

readsters



From Research to Practice: Designing Evidence-Based Early Reading Lessons

Presented at

AREW Post Conference

Addis Ababa
May 23, 2013

Presented by

Linda Farrell

Readsters

linda@readsters.com

Objectives

You will understand:

- How findings from three important research publications can guide early grade reading curriculum development:
 1. The Simple View of Reading (Gough & Tunmer, 1986)
 - Decoding and Language Comprehension both have to be strong in order to achieve strong reading comprehension
 2. Reading in the Brain (Dehaene, 2009)
 - Children learn letter patterns, starting with small chunks and moving to large chunks
 - There are three general stages in learning to read
 3. Visible Learning (Hattie, 2009)
 - The best learning outcomes are achieved with direct instruction
 - Direct instruction requires students to practice each concept is learned to mastery

Objectives

You will **recognize**:

- Characteristics of a research-based early grade reading scope and sequence for early grade reading instruction that includes all 3 stages of learning to read
- The difference between decodable and leveled texts
- Adequate versus inadequate practice

Objectives

You will **experience**:

- How it feels to learn to read with an unfamiliar alphabet

Our Primary Experience in Mother Tongue Curriculum Development

Our primary experience in teaching children to read has been in Niger and The Gambia in these languages:

Niger

- Fulfulde
- Hausa
- Kanuri
- Zarma

The Gambia

- Jola
- Mandinka
- Pulaar
- Serahulle
- Wolof

Research: #1

The Simple View of Reading

The Simple View of Reading

(Gough and Tunmer 1986)

- Important research to inform early reading instruction; a formula:

$$\text{Decoding} \times \text{Language Comprehension} = \text{Reading Comprehension}$$

- Decoding is the ability to read familiar and unfamiliar words accurately
- Language comprehension is the ability to understand oral or written language
 - Language comprehension can be taught orally or through reading
 - **Children are learning comprehension in their mother tongue from birth.**

The Simple View of Reading, Simply

- Reading comprehension requires that the reader does both of these:
 - (1) decode words accurately and
 - (2) understand what the words and sentences mean

The Simple View of Reading and Early Reading Instruction

- Before children know how to read, language comprehension is the same thing as listening comprehension
- We need to teach beginning readers to:
 - read words and sentences accurately (decoding)
 - AND
 - understand what the words and sentences mean (comprehension)
- So, teach the following separately to early readers:
 - Accurate word decoding
 - Listening comprehension and oral language skills

First Comment about Big Books

- Some programs teach beginning decoding with Big Books or other texts that are not decodable
- This is teaching word recognition and meaning at the same time and can cause confusion
 - The text is not controlled for what students are able to decode
 - Students are forced to attempt to read words they do not know how to decode
 - The result is that many students think reading is memorizing
 - These students never learn how to decode words they haven't memorized

Listening Comprehension and Decoding Are Separate Instruction

Until students can decode familiar and unfamiliar words accurately:

- Decoding instruction should be with 100% decodable materials.
 - Decodable materials have only words with spelling patterns that have been taught, and they start with small words and move gradually to larger words.
 - Questions asked after students read decodable materials should be easy, only for the purpose of checking whether students understand what they are able to decode.
- Comprehension should be taught through oral activities with read alouds that are more complex than decodable text.

The Scarborough Rope Model

Figure 2.2 The Path to Fluent Reading for Meaning
(Scarborough, 2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

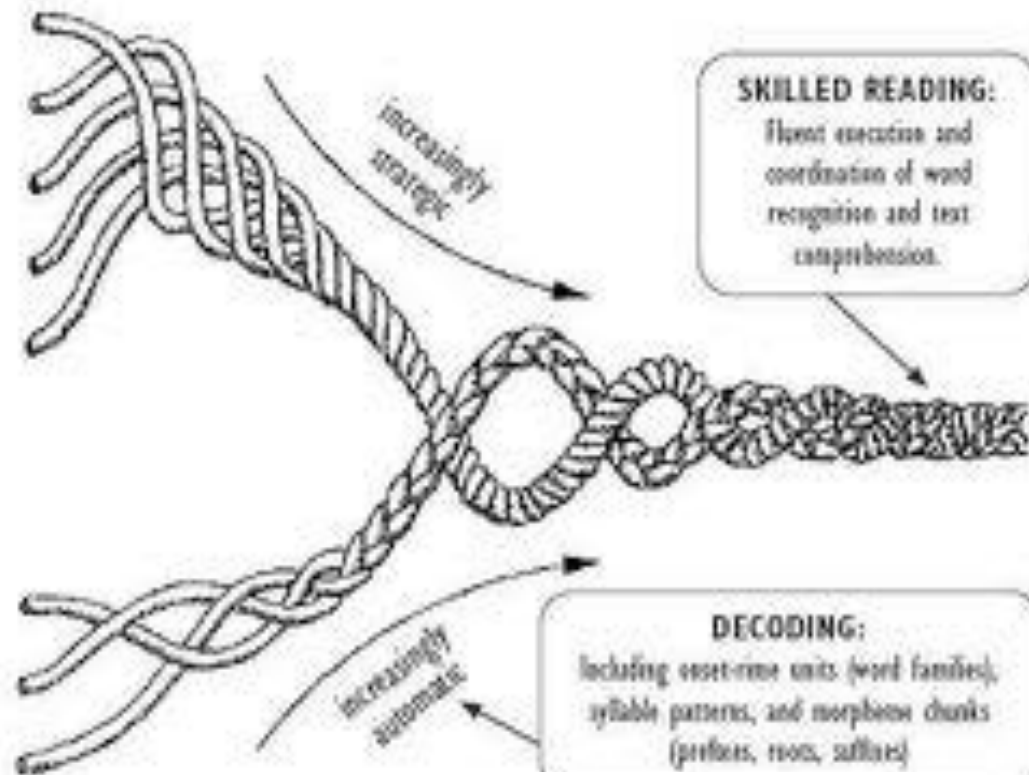
LITERARY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

FAST RECOGNITION
(of familiar words)



Used with permission of Holly Scarborough.

The Simple View of Reading: Review

$$D \times LC = RC$$

- The ability to decode (D) is necessary, but not sufficient, to achieve reading comprehension (RC).
 - A person who can read words accurately, but does not know what they mean, or what the sentences mean, has only abilities for “D”, and cannot understand the text.
- An understanding of the words and concepts in a text is necessary, but not sufficient, to achieve reading comprehension.
 - A person who knows what the words mean, but cannot decode them has LC abilities, but cannot “get the words off the page” to understand them.
 - A person who misreads words will often get the wrong meaning from the text.
- Both decoding and language comprehension are necessary to get meaning from text.

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)
- Teach basic language comprehension (colors, numbers, etc., through conversation).

