Definitions

Orthography – Spelling system

Transparent orthography – a spelling system where one letter almost always spells the same sound
- Examples are: Finnish, Spanish, and Italian

Opaque orthography – a spelling system where letters or combinations of letters spell different sounds
- Examples: English and French
Apprentissage Systématique de la Lecture ASL
(Systematic Approach to Reading)

A Grade 1 Reading Program Developed For Plan International’s NECS Project In Niger

Instruction to learn to read in four mother tongue languages: Fulfulde, Hausa, Kanuri, Zarma

Implemented in 150 schools across 7 regions in Niger
Three Research-Based Premises

The Simple View of Reading

\[ D \times LC = RC \]

Gough & Tunmer, 1986
The Simple View of Reading (Gough & Tunmer, 1986)

- Reading comprehension can be strong only if decoding is strong and language comprehension is strong

D x LC = RC

- During beginning reading instruction, teach decoding and language comprehension separately (National Reading Panel, 2000)
  - Decoding instruction is systematic
  - Language comprehension is oral, primarily through read-alouds, to build vocabulary, background knowledge, and understanding of text structure
ASL: DECODING INSTRUCTION

• Taught systematically, from simple to more complex words.
• Students always read words in isolation before reading words in sentences or paragraphs.
• Students learn to read syllables, then blend them into words.
• All reading is decodable.

ASL: LANGUAGE COMPREHENSION INSTRUCTION

• Daily read alouds by the teacher
  • Children answer questions about the text before, during, and after reading.
• Passages are both stories and informational (50% each).
• Passages are at a slightly higher level than the student’s existing language ability so they are challenged and can learn something.
The Simple View of Reading: Takeaway for Early Reading Instruction

Teach decoding and language comprehension separately until students demonstrate mastery of decoding.

- **LANGUAGE COMPREHENSION** - Teach content knowledge and text structure through read-alouds (the teacher reads to the students) and other oral language activities.

- **DECODING** – Teach children to decode using decodable text with the primary emphasis on teaching accurate decoding.

(National Reading Panel, 2000)
Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement (Hattie, 2009)

- Direct instruction has a high correlation with reading achievement.
Five Meanings of Direct Instruction
(Rosenshine, 2008)

• Direct instruction includes:
  - Explicit, systematic instruction in small steps
  - Practice to mastery at each step, generally using I Do, We Do, You Do
  - Specific directions for teachers to follow when teaching
I Do, We Do, You Do

• I Do
  - The teacher quickly models what the students are to do

• We Do
  - Students chorally practice with the teacher what they are to do

• You Do #1, with Immediate Teacher Feedback
  - Students practice INDIVIDUALLY, with immediate teacher correction

• You Do #2, Independent Practice after competence with immediate teacher feedback
  - Partner reading, group independent reading, with occasional teacher feedback as needed
Scripted Lessons Insure Effective Direct Instruction

- Teaching ALL children to read is a complex process
- With scripts:
  - all teachers know what to teach
  - all students receive effective instruction
- Scripts include how to introduce a concept, model, and provide individual student practice
All Training Was Scripted, with Emphasis on Practicing Routines

- Consistent training from trainers to pedagogical advisors, to teachers
- Consistent training across regions
- Allocated time for teachers to practice routines
- Headmasters of every school attended teacher training
Reading in the Brain (Dehaene, 2009)

1. Beginning readers learn letter patterns gradually
   • Begin by recognizing individual letters
   • Move gradually to recognizing larger (longer words) and more complex patterns

   Gdzie mieszkasz?
   • This happens faster for transparent than for opaque orthographies, but is still a gradual process

2. Three principal stages in reading acquisition:
   1. Logographic or Pictorial
   2. Becoming Aware of Phonemes
   3. Orthographic
Stage 1: LOGOGRAPHIC STAGE

The student learns that print represents speech, but doesn’t know that letters represent sounds.

ASL: GETTING READY TO READ

Lessons 1–30 (30 Lessons)

Children learn:
- Minuscule letter names (lower case)
- Oral syllables
- Concepts of Print (how books work)
Letter Names

Oral Syllables
Teaching about Print

Tekey boñ sanni — sorry

★ Hanso go ga ma haray.
★★ Zanka iddu go ga koy lokkol.
▲ Foori ga kaanu ay se.
● Ay sataa zaama fooro ga.
■ Jallo ma kaani.

