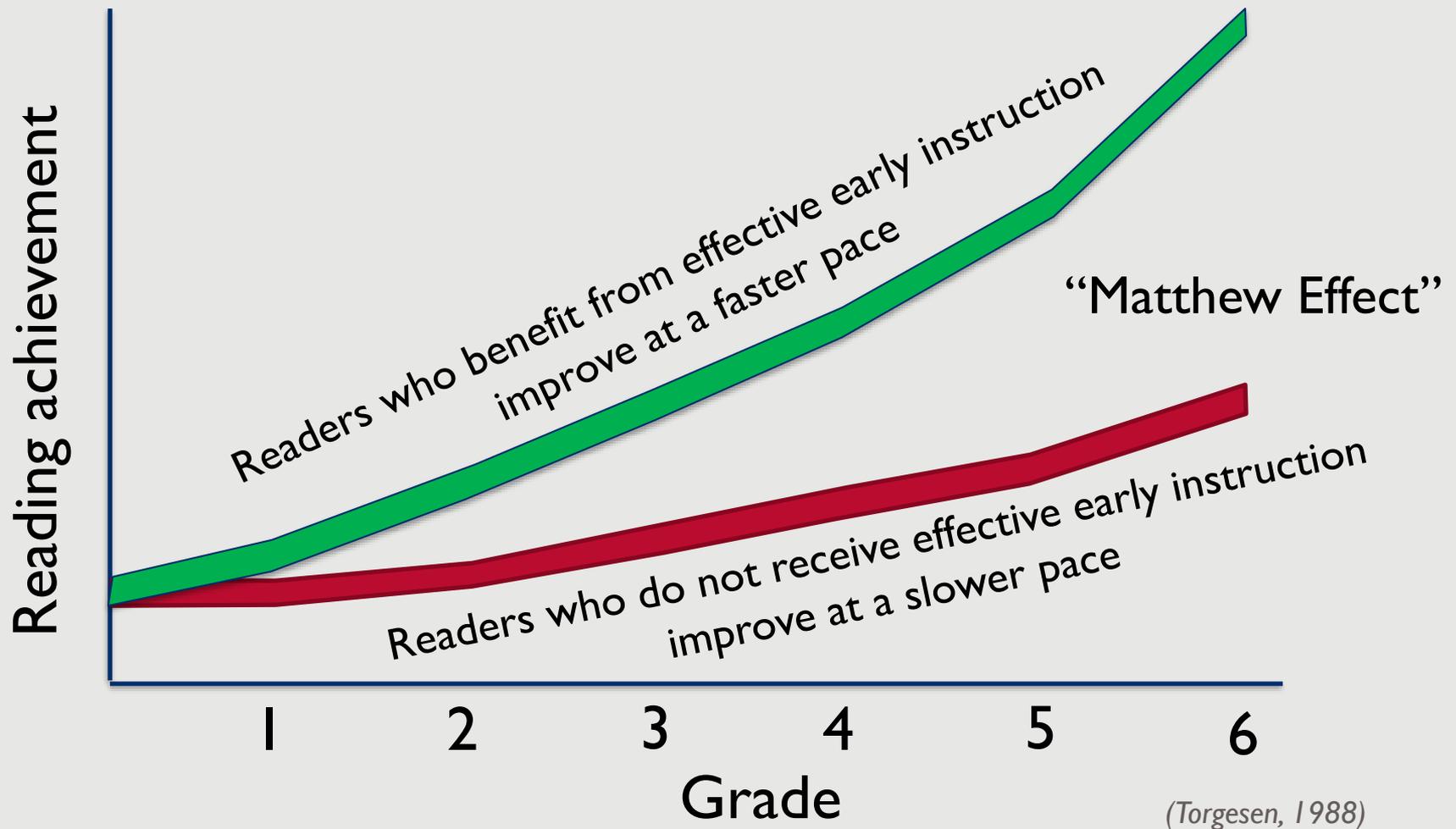


**Education is not the filling of
a pail, but the lighting of a
fire.**

William Butler Yeats

Source: www.brainyquote.com

Why effective early reading instruction matters



ACTIVITY

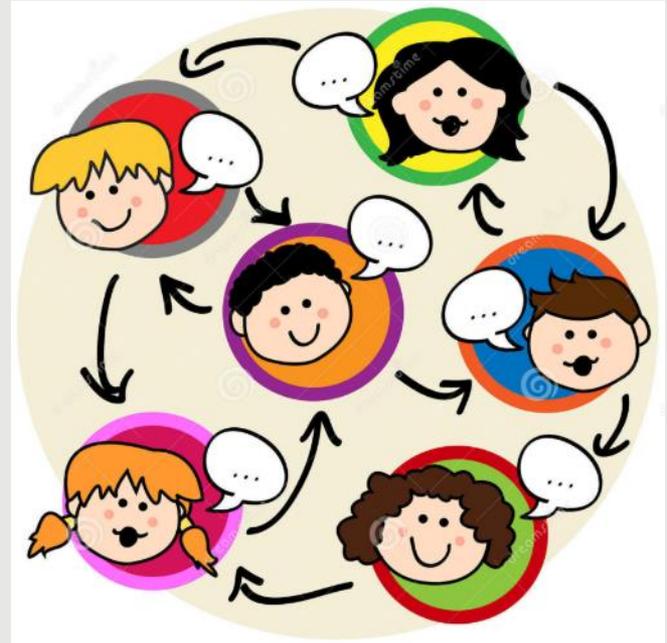
Reflect and use the Zoom chat window to share your experiences and ideas

When you think about early grade reading, what teaching and learning strategies have you used or seen incorporated into different reading programs?

Language skills

- Provide opportunities to talk in large and small group settings
- Encourage higher-level thinking through questioning
- Ask students their opinions
- Build background knowledge
- Support story telling
- Scaffold students' responses: Ask questions, restate the answer with elaboration, request clarification and provide encouragement and feedback

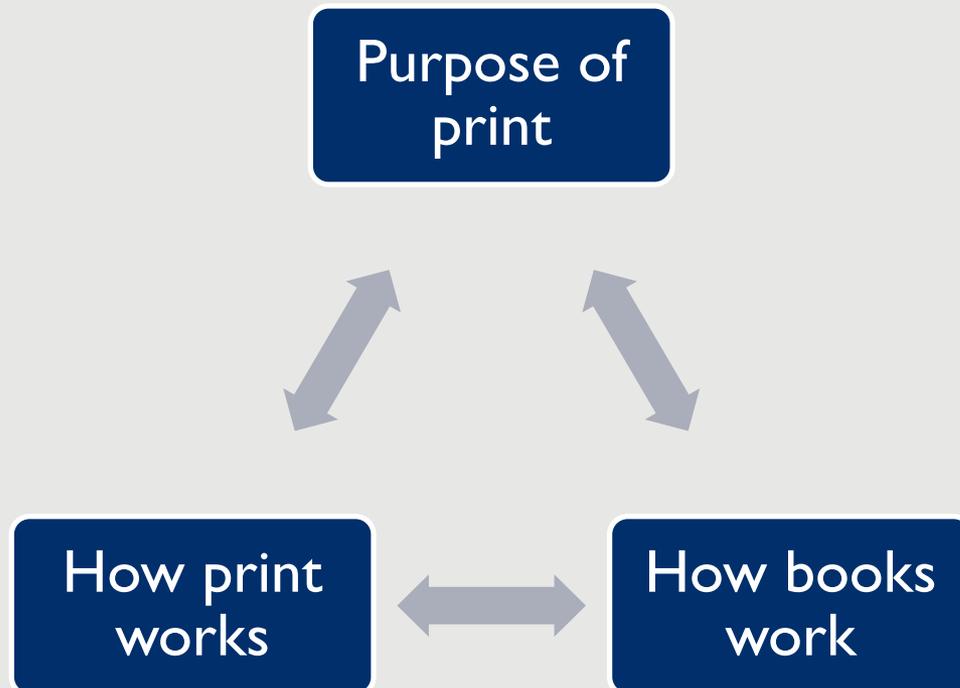
Handout 2: Language instruction examples



Students should be talking (or using sign language, if necessary) in class to develop language skills

Concepts of print

Concepts of print skills include knowledge of how print and books work



Purpose of print: Print carries a meaningful message

How print works: Print is made up of letters; words and letters can be different sizes; sentences have punctuation; we read in a specific direction

How books work: Books have a front and back cover; books are held upright; pages are turned one at a time

Handout 3:
Concepts of print – Teaching scripts

Concepts of print

**Top-to-bottom
and left-to-
right with
symbols**

(Chinese):

教業
師的
是理
所由
有
其
他
職

Teachers should explicitly teach text directionality and other concepts of print to emergent readers – particularly when there are competing languages with different styles of directionality.

Left-to-right & top-to-bottom with symbols

(Amharic):

መምህራን ሁሉም መያዎቻቸው ስለ መንገድ ናቸው

Left-to-right & top-to-bottom with letters

(French):

Les enseignants sont la voie par laquelle toutes les autres professions existent.

Right-to-left & top-to-bottom with letters

(Arabic):

المعلمون هم المسار الذي توجد ب جميع المهن الأخرى.

Phonological and phonemic awareness

- **Phonological awareness** is the ability to hear, identify and manipulate words and sounds in oral language (awareness of the sound structure of a language)
- **Phonemic awareness** is the most complex level of phonological awareness and is the ability to hear, identify and manipulate the *individual* sounds in words
 - Phonemic awareness supports an understanding of the alphabetic principle



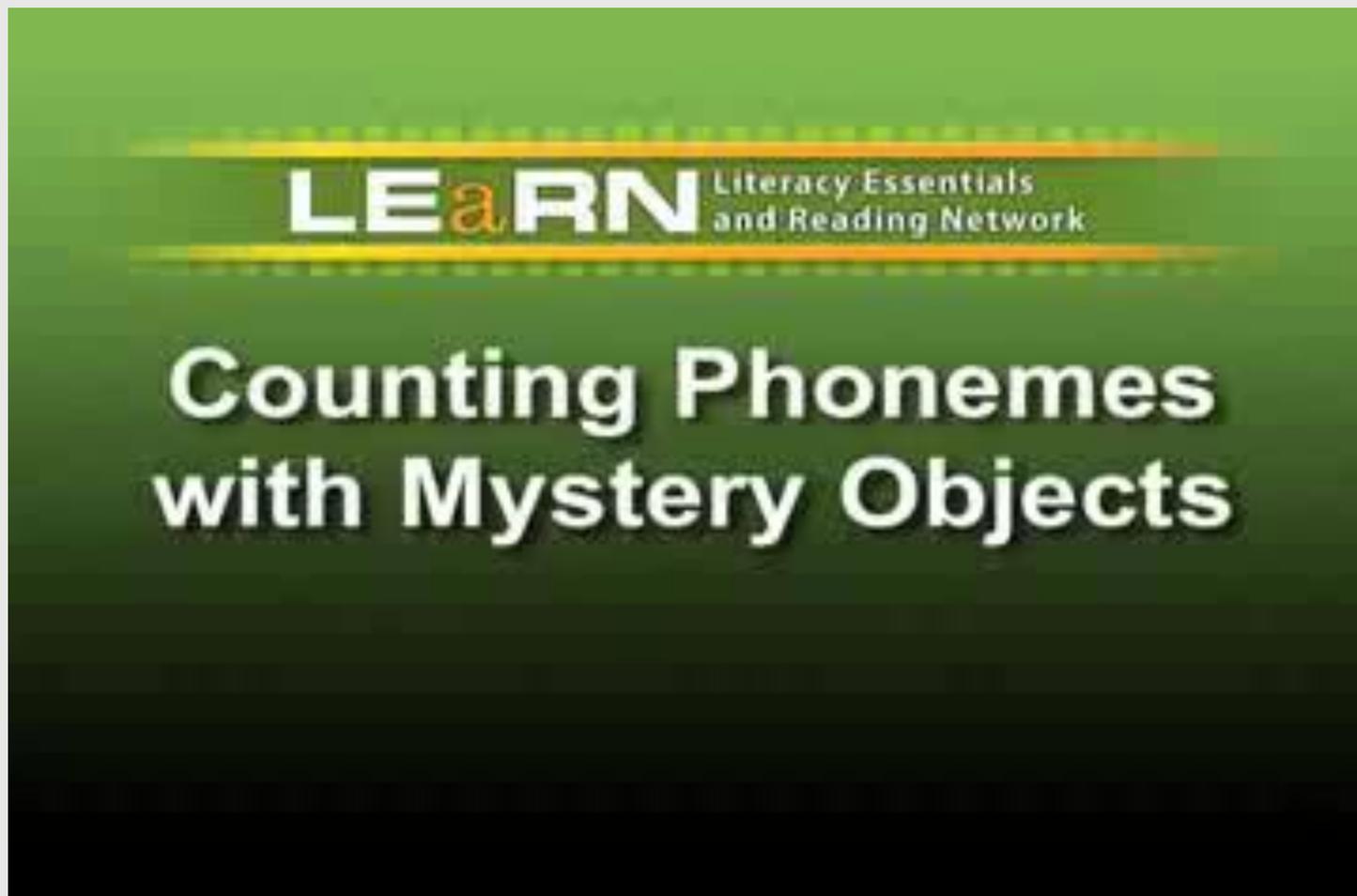
- Identifying words
- Listening for rhyme
- Identifying syllables
- Playing with sounds

NO letters
NO printed text
ONLY pictures and sounds

Handout 4:
Phonological awareness instruction

Source: Can Stock Photo, Inc

Instructing and discussing phonemic awareness: Video



Phonics and the alphabetic principle

Phonics is instruction to build decoding and encoding skills

- Teach letter name and letter sound
- Begin instruction with the most frequently used letters and sounds in the language
- Teach letters that look or sound similar in different weeks to avoid confusion
- Teach word families & sight words

Handout 5: Alphabet charts

Handout 6: Phonics instruction examples

Photo: EDC, Zambia Time To Learn (USAID)



Time reading connected text:
Students need time to apply phonics skills by reading connected text.

