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EARLY GRADE READING ACTIVITY

MAZIKO A KUWERENGA

READING INTERVENTION PROGRAM

Training Manual

Module I

EFFECTIVE LITERACY TEACHING PRACTICES

July 2013

Contract No.: AID-612-C-13-00002

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Early Grade Reading Activity

Maziko a Kuwerenga

Reading Intervention Program

Training Manual

Module I

Effective Literacy Teaching Practices

Submitted by:

RTI International

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Disclaimer

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Acronyms

CPD	Continuous Professional Development
DTED	Department of Teacher Education and Development
EGRA	Early Grade Reading Assessment
MIE	Malawi Institute of Education
MoEST	Ministry of Education, Science and Technology
NPC	National Primary Curriculum
PEAs	Primary Education Advisors
PCAR	Primary Curriculum and Assessment Reform
USAID	United States Agency for International Development

Introduction

The Malawi Teacher Professional Development Support Program is a three-year USAID education project that aims to enhance the quality of primary education in Malawi. Malawi Teacher Professional Development Support provides technical assistance to the Ministry of Education, Science and Technology (MoEST) in implementing teacher education support and systems management as well as continuous professional development (CPD) programs. Malawi Teacher Professional Development Support targets teacher trainers, teachers, school administrators, and children nationwide with a special focus on improving literacy skills at the lower primary level.

To improve early grade literacy, Malawi Teacher Professional Development Support and MoEST are implementing an early grade reading intervention in seven districts that is geared toward the development of basic literacy skills and knowledge. The program provides training to teachers, head teachers, and Primary Education Advisors (PEAs) on how to effectively teach reading in the early grades in Chichewa. The program, known as Maziko a Kuwerenga (Foundations of Reading), introduces foundational skills that are essential in learning to read, such as letter knowledge, phonological awareness, syllable reading, word reading, and oral reading abilities as well as listening and reading comprehension.

The Maziko a Kuwerenga Training Module 1 has been designed in response to feedback received from practicing teachers and PEAs in the field. It consolidates and reinforces those essential early grade reading teaching practices—originally introduced in CPD Literacy Modules 1-4—that teachers find most challenging to implement. These include the teaching of basic skills such as phonological awareness, letter knowledge, and letter sound. The module also focuses on skills that will enable teachers to assess learners' performance in literacy using Early Grade Reading Assessment (EGRA)-like tools in the classroom.

Schedule of Teacher Training

Day 1

Time	Session
8:00–8:15	1. Registration, Welcome, and Introductions (15 Minutes)
8:15–8:45	2. Overview of the Maziko a Kuwerenga Module 3 (30 Minutes)
8:45–9:45	3. Introduction of Reading Intervention Materials (Nditha Kuwerenga & Teacher's Guide Term 1) 1 hour
9:45–10:00	Break (15 minutes)
10:00–12:00	4. Introduction of “The Big Five” Reading Skills (2 Hours)
12:00– 1:00	Lunch (1 hour)
1:00–2:15	5. Phonological Awareness and Alphabetic Principle (1 hour and 15 Minutes)
2:15–3:30	6. Practice with feedback: Phonological Awareness Routines (1 hour 15 Mins)
3:30–3:45	Break (15 Minutes)
3:45– 4:30:30	7. Identifying Challenges and Brainstorming Solutions (30 minutes)

Day 2

Time	Session
8:00–8:15	1. Welcome Back and Review of Day 1 (15 minutes)
8:15–9:45	2. Practice Feedback with: Alphabetic Principle Routines (1 hour 30 mins)
9:45–10:00	Break (15 minutes)
10:00–11.15	3. Fluency (1 hour and 15 minutes)
11:15–12:30	4. Vocabulary (1 hour and 15 minutes)
12:30 –1:30	Lunch (1 hour)
1:30–3:30	5. Practice Teaching Vocabulary (1 hour and 30 minutes)
3:00–3:15	Break (15 Minutes)
3:15–4:00	6. Review and Conclusion (45 minutes)

Day 3

Time	Session
8:00–8:15	1. Welcome Back and Review of Day 2 (15 minutes)
8:15–9:45	2. Comprehension (1 hour and 30 minutes)

9:45–10:00	Break (15 minutes)
10:00–11.15	3. Practice Teaching Comprehension Lesson (1 hour and 15 minutes)
11:15–12:30	4. Pacing (1 hour and 15 minutes)
12:30 –1:30	Lunch (1 hour)
1:30–3.00	5. Practice Lesson Pacing (1 hour and 30 minutes)
3:00–3:15	Break (15 Minutes)
3:15–4:00	6. Review and Question and Answer Conclusion (45 minutes)