- DECODING

- Teach children to decode using decodable text
- The primary emphasis should be on accurate decoding.
(National Reading Panel, 2000)

Read-Alouds and the Simple View of Reading

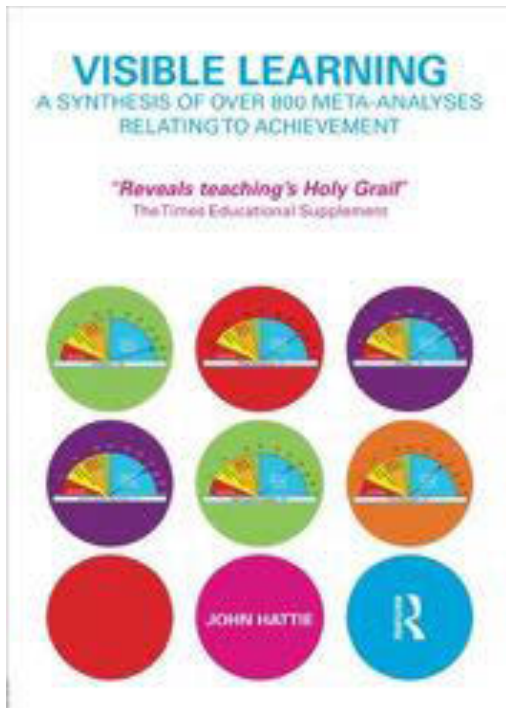
- Read-alouds are texts that teachers read to students
 - Students do not read the texts
 - Students do not need copies of the texts
- As students are learning to decode in one part of the lesson, read-alouds are used for listening comprehension instruction in another part of the lesson
- With read-alouds, students develop oral language skills by answering well-designed questions about the read-aloud texts

Research: #2

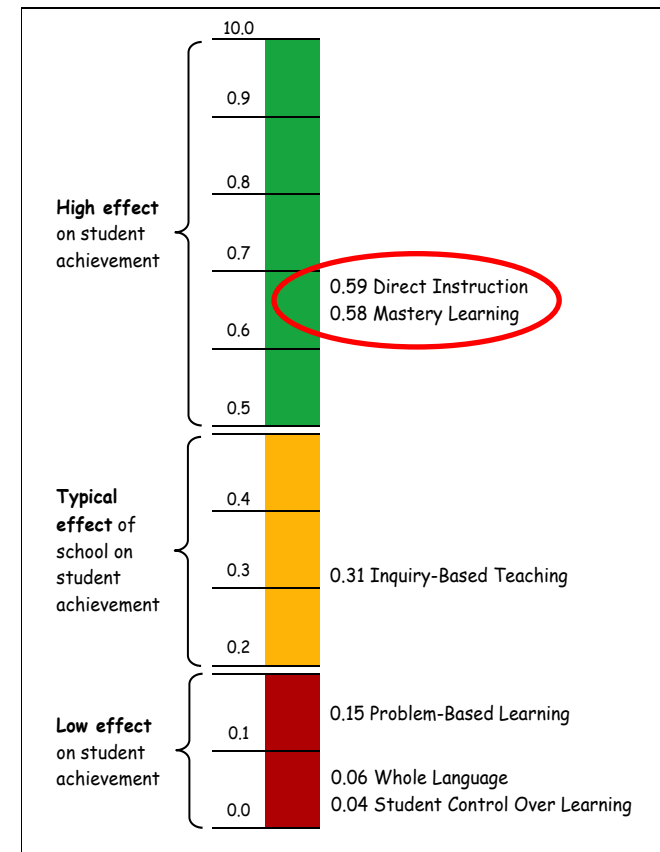
Direct Instruction Achieves Best Learning Results

Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement

(Hattie, 2009)



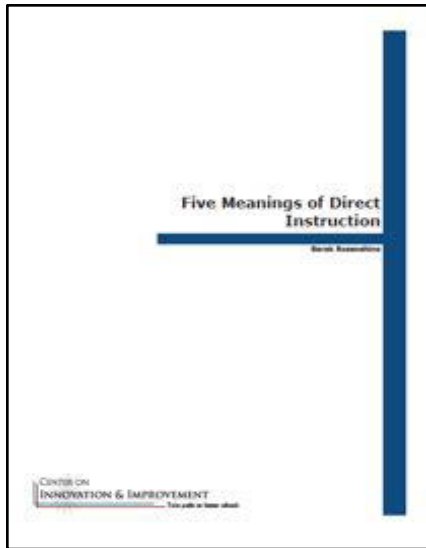
- Direct instruction has a high correlation with reading achievement.



Meaning 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



What Is Enough Practice?

- Practice until the student can independently and consistently do what is being taught without mistakes.
- Some children require more practice than others, but all children can master decoding with enough practice.

Comparison of Two Programs

We will compare the first 8 days of decoding instruction in two programs.

- One program is a more common reading program in developing countries.
 - Teaches a letter a day
 - Decoding instruction begins the second day when students can combine two letters into a syllable or word.
- The other program is much less common in developing countries.
 - Teaches decoding after students master letter names, how books work, and other pre-reading skills.
 - In this program, pre-reading skills are taught for 12 weeks (30 days) during one hour of reading instruction daily.

Program One

Program One begins teaching decoding on the at the beginning of school.

- Each lesson teaches one letter name (upper and lower case) and how to read words with all the letters taught to date.
- Students read words on the second day of school.
- Most reading is choral.
- One- and two-syllable words have several syllable patterns.

Program One: Day 1

o O oo


The worksheet is enclosed in a rectangular frame with decorative grass and flowers at the corners. At the top left, a dark grey sign reads "Jannde 1". To its right is a grey rectangular box containing two small circles. Below the sign is a grey A-frame sign with a large black outline of the letter 'O'. To the right of the A-frame sign is a grey square illustration of a boy in shorts pushing a large black tire with a mallet. Below this illustration is a single small circle. To the right of the boy and tire illustration is a 3x4 grid of circles for tracing. The first row contains a large circle, a pair of small circles, a medium circle, and a pair of small circles. The second row contains four medium circles. The third row contains a medium circle, a small circle, a pair of small circles, and a medium circle. At the bottom left, there is a 3x4 grid of small circles for tracing. At the bottom center, there is a row of four green flowers. At the bottom right, there is a row of four green flowers. A decorative horizontal line with a brushstroke effect runs across the bottom of the page.

Program One: Day 2


o O oo l L ll

Jannde 2

l L



lol



lol lollol

l o o l o

lo ol lol loo ool

lollol olo lolol oolo oool

Olol lollo oolo olo lolol

Olol lollo oolo olo lolol




readsters

Program One: Day 3

o oo l L ll u U uu

Jannde 3

u U



Ulol

Ulol lolu

U	U	l	o	l			
l	u	o	u				
lu	uul	ul	luu	Lollu	ulo	ulol	uulo
Lollu	olu	oolu	uulo	Lollu	ulo	ulol	uulo





readsters

Program One: Day 4

o oo l L ll u U uu m M mm

Jannde 4

m M




Molu

Moloo lommol

m o M l m

Mu um mul mol mo om

molu ummu lommol luumo uumol






Mullol luumo moomo

Program One: Day 5 (Review)

o O oo l L ll u U uu m M mm

Jannde 5

o - m

Molu ummu

Molu ummu mo olu

O I L M o o u u

O mo lom lom mol mul lol um mu

Ummu oolo mo moomo

Omo lommol mullol olol





O mo luumo moomo

Program One: Day 6

oo O l L ll u U uu m M mm e E ee

Jannde 6

e E



Leele oolo, o mo luumo uulo

mellol


lelol

E o ee l m e

Emo el me em le lee le

Emo elol mellol leele

Ummu oolo
omo luumo
uulo



Ummu oolo
mo moomo
o mo luumo
uulo

Leele, omo luumo uulo

Program One: Day 7

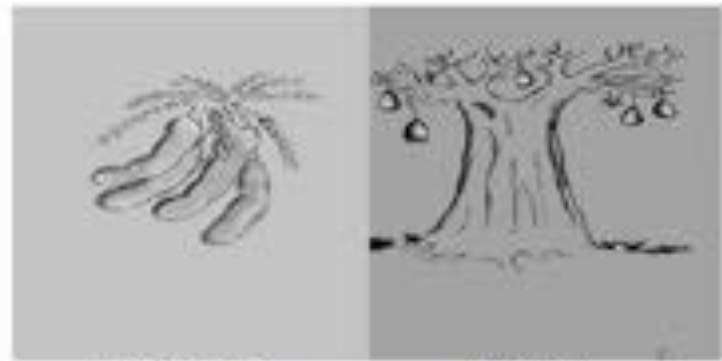
oo l L ll u U uu m M mm e E ee a A aa

Jannde 7

a A



Lalla omo luumo malle.



Lamma

lamol

A E aa M A a

ma um ma maa la o

Umma laamu maama

Aama laalo ola



Ummu mo moomo o mo luumo.

Laamu luumo moomo ;Lalla no luumo moomo

Leele no luumo malle

Program One: Day 8

oo l L ll u U uu m M mm e E ee a A aa n N nn

Jannde 8

n N



Luumo uuna, Ummu e oolo no luumo uuna

Una

Anna

N A n E N

nan lon na an no in on

nanna Neene lonna Anna inna



Luumo uuna, Ummu e oolo no luumo uuna. Oolo no luumo uulo, ummu no luumo uulo.

Program Two

- Teaches the following before teaching children to decode:
 - All letter names and sounds
 - How to blend two letter sounds into a real or nonsense syllable.
- Children practice up to four times chorally; most practice is individual reading.
- The same words are practiced for four days.
- Children practice reading only one- and two-syllable words with single letter spellings

Program Two: Days 31–34

Practice all three pages each day

a i k n s w

Day 1 – Ku talle kuma ku karanta kalmar masu ma'ana

1.	ka ka kaka	ka ki kaki	a ka aka
2.	na sa nasa	na wa nawa	i na ina
3.	sa ka saka	sa ki saki	a wa awa
4.	wa sa wasa	wa wa wawa	i sa isa

Day 2 – Ku talle kuma ku karanta kalmar masu ma'ana

1.	si wa siwa	ki ki kiki	i ka ika
2.	si ki siki	wi ka wika	ki wi kiwi
3.	si si	ni ka nika	wa ki waki
4.	wi sa wisa	ka wi kawi	sa wi sawi

1.	wani	ki	wawa
2.	na	kika	sani
3.	kana	saki	wa
4.	wasa	ni	saka

Day 3 – Haɓɓaƙin kalmar masu ma'ana

1.	wiwa	sina	aki
2.	sasa	wi	wina
3.	niwi	kiwa	wasi
4.	nasi	sana	kani

Day 4 – Layin haɓɓaƙin kalmar masu ma'ana

1. wani sa aka kika _____
2. ana nisa ka wani _____
3. isa ni kaki wawa _____
4. wasa ina wa nawa _____
5. nasa ki awa wani _____

Each day students practice reading the words on each page

- Read each syllable, then read the word
 - Top of page is real words
 - Bottom of page is nonsense words

Demol 1 - Ku saka kama ku karanta fahimci maza ma'ana

1	ka ka kaka	ka ki kaki	a ka aka
2	na sa nasa	na wa nawa	i na ina
3	sa ka saka	sa ki saki	a wa awa
4	wa sa wasa	wa wa wawa	i sa isa

Demol 2 - Ku saka kama ku karanta fahimci maza ma'ana

1	si wa siwa	ki ki kiki	i ka ika
2	si ki siki	wi ka wika	ki wi kiwi
3	si si	ni ka nika	wa ki waki
4	wi sa wisa	ka wi kawi	sa wi sawi

Each day students practice reading the words on each page

- Read the whole word, without reading each syllable
 - Top of page is real words
 - Bottom of page is nonsense words

1.	wani	ki	wawa
2.	na	kika	sani
3.	kana	saki	wa
4.	wasa	ni	saka

Series 2 - Nonsense words

1.	wiwa	sina	aki
2.	sasa	wi	wina
3.	niwi	kiwa	wasi
4.	nasi	sana	kani

2

Each day students practice reading the words on each page

- Read whole words
 - Students practice reading all the words on the line, starting from the left and reading to the right

Dinikil 1 – Layin haɓɓaɓɓe kalmarri nasa wa'ana

1. wani sa aka kika

2. ana nisa ka wani

3. isa ni kaka wawa

4. wasa lina wa nawa

5. nasa ki awa wani

Program Two: Days 35 – 38

Practice all four pages each day

a i k n s w
b g m t y

Darsal 2 – Ku taha kuma ku karanta fahimci masa ma'ana

1.	gi wa giwa	ba ba baba	mi mi
2.	wa ya waya	sa ti sati	bi ki biki
3.	gi na gina	bi bi	ya ya yaya
4.	ya yi yayi	sa ma sama	ma ni mani
5.	i ya iya	ba ki baki	ga na gana
6.	ma ma mama	a ya aya	ta ki taki
7.	mi ni mini	ka ya kaya	bi ya biya
8.	gi ya giya	ya ya	ta sa tasa

4

Darsal 2 – Ku taha kuma ku karanta fahimci masa ma'ana

1.	ni ma nima	yi ta yita	ma bi mabi
2.	sa gi sagi	gi gi	gi ma gima
3.	ke ti keti	i ga iga	ti ma tima
4.	bi bi bibi	wa yi wayi	gi ba giba

5

Darsal 2 – Haddisa fahimci masa ma'ana

1.	yini	ta	baka
2.	tasi	wata	niya
3.	saba	mani	biya
4.	ga	tisi	yawa
5.	gasa	yini	maki
6.	bawa	kima	tayi
7.	giwa	miki	tana
8.	ita	kaba	sayi

6

Darsal 2 – Laga haddisa fahimci masa ma'ana

1. biki gaba ma yayi kima _____
2. gaya masa bisa iya sati _____
3. sata miki giya bana tasi _____
4. nama gina tisi sayi Mata _____
5. gina wabi taya kama ita _____
6. niya yini giwa taka mata _____
7. taga miya gata taki yi _____
8. gama titi baya maki Ma _____
9. aya wata kati mana biya _____
10. baki yana miya mini nata _____

8

“I Do, We Do, You Do” Is Explicit Instruction and Practice

- A procedure for teaching skills that ensures
 - children know what the task is before they practice
 - children practice correctly

I Do, We Do, You Do

- I Do
 - The teacher quickly models what the students are to do
- We Do
 - Students chorally practice one or two times 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

I Do, We Do, You Do in Action: Teach a new concept

- When a new concept is introduced, the concept is taught before “I Do, We Do, You Do” practice.
- Our concept is that in Hausa
 - the letter ‘c’ spells /ch/
 - the letter ‘i’ spells /ē/
 - the letter ‘a’ spells /ah/.

C
i
a

Spend Most Time on You Do #1 and You Do #2

- I Do – I demonstrate what I want you to do
- We Do – We practice together
- **You Do #1 – I call on individuals to practice so I can correct you immediately**
- **You Do #2 – You practice together; I walk around and listen to you read so I can earn how well you read on your own and correct you when necessary.**

Practice sets vary so students don't memorize the order of the sounds.



i c a i c



a i c a i



c i c a i



i c a i c



a c a i c



c a i c i

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
 - provide individual student practice

S'exercer à lire les mots réels dans les encadrés ou tableaux

ami	un	nom
bon	ami	me

EXERCICE 1 : Au tableau

1. « Ay ga bin ga samitay yag cam ha da ay et ga cake. »
L'enseignant touche sous chaque mot et lit les mots.

DEMONSTRATION

1. « Wo ay gona. »
L'enseignant touche sous chaque mot et tous les élèves lisent.

EXERCICE 2 : Tous ensemble dans une file

1. « Arag lulu di mara bag i ga samitay simi-simay cam nla ha da bon et ga cake. »
2. « Ay ga na carika fu ma ha walil beuro de a ma samitay fu lulu bag ga fway na cake, arag ma ma cam. »
L'enseignant demande à un élève de venir au tableau.

REPETER l'étape 2 – tous les mots :

1. « [Lé], cake samitay lulu, et calay ma ma cam. »

EXERCICE 3 : Chaque nom au tableau à tour de tour

1. « Ay ga carika yag ca walil beuro de i ma ha ga samitay cam. »
L'enseignant demande à 5 à 10 élèves de se mettre en rang au tableau.

REPETER l'étape 2 avec tous les élèves au tableau – 1 ligne de mots :

1. « [Nana], cam. »
L'enseignant désigne une ligne de mots que l'élève doit lire.

All Training Was Scripted, with Emphasis on Practicing Routines

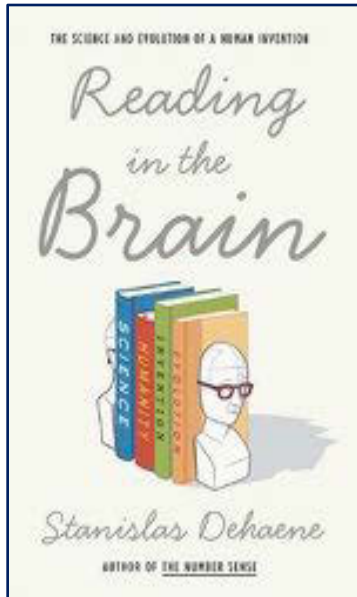


- Consistent training from trainers to pedagogical advisors, to teachers
- Consistent training across regions
- Training included adequate time for teachers to practice routines
- Headmasters of every school attended teacher training

Research: #3

Beginning Readers Learn
Letter Patterns Gradually
and
Three Principle Phases in
Learning to Read

Beginning Readers Learn Letter Patterns Gradually (Dehaene, 2009)



- Begin by recognizing individual letters
- Move gradually to recognizing larger (longer words) and more complex patterns

Gdzie mieszkaś?

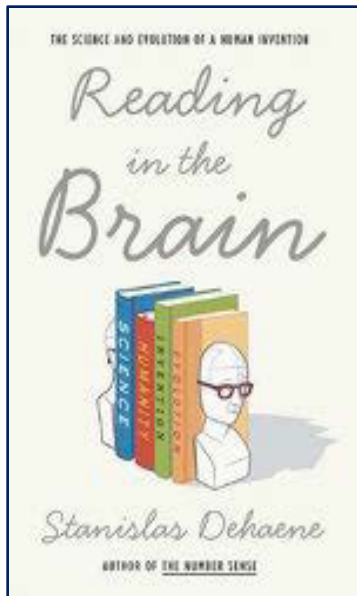
- This happens faster for transparent than for opaque orthographies, but is still a gradual process

Orthography – Spelling system

Transparent orthography – a spelling system where one letter almost always spells the same sound (e.g., Finnish, Spanish, Italian) or one symbol spells a syllable (e.g., Arhamic, Via)

Opaque orthography – a spelling system where letters or combinations of letters spell different sounds (e.g., English and French)

Three Principal Stages in Learning to Read (Dehaene, 2009)



1. Logographic or Pictorial
2. Becoming Aware of Phonemes
3. Orthographic

Stage 1: LOGOGRAPHIC / PICTORIAL

Instruction: STUDENTS GET READY TO READ

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

Children learn:

- Letter names
- How books work
- That words are separated by spaces
- That words have syllables and sounds

(This may take approximately 6 weeks of good instruction for students who have little or no exposure to print before entering school)

Teaching Concepts of Print

- How a book works
- Words on a page are separated by spaces
- Words move from left to right and top to bottom

Tirey boŋ sannɪ — sorrey

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

Tirey boŋ sannɪ — suurey

Caw tirey boŋ sanno

Araŋ ga bay hari kaŋ ga ti caw tira. Tira gonda jine a gonda banda. Caw tirey maayey si kala i jiney ga.

Tira ra gonda fita yaŋ. Boro ga di fita sintina. Boro ga di fita bananta.

Boro ga du deede yaŋ caw tira ra. Deedeey gonda sannize nda suura yaŋ.

Sannizey nda care game ra gonda batame. Suurey ga sintin nda hantumize beeri, i ga ban nda tombi.

Summary – Stage 1

Getting Ready to Read

- Some things children need to know before they are ready to learn to read:

Concepts of Print

- How a book works
- Words on a page are separated by spaces
- Words move from left to right and top to bottom

Phonological Awareness

- How to count, blend, and segment syllables in spoken 3-syllable words
- First and last syllable

Letters

- Letter names

Stage 2: BECOMING AWARE OF PHONEMES

Instruction: BLENDING LETTER SOUNDS

The student becomes aware that that letters represent sounds.