ACTIVITY

Reflect and use the Zoom chat window to share your experiences and ideas

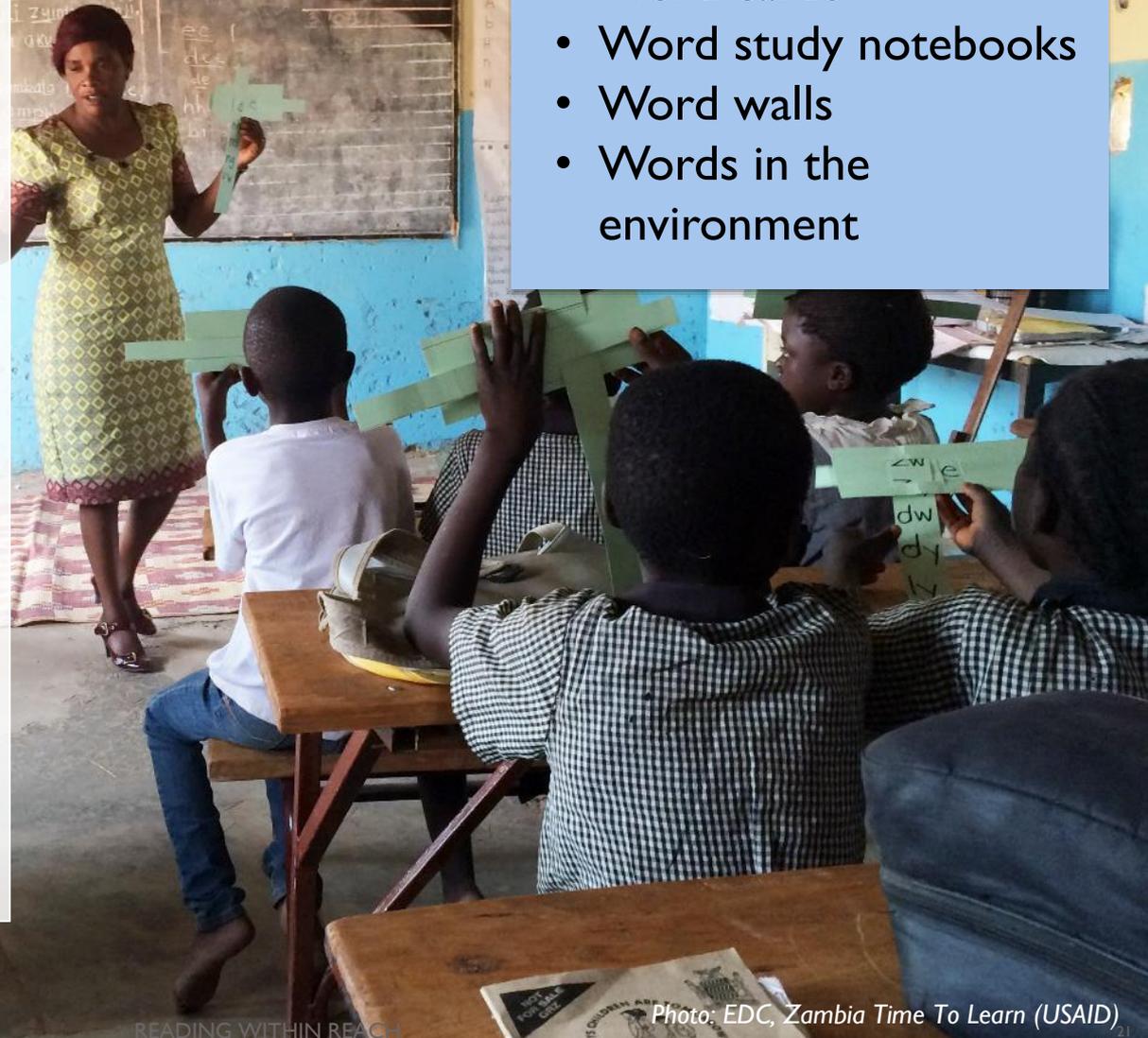
- How have you seen any or all of these skills (oral language, concepts of print, phonological/phonemic awareness or phonics) integrated into primary grade curricula?
- Can you provide specific examples of how these skills are taught in a program with which you are familiar?

Spelling

- Introduce a new spelling pattern by choosing words for students
- Encourage students to look for the pattern in their reading
- Help students relate this pattern to known words and experiences
- Provide frequent opportunities to practice writing words
- Incorporate words from reading lessons

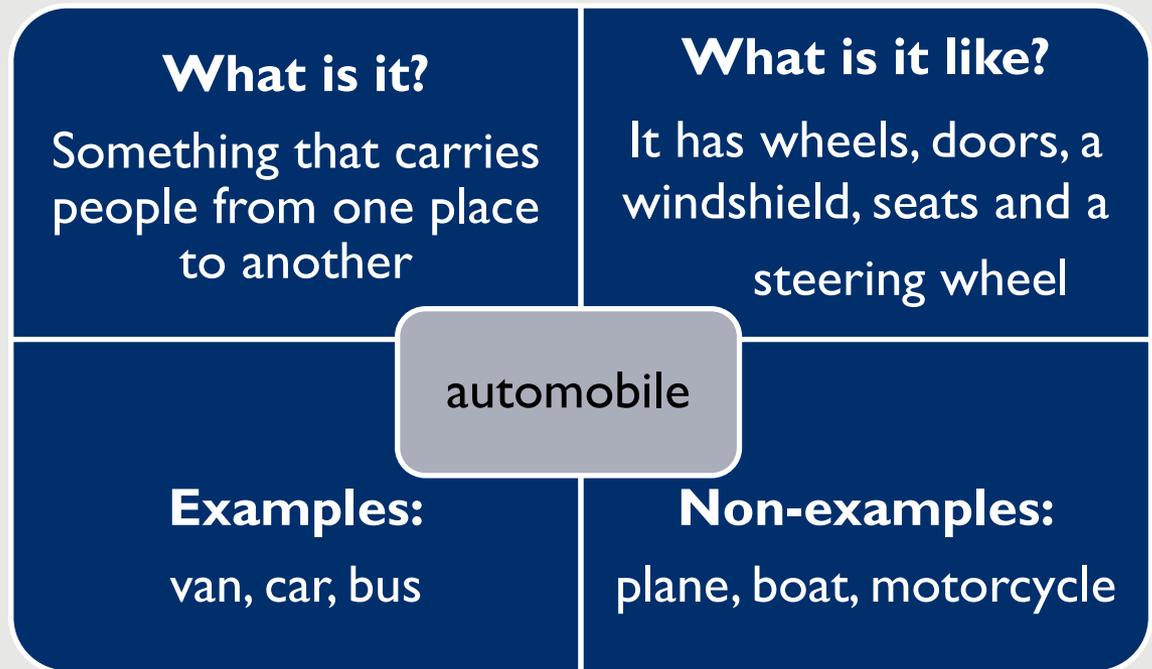
Tools for teaching spelling words:

- Word cards
- Word study notebooks
- Word walls
- Words in the environment



Vocabulary

- Use child-friendly definitions
- Use graphic organizers
- Pre-teach the meanings of important words
- Review words
- Create a word wall
- Teach multiple uses for words
- Teach related words



Conduct writing activities that involve using new vocabulary words

big

large

huge

giant

enormous

Reading fluency

- Students should have fingers/eyes on the text while reading – and many opportunities to read!
- Use **decodable texts**
 - Teach the phonics pattern, then allow the students to sound out words in the passage
- Randomly assess isolated word/sentence reading



Photo: World Education, Cambodia (USDA McGovern-Dole Food For Education)

Memorizing is not reading!

Handout 7: Fluency instruction examples

ACTIVITY: Fluent versus non-fluent readers

Watch the video: Ghana EGRA & EGMA – High and Low Performers to see the difference between fluent and non-fluent readers

<https://tinyurl.com/fluent-nonfluent-readers>

As you are watching, reflect on these questions:

1. What did you notice about the first student? Do you think he understood the story? Why or why not?
2. What did you notice about the second student? Do you think he understood the story? Why or why not?

Listening comprehension

Listening comprehension is the ability to listen to and understand text read aloud by a parent, teacher or peer

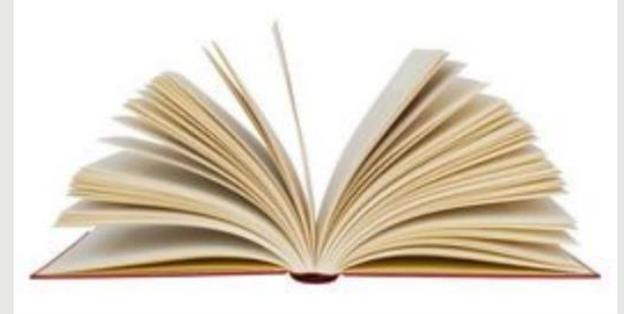
- Comprehension is the goal of listening
- Students need to orally practice skills in preparation for reading
- Students develop listening comprehension through read-aloud by:
 - Retelling stories
 - Recalling details
 - Predicting events
 - Analyzing problems and solutions
 - Responding to questions about the text



Source: Can Stock Photo, Inc

Reading comprehension

Reading comprehension is the ability to read and understand connected text



Source: Can Stock Photo, Inc

- Comprehension is the goal of reading
- A text's meaning is influenced by the reader's skills – prior knowledge, experience and vocabulary
- Once students learn how to read words, they need to be taught:
 - Predicting based on what is already known
 - Understanding vocabulary within the context
 - Monitoring their comprehension and rereading when needed
 - Identifying sequences, causes & effects, and comparisons

Handout 8: Comprehension instruction examples

Text structure: Example for introducing and teaching

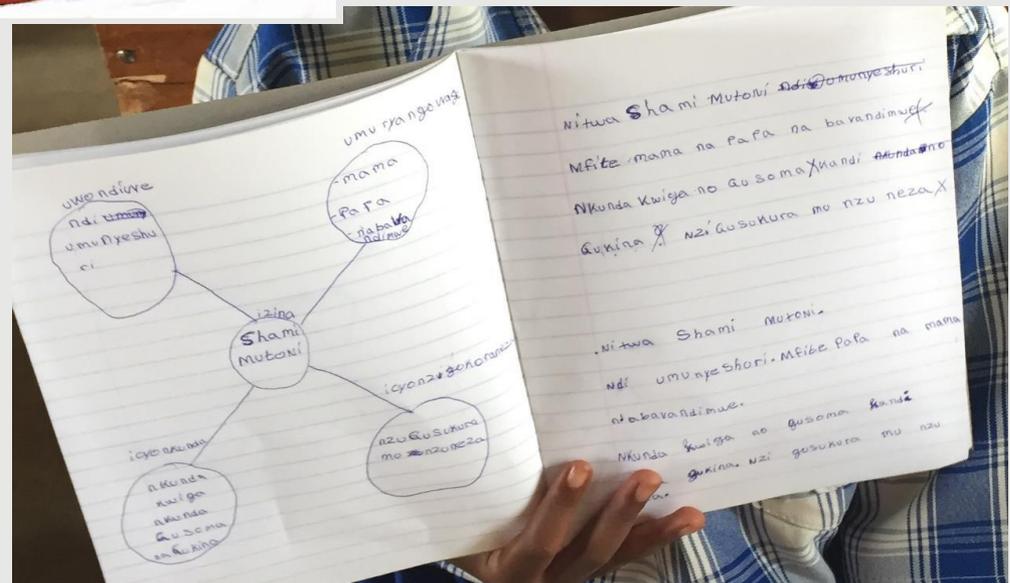


Teachers can begin with oral discussions of the parts of stories and informational text to build **listening comprehension...**

Photo: FHI 360, Rwanda Mentorship Community of Practice (USAID)

...then help students create graphic organizers and text.

This supports both **reading comprehension** and **writing skills**.



Writing

Writing supports reading

- Students who practice **encoding** (using phonics skills to write words) are better at **decoding** (using phonic skills to read words)
- Students should begin writing as soon as they can form letters

The Writing Process:

P1-P2:

1. Brainstorming
2. Drafting
3. Guided revising and editing

P3-P6:

1. Brainstorming
2. Drafting
3. Conferencing and revising
4. Conferencing and editing
5. Publishing

Self-expression through the writing process supports comprehension - not copying or handwriting exercises

ACTIVITY

Reflect and use the Zoom chat window to share your ideas

1. What is something new that you learned in this section of today's webinar?
2. How can you apply this new knowledge/strategy to a program you are currently working on?

Section 2: Effective instruction for teaching and learning early grade reading skills



READING WITHIN REACH



Structured pedagogy results in effective instruction

Six Principles:

1. Maximize instructional time
2. Practice systematic & explicit instruction
3. Establish instructional routines
4. Provide scaffolding
5. Make assessment-informed instructional decisions
6. Foster socio-emotional learning

Promoting Successful Literacy Acquisition through Structured Pedagogy

Global Reading Network Critical Topics Series



Download this REACH/GRN resource to learn more:

**Promoting Successful Literacy Acquisition through Structured Pedagogy
(Kim & Davidson, 2019)**

Principle I: Maximize instructional time

- Children need “eyes on print” - time to learn to read
- In many low-income countries, children do not have enough time to learn to read efficiently
- Lessons should focus on providing children with enough time to effectively practice what they are learning

Allocated time: The amount of time officially scheduled for teaching – the time that is allotted by the government.

Instructional time: The amount of time left for instruction after taking contextual factors into account

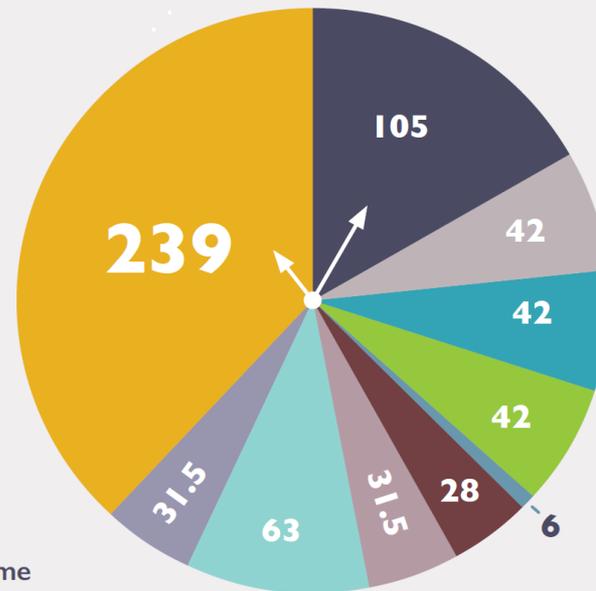
Engaged time: The amount of time students spend attending to school-related learning tasks such as following directions and engaging in learning activities

Allocated vs. instructional vs. engaged time

Total Instructional Time In Sokoto and Bauchi

(630 hours/Year) Minus Estimated Losses in Instructional Time
= Actual Instruction Time of 239 Hours

- **Resumption**
10 days x 3 terms = 30 days
- **Teacher Absent**
4 days/term = 12 days
- **Market Days**
1 day x 12 weeks = 12 days
- **Extended Public Holidays**
4 days/term = 12 days
- **Teacher Tardiness**
2 mins/day x 180 days
- **Professional Development**
8 days
- **Visit to LGEA**
3 days/term = 9 days
- **Teacher Verification**
6 days per term = 18 days
- **Salary**
1 day per month = 9 days
- **Remaining Instructional Time**



(Source: Creative Associates International, 2017)

Handout 9: Time to Read brief on instructional time

Principle 2: Practice systematic and explicit instruction

Systematic instruction: Sequencing lessons so that skills are taught in a logical and developmental progression. This is called a **Scope and Sequence**.

Scope

The depth and breadth of the content to be taught at a specific grade level and the development of the content across grade levels

Sequence

The order in which the content should be taught for the best learning within a grade level and across grade levels

Explicit instruction: Teachers directly tell students what they are learning (e.g., the meanings of vocabulary words) and model skills and strategies so that students do not have to guess what is expected of them.

Handout 10: Scope and Sequence example

Principle 3: Establish instructional routines

- Classroom time is used more efficiently when teachers use routines
 - Teachers know what to do
 - Students know what to expect, and what is expected of them
- Phases:
 - Review previous material
 - Present new materials
 - Provide a model
 - Provide time for practice
 - Provide feedback
 - Conduct regular reviews



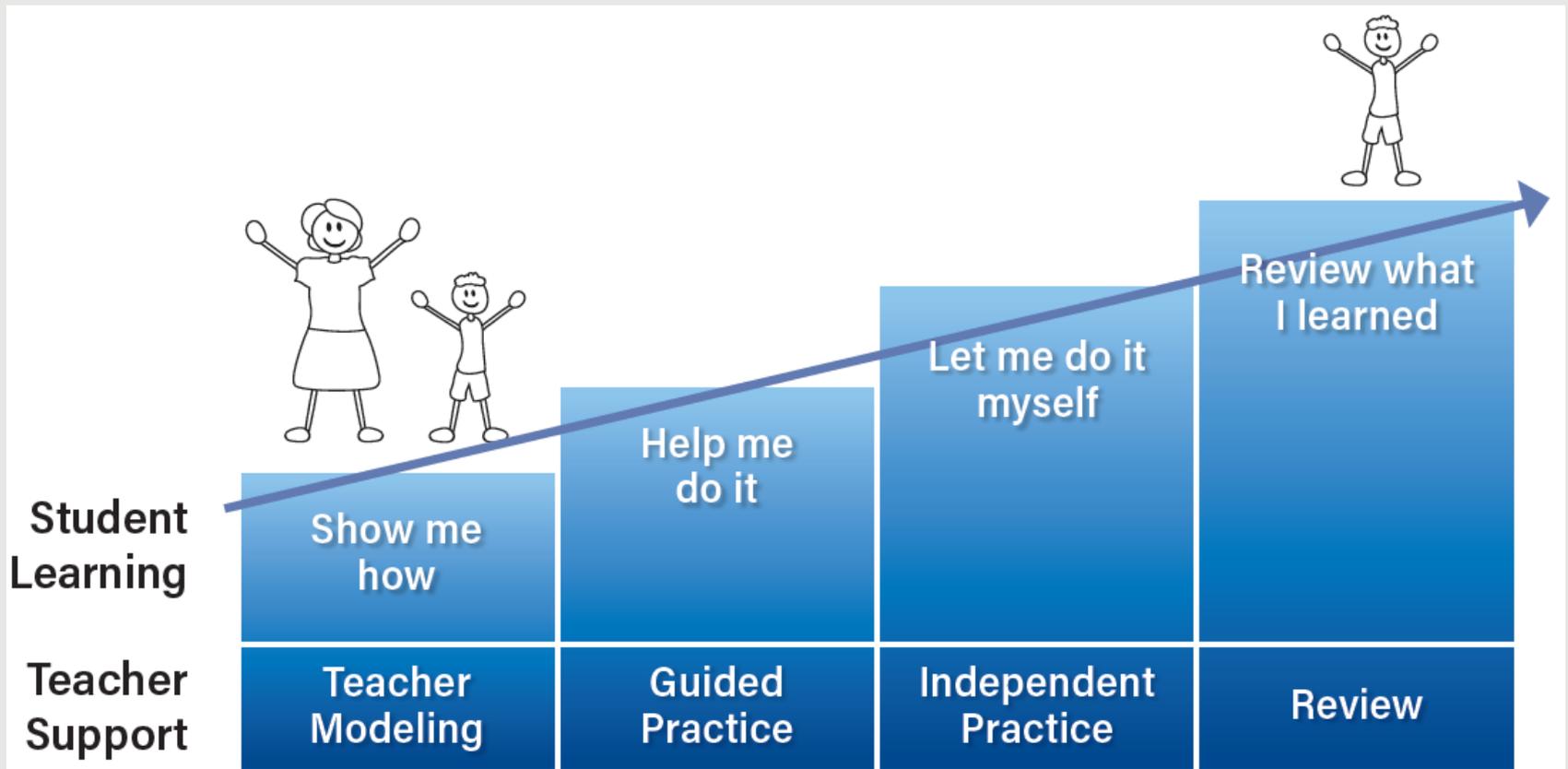
Photo: RTI, Indonesia Prioritas (USAID)

ACTIVITY

Reflect and use the Zoom chat window to share your experiences and ideas

1. Have you seen structured pedagogy used in early grade programs?
2. Can you provide specific routines for early grade reading that improve instruction?

Principle 4: Provide scaffolding



Principle 5: Make assessment-informed instructional decisions

Assessment allows teachers to:

- Identify skills that need review
- Monitor student progress
- Use data to guide instruction
- Demonstrate the effectiveness of instruction
- Gather information on how instruction can be improved



Photo: RTI International, Nigeria RARA (USAID)

Assessment to Inform Instruction

This forthcoming resource from REACH/GRN will describe different types of formative assessments, key assessment areas for early grade reading, and formative assessment tools

Formative and summative assessment

- **Formative assessment:**

- Evaluation of student learning that occurs as part of the ongoing classroom curriculum; during the “We do” and “You do” parts of the lesson

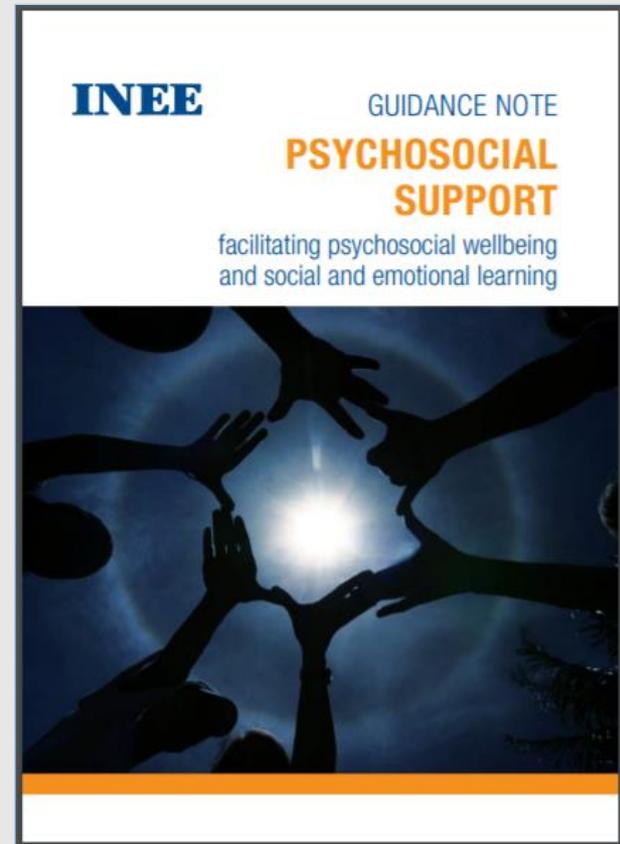
- **Summative assessment:**

- An evaluation of student learning conducted once instruction of a particular skill or concept has been completed; this should be in the same format as how the skill was taught

“When the cook tastes the soup, that's formative.
When the guests taste the soup, that's summative.”
~ Robert Stake, as discussed in Scriven, 1991

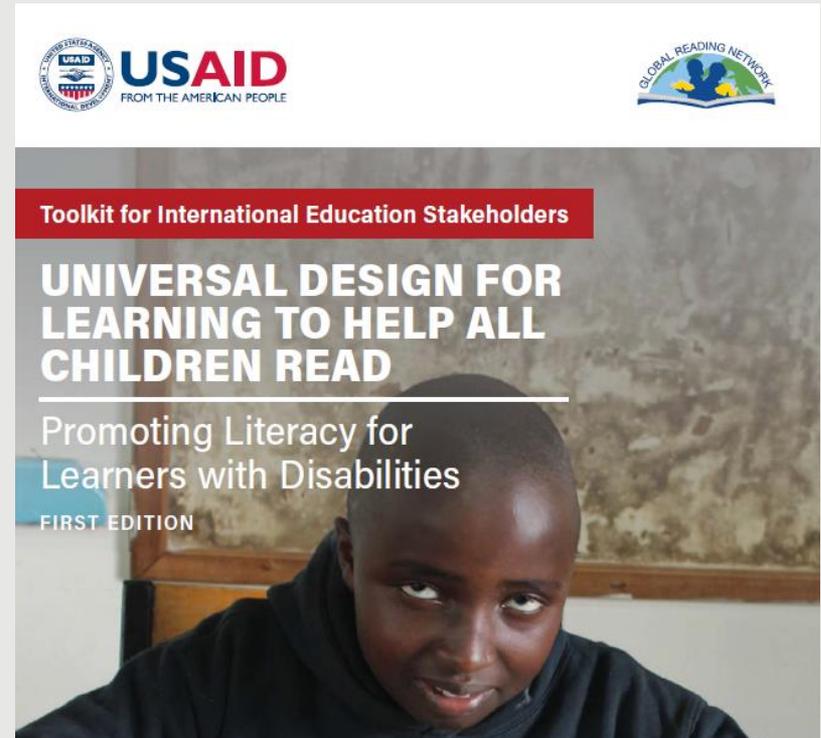
Principle 6: Foster socio-emotional learning