Day 4

Time	Session
8:00–8:15	1. Welcome Back and Review of Day 3 (15 minutes)
8:15–10:15	2. Continuous Assessment (2 hours)
10:15–10:30	Break (15 minutes)
10:30–12:30	3. Individual Assessment (2 hours)
12:30 –1:30	Lunch (1 hour)
1:30–3.00	4. Individual Assessment Practice (1 hour and 30 minutes)
3:00–3:15	Break (15 Minutes)
3:45–4:00	5. Preparation for Practicum Teaching (45 minutes)

Day 5

Time	Session
8:00–8:15	1. Welcome Back and Review of Day 4 (15 minutes)
8:15–8:30	2. Preparation for Practicum (30 minutes)
8:30–10:00	3. Practicum with Std 2 & 3 Learners (1 hour and 30 minutes)
10:00–10:15	Break (15 minutes)
10:15–11.30	4. Demonstration Lessons (1 hour and 15 minutes)
11:30–12:15	5. Feedback Session (15 minutes)
12:15- 12:30	6. Evaluation (15 minutes)
12:30 –1:30	Lunch (1 hour)
1:30–2:00	7. Action Planning for Implementation (30 minutes)
2:00–2:15	8. Closure (15 minutes)

Day 1

1. Registration, Welcome, and Introductions (15 Minutes)

Welcome to this Effective Literacy Teaching Practices Workshop. This is the third module in the Maziko a Kuwerenga (Foundations of Reading) Reading Intervention Program. Please introduce yourself to the other participants. When you introduce yourself you will also be asked to complete the following sentence.

“Learning to read is important because”

To ensure that all participants benefit from the workshop, please turn off or silence mobile phones, be punctual, respect all opinions expressed and questions, and participate in all activities. You may wish to agree on other ground rules for the workshop with the participants.

Please also ensure that you have signed the workshop attendance register.

Learning should always be a joyful experience, so we will start today’s training session with a song.

A iwe A, A iwe

A iwe A , A iwe

Takumana pano pa sukulu A iwe A

N iwe N, N iwe N

Takumana pano pa sukulu N iwe N

2. Overview of Maziko a Kuwerenga Module 3 (30 Minutes)

Overview of the Reading Intervention Module 3 (10 Minutes)

Improving the poor level of performance of early grade learners in reading remains a key objective of the Ministry of Education, Science and Technology.

This is the third module in the Maziko a Kuwerenga (Foundations of Reading) literacy intervention and it builds directly upon the previous two modules. This two-day training program has been designed in response to feedback received from practicing teachers and PEAs in the field. It seeks to consolidate and reinforce those essential early grade reading teaching practices that teachers are finding most challenging to implement. These include the teaching of basic skills such as phonological awareness, letter knowledge, and letter sound. The module also focuses on skills that will enable teachers to assess learners' performance in literacy using Early Grade Reading Assessment (EGRA)-like tools in the classroom.

This Training Manual contains all the materials you will need for the workshop. Please take a little time to familiarize yourself with its content.

Review of the Agenda (10 Minutes)

Open the training manual to the previous page with the workshop agenda. During the next two days, this workshop will focus on the development of effective instructional practices and the teaching of reading routines. Module 1 will review and extend the practice of skills learned in CPD Literacy Modules 1-4.

Learning Objectives (10 Minutes)

The specific **learning objectives** of this workshop are the following:

- **Knowledge:**
 - Teachers (i.e., participants) are able to define each of the “Big Five” reading skills and identify examples.
 - Teachers are able to explain how to assess learners' reading skills using EGRA-like instruments.
- **Application:**
 - Teachers are able to correctly implement teaching routines for the Big Five reading skills.
 - Teachers are able to correctly pace a lesson.
 - Teachers are able to make effective use of a range of EGRA-like instruments to assess learners.