Tekey boñ sanni — suuny

Caw tekey boñ sanno

Aran ga bay hari kañ ga ti caw tira. Tira gonda jine a gonda banda. Caw tekey maayey si kala i jiney ga.


Boro ga du deede yan caw tira ra. Deedey gonda sannize nda suura yan.

Sannizey nda care game ra gonda batame. Surey ga sintin nda hantumize beeri, i ga ban nda tombi.
Stage 2: BECOMING AWARE OF PHONEMES

The student becomes aware that letters represent sounds.

ASL: BLENDING LETTER SOUNDS

Lessons 31–60 (30 Lessons)

Children learn:
• How to blend two letter sounds into one syllable
• Majuscule letters (upper case)
3. **LE SON DES LETTRES ET SYLLABES UNIQUES**

**Durée:** 35 minutes

**Préparation:** Écrire les lettres et les syllabes au tableau exactement comme sur le modèle.

<table>
<thead>
<tr>
<th>Au tableau</th>
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<tbody>
<tr>
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<td>a</td>
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<td>e</td>
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Letters and Sounds – 10th Lesson
Stage 3: ORTHOGRAPHIC

The student learns to decode words.

ASL: LEARN TO READ (90 lessons total)

Lessons 61–80 (20 Lessons)

Children learn how to read:

• Individual words with 2 syllables–CV or V pattern only
• Decodable sentences
Reading 1 and 2 Syllable Words: CV and V Pattern – Lesson 4

<table>
<thead>
<tr>
<th>1.</th>
<th>be lo</th>
<th>fi di</th>
<th>po taa</th>
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<tbody>
<tr>
<td></td>
<td>belo</td>
<td>fidii</td>
<td>potaa</td>
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<td>2.</td>
<td>ya hi</td>
<td>fii ri</td>
<td>bo ne</td>
</tr>
<tr>
<td></td>
<td>yahii</td>
<td>fiiri</td>
<td>bone</td>
</tr>
<tr>
<td>3.</td>
<td>fi jo</td>
<td>ho ri</td>
<td>pe ne</td>
</tr>
<tr>
<td></td>
<td>fijo</td>
<td>horii</td>
<td>pene</td>
</tr>
<tr>
<td>4.</td>
<td>jo gii</td>
<td>fii ra</td>
<td>be di</td>
</tr>
<tr>
<td></td>
<td>jogii</td>
<td>fiira</td>
<td>bedi</td>
</tr>
<tr>
<td>5.</td>
<td>baa ba</td>
<td>he no</td>
<td>paa ke</td>
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<tr>
<td></td>
<td>baaba</td>
<td>heno</td>
<td>paake</td>
</tr>
<tr>
<td>6.</td>
<td>yii te</td>
<td>po fa</td>
<td>ba gi</td>
</tr>
<tr>
<td></td>
<td>yiite</td>
<td>pofa</td>
<td>bagi</td>
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<tr>
<td>7.</td>
<td>Faatii</td>
<td>haa ko</td>
<td>Ji bo</td>
</tr>
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<td></td>
<td>Faati</td>
<td>haako</td>
<td>Jibo</td>
</tr>
<tr>
<td>8.</td>
<td>fe lo</td>
<td>ho rii</td>
<td>Baa re</td>
</tr>
<tr>
<td></td>
<td>felo</td>
<td>horii</td>
<td>Baare</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.</th>
<th>gese</th>
<th>fijo</th>
<th>horii</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>fiiia</td>
<td>pene</td>
<td>baali</td>
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<tr>
<td>3.</td>
<td>bona</td>
<td>piyi</td>
<td>hela</td>
</tr>
<tr>
<td>4.</td>
<td>Faatii</td>
<td>rema</td>
<td>hosi</td>
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<tr>
<td>5.</td>
<td>de</td>
<td>haro</td>
<td>baa</td>
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<tr>
<td>6.</td>
<td>pofa</td>
<td>hiisa</td>
<td>baaji</td>
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<tr>
<td>7.</td>
<td>baaji</td>
<td>Jibo</td>
<td>fiyi</td>
</tr>
<tr>
<td>8.</td>
<td>jiiba</td>
<td>potaa</td>
<td>nohe</td>
</tr>
</tbody>
</table>
Practice reading words across the page.

Read sentences.
LEARN TO READ LESSONS
GRADUALLY BECOME MORE DIFFICULT

• Lessons 81-92 (12 lessons) – add CVC syllable pattern

  kop to  pol tik  zii yan
  kopto  poltik  ziiyan

  wazab  nooyanj  donj

• Lessons 93-108 (16 lessons) – add reading decodable paragraphs

  3. Moodi no woodi are finaa-tawaa. Imo sanya
gude e daage. Maru no waru to maako faa sooda
daago ; imo daanii. 20

• Lessons 109-140 (30 lessons) – add 3 syllable words

  cu ba gol  nya wu be  al ku le
  cubagol  nyawuibe  alkule

  jelita  tolaaji  raneere
Reading 3 Syllable Words – Lesson 130
Sentences with 3 Syllable Words – Lesson 130

Jenede 17 – Konjii

1. Fulbe no ndura nder gese wuro.  6
2. Duroofe no ndiwa bisaaji nder gese.  6
3. Foondu ndu no woodi leebi duuddi.  6
4. Se ndegoodom non mi yahan Buubon.  6
5. Bisaaji mjeen no ndiman hitaande ndee.  6
6. Ndaaree faa mi nata foondu e faa.  7
7. Dewondiol no woodi to himbe nder wuro.  7
8. Hitaande ndee no wafan neema faa duu da.  7
9. Bulndu Tulwaare ndun kam woni nder celol.  7
10. Njaareendi ndin no woodi nder baade maada.  7
11. Weendu wuro moodom no woodi ndiyam joonin.  7
12. Wuro Kolo no woodi hitaande fuu kumandaw.  7
13. Ndimaaku no tiidi to himbe fuu duubi dii.  8
14. Noye ngadaam mi ko mi roondoo njamndi ndin?  8
15. Bisaaji din nduraama nder gese wuro Maanuga en.  8

Jenede 17 – Konjii

16. Sukoobe mjeen no ndara tele maada nder suudu.  8
17. Maamudu u Yaakuuba no ndoomi laamiido on yaasins.  8
18. Cuumo e Konti njehii to fijo duroofo baali laamiido.  9
19. Fulbe bee no njarnowa bisaaji muudum en bulndu Tulwaare.  9
20. Himbe maada no njooa nyamaha sabu ihe ngoodi ndimaaku.  9
21. Maamudu u Sule en njahan Amerik. Paate duu no haajaa Aljeeri.  11
22. Gese himbe mjeen no ngadaa nguure ngam ndiyam no tobu non.  11
23. Noonde bisa maada no haani ndaaree sabu joonin duroowo on no waran.  12
25. Himbe njidaa laamiido no walaaw gese ngam mohen fuu to rema yidi.  13
26. Biiha foondii tundorgol muudum e ngol Faati. Kesol o yidi faa o sooda.  13
Paragraphs with 3 Syllable Words – Lesson 130

1. Bisaaji meeden nyaamii hudo e dumu, durngol duroobe ben woodi. ‘Di ndiman yonto no wodiri. Mbelirka on tan no wada ko duroobe ben ngada fijo. Se ceedu wari, rafo waawataa di faa non fuu. Hitaande fuu durngol ngol no haani wadiree non. 42


4. Tuuni hanaa ko woodi e kolte naa nder baade. ‘Dum don woni ndeegoofom kolera. Hunaadu fuu no haani e laabal heba hisu tuuni, ngam kolera woodaa. To mbuurndan woodi fuu, laabal no tawaa don. 34
Summary

• Teach decoding with an emphasis on lots of practice reading accurately
  - Ask questions only to remind students they are learning for meaning

• Use direct instruction to teach decoding
  - Explicit, systematic instruction in small steps
  - I Do, We Do, You Do with immediate feedback, You Do with occasional feedback

• Teach children to decode in phases
  - Teach children how print and books work first (including learning the alphabet)
  - Teach children how to blend two letter sounds into syllables next
  - Finally, teach children to decode words, starting with small works and gradually teaching longer words
The whole school sings the letter song

For more information, email: Linda Farrell
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Thank you
References