- Learning occurs best when:
 - Students are socially and emotionally engaged in learning
 - Classrooms have a positive climate, pleasant conversations, and excitement
 - Teachers are aware of the children's needs, moods, interests, and abilities
 - Teachers use that awareness to guide their interactions with the children



Inter-agency Network for Education in Emergencies Guidance Note
Download at: <https://tinyurl.com/PsychosocialWellbeing>

Providing inclusive instruction that supports access and equity for all

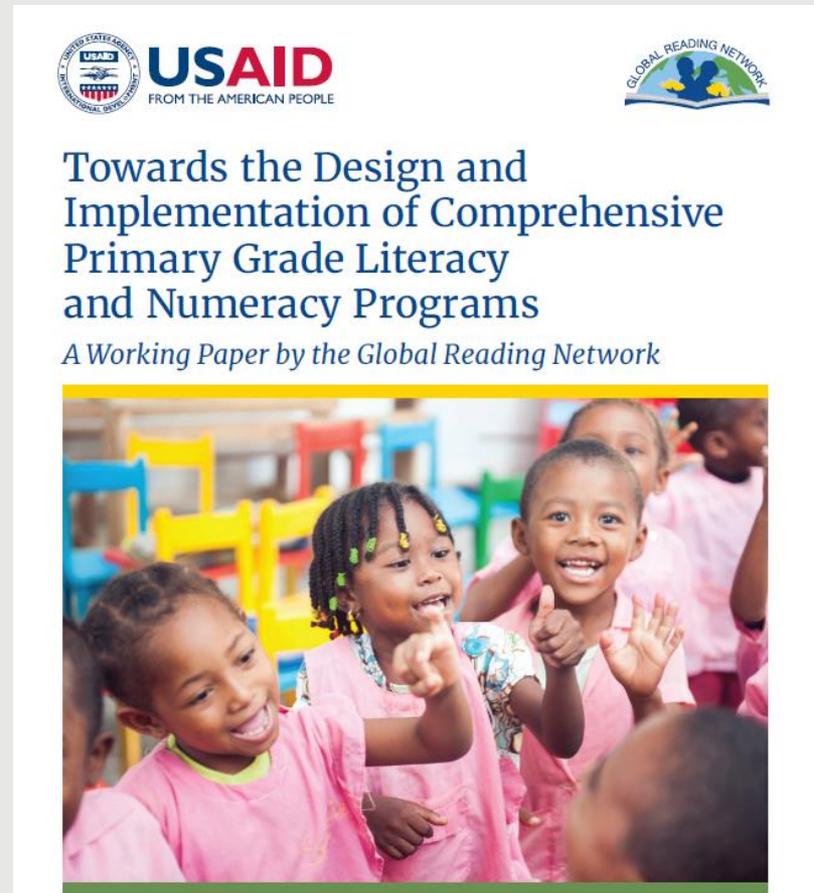


22-23 August 2019: Universal Design for Learning toolkit in-person training, Washington, DC, Global Reading Network; registration info coming soon

See list of resources on inclusive instruction for learners with disabilities and other needs at the end of this presentation

Teaching literacy & math: A comprehensive approach

- This REACH resource is designed to support the design and implementation of early grade reading and math programming
- It describes synergies and unique characteristics of literacy and numeracy instruction
- Available for download at the Global Reading Network website (see resources and reference list)



Technology to support instruction

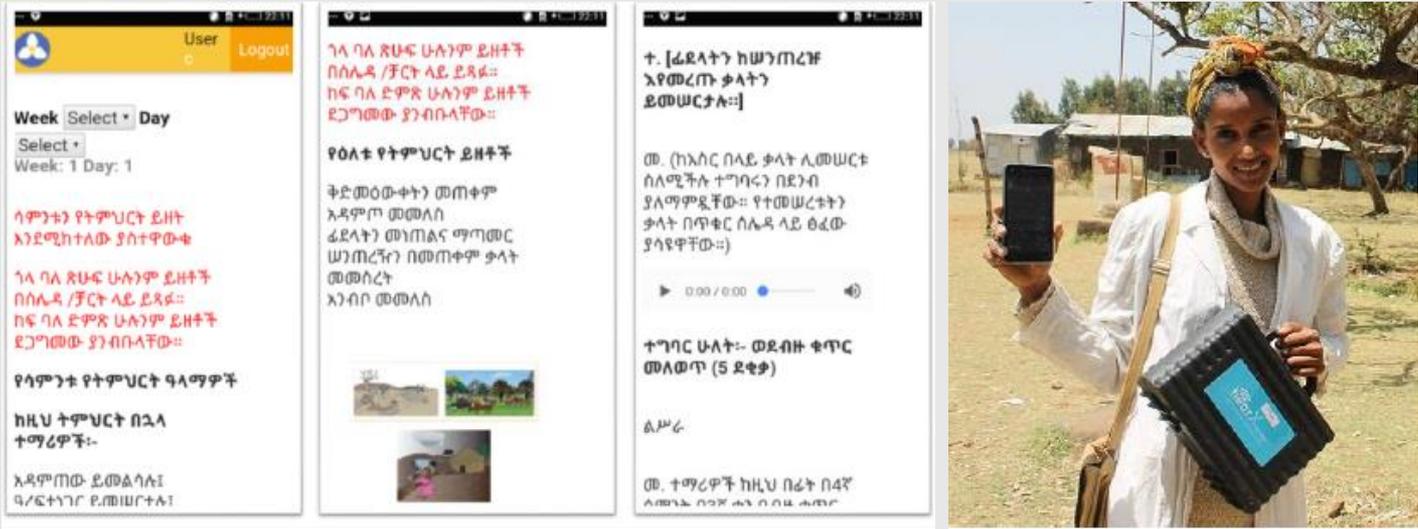
Technology has the potential to assist teachers in improving their instruction in a variety of ways, such as:

- **Videos** that feature effective instructional techniques can help teachers learn new effective practices (Ethiopia, Nigeria, Rwanda, among others)
- **Mobile apps** can provide teachers with targeted instructional support
 - **Papaya:** Phonological awareness application that assists teachers and students in learning correct letter/syllable sounds
 - **HearScreen:** Hearing and vision screening app teachers can use to identify learners with disabilities (Ethiopia pilot)
- **Software programs** can support teachers in a number of ways
 - **TangerineClass:** Online continuous assessment platform for teachers to track student progress (Kenya Tusome)
 - **Stepping Stone:** Open-source platform to make mobile learning apps for Android devices that run offline (DRC, Mali, Philippines, Zambia)

See the “Resources and References” handout for links

Example of ICT to support instruction for ALL

- The Ethiopia READ TA program developed inclusive multimedia lesson plans (IMLP) that included explicit guidance to teachers on how to adapt lessons for certain needs
- Audio files were embedded to support phonemic awareness instruction and story activities

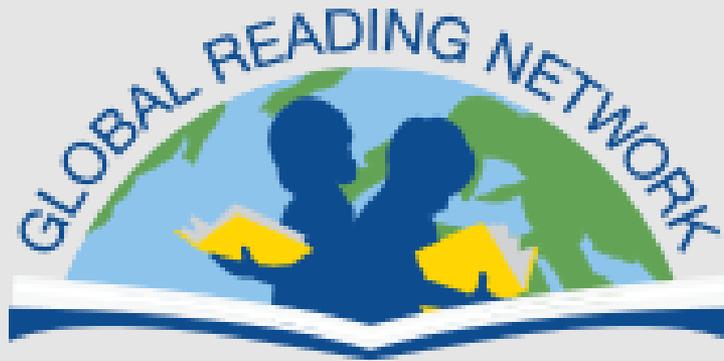


(Strigel, C., 2018)

See the “Resources and References” handout for additional resources

Key takeaways on EGR skills children need and effective instructional strategies for teaching them

- ✓ A large body of evidence provides guidance on effective instructional strategies for teaching early grade reading skills
- ✓ Children progress through specific developmental reading stages, which should be reflected in the scope and sequence of the curriculum
- ✓ Classroom-based assessment is an essential component of instruction
- ✓ Instructional approaches should be inclusive and provide equitable opportunities to learn for girls, children with disabilities, and others with specific needs



Thank you for attending the “Early Grade Reading Program Design and Implementation: Best Practices and Resources for Success” webinar series!

Session presentation materials and handouts may be downloaded from the “Tools and Training” category at:

www.globalreadingnetwork.net



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Upcoming webinars



EGR Program Design and Implementation Series

- **July 24** – Language considerations in early grade reading programs
- **July 30** – Continuous professional development in early grade reading programs

<https://www.globalreadingnetwork.net/news-and-events/calendar>



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Webinar 3: Key early grade reading skills and effective strategies for instruction and classroom-based assessment

Resources and References

This list was compiled by Reading within REACH, in collaboration with the Global Reading Network. It accompanies the webinar delivered on July 17, 2019.

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Videos of EGR instruction

- Various countries: <https://globalreadingnetwork.net/eddata/multimedia-video-and-audio>
- Cambodia (World Education) https://www.youtube.com/watch?v=80CZLzsTzEM&index=12&list=PLIMfSiUPpWPEUVk4O9FyL3_OonTlcFVLr
- Indonesia Prioritas (RTI International) <https://www.youtube.com/watch?v=yAsK29iFguw;>
<https://www.youtube.com/watch?v=vFwnR6gOvyE;>
<https://www.youtube.com/watch?v=dCV49uVj2uw>

Resources on inclusive instruction

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- Global Reading Network (2018). Literacy and Learning for Students with Disabilities – Experts meeting at the World Bank. Link includes presentations by the following disabilities and education specialists: Jennae Bulat, Brent Elder, Gopal Mitra, Sue Swenson, Ann Turnbull, Jean Andrews, Julie Durando, Susan Copeland, Linda Mason, David McNaughton. Available at <https://globalreadingnetwork.net/resources/experts-meeting-literacy-and-learning-students-disabilities>
- Global Reading Network (2017). Disabilities in Reading. Two-part webinar on early grade reading and disabilities webinar. Available at <https://globalreadingnetwork.net/resources/grn-webinar-disabilities-reading-pt-1>
<https://globalreadingnetwork.net/resources/webinar-disabilities-reading-pt-2>
- Hayes, A. M., and Bulat, J., (2017). *Disabilities Inclusive Education Systems and Policies Guide for Low- and Middle-Income Countries*. RTI Press Publication No. OP-0043-1707. Research Triangle Park, NC: RTI Press. Available at <https://doi.org/10.3768/rtipress.2017.op.0043.1707>
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- Mativu, R. (2017). Kenyan school system is trying sign language for all children. Global Partnership Education (GPE) blog. <http://www.globalpartnership.org/blog/kenyan-school-system-trying-sign-language-all-children>
- RTI International (2015). *A Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials*. Washington, DC: U.S. Agency for International Development. http://pdf.usaid.gov/pdf_docs/pa00kt5n.pdf
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- Strigel, C. Mobile resources to promote teacher efficacy in teaching children with disabilities in Ethiopia. Presentation at the annual conference of the Comparative International Education Society (CIES). Mexico City, Mexico. Available at http://ierc-publicfiles.s3.amazonaws.com/public/resources/Strigel%2C%20Carmen_CIES2018_EthiopiaAssistiveTechnologyInitiative.pdf
- Strigel, C. Field Experiences with Mobile Screening Technologies. Delivered at the RTI Panel Discussion “Vision and Hearing Screening in LMICs: Challenges and Opportunities” September 26, 2018 in Washington, D.C. Available at <https://shared.rti.org/content/carmen-strigel-presentation-rti-screening-technology-experiences>

- International Rescue Committee (2016). Safe Healing and Learning Spaces toolkit. Available at <http://shls.rescue.org/> This toolkit was developed with support from USAID/OFDA and is designed to support the rapid set up, implementation and monitoring of a SHLS in an acute crisis. It includes scripted lesson plans in reading, math and social-emotional learning, training guides and project manager guides/tools.
- **All Children Reading – A Grand Challenge for Development** has awarded several grants to organizations working to identify and implement strategies and technologies to help children with disabilities learn to read. Read more about their efforts here: <https://allchildrenreading.org/innovation/round-2-innovator-profiles/>
 - Bookshare India: Improving Reading Skills Among Primary Students with Low Vision or Blindness - Beneficent Technologies, India. <https://allchildrenreading.org/innovators/benetech/>
 - Reading Beyond Sight: Improving Reading Scores of Children with Visual Impairment in Early Primary Education - Resources for the Blind, Philippine. <https://allchildrenreading.org/innovators/resources-for-the-blind-inc/>
 - Lesotho Literacy for Young Visually Impaired Persons - Catholic Relief Services, Lesotho. <https://allchildrenreading.org/innovators/catholic-relief-services/>
 - Moroccan Sign Language Assistive Technology for Reading Improvement of Children who are Deaf/Hard of Hearing - Institute for Disabilities Research and Training <https://allchildrenreading.org/innovators/institute-for-disabilities-research-and-training-inc/> & <https://allchildrenreading.org/technology-opens-literacy-opportunities-for-moroccan-children-who-are-deafhard-of-hearing/>

Resources on ICT and instruction

- All Children Reading Grand Challenge for Development. Focused on supporting innovative and effective uses of technology to improve early grade reading. See list of awards and prize competitions and read evaluations at: <https://allchildrenreading.org/>
- Piper, B., Simmons Zuilkowski, S., Kwayumba, D. & Strigel, C. (2016). Does technology improve reading outcomes? Comparing the effectiveness and cost-effectiveness of ICT interventions for early grade reading in Kenya. *International Journal of Educational Development*, 49, 204–214. Available at <https://www.sciencedirect.com/science/article/pii/S0738059316300293>
- Papaya application:
 - Ethiopia: <https://www.rti.org/impact/improving-reading-and-writing-ethiopia>
 - Uganda example: https://play.google.com/store/apps/details?id=org.rti.papayaUganda&hl=en_US
 - RTI International (no date). Technology for Education and Training. Available at https://www.rti.org/sites/default/files/brochures/ict_ed_training.pdf
- Ralaingita, W. (2017). Using ICT to support evidence-informed instruction. *Presentation at the Open Learning Exchange (OLE) conference in Kathmandu, Nepal*. Available at <http://shared.rti.org/content/using-ict-support-evidence-informed-instruction-presentation>

- Stepping Stone mobile app (ACR-GCD awardee): <http://sstone.edc.org/>
- Strigel, C. (2018) Mobile resources to promote teacher efficacy in teaching children with disabilities in Ethiopia. *Presentation at the annual conference of the Comparative International Education Society (CIES)*. Mexico City, Mexico. Available at <http://shared.rti.org/search/site/Strigel%20Ethiopia>

Interactive Audio Instruction (IAI):

- Christina, R. Waves of Change: Using Interactive Audio Instruction to Support the Hardest to Reach. Available at <http://ltd.edc.org/waves-of-change>
- Christina, R. & Louge, N. (2014). Expanding Access to Early Childhood Development Using Interactive Audio Instruction. Available at <http://idd.edc.org/resources/publications/expanding-access-early-childhood-development-using-interactive-audio-instru-0>

SMS:

- Jukes, et al. (2017). Improving Literacy Instruction in Kenya Through Teacher Professional Development and Text Messages Support: A Cluster Randomized Trial. *Journal of Research on Educational Effectiveness*. Volume 10, Issue 3. Available at <https://www.tandfonline.com/doi/abs/10.1080/19345747.2016.1221487?journalCode=uree20>
- Kipp, S. (2017). Low-cost, familiar tech for teacher support: Evidence from a SMS campaign for early grade teachers in Malawi. *Presentation at the annual conference at the Comparative International Education Society (CIES)*. Atlanta, Georgia. Available at <http://shared.rti.org/content/low-cost-familiar-tech-teacher-support-evidence-sms-campaign-early-grade-teachers-malawi>
- Tangerine:Class (for teacher-conducted assessment) and Tangerine:Tutor (for coaches) www.tangerinecentral.org
- HearScreen: Hearing and vision screening app: <http://shared.rti.org/content/invisible-classroom-addressing-reading-hurdles-low-vision-and-hard-hearing-students-0>

Webinar 3: Handout 1
Key early grade reading skills

Skill	Definition
Language Skills	Knowledge of the vocabulary, grammar and discourse patterns (the way language is used) in oral or sign language
Concepts of print	Knowledge of the orientation of a book, the direction text is read, ability to identify illustrations, cover, title, capital and lower-case letters, punctuation marks and other basic aspects of print
Phonological awareness	Ability to hear, identify and manipulate sound units of oral language
Alphabetic principle	The understanding that letters represent the sounds which form words; it is the knowledge of predictable relationships between written letters and spoken sounds and the ability to map sounds to printed text in order to read and write words
Spelling	Ability to accurately use the graphemes of the language to write down words
Vocabulary	Knowledge of the meanings of words
Reading fluency	Ability to read connected text smoothly, quickly, and with expression
Listening comprehension	Ability to listen to and understand text read aloud by a parent, teacher or peer
Reading comprehension	Ability to read and understand connected text (sentences and paragraphs which convey meaning)
Writing	Ability to express ideas and knowledge in writing (far beyond handwriting skills)

Webinar 3: Handout 2

Language Instruction Examples

Language patterns – 5 minutes

T.

1. Explain to the pupils that we are learning about clothes.
2. Present the following question: *“Do you like my new (insert item of clothing)?”*
Present the following answer: *“Yes, I like your new (insert item of clothing).”*

Repeat the question, *“Do you like my new (insert item of clothing)?”*
The pupils answer, *“Yes, I like your new (insert item of clothing).”*

TP.

3. Invite a boy and a girl to the front of the classroom to model the dialogue.
The boy and the girl model the dialogue for the class.
Repeat the activity with a different boy and girl.

P.

3. In pairs, the pupils practice asking and answering, *“Do you like my new (insert item of clothing)?”*
“Yes, I like your new (insert item of clothing).”

Language patterns – 5 minutes

T.

1. Using flashcards, present the following question: *“How do you go to school everyday?”* Present the following answers: *“I walk.”* or *“I take the bus.”*

Repeat the question, *“How do you go to school everyday?”*
The pupils answer, *“I walk.”* or *“I take the bus.”*

TP.

2. Invite a boy and a girl to the front of the classroom to model the dialogue.
The boy and the girl model the dialogue for the class.
Repeat the activity with a different boy and girl.

P.

3. In pairs, the pupils practice asking and answering, *“How do you go to school everyday?”* *“I walk.”* or *“I take the bus.”*

Webinar 3: Handout 3

Concepts of Print: Teaching Scripts

Teaching Concepts of Print: How Books Work

I Do	We Do	You Do
<p>Teacher: Books are important for learning. Look at the book I am holding. See this part? <i>[put your hand on the cover]</i> This is the front cover of the book. These words are the title <i>[point to the title]</i>. This tells me the name of the book. These words are the name of the author <i>[point to the author's name]</i> - the person who wrote the book. I can open the front cover <i>[open the book]</i> and find the first page <i>[turn to the first page]</i>. I know this is the first page because it has the number 1 right here <i>[point to the page number]</i>. When I read a book, I start here on page 1, at the beginning. As I read, I turn the pages one at a time, like this <i>[turn to page 2]</i>. I can only turn one page at a time or I will miss parts of the story.</p>	<p>Teacher: Let's try it together. Is everyone holding their book upright? <i>[check that students are holding the book correctly]</i></p> <p>Teacher: Let's put our hand on the front cover of the book <i>[teacher and students put hand on the cover]</i>.</p> <p>Teacher: Who remembers what the title tells us? <i>[students say that the title tells us the name of the book]</i>. Let's point to the title <i>[teacher and students point to the title]</i>.</p> <p>Teacher: Who remembers what the author is? <i>[students say it is the name of the person who wrote the book]</i>. Let's point to the author's name <i>[teacher and students point to author]</i>.</p> <p>Teacher: Let's open the front cover and find the first page <i>[teacher and students turn to page 1]</i>.</p> <p>Teacher: Who can tell me how we know this is the page we start on? <i>[students say it has page number 1]</i>.</p> <p>Teacher: Who can show me what we do as we read each page? <i>[students and teacher turn the pages one at a time]</i>.</p> <p>Teacher: What will happen if I turn more than one page? <i>[students say they will miss part of the story]</i>.</p>	<p>Teacher: Now you try. Show me the front cover of the book <i>[students place their hand on the front cover]</i>.</p> <p>Teacher: Now point to the title <i>[students point to the title]</i>. What does the title tell us? <i>[students say the name of the book]</i>.</p> <p>Teacher: Now point to the author <i>[students point to the author]</i>. What is the author? <i>[students say the person who wrote the book]</i>.</p> <p>Teacher: Now open the book and show me what page to begin on <i>[students open to page 1]</i>. How do I know this is where I begin? <i>[students say it is page number 1]</i>.</p> <p>Teacher: Now show me what to do as I read the book <i>[students turn the pages one at a time]</i>.</p> <p>Teacher: Why should we turn only one page? <i>[students say that they will miss part of the story]</i>.</p>

Teaching Concepts of Print: Purpose of Print

I Do	We Do	You Do
<p>Teacher: When we read a story, we use the words to find out what is happening. Pictures can show us something about the story, but only the words tell us the story.</p> <p>Teacher: Look at page x in your Student Book. You can see words at the top and pictures below. I have the story in my book too [<i>show Teacher Guide to students</i>], but it is only the words. You have the pictures.</p> <p>Teacher: Look at the words at the top of the page [<i>point to the title in one of the Student Books and show the class</i>]. This is the title of the story. The title of the story gives us an idea about what we are reading.</p>	<p>Teacher: Let's try this together. Look at page x in your book. Point to the words in the title of the story. [<i>Students and teacher point to the title – teacher looks around to be sure all students are pointing to the text and not to the picture</i>]</p> <p>Teacher: Now point to the pictures. [<i>Students and teacher point to the pictures</i>]</p>	<p>Teacher: Now you try. Point to the words. [<i>Students point to the words in the title as the teacher circulates the classroom to ensure all students are pointing to the words</i>]</p> <p>Teacher: Now point to the pictures. [<i>Students point to the pictures below the title</i>].</p>

Teaching Concepts of Print: How Print Works

I Do	We Do	You Do
<p>Step 1: Teacher: When we read a book or a story, we read the words. Pictures show us something that is happening, but we read the story from the words. Teacher: I will read the words on this line. [<i>Teacher points to the first word in a line of text and moves finger from left to right under the line as it is read aloud – this is called tracking text.</i>]</p>	<p>Step 1: Teacher: Let’s do this together. Look at your Student Book page x. Point to the first word in the line and move your finger under the words in the line. [<i>Teacher and students both point to the first word in a line and move their finger under all the words in the line as the teacher reads the line – teacher is watching the students to be sure they understand. If a student is doing this incorrectly, the teacher prompts with: “Watch me and do as I do. Put your finger under the first word and then move your finger under all the words in the line.”</i>]</p>	<p>Step 1: Teacher: Now it is your turn. Put your finger under the first word and then move your finger under all the words in the line. [<i>Students point to the first word and move their fingers under all the words in the line as the teacher reads the line – teacher circulates the room correcting students as needed</i>]</p>
<p>Step 2 (when Students are able to do Step 1 with several different stories, without help or corrections): Teacher: Watch what I do when I read words in a story. When I get to the end of the line, I move my finger to the first word in the next line. [<i>Teacher tracks text under the first line, then returns the finger to the first word in the second line and continues reading.</i>]</p>	<p>Step 2: Teacher: Let’s try this together. Look at your Student Book page x. Point to the first word in the line and move your finger under all the words in that line. Teacher: When you get to the end of the line, move your finger down to the first word in the next line. [<i>Teacher and students track text along the first line and down to the second line as the teacher reads the text – teacher is watching the students to be sure they understand. If a student is doing this incorrectly, the teacher prompts with: “Watch me and do as I do. Put your finger under the first word and then move your finger under all the words in the line. When you get to the end of the line, go down to the first word in the next line.”</i>]</p>	<p>Step 2: Teacher: Now it is your turn. Put your finger under the first word and move your finger under all the words in the line. When you get to the end, go down to the first word in the next line. [<i>Students point to the first word and move their fingers under all the words in the line as the teacher reads the line – teacher circulates the room correcting students as needed.</i>] **Note: Once Students appear to have learned to do this, the teacher should constantly monitor that students are tracking text as they are practicing reading. This will allow teachers to see which students are on task and which students still need instruction in How Print Works**</p>

Webinar 3: Handout 4

Phonological Awareness Instruction

1. Scavenger or treasure hunt

Select three or four sounds. Distribute pictures around the room of items that begin with these sounds. Have students find the pictures for each sound. The class may be divided into groups, with each team looking for a particular sound (e.g., the /s/ team, the /b/ team).

Or

Pick a sound and have students find objects in the classroom that start with that sound.

2. Clapping

Say a simple sentence. Repeat it slowly and have students clap for each word you say. Start with sentences that use all single-syllable words. Then use names of students that have more than one syllable. Gradually, add more multisyllable words. Remind students to clap each word, not each syllable. For example:

- I have a cat.
- John saw a blue book.
- Matilda has a pretty dress

3. Counters

Have children put five counters in a row on their desk (rocks, bottle caps, etc.). As you say a sentence, have students move a counter forward (above the row) for each word you say.

4. Boxes and counters

Give each child a mat with four boxes, as well as four counters (rocks, bottle caps).



Activity 1: Say a sentence of up to four words. Children must put a counter in a different box for each word they hear and then count the number of words in the sentence.

Activity 2: Say a word of up to four syllables. Children must put a counter in a different box for every syllable they hear, and then count the number of syllables in the word.

5. Teacher read aloud

Activity 1: Read a Big Book, poem, or chart. Then have students identify some of the on “long” and “short” words they heard. With each word identified, have students clap out the syllables to verify if it is a long or short word.

Activity 2: Have students be “syllable detectives” and find words in the story that have a certain number of syllables (3, for example).

6. Bag it

Use real objects or pictures for this game. Put the objects or pictures in a bag. Have students take turns pulling a picture or object from the bag, saying the word, and then tapping out the syllables in the word.

7. Picture or object sort

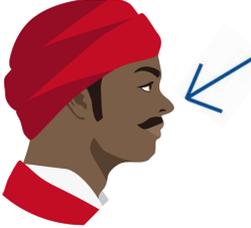
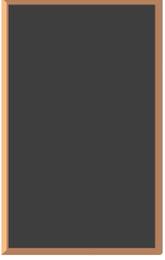
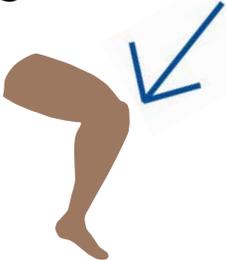
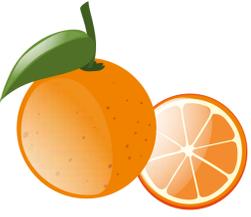
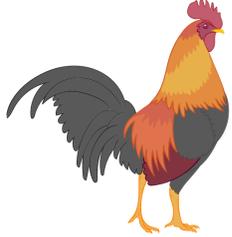
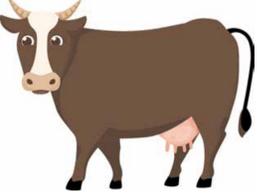
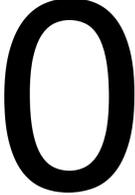
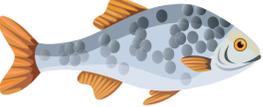
Put a syllable chart, with accompanying drawing, on the board (see example for English below). Then have students choose an object in the classroom or picture, say the word, tap the number of syllables, and place the object or picture under the appropriate column.

1	2	3
		

8. Name sort

Make room for three or four rows in the classroom. Choose a student whose name has one (two, three, or four) syllable(s) to represent the keyword for each of the number of syllables. Then have students take turns saying their names and figuring out which key name has the same number of syllables as theirs.

Tableau des sons—français

e  bib er on	eu  chev eu x	é  b é bé	ez  ne z	au  ch au ssure	eau  table au
u  l u ne	ou  p ou le	ph  télé ph one	è  l è vre	et  tabou et	ai  bal ai
ei  p ei gne	g  g en oux	x  tax i	gu  lang u e	gn  o ign on	on  mont on
an/en  or an ge	ch  ch at	c/q  co q	c  cit ro n	ç  gar ç on	v  v ach e
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ion  scorp ion	ien  ch ien	oi  do ig t	eille  ore ille	ille  fil le	euille  feu ille

Webinar 3: Handout 6
Phonics Instruction Examples



ludayi



lauje



hannu



buhu



bishiya



fara

Webinar 3: Handout 6
Phonics Instruction Examples

Read	
-at	
cat	
rat	
fat	
mat	
sat	
hat	
bat	

Read	
Jafar has a cat.	
The cat is a big fat cat.	

Write	

Source: Nigeria NEI Plus (P1 Hausa & P3 English Teacher Guides)

Webinar 3: Handout 7

Fluency Instruction Examples from Teacher Guides

Egypt Primary Learning Program: Repeated Reading

Use: To support beginning reading.

Why: In the beginning stages of reading, pupils may read slowly and with pauses. This is normal. Teachers can help their pupils become fluent readers. They do this by decreasing the amount of support they provide.

How:

Echo Reading: Use with the text when it is first introduced. The teacher reads first and then the class reads. Read enough material that pupils cannot rely on memory alone.

Choral Reading: Everyone reads the text together. The teacher's voice helps the pupils.

Partner Reading: Several pupils read the text together orally.

Teach the procedures to the pupils:

1. Take turns.
2. Follow along while your partner(s) reads.
3. Don't talk about other things.

The teacher should monitor pairs or small groups offering help as needed.

Whisper Reading: Beginning readers are not ready to read silently, but they can read the text in a whisper.

1. Remind pupils to listen only to their own voices.
2. Remind pupils to use whisper voices.
3. Provide pronunciations as needed.



Teacher
Responsibility

- echo
- choral
- partner
- whisper

Source: Bulat, J., Dubeck, M., Green, P., Harden, K., Henny, C., Mattos, M., Pflapsen, A., Robledo, A., and Sitabkhan, Y. (2017). *What We Have Learned in the Past Decade: RTI's Approach to Early Grade Literacy Instruction*. RTI Press Publication No. OP-0039-1702. Research Triangle Park, NC: RTIPress.

Egypt GILO

<p style="text-align: center;"><u>GETTING READY TO READ TOGETHER</u></p> <p style="text-align: center;">8 minutes</p>	<p>Pupil book: “Reading Together” picture</p> <p>Hajiya Kulu</p> <p>When I read and I come across a dot, I always pause, because it’s a full stop!</p>	<p>1) Say: Open your books to page X. What do you see in the picture? <i>Say: What do you think this story might be about?</i></p> <p>2) Say: This story is about a woman named Hajiya Kulu. <i>Write: Hajiya Kulu.</i> Say: Can you find the name Hajiya Kulu in the story? Point to it. Say: How many times do you see the name? Count and check your answer with a partner.</p> <p>3) Say: In this story, you will see a mark that looks like this. <i>Write: ●</i> Say: This mark is called a full stop. The full stop tells us when to pause. Listen carefully when I speak. Sometimes I pause when I’m speaking. Imagine—if I never paused, it would be very difficult to understand me! It is the same for reading. Pausing when we read makes our reading easier to understand. Say: Now we’re going to stand up and learn the full stop chant and motions. I will say it first, then you will do it with me. <i>Demonstrate, then repeat with pupils: When I read and I come across a dot, I always pause, because it’s a full stop!</i> Say: Here is a full stop in the story on the board (point). Now point to a full stop in your book!</p>
<p style="text-align: center;"><u>READING TOGETHER</u></p> <p style="text-align: center;">5 minutes</p>	<p>Hajiya Kulu is a trader in Ringimi town. Hajiya Kulu sells cosmetics. Hajiya Kulu sells clothes. Hajiya Kulu sells jewelry. Many people in Ringimi town also sell cosmetics, clothes, and jewelry. But people prefer to buy from Hajiya Kulu.</p>	<p>1) Say: Now I will read the story on the board. Follow along as I read. When I reach a full stop, raise your hand. Notice how I pause when you raise your hand. Read the story once aloud, using good expression. Make sure that pupils raise their hand at each full stop.</p> <p>2) Say: Now I will read one sentence at a time, stopping at the full stop. You will repeat the sentence after me. This time, you don’t have to raise your hand. Just follow in your book with your finger. Everyone raise your finger in the air, and put it at the start of the story! <i>Read the story, providing time for pupils to repeat, imitating your expression.</i></p> <p>3) Say: Now let’s read the text together at the same time. Continue to follow with your finger, and always remember to pause at the full stop. <i>Read the story again with the pupils. Make sure that everyone pauses at the full stop.</i></p>

Webinar 3: Handout 8

Comprehension Instruction Examples

Listening Comprehension Instruction Examples

◆ POST-LECTURE/CONSOLIDATION ◆

Apprendre à répondre aux questions (10 minutes)

- Je dis aux élèves que je vais leur montrer comment se servir des illustrations pour répondre aux questions sur le texte **Mutoto mwenyi heshima**.
 - Je lis la première question et je pointe l'image **1** sur le poster et je réponds à la question en me servant de cette illustration.
 - **1^e question : Sababu gani watu wa kijiji walimpenda Nono? (Kwa sababu Nono alikuwa na tabia ya kusalimu watu na adabu)**
 - Je lis la deuxième question et je leur demande de répondre et de partager leur réponse en paire. Je les aide en pointant l'illustration correspondante à la question. Puis je désigne 4 élèves pour dire à haute voix la réponse de leur ami.
 - **2^e question : Nono alipotembea barabarani alisikia nini ? (Nono alisikia kitu moja ilianguka tokea mfuko wake)**
 - Je pose les autres questions des notes pédagogiques aux élèves et je les aide à répondre en pointant les illustrations correspondantes sur le poster. Si les élèves ont des difficultés à répondre, je les guide avec des questions plus détaillées sur les illustrations.
-

Source: RANA, Nigeria

Read aloud Story



5 mins.

- T** 1. Reintroduce the story to the class. Ask the pupils what they can remember about the story.
2. Read the story to the pupils: ***The Magic Danwake Pot*** (refer back to the story in Lesson 1).
- TP** 3. Teacher and pupils ask and answer the comprehension questions about the story.
 - a) Who went for a walk with Nana?
 - b) How did Nana get the pot to stop?
 - c) How would you describe the danwake?
- P** 4. Pupils discuss what they liked and disliked about the story.

Source: NEI Plus, Nigeria

Session 3: Handout 8

Comprehension Instruction Examples

Reading Comprehension Instruction Examples

Mako Na 1 Darasi Na 3 da Na 4



Nana na kofarin karatu.
A a jin su nana akwai zane-zanen
abubuwa.
Nana da Amina sun zana hoton bauna.
Hoton baunar shi ya zo na daya a gasa.
Nana da Amina sun sami kyauta.
Iyayensu sun yi murna matuƙa.

6

Tambayoyi:

1. **Wadanne abubuwa ne kawu Bala ya ce akwai a kauye?**
2. **Wane lokaci kawu Bala ya ce akai su a kauye?**
3. **Su wa Idi da Maryam za su gani in sun je kauye?**
4. **Me za su samo a kauye in sun je?**

Session 3: Handout 8

Comprehension Instruction Examples

4

Reading and Comprehension

17 minutes

Review

Before students read the text, review sight words with them. Write the following words on the board: **call, live** (verb form of the word), **these, were, laugh, water, about, learn**.

These are some sight words that are in this text. We have learned these words, but we'll review them to make sure we can read them quickly.

Randomly point to each word and have students read them quickly. Repeat several times, focusing on words that seem to cause students problems.



Have students turn to **Student Activity Book page 101**.

Today we will read this new nonfiction text and look for main ideas. A main idea is what the text is mostly about. We will look for main ideas in paragraphs. Then we will decide what the main idea of the whole text is. We can get a clue about the main idea of the whole text from the title.



Read Page 101

Read the title with students.

Based on the title, what do you think this text is about? Look at the photograph on the page. What do the photographs tell you about what the text is about?

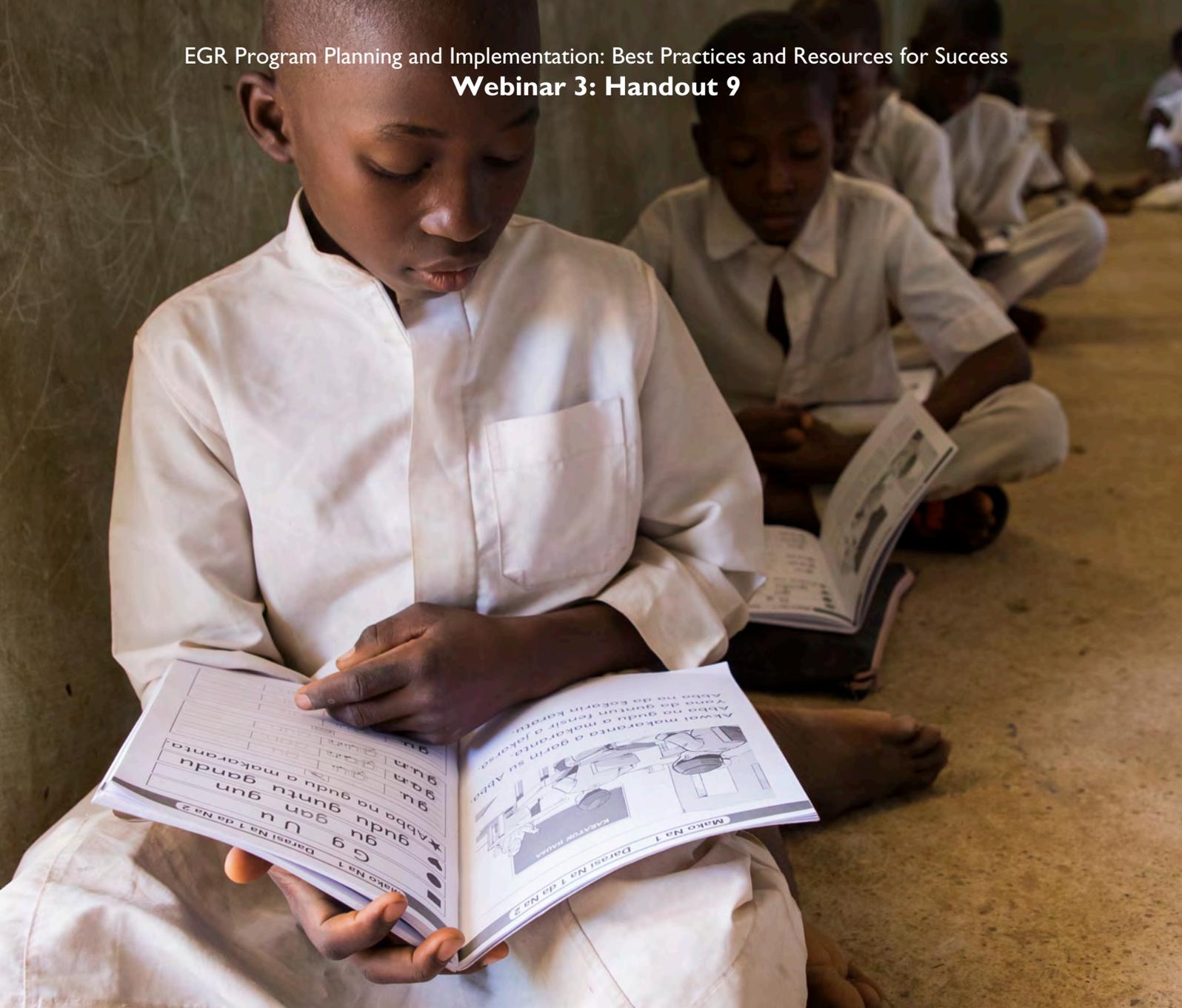
The words in bold are words that you may not know. These words are important to the meaning of this text. Let's look at the words.

Read each bold word aloud with students: **feathers, African, parrot, Liberia**, and **Africa**. Briefly discuss the meaning of each word.

Point out the map, and have students point to where Liberia is in Africa.

Read page 101 aloud with students. After reading, discuss the main idea.

Source: Bulat, J., Dubeck, M., Green, P., Harden, K., Henny, C., Mattos, M., Pflapsen, A., Robledo, A., and Sitabkhan, Y. (2017). *What We Have Learned in the Past Decade: RTI's Approach to Early Grade Literacy Instruction*. RTI Press Publication No. OP-0039-1702. Research Triangle Park, NC: RTI Press.



POLICY BRIEF

Providing Enough Instructional Time for Children to Learn to Read

NOVEMBER 2017



USAID
FROM THE AMERICAN PEOPLE

NORTHERN EDUCATION INITIATIVE PLUS

INTRODUCTION

Commencing in October 2015 with support from the United States Agency for International Development (USAID), the five-year Northern Education Initiative Plus project (the Initiative) is strengthening the ability of Bauchi and Sokoto states to provide greater access to basic education - especially for girls and out-of-school-children - and to significantly improve reading outcomes for more than two million school-aged children and youth. In reaching these outcomes, the Initiative employs an evidenced-based and system-strengthening approach that recognizes the need for

engagement at the policy level.

Evidence from effective reading programs has led to the 5Ts plus C framework for Early Grade Reading. The framework is a result of analyzing what works globally and helps education ministries, practitioners and development partners develop sound, evidenced-based policies, practices and programs.ⁱ Reading supporting policies have to be in place in order to get consistent, sustained improvements in the delivery of the early reading program.

5Ts + C of Good Reading Programs



WHY EARLY GRADE READING?

The first three years of primary school are critical years for children to establish themselves as emergent readers. Children at this stage are developmentally and cognitively ready to learn to read. If they haven't learned to read by the time they reach primary four, they may find it difficult to catch up.ⁱⁱ They often drop out of school as a result of not being able to read. Numerous studies have shownⁱⁱⁱ that children learn to read faster if they speak the language in which they are learning to read. When children are successful at reading and writing:



1. They are better able to understand their other subjects
2. They are successful in school
3. Their parents are supportive and send them to school
4. They proceed through to grade 4 and beyond
5. School drop out is reduced
6. Girls' enrollment and retention increases
7. More children complete high school and have greater social and economic returns to the individual and society

Background: Time on Task

International research examining time on task supports the conclusion that learning gains among students are maximized when time on task or “engaged learning time” is maximized.^{iv} In fact, international best practice dictates that to bolster students’ opportunity to learn, the school year must have a minimal instructional time between 850 and 1,000 hours per year. While improvements have been made in Sub-Saharan Africa in terms of instructional hours, these improvements leave much to be desired. Particularly in early grades, the median yearly instructional hours fall short of these best practices. The reality is increasingly evident when considered within the global educational context where countries such as the United States, China, Japan, and Germany boast significantly higher median yearly instructional hours.^v

Various reasons account for low levels of instructional time in schools. Chief among these reasons is the challenge of teacher absenteeism. What accounts for teacher absenteeism? First, research suggests that context matters. Teacher absenteeism is lower in urban communities compared to their rural counterparts.^{vi} Second, accountability mechanisms matter. Limited and/or ineffective monitoring by both internal and external actors is correlated with higher levels of teacher absenteeism.^{vii} Third, the distance from the branch Ministry of Education office has also been correlated with teacher absenteeism. Higher rates of teacher absenteeism is associated with greater distance from a branch office of education.^{viii}

A nation’s economic prospects follow the learning curve of its children.

- (Gove, A. and P. Cvelich., 2010)

While instructional time provides useful preliminary insights related to learner’s engagement, this factor provides only a snapshot of a pupil’s engagement. As noted above, time on task is a measure of engagement.

Total Instructional Time In Sokoto and Bauchi

(630 hours/Year) Minus Estimated Losses in Instructional Time
= Actual Instruction Time of 239 Hours

■ Resumption
10 days x 3 terms = 30 days

■ Teacher Absent
4 days/term = 12 days

■ Market Days
1 day x 12 weeks = 12 days

■ Extended Public Holidays
4 days/term = 12 days

■ Teacher Tardiness
2 mins/day x 180 days

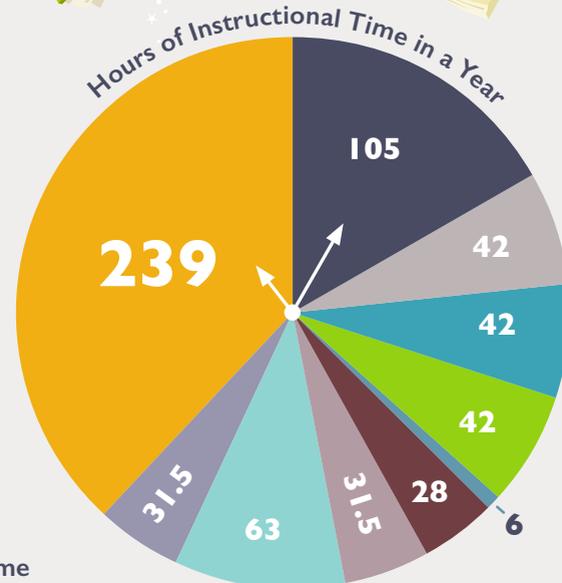
■ Professional Development
8 days

■ Visit to LGEA
3 days/term = 9 days

■ Teacher Verification
6 days per term = 18 days

■ Salary
1 day per month = 9 days

■ Remaining Instructional Time



Instructional time is often squandered on tasks unrelated to teaching. In some classrooms, studies have shown that only 63 percent of class time was devoted to teaching activities. What is more, when teaching activities were undertaken, the vast majority of this time was spent on lecture-based lessons as opposed to interactive lessons.^{ix} Therefore, the challenge of time on task reaches beyond simply mandating increased instructional hours. Addressing the challenge of time on task must consider how instructional time is used within the classroom.

Findings from Bauchi, Sokoto and Federal Level

In Bauchi and Sokoto states, data shows that time on task is much lower than the international standard of between 850 and 1,000 hours of instructional time, with only 630 hours of timetabled instructional time per year, and even less in reality. Since the inception of the Initiative, encouraging policy shifts have occurred. The number of periods for Hausa for learners in primary 1-3 has increased from five 30-minute periods to ten 30-minute

periods a week in both Bauchi and Sokoto, ultimately doubling the time on task for early grade reading. Gains in instructional time are realized when teachers use structured lessons to teach early grade reading. Findings from the Reading and Access Research Activity (RARA) intervention in 2015 show that in 30-minutes of class time, teachers at baseline without the use of structured lessons only taught 10 percent of the lesson (three minutes). At endline teachers using a structured lesson taught reading 80 percent of the 30-minute lesson (24 minutes).^x

Despite these achievements, there is still work to be done. In Bauchi and Sokoto states, teacher tardiness and absenteeism remain a hindrance to time on task. The pie chart (above) is an outcome of policy dialogues held in Bauchi and Sokoto in 2016. Educational officials participating in the dialogue were asked to estimate how much learning time is lost due to teacher absenteeism and other events at the school. The pie chart shows the total hours of timetabled instructional time. At 630 hours, the total instructional hours depicted above, this is far below

the minimum instructional time of 850 hours, according to global research. Participants estimated the actual instructional time of 239 hours in a year, with an estimated 391 hours of lost opportunities for learning. With this low amount of instructional time in

schools, it is likely that many children will fail to learn to read in school.

Trainings, visits to the LGEA Secretariat, participation in teacher verification exercises, and the collection of salaries are all factors that feed into the prevalence of teacher absenteeism in Bauchi and Sokoto states. Beyond teacher absenteeism, pupil absenteeism must also be considered. For example, for learners in rural communities, absences often occur on market days or during planting or harvest seasons as a result of expectations to provide support to family on these days. The cumulative

effect of tardiness and absenteeism of teachers can significantly diminish instructional time over the year.

Finally, instructional time in primary grades at 3.5 hours/day is far below international standards. Combined with long morning/breakfast breaks and other disruptions, the 3.5 hours is likely rarely reached.

The Initiative is working with SUBEB in both states to study time on task in schools. A report that is expected to provide greater insight into instructional time at schools is due in early in 2018. ■

Understanding the Cumulative Effect of Absenteeism and Tardiness

- If a teacher is absent for four days per term, three weeks of instructional time is lost.
- If a teacher arrives two minutes late for class, 3,200 minutes or two days of instructional time is lost.
- If a teacher attends four days of training each term, two weeks of instructional time is lost.
- If a teacher visits the LGEA Secretariat twice per term, one week of instructional time is lost.
- If teachers participate in teacher verification exercises for two days each term, six days of instructional time is lost.
- If a teacher must travel each term to collect his/her salary, two weeks of instructional time is lost.

POLICY RECOMMENDATIONS

1. Increase the instructional time in primary grades 1-3 to at least five hours a day. Reduce morning breakfast break to 20 minutes.
2. Address teacher absenteeism in several ways:
 - Strengthen headteacher roles and practices in holding teachers accountable for daily and on time attendance.
 - Strengthen SSOs role and practices in providing support and supervision to schools to increase teacher time on task in the classroom and their attendance at school.
 - Develop reasonable but effective consequences for unexcused teacher absenteeism by implementing verifiable attendance systems (e.g. mobile apps), docking pay for absenteeism, and providing rewards for perfect attendance.
 - Pay teachers on time.
 - Strengthen LGEA capacity to monitor and support schools and communities to improve teacher and pupil attendance.

Endnotes

ⁱ Kim, Y.-S. G., Boyle, H. N., Zuilkowski, S. S., & Nakamura, P. (2016). *Landscape Report on Early Grade Literacy*. Washington, D.C.: USAID.

ⁱⁱ Gove, A. and P. Cvelich. 2010. *Early Reading: Igniting Education for All*. A report by the Early Grade Learning Community of Practice. Research Triangle Park, NC: Research Triangle Institute.

ⁱⁱⁱ Ouane, Adama and Christine Glanz, Eds, (2011) *Optimising Learning, Education and Publishing in Africa: The Language Factor A Review and Analysis of Theory and Practice in Mother-Tongue and Bilingual Education in sub-Saharan Africa*, UNESCO Institute of Life Long Learning and Association for the Development of Education in African (ADEA) and African Development Bank (ADB); and Barbara Trudell & Leila Schroeder (2007): *Reading Methodologies for African Languages: Avoiding Linguistic and Pedagogical Imperialism, Language, Culture and Curriculum*, 20:3, 165-180 <http://dx.doi.org/10.2167/lcc333.0>

^{iv} Moore A. S., Ph.D., DeStefano J., & Adelman E. (2012). *Opportunity to Learn: A high impact strategy for improving educational outcomes in developing countries* (pp. 10 – 20). Funded by the United States Agency for International Development under the EQUIP2 Program. FHI 360. <https://www.epdc.org/sites/default/files/documents/EQUIP2%20OTL%20Book.pdf>

^v See citation above.

^{vi} King, E.M., and Berk Ozler. 2001. *What's Decentralization Got to do with Learning? Endogenous School Quality and Student Performance in Nicaragua*. Washington, D.C.: The World Bank; Rogers, F. H., J. Lopez-Calix, et al. 2004. "Teacher Absence and Incentives in Primary Education: Results from a National Teacher Tracking Survey in Ecuador." Excerpt from Ecuador: Creating Fiscal Space for Poverty Reduction. Washington, D.C.: The World Bank.

^{vii} See citation above; Habyarimana, J. Draft 2004. *Measuring and Understanding Teacher*

Absence in Uganda. Boston, MA: Harvard University.

^{viii} See citation above; King, E.M., and Berk Ozler. 2001. *What's Decentralization Got to do with Learning? Endogenous School Quality and Student Performance in Nicaragua*. Washington, D.C.: The World Bank; Rogers, F. H., J. Lopez-Calix, et al. 2004. "Teacher Absence and Incentives in Primary Education: Results from a National Teacher Tracking Survey in Ecuador." Excerpt from Ecuador: Creating Fiscal Space for Poverty Reduction. Washington, D.C.: The World Bank.

^{ix} Abadzi, H. 2006. *Efficient learning for the poor: insights from the frontier of cognitive neuroscience*. Washington (DC): World Bank.

^x Research Triangle Institute (2016) *Nigeria Reading and Access Research Activity (RARA): Results of an Approach to Improve Early Grade Reading in Hausa in Bauchi and Sokoto States*. USAID/Nigeria. http://pdf.usaid.gov/pdf_docs/PA00KYMI.pdf

Webinar 3: Handout 10

**Example Scope and Sequence
Primary 2 Scope and Sequence**

Term 2 (10 Weeks, 5 periods/week, 35 minutes/period)

Week and Objectives	Materials	Phonemic Awareness and Alphabetic Principle	Language Patterns, Vocabulary, Listening and Speaking	Listening Comprehension: Read Aloud Story	Application, Check for Understanding & Homework
<p>Week 1: My Family <i>By the end of the week, the pupils will be able to:</i></p> <ol style="list-style-type: none"> 1) Recognise the letter [E, e] and say the sound /e/. 2) Recognise the letter [W, w] and say the sound /w/. 3) Ask and answer questions about family members in English. 4) Listen to the story <i>The Magic Danwake Pot</i> and answer comprehension questions about the story. 	<ol style="list-style-type: none"> 1) Flashcards with the letters [E, e] and [e] and [W, w] and [w]. 2) Flashcards with the pictures of [E, e] and [W, w] words. 3) Flashcards with pictures of a pot, Nana saying “Cook little pot, cook,” market. 	<p>See, Say, and Write: Letters [E, e] and [W, w] Letter songs: E and W Song: Are You Reading?</p> <p>Do this if you hear the sound /e/ or /w/.</p>	<p>Answer and ask questions about family members in English.</p> <p>Vocabulary: elephant, egg, exit, window, water, web</p>	<p>The Magic Danwake Pot</p> <p>Listen to the story and answer comprehension questions</p>	<p>Practice See, Say, and Write with flashcards and with Pupil’s Book</p> <p>Point to objects that begin with the /e/ and /w/ sounds.</p> <p><i>Lesson 5: Review and catch-up</i></p>
<p>Week 2: My Family <i>By the end of the week, the pupils will be able to:</i></p> <ol style="list-style-type: none"> 1) Recognise the letter [J, j] and say the sound /j/. 2) Recognise the letter [P, p] and say the sound /p/. 3) Ask and answer questions about yourself in English. 4) Listen to the story <i>The BIG Carrot</i> and answer comprehension questions about the story. 	<ol style="list-style-type: none"> 1) Flashcards with the letters [J, j] and [j] and [P, p] and [p]. 2) Flashcards with the pictures of [J, j] and [P, p] words. 3) Flashcards with pictures of: a bell, a carrot, man and wife, pulled, and soup. 	<p>See, Say, and Write: Letters [J, j] and [P, p] Letter songs: J and P Song: Jingle, Jingle, Little Bell</p> <p>Do this if you hear the sound /j/ or /p/.</p>	<p>Answer and ask questions about yourself in English.</p> <p>Vocabulary: bell, carrot, man and wife, pulled, soup</p>	<p>The BIG Carrot</p> <p>Listen to the story and answer comprehension questions</p>	<p>Practice See, Say, and Write with flashcards and with pupil’s book</p> <p>Point to objects that begin with the /j/ and /p/ sounds.</p> <p><i>Lesson 5: Review and catch-up</i></p>

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<p>Week 3: Parts of the Body By the end of the week, the pupils will be able to:</p> <ol style="list-style-type: none"> 1) Recognise the letter [Y,y] and say the sound /y/. 2) Recognise the letter [X,x] and say the sound /x/. 3) Ask and answer questions about parts of the body in English. 4) Listen to the story Go, Go, Gorillas! and answer comprehension questions about the story. 	<ol style="list-style-type: none"> 1) Flashcards with the letters [Y] and [y] and [X] and [x]. 2) Flashcards with the pictures of [Y,y] and [X,x] words. 3) Flashcards with pictures of: a gorilla, race, pool of water, stretch 	<p>See, Say, and Write: Letters [Y,y] and [X,x] Letter songs: Y and X Song: Hokey Pokey</p> <p>Do this if you hear the sound /y/ or /x/.</p>	<p>Answer and ask questions about body parts in English.</p> <p>Vocabulary: gorilla, race, pool of water, stretch</p>	<p>Go, Go, Go Gorillas!</p> <p>Listen to the story and answer comprehension questions</p>	<p>Practice See, Say, and Write with flashcards and with pupil's book</p> <p>Point to objects that begin with the /y/ and /x/ sounds.</p> <p><i>Lesson 5: Review and catch-up</i></p>
<p>Week 4: Parts of the Body By the end of the week, the pupils will be able to:</p> <ol style="list-style-type: none"> 1) Recognise the letter [Q,q] and say the sound /qu/. 2) Recognise the letter [Z,z] and say the sound /z/. 3) Ask and answer questions about parts of the body in English. 4) Listen to the story Zebra on the Bus and answer comprehension questions about the story. 	<ol style="list-style-type: none"> 1) Flashcards with the letters [Q] and [q] and [Z] and [z]. 2) Flashcards with the pictures of [Q,q] and [Z,z] words. 3) Flashcards with pictures of: a veterinary centre, surgeon, sore (leg). 	<p>See, Say, and Write: Letters [Q, q] and [Z, z] Letter songs: Q and Z Song: Head, Shoulders, Knees, and Toes</p> <p>Do this if you hear the sound /qu/ or /z/.</p>	<p>Answer and ask questions about parts of the body in English.</p> <p>Vocabulary: veterinary centre, surgeon, sore (leg)</p>	<p>Zebra on the Bus</p> <p>Listen to the story and answer comprehension questions</p>	<p>Practice See, Say, and Write with flashcards and with pupil's book</p> <p>Point to objects that begin with the /qu/ and /z/ sounds.</p> <p><i>Lesson 5: Review and catch-up</i></p>

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<p>Week 5: Favourite Colours</p> <p><i>By the end of the week, the pupils will be able to:</i></p> <ol style="list-style-type: none"> Recognise the letter team [Ch, ch] and say the sound /ch/. Recognise the letter team [Sh, sh] and say the sound /sh/. Ask and answer questions about colours in English. Listen to the story The Monkey at School and answer comprehension questions about the story. 	<ol style="list-style-type: none"> Flashcards with the letter teams [Ch] and [ch] and [Sh] and [sh]. Flashcards with the pictures of [Ch, ch] and [Sh, sh] words. Flashcards with pictures of: knock, school bag, branches 	<p>See, Say, and Write: Letter teams [Ch, ch] and [Sh, sh] Letter songs: Ch and Sh</p> <p>Song: The Colour Song</p> <p>Do this if you hear the sound /ch/ or /sh/.</p>	<p>Answer and ask questions about colours in English.</p> <p>Vocabulary: knock, school bag, branches</p>	<p>The Monkey at School</p> <p>Listen to the story and answer comprehension questions</p>	<p>Practice See, Say, and Write with flashcards and with pupil's book</p> <p>Point to objects that begin with the /ch/ and /sh/ sounds.</p> <p><i>Lesson 5: Review and catch-up</i></p>
<p>Week 6: Favourite Colours</p> <p><i>By the end of the week, the pupils will be able to:</i></p> <ol style="list-style-type: none"> Recognise the letter team [Th, th] and say the sound /th/. Recognise the letter team a. [-ck] and say the sound /ck/. Ask and answer questions about colours in English. Listen to the story The Blue Balloon and answer comprehension questions about the story. 	<ol style="list-style-type: none"> Flashcards with the letter teams [Th] and [th] and [-ck]. Flashcards with the pictures of [Th, th] and [-ck] words. Flashcards with pictures of: a veterinary centre, surgeon, sore (leg). 	<p>See, Say, and Write: Letter teams [Th, th] and [-ck]</p> <p>Letter Team songs: Th and -ck</p> <p>Song: The Rainbow Song</p> <p>Do this if you hear the sound /th/ or /ck/.</p>	<p>Answer and ask questions about colours in English.</p> <p>Vocabulary: veterinary centre, surgeon, sore (leg)</p>	<p>The Blue Balloon</p> <p>Listen to the story and answer comprehension questions</p>	<p>Practice See, Say, and Write with flashcards and with pupil's book</p> <p>Point to objects that begin with the /th/ and /ck/ sounds.</p> <p><i>Lesson 5: Review and catch-up</i></p>

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<p>Week 7: My Home: Objects in the Home <i>By the end of the week, the pupils will be able to:</i></p> <ol style="list-style-type: none"> 1) Recognise the letter team [Wh,wh] and letter [W,w] and say the sound /wh/ same as /w/ sound. 2) Ask and answer questions about objects in the home in English. 3) Listen to the story The Three Little Goats and answer comprehension questions about the story. 	<ol style="list-style-type: none"> 1) Flashcards with the letter team [Wh, wh] and letter [W,w]. 2) Flashcards with the pictures of [Wh,wh] and [W,w]. 3) Flashcards with pictures of: straw, sticks, bricks, strong 	<p>See, Say, and Write: Letters [Wh, wh] and [W, w]. Letter Team song and Letter song: Wh and W Song: This Little Goat</p> <p>Do this if you hear the sound /wh/ of /w/ (same sound).</p>	<p>Answer and ask questions about objects in the home in English.</p> <p>Vocabulary: straw, sticks, bricks, strong</p>	<p>The Three Little Goats</p> <p>Listen to the story and answer comprehension questions</p>	<p>Practice See, Say, and Write with flashcards and with pupil's book</p> <p>Point to objects that begin with the /wh/ and /w/ (same) sound.</p> <p><i>Lesson 5: Review and catch-up</i></p>
<p>Week 8: My Home: Objects in the Home <i>By the end of the week, the pupils will be able to:</i></p> <ol style="list-style-type: none"> 1) Review the letter [N,n] and say the sound /n/. 2) Review the letter [A,a] and say the sound /a/. 3) Divide words into syllables. 4) Follow simple requests and ask and answer simple question about the home in English. 5) Listen to the story The Big and Little Chick and answer comprehension questions about the story. 	<ol style="list-style-type: none"> 1) Flashcards with the letters [N,n] and [A,a]. 2) Flashcards with the pictures of letter [N,n] and [A,a]. 3) Flashcards with pictures of: wild, friendly, afraid. 	<p>See, Say, and Write: Letters: [N,n] and [A,a]. Song: Build a House Do this if you hear the sound /n/ or /a/.</p>	<p>Follow simple requests and ask and answer simple question about the home in English.</p> <p>Vocabulary: wild, friendly, afraid</p>	<p>The Big and Little Chick</p> <p>Listen to the story and answer comprehension questions</p>	<p>Practice See, Say, and Write with flashcards and with pupil's book</p> <p>Point to objects that begin with the /n/ and /a/ sounds.</p> <p><i>Lesson 5: Review and catch-up</i></p>

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<p>Week 9: Activities at Home <i>By the end of the week, the pupils will be able to:</i></p> <ol style="list-style-type: none"> 1) Review the letter [G,g] and say the sound /g/. 2) Review the letter [I,i] and say the sound /i/. 3) Divide words into syllables. 4) Ask and answer questions about activities in the home in English. 5) Listen to the story The Happy Hippo and answer comprehension questions about the story. 	<ol style="list-style-type: none"> 1) Flashcards with the letters [G,g] and [I,i]. 2) Flashcards with the pictures of [G,g] and [I,i] words. 3) Flashcards with pictures of: hide, covers her eyes, open 	<p>See, Say, and Write: Letters: [G,g] and [I,i] Song: I Have a Little Toothbrush Do this if you hear he sound /g/ or /i/.</p>	<p>Answer and ask questions about actions in the home in English.</p> <p>Vocabulary: hide, covers her eyes, open</p>	<p>The Happy Hippo</p> <p>Listen to the story and answer comprehension questions</p>	<p>Practice See, Say, and Write with flashcards and with pupil's book</p> <p>Point to objects that begin with the /g/ and /i/ sound.</p> <p>Lesson 5: Review and catch-up</p>
<p>Week 10: Activities at Home <i>By the end of the week, the pupils will be able to:</i></p> <ol style="list-style-type: none"> 1) Review the letter [B,b] and say the sound /b/. 2) Review the letter [O,o] and say the sound /o/. 3) Divide words into syllables. 4) State requests, ask and answer questions about activities in the home in English. 5) Listen to the story The Lion and the Mouse and answer comprehension questions about the story. 	<ol style="list-style-type: none"> 1) Flashcards with the letters [B,b] and [O,o]. 2) Flashcards with the pictures of [B,b] and [O,o] words. 3) Flashcards with pictures of: trap, net, roar. 	<p>See, Say, and Write: Letters: [B,b] and [O,o] Song: Ready for School Do this if you hear the sound /b/ or /o/.</p>	<p>Answer and ask questions about actions in the home in English.</p> <p>Vocabulary: trap, net, roar.</p>	<p>The Lion and the Mouse</p> <p>Listen to the story and answer comprehension questions</p>	<p>Practice See, Say, and Write with flashcards and with pupil's book</p> <p>Point to objects that begin with the /b/ and /o/ sound.</p> <p>Lesson 5: Review and catch-up</p>