



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

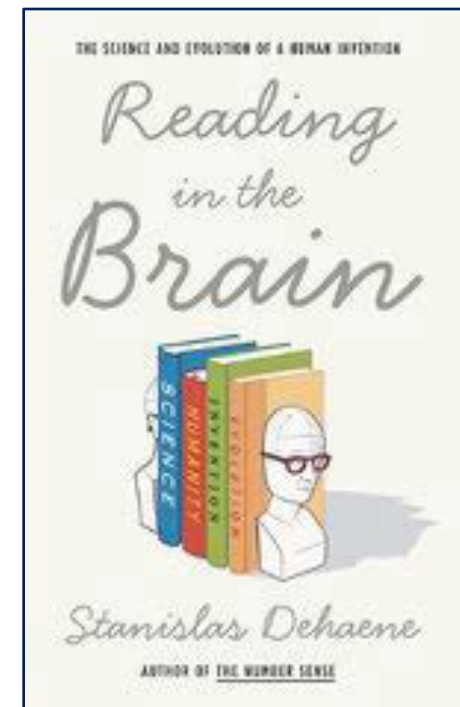
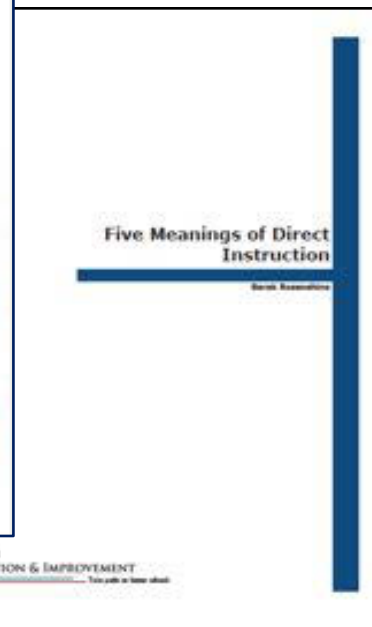
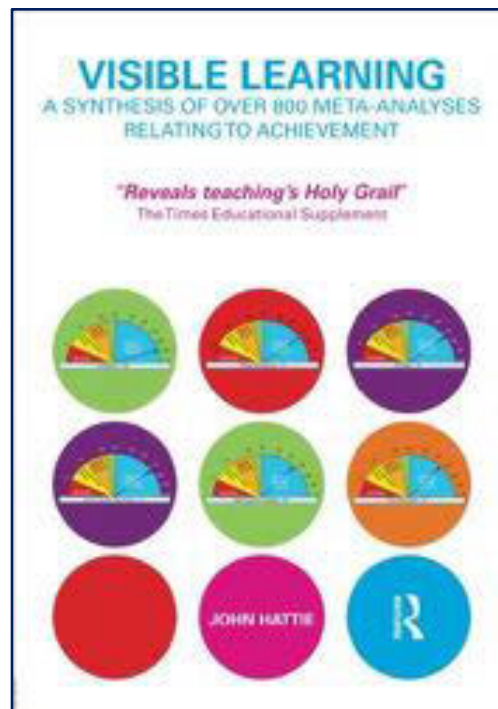


Three Research-Based Premises

The Simple View
of Reading

$$D \times LC = RC$$

Gough & Tunmer, 1986





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

$$D \times LC = RC$$

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

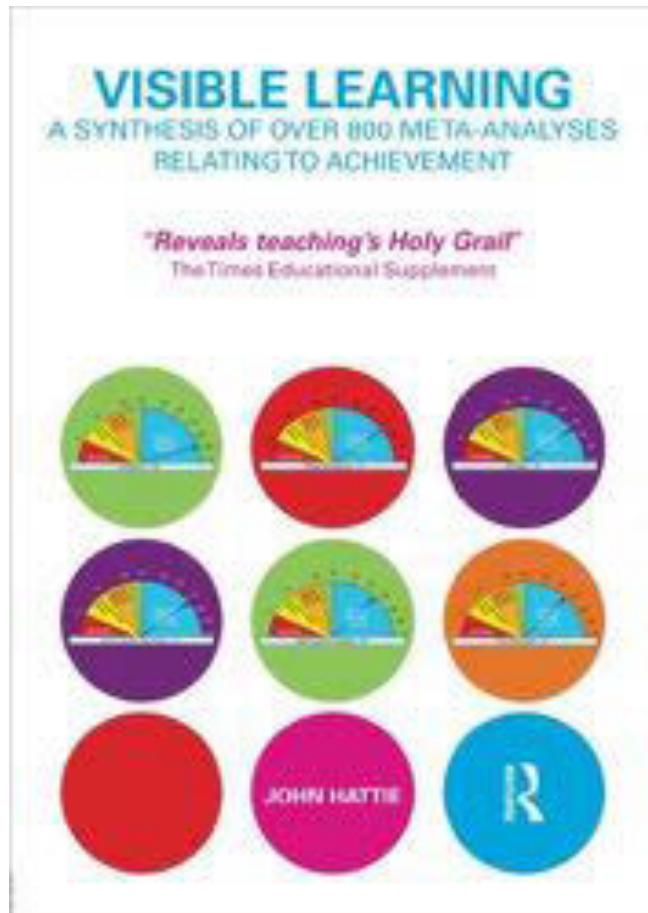
Teach decoding and language comprehension separately until students demonstrate mastery of decoding.

- **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.

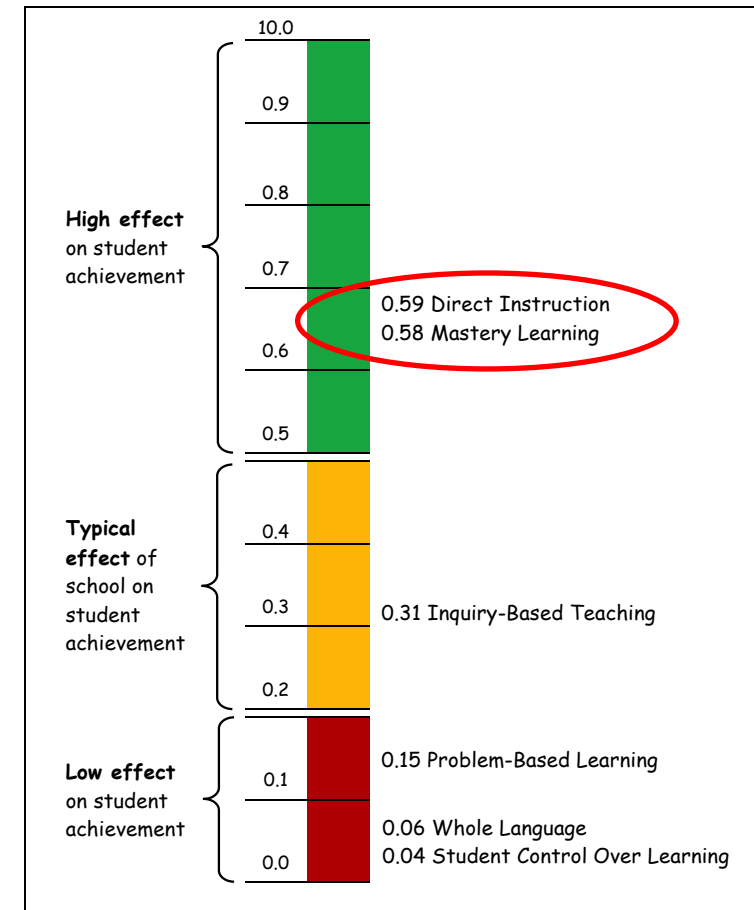
(National Reading Panel, 2000)



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



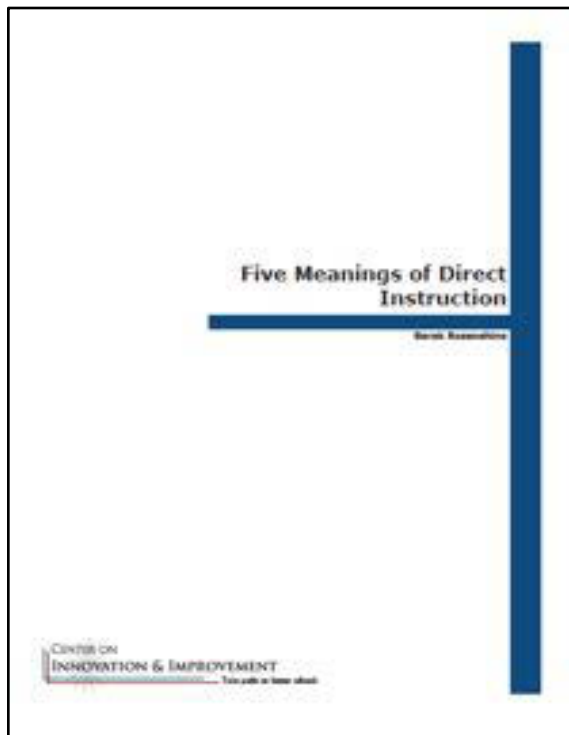
- Direct instruction has a high correlation with reading achievement.





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

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

nom	nom	nom
nom	nom	nom

ENSEIGNER : AU TABLEAU

1. « Ay ga kh ga samllay yep cam ha da ay el ga cabé. »
L'enseignant touche sous chaque mot et lit les mots.

DEMONSTRATION

1. « Wa ay goma. »
L'enseignant touche sous chaque mot et lit les mots.
2. « Bora kula, wa samllay cam da ay ga l cabé. »
L'enseignant touche sous chaque mot et lit tous les élèves les mots.

EXERCICE 1 : Tous les mots dans une ligne

1. « Braq kula el marta kang l ga samllay siml-simay cam mila ha da bora el ga cabé. »
2. « Ay ga na carak fa ma ha walh bora da a ma samllay fa kula kang ga fongy ra cabé, aqag ma ma cam. »
L'enseignant demande à un élève de venir au tableau.

REPETER l'étape 2 – tous les mots :

1. « [Da], cabé samllay kula, el cabé ma ma cam. »

EXERCICE 2 : Choisir un mot au tableau à lire

1. « Ay ga carak yep ce walh bora da l ma ha ga samllay 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. « [Name], cam. »
L'enseignant désigne une ligne de mots que l'élève doit lire.

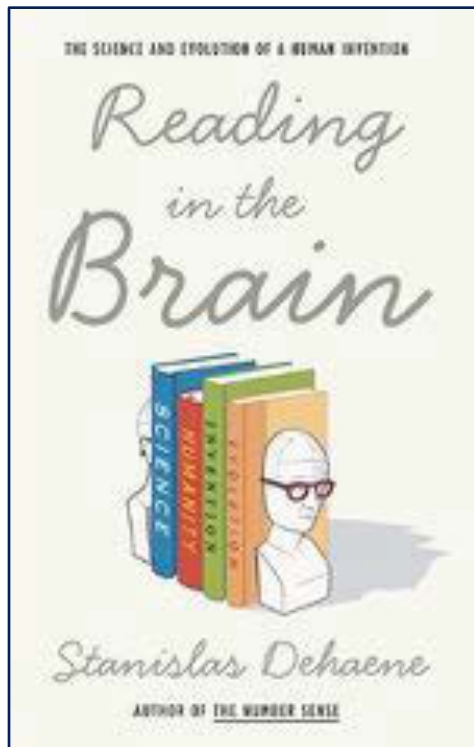


All Training Was Scripted, with Emphasis on Practicing Routines



- Consistent training from trainers to pedagogical advisors, to teachers
- Consistent training across regions
- 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 mieszkaasz?

 - 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

Tirey boŋ sanni — 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 sanni — 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. Deedey gonda sannize nda suura yaŋ.

Sannizey nda care game ra gonda batame. Suurey 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)



Letters and Sounds – First Lesson

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

Coway 16 – Hontumizay buzayey, orfu teyey

Care bande 1	Care bande 2	Care bande 3	Care bande 4	Care 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

Care bande 6	Care bande 7	Care bande 8	Care bande 9	Care 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 – 10th Lesson

Carey 20 – Hantumilzey tuzayey, orfu tejey

Care bande 1	Care bande 2	Care bande 3	Care bande 4	Care 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

Care bande 6	Care bande 7	Care bande 8	Care bande 9	Care 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 – Hantumilzey tuzayey, orfu debontay

Care bande 1	Care bande 2	Care bande 3	Care bande 4	Care 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

Care bande 6	Care bande 7	Care bande 8	Care bande 9	Care 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

★ Savvize moankoyey

1. su la ma ne no si na _____

2. me ra mo se ni so _____



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

Jarnde 4 – Meeme nden njanngon 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

Jarnde 4 – Kelme maanaaje den fuu

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 – Lesson 4

Practice reading words across the page.

Jarrnde 4 – Kelme maanaaje d'en 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 fijo 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 – Konngi

1. Ada defa. 2
2. Omo sewi. 2
3. Ada 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 wafa. 5
10. Kore iri didi Kadi filii nata. 6
11. Bedi didi Nafi siini faa wafa. 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.



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	nooyan	don
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- 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	nyawube	alkule

jelita	tolaaji	raneere
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Reading 3 Syllable Words – Lesson 130

Jarnde 17 – Meeme nden njarrngon kelme maanaaje

1.	da ra nde darande	ndii wa ndiwa	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 taande waamtaande	kel mee ndi kelmeendi	ndoo mi ndoomi
8.	ndi man ndiman	ndaa ro wa ndaarowa	yaam nde yaamnde

Jarnde 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 – Lesson 130

Jannde 17 – Konngi

1. Fulbe no ndura nder gese wuro. 6
2. Durooɓe no ndiwa bisaaji nder gese. 6
3. Foondu nduu no woodi leebi duudufi. 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

Jannde 17 – Konngi

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 durooɓe
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 – Lesson 130

Jarnde 17 – Tay'e birndannde

1. Bisaaji meeden nyaamii hudo e dumo, 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
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 ndiwa 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 – Tay'e birndannde

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 munyal 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 ndaara ko nyaamata. Ndesa nguure no tilsi to remoobe. Sabu idum wada ko be ndiwa rafo, se hanaa non fuu, be tampa. 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



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 words and gradually teaching longer words



The whole school sings the letter song



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Thank you



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