Children learn:

- Letter names and letter sounds are different
- How to blend two letter sounds into one syllable

(This may take approximately 6 weeks of good instruction for students who have little or no exposure to print before entering school)

Letters and Sounds / First Lesson: Week 7

3. LE SON DES LETTRES ET SYLLABES UNIQUES

Durée: 35 minutes

Préparation: Ecrire les lettres et les syllabes au tableau exactement comme sur le modèle

Au tableau				★	▲
m	a	ma	ma	mi	ma
	e	me	me	mo	me
	i	mi	mi	me	mi
	o	mo	mo	ma	mu
	u	mu	mu	mu	mo

Carey 16 – Hantumicéy buzayajey, orfu tejey

Carey bande 1	Carey bande 2	Carey bande 3	Carey bande 4	Carey bande 5
1. mo	1. mi	1. mu	1. me	1. mo
2. mi	2. me	2. ma	2. ma	2. mu
3. ma	3. mu	3. mi	3. mi	3. me
4. me	4. mo	4. me	4. mu	4. mi
5. mu	5. ma	5. mo	5. mo	5. ma
Carey bande 6	Carey bande 7	Carey bande 8	Carey bande 9	Carey bande 10
1. me	1. ma	1. mi	1. mu	1. ma
2. mo	2. mi	2. mo	2. me	2. me
3. ma	3. mo	3. me	3. ma	3. mu
4. mi	4. mu	4. mu	4. mi	4. mo
5. mu	5. me	5. ma	5. mo	5. mi

Letters and Sounds: Week 10

Carey 20 – Hantumizay tuuyarjey, orfu tajey

Carey bande 1	Carey bande 2	Carey bande 3	Carey bande 4	Carey bande 5
1. ni	1. ne	1. nu	1. ne	1. ne
2. nu	2. no	2. ni	2. na	2. nu
3. na	3. nu	3. ne	3. ni	3. na
4. ne	4. ni	4. no	4. nu	4. no
5. no	5. na	5. na	5. no	5. ni

Carey bande 6	Carey bande 7	Carey bande 8	Carey bande 9	Carey bande 10
1. na	1. no	1. ne	1. nu	1. ne
2. ni	2. na	2. na	2. no	2. na
3. no	3. nu	3. ni	3. na	3. ni
4. ne	4. ni	4. no	4. ne	4. nu
5. nu	5. ne	5. nu	5. ni	5. no

Carey 20 – Hantumizay tuuyarjey, orfu dabantay

Carey bande 1	Carey bande 2	Carey bande 3	Carey bande 4	Carey bande 5
1. le	1. so	1. na	1. si	1. ru
2. su	2. na	2. ri	2. lu	2. la
3. no	3. ri	3. lo	3. ne	3. ne
4. ra	4. ne	4. nu	4. na	4. no
5. ni	5. lu	5. se	5. ro	5. si

Carey bande 6	Carey bande 7	Carey bande 8	Carey bande 9	Carey bande 10
1. lu	1. na	1. ne	1. se	1. ni
2. ne	2. su	2. ro	2. no	2. la
3. si	3. re	3. sa	3. ru	3. re
4. no	4. lo	4. li	4. ni	4. so
5. ra	5. ni	5. nu	5. la	5. nu

★ Sannize maanakoyey

1. su la ma ne no si na
2. me ra mo se ni so

Summary – Stage 2

Letters Represent Sounds

- Difference between letter names and letter sounds
- How to read one syllable words with two letters before formal reading instruction begins — these will be primarily nonsense words, with a few real words.
- **IMPORTANT** - Teaching children to decode 1-syllable nonsense words prepares them to read words with more than one syllable when they learning to read.

Teach Stages 1 & 2 before Teaching Children to Decode

Weeks	Letters	Concepts of Print	Phonological Awareness
1-6	<ul style="list-style-type: none">• Letter song• Lower case letter names	<ul style="list-style-type: none">• Print moves from left to right• Print moves from top to bottom• Words have spaces between them• Count words	<ul style="list-style-type: none">• Count syllables• Stomp syllables• Identify 1st and last syllable
7-12	<ul style="list-style-type: none">• Upper case letter names• Letter sounds		<ul style="list-style-type: none">• Blend two letter sounds into a real or nonsense word

Stage 3: ORTHOGRAPHIC

LEARN TO READ,
starting with short words
with most common syllable
patterns, moving to more
complex patterns

The student learns
to decode words.

- Individual words:
 - 2 syllables
 - 3 syllables
 - 4 or more syllables
- Syllable patterns:
 - cv pattern (pe, limu)
 - cvc pattern (kam, ramkun)
- Connected Text:
 - Decodable sentences
 - Decodable paragraphs
 - Decodable stories

Teaching decoding takes the remaining time in grade 1, and continues into grade 2, depending on the complexity of the spelling system

Reading 1 and 2 Syllable Words: CV and V Patterns

Week 14 (2nd week of phonics instruction)

A variety of practice words so students don't memorize the order of the words

Jarride 4 – Meemeo nden rjarrngon kelme maanaaje

1.	be lo belo	fi di fidi	po taa potaa
2.	ya hi yahi	fii ri fiiri	bo ne bone
3.	fi jo fijo	ho ri hori	pe ne pene
4.	jo gii jogii	fii ra fiira	be di bedi
5.	baa ba baaba	he no heno	paa ke paake
6.	yii te yiite	po fa pofa	ba gi bagi
7.	Faa ti Faati	haa ko haako	Ji bo Jibo
8.	fe lo felo	ho rii horii	Baa re Baare

Jarride 4

1.	gese	fijo	horii
2.	fiila	pene	baali
3.	bona	piyi	hela
4.	Faati	rema	hosi
5.	de	haro	baa
6.	pofa	hiisa	baaji
7.	baaji	Jibo	fiyi
8.	jiiba	potaa	nohe

Reading 1 and 2 Syllable Words and Sentences

Week 14

Sentences vary in length so teacher can select sentences that match the each student's skill level.

Practice reading words across the page.

Jarrnde 4 — Keltne maanaaje den fuu no dow safuwol go'oto!

1. afo fiilii piya se boje heno
2. baa yahi safa pene ide simo
3. miije bedi paama hela so gese
4. eti paake bona higo tame kafe
5. to iido yahii bone fidi Paate
6. bade faa eso piyi jowe teko
7. piide yahi no haanaa Jibo lefo
8. hosi payii fiyo omo boni ame
9. potaa he bisa are jalo mo
10. Hado rema saabe belo pofa Nafi
11. oto Baare kesi piide defa hiilaa
12. deki jaabii imo Yaaye kore hela
13. fiiri paama eda heno Biiba sonii
14. yiite Faati yahi sewi bona jiiba
15. potaa tefa Yero horii baaba oya

Jarrnde 4 — Korrngi

1. Afa defa. 2
2. Omo sewi. 2
3. Afa rema. 2
4. Hajo no fija. 3
5. Paate no afo. 3
6. Toye Saajo tawaa ? 3
7. Biiba no tefa yiite. 4
8. Ali no waawi hiisa. 4
9. Daage tati haani o wada. 5
10. Kore iri didi Kadi filii nata. 6
11. Bedi didi Nafi siini faa wada. 6
12. Maayo no tawaa Maali e Kolo. 6
13. Saayo Saajo no tawaa to Paate. 6
14. Saajo no siini faa mara boje tati. 7
15. Baare e Saajo miiji faa mara boje. 7

Read sentences.

Reading 3 Syllable Words – Week 25

Jannde 17 – Meeme nden njarngon kolme maanaaje

1.	da ra nde darande	ndii wa ndiiwa	ndu raa ma nduraama
2.	ngo ndu de ngondude	ndi yam ndiyam	ndam ndi ndamndi
3.	ndi mi nee ndiminee	maa nde maande	San daa ri Sandaari
4.	ngo ndu de ngondude	njam ndi njamndi	her see nde herseende
5.	daa nde daande	juu tu ndu juutundu	soom ndu soomndu
6.	nde goo dom ndegoodom	njii maa ndi njiimaandi	nda ree ndaree
7.	waam taa nde waamtaande	kel mee ndi kelmeendi	ndoo mi ndoomi
8.	ndi man ndiman	ndaa ro wa ndaarowa	yaam nde yaamnde

Jannde 17 – Kelme maanaaje den fuu

1.	ndanyi	faandake	tiinde
2.	ndi	nyaamndol	ndaabu
3.	hawaande	sereendu	ndarii
4.	roondaade	ndaara	nder
5.	ndura	kereendu	wilwilndu
6.	njaareendi	ndema	njaajundi
7.	ndaari	dewondiral	tampinde
8.	ndun	yamnde	ndoondi

Sentences with 3 Syllable Words

Week 25

Jarnde 17 – Korngi

1. Fulbe no ndura nder gese wuro. 6
2. Duroobe no ndiwa bisaaji nder gese. 6
3. Foondu nduu no woodi leebi duududi. 6
4. Se ndegoodom non mi yahan Buubon. 6
5. Bisaaji meeden no ndiman hitaande ndee. 6
6. Ndaaree faa mi nata foondu e faɗo. 7
7. Dewondirol no woodi to himbe nder wuro. 7
8. Hitaande ndee no wadan neema faa duuda. 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 ngadan-mi ko mi roondoo njamndi ndin? 8
15. Bisaaji din nduraama nder gese wuro Maanuga en. 8

Jarnde 17 – Korngi

16. Sukaabe meeden no ndaara tele maada nder suudu. 8
17. Maamuudu e Yaakuuba no ndoomi laamiido on yaasin. 8
18. Cuumo e Konti njehii to fijo duroobe baali laamiido. 9
19. Fulbe ben no njarnowa bisaaji muudum en bulndu Tulwaare. 9
20. Himbe maada no njoba nyamaande sabu ibe ngoodi ndimaaku. 9
21. Maamuudu e Sule en njahan Amerik. Paate duu no haajaa Aljeeri. 11
22. Gese himbe meeden no ngadan nguure ngam ndiyam no tobu non. 11
23. Noonde bisa maada no haani ndaaree sabu joonin duroowo on no waran. 12
24. Ndiyam ndanejam bulndu amin woodi. Ndu wuro moodom walaa iri ndiyam dam. 12
25. Himbe njidaa laamiido mo walaa gese ngam mohen fuu to rema yidi. 13
26. Biiba foondii tundorgol muudum e ngol Faati. Kesol o yidi faa o sooda. 13

Paragraphs with 3-Syllable Words

Week 25

Jarnde 17 – Taye binndannde

1. Bisaaji meefen nyaamii hudo e dumo, durngol duroobe ben woodi. 'Di ndiman yonto no wodiri. Mbelirka on tan no wada ko duroobe ben ngafa fijo. Se ceedu wari, rafo waawataa di faa non fuu. Hitaande fuu durngol ngol no haani wadiree non. 42
2. Ndiyam no tobu hitaande ndee faa heewi. Neema no wadan faa himbe ndesa o nder cuudi muudum en. Baa ko nyalooma fuu, idam toba, gese den no ndema nii non faa woodi. Bisaaji duu nduraama faa woodi. 37
3. Gese Maamuudu en no tawaa gorgal wuro amin. Ibe ngoodi bisaaji, laawol walaa ko wadata, be njahra di ton. Fini fuu, nder gese amin di ngoni. Min ndiiwa di faa min tampa, wutaandu juutundu fuu, di nyaama dum. 38
4. Tuundi hanaa ko woodi e kolte naa nder baade. 'Dum don woni ndegoodom kolera. Huunde fuu no haani e laabal heba hisa tuundi, ngam kolera woodaa. To mbuurndam woodi fuu, laabal no tawaa don. 34

Jarnde 17 – Taye binndannde

5. 'Bulndu Cuuso en nder celol wuro ngol tawaa. Baa ko nder celol ndu woni, ndu walaa ndiyam. Njaareendi duudi nder mayru. 'Dum wadi ko himbe wuro Cuuso en no njarnowa bisaaji muudum en weendu. 34
6. Reenaare no woodi nder wuro fuu. To walaa dum fuu, a tawan munal no tiidi don. Ngam to paamral tawaaka fuu reenaare walaa. Se himbe no njidi mbuurndam muudum en wooda fuu, no kaani paamra. 35
7. Yaamnde wadii, demoowo fuu no haani reena nguure muudum. Bisa fuu wutaandu haajaa, pooli din duu no ngoni no ndaana ko nyaamata. Ndesa nguure no tilsi to remoobe. Sabu idum wada ko be ndiiwa rafo, se hanaa non fuu, be tampan. 41
8. Kumandaw Kolo no laamiido, mo laamu muudum woodi faa himbe gure Kolo fuu no mana mo. Nde kiite wadii caka himbe fuu, imo haala ngoonga. Himbe jamanu oo njidaa ngoonga. 'Dum wadi ko laamiido fuu haanaa wada ko walaa e laawol. 41

Stage 3: Teach Decoding Gradually in Grade 1

Grade 1

Weeks	What Students Read	Syllable Pattern	# Syllables	Examples
13-14	Individual words	cv, v	1 & 2	ra, loca, niku, are
15-16	Add: Sentences*			Ma kuna rani foca Ali.
17 - 18		Add: cvc		captun, forta, askun
19 - 22	Add: Paragraphs*			
23 - 26			Add: 3	waputi, nomanti, legustan

* Short sentences and paragraphs are read first, and they gradually become longer as lessons progress.

Stage 3: Shift from Phonics to Fluency during Grade 2

Grade 2

Weeks	What Students Read	Syllable Pattern	# Syllables	Examples
1-2 Review	Individual words, sentences	cv, v	1 & 2	
3-4 Review	Add: Paragraphs	cvc		
5-6 Review			Add: 3	
7-8		Unusual spelling patterns	Add: 4	<u>waa'oontsigwa</u>
9-12			Add: 5+	<u>hoodeemmainjash</u>

Focus for this lesson part shifts from phonics to fluency practice after week 12.

Summary – Stage 3

Decoding Instruction

- 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 small steps
 - 2 syllable words with most common syllable pattern
 - 2 syllable words with other common syllable patterns
 - 3 syllable words
 - 4+ syllable words
 - Short sentences to long sentences; paragraphs introduced after student have experience reading sentences

Teaching Language Comprehension
while Students Are Learning to Read:

ORAL LANGUAGE IN MOTHER TONGUE
and
READ ALOUDS

Teaching Oral Language Comprehension through Conversation with Early Readers

- Students from low resource contexts often have very low vocabularies in their mother tongue languages
 - Students entering school often don't know basic concepts such as colors, numbers, direction words (up, down, behind, in front, over), etc.
 - They often lack vocabulary about common subjects such as weather, geography, health, school items, etc.
- Every exchange between a teacher and a student is an opportunity to build this vocabulary.
 - Scripts can include ways for teachers to improve students' vocabularies through informal conversation.
 - If there is enough time, reading instruction can include scripted formal oral language instruction.

Big Books Are Not Recommended for Low Resource Schools

Some disadvantages of Big Books for low resource schools:

- Big Books are expensive
 - Money would be better spent on decodable or leveled readers for the classroom
- In large classes, students cannot see the Big Books
- Big Book texts usually are oriented toward simple stories and ideas
 - Simple texts do not increase students' vocabularies or knowledge about the world.
 - Read-alouds, with more complex text, are better than Big Books for increasing vocabulary and knowledge

Challenges Using Read-Alouds

1. Identify topics to address
2. Finding appropriate materials
3. Having teachers understand how to keep students engaged
4. Having everyone understand that students do *not* read the texts
5. Teacher's comfort with reading aloud in the mother tongue

How to Plan a Scope and Sequence for Read-Alouds

- Include both informational texts and stories to expose students to the elements and structures of both genres
- Determine appropriate subjects for informational texts and story elements to be taught
 - Align with national curriculum as much as possible
- Texts should have vocabulary and sentence structure slightly above the children's existing language level
 - Texts should not be only about what children already know

Identifying Subject Matter

- Determine themes for informational texts and for some stories, for example: “animals”, “jobs”, “the sky”, “weather”, “the market”
- Determine structural elements for stories, for example: “characters”, “setting”, “what happened first, next, and last”, “main idea”

Finding Texts

- Review existing texts in the language of instruction and determine if they are appropriate for instruction
- Write texts if not enough existing texts can be found for identified subject matter
 - These can be new texts or translations of existing texts

Selecting Texts

- The goals of read-alouds are to have students:
 - Listen to more formal language than they speak
 - Written text is always more formal and complex than spoken language
 - Understand story structure
 - Build vocabulary and knowledge base
 - Learn lessons
- If a text cannot be used to teach at least two of the above, it should not be selected
 - We need to make the most of limited instructional time

Pictures

- Pictures can add to read-alouds, but are not necessary
 - Children and adults have been enraptured by stories without pictures for thousands of years
- Colored pictures are expensive, and they should be used primarily to give additional information about a new vocabulary word, or about a new piece of information
 - A picture of an ocean or river can help students in dry areas understand the meaning
 - A picture of something thick and thin can help children understand the meaning and comparison

Keeping Students Engaged

- We are often asked how to keep children engaged while reading
 - Select interesting texts
 - Before reading, make sure students have enough knowledge to understand the text
 - Make reading interactive by having students answer questions before, during, and after reading
 - If students don't know the answer to a question, learn how to correct so that the student

Scripts work for Read-Alouds as well as Decoding

- Teachers need scripts that include questions to ask about the text.
- Scripts insure that the teacher approaches comprehension instruction appropriately.

Only the Teacher Reads the Story

For many teachers, reading a text TO children, NOT WITH them, is a new concept and difficult to understand

- Make it clear during teacher training that the teacher reads the text and the children listen
- Demonstrate a read-aloud during teacher training
- Include clear directions in the teacher guide about how to conduct each read-aloud

Teachers' Discomfort with Reading Aloud in Mother Tongue

- Almost all teachers are uncomfortable reading aloud in mother tongue
 - Because of a lack of reading materials, not many teachers have much experience reading aloud
- Assure pedagogical advisors and teachers that the teachers will become proficient as they practice reading
- Include substantial time during training for teachers to practice reading aloud with one another



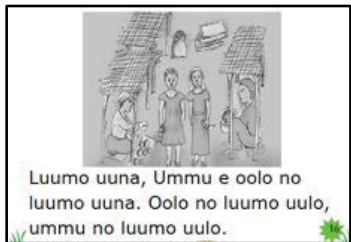
Differences Between
Get Ready to Read books,
Decodable Readers and
Leveled Readers for
Transparent Orthographies

Three Types of Books for Children



1. Get ready to read

- Children do not really read these books.
- They are books that teach children the features of books and how to handle a book



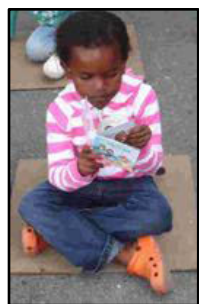
2. Decodable Readers

- Allow children to practice reading accurately while they are learning to read with a phonics program



3. Leveled Readers

- Allow children to practice reading after they have learned to read with all the letter sounds
- Children practice reading text that they can understand and that will improve their reading skills



Get Ready To Read – Purpose

- Allow children to “pretend” read
- Books can be read to children by adults, and the child can pretend to read it back, using the pictures as support
- Purposes are:
 - ❖ Teach children how to handle a book
 - ★ Turning pages
 - ★ Start at the front and move to the back
 - ❖ Teach children the features of print
 - ★ Words are composed of letters
 - ★ Spaces are between words
 - ★ Print is read from left to right
 - ★ Sentences start with a big letter and end with a period



Get Ready To Read – Features

- All of these books are simple with big pictures and sparse text.
 - ✧ One sentence per page
 - ✧ The sentence is about the picture
 - ✧ Print is in a plain, clear font with clear spaces between words
 - ✧ Big letter at beginning of sentence is emphasized
 - ✧ Often are predictable, with each sentence starting with the same word or words (e.g., I like to . . .)
- Some Get Ready To Read books have pictures and no words so the students can make up their own stories to go with the pictures.

Stories Across Africa published a set of Livres de préparation à la lecture

STORIES ACROSS AFRICA(StAAf):
towards a shared African children's literature



Carole Bloch, PRAESA Early Literacy Unit,
University of Cape Town
IBBY, Copenhagen 2008

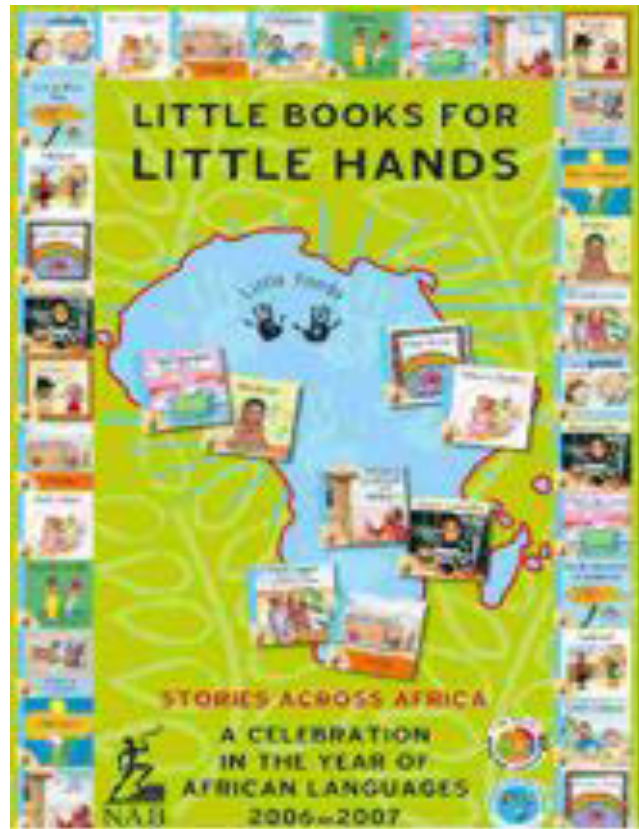
For more information,
go to:

www.acalan.org

Click:
“Major Projects”
“Stories Across Africa”

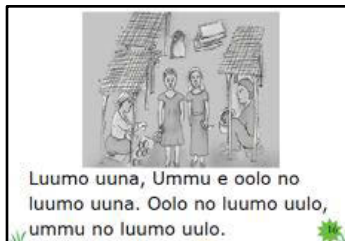
Little Books for Little Hands

The Stories Across Africa Project



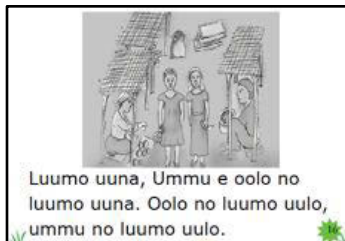
A special pan-African set of little books for children 2–6 years old has been made in Kiswahili, Arabic, a range of other African languages, English, and the five AU official languages.

Source: <http://www.praesa.org.za/the-stories-across-africa-project-staaf-2004-2009/>



Decodable Readers - Purpose

- Allow children to practice reading accurately while they are learning to read with a phonics program
 - Decodable readers are the bridge between getting-ready-to-read books and leveled readers
- Allow children to become accurate readers with the letter sounds they have learned in their reading program
- Allow children to increase their reading rate as they read decodable readers multiple times
- Questions about the text are few, brief, and easy-to-answer.



Decodable Readers - Features

- Include only words with letter sounds that have been taught in the phonics program
- Start with short words and move slowly to longer words
- Stories are simple, and the decodability of the words is more important than whether the story is interesting
- Decodable stories do not have to have pictures

Decodable Passage

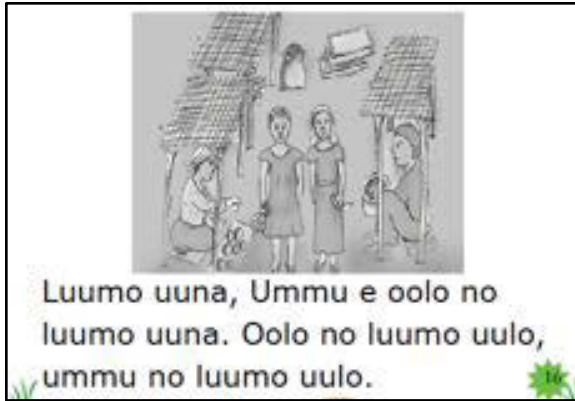
Letters and sounds included:

o l u uu m mm e a n



Luumo uuna, Ummu e oolo no
luumo uuna. Oolo no luumo uulo,
ummu no luumo uulo.

Decodable Readers and Comprehension

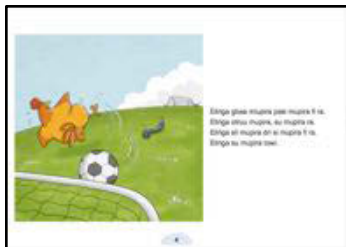


- The primary purpose for decodable readers is to give students practice reading words with phonics patterns they have been taught.
- Decodable readers should not be used for anything other than literal comprehension. (Other books provide much better opportunities for in-depth comprehension through read-alouds).
- Comprehension is taught to children through reading aloud to them.



Leveled Readers - Purpose

- Allow children to practice reading independently
 - After children know how to decode 2-or 3-syllable words, leveled readers allow children to independently practice reading.
 - Independent practice increases accuracy and rate.
- When books are in the the classroom, community, or home:
 - They create an environment of literacy
 - Children are motivated to read.



Leveled Readers - Features

Leveled readers are about subjects that interest children and they have pictures throughout the text.

Parameters for leveling books need to be simple.

Reading levels for early grade leveled books can be based on:

- Total words in the text
- Number of difficult vocabulary words
- Number of common words
- Sentence length
- Sentence complexity
- Print size, spacing, and number of words on page
- Illustration support for the story
- Topic familiarity

Summary:

Usefulness for Types of EG Readers

Getting Ready To Read Books

- Read to children who are ready to read or to beginning readers, and let them use the pictures to pretend read the book
- Use to help students develop concepts of print (e.g., counting words, where a sentence starts and ends)
- Let children handle the book and learn how to turn pages, where to start reading, etc.

Decodable Readers

- Use to give beginning readers practice reading words spelled with phonics patterns you have taught and high frequency words you have taught
- Use to develop habit of accurate reading
- Expect literal comprehension

Leveled Readers

- Children read these books independently to build their reading skills.
- Children can learn from leveled readers that are informational text

References

- Dehaene, S. (2009). *Reading in the brain: The new Science of How We Read*. New York, NY: Penguin.
- Florin, E. & Cain, K. (2011). The Simple View of Reading: Is it valid for different types of alphabetic orthographies? *Educational Psychology Review* (2011) 23:553–576.
- Gough, P. & Tunmer, W. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7(1), 6–10.
- Hattie, J. (2009) *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge.
- National Reading Panel. (2000). *Report of the national reading panel: (NIH Publication No. 00-4769)*. Washington, DC: U.S. Government Printing Office.
- Rosenshine, B. (2008). *Five meanings of direct instruction*. Lincoln, IL: Center for Innovation and Improvement.
- Scarborough, H. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory and practice. In Newman, S. & Dickinson, D. (Eds.), *Handbook of Early Literacy Research*. pp. 97–110. New York, NY: Guilford Press.