3. Introduction of the Reading Intervention Materials (1 hour)

The early grade reading intervention is geared towards improving the reading skills among learners in the early grades and to achieve that teachers in the early grades need to be equipped with knowledge and skills on how to teach learners to read and write right from Standard 1. The EGRA project has developed materials to support the teaching of reading in Chichewa. These include *Maziko a Kuwerenga* (Foundations of Reading) Teacher's Guide for Term 1 to Term 3. These teacher's guides contain 18 units of scripted lesson plans that outline skills that teachers should use to teach reading in Std 1. Each unit consists of 5 lessons that are taught 1 hour per day, that is, from Monday to Friday. This hour of teaching and learning is meant for increasing time and task and practising skills in reading Chichewa. Although the lesson is one hour depending on the understanding of the learners and performance, the lesson can be taught in two days so that learners acquire skills being taught and apply them in reading. *Nditha Kuwerenga* reader which is meant for Std 1 learners is made in such a way that concept or skills are introduced in a chronological order of difficulty, that is, from known to unknown. It prepares learners to be able to read independently as it follows a phonics approach to teaching reading.

4. Introduction of the Big Five Reading Skills (2 Hours)

Components of Reading (20 Minutes)

There are five main components of reading. Learners must learn all of these skills to become strong readers. You have been teaching these skills through the *Maziko a Kuwerenga* program; however, it is important to remember the difference between them and know how to teach each one.

Activity: Matching Exercise

Match the number of the skill in the first column with the letter of the correct example in the second column. Work in pairs if necessary.

Name of Skill	Example
1. Phonological Awareness	A. Being able to answer questions about the text that has been read.
2. Alphabetic Principle	B. Being able to say the correct definition of a word.
3. Fluency	C. Being able to say the sounds in a word like <i>ani</i> ; /a/ /n/ /i/, and being able to manipulate the sounds in words (for example, knowing <i>ana</i> , <i>ani</i> , and <i>aka</i> all have the same first sound).
4. Vocabulary	D. Being able to identify common words rapidly, or being able to read sentences quickly, accurately, and with expression.
5. Comprehension	E. Being able to hear the sound "k" and write the letter "k" on the ground, or being able to read a new word by sounding it out.

Compare your answers with those given in Annex 1 (page 34).

Now we will review your answers together. The facilitator will ask you to volunteer answers and make sure the definitions below are reviewed and understood.

Phonological Awareness is the ability to hear, identify, and manipulate sounds in spoken words (in the absence of text).

Alphabetic Principle is the ability to associate sounds with letters and to use those sounds to read and spell words.

Fluency is the ability to read or recognize letter sounds and words quickly and accurately (automatically).

Vocabulary is knowledge of the meaning of words in a language.

Comprehension is the ability to make meaning from words on the page (i.e., understanding what you read).

Activity: Name a Routine (1 hour)

Think about the teaching routines or activities that you know and how they fit into these categories. The facilitator will call out one of the five competencies, and you will describe a routine that focuses on that particular skill. The facilitator will then model the following examples of such routines for the group.

Phonological Awareness

Kuzindikira Malembo (letter sound recognition): Lero tiphunzira liwu la lembo latsopano. Poyamba titchula liwu la lembo. Kenaka, ndidzanena mawu amodzi pa nthawi ndipo mudzandiuza ngati mawuwo akuyamba ndi liwu lomwe ndatchula. Ngati mawuwo akuyamba ndi liwu limenelo muloze chala m’mwamba. Ngati mawuwo sakuyamba ndi liwu limeneli muloze chala pansi.

<p>Mphunzitsi Liwu la lembo ili ndi /n/ Mawu oyamba ndi, nama. Mawuwa akuyamba ndi /n/ choncho ndiloza chala m’mwamba. Mawu achiwiri ndi, ana. Mawuwa sakuyamba ndi /n/ choncho ndiloza chala pansi.</p>	<p>Mphunzitsi + Ophunzira Tiyeni titchule liwu la lembo limodzi. Liwu la lemboli ndi, /n/ <i>Ophunzira nenani kuti /n/.</i> Tsopano nditchula mawu. Ngati akuyamba ndi /n/ muloze chala m’mwamba ndipo ngati sakuyamba ndi /n/ muloze chala pansi. Mawu oyamba ndi, nenana. <i>Mphunzitsi ndi ophunzira aloza chala moyenera.</i> Pitirizani ndi zitsanzo zina za mawu monga: [ima, nena]</p>	<p>Ophunzira Tsopano mutchula liwu la lembo. Liwu la lemboli ndi, /n/. <i>Ophunzira atchula liwulo.</i> Tsopano nditchula mawu. Ngati akuyamba ndi /n/ muloze chala m’mwamba ndipo ngati sakuyamba ndi /n/ muloze chala pansi. Mawu oyamba ndi, aka. <i>Ophunzira aloza chala moyenera.</i> Pitirizani ndi zitsanzo zina za mawu monga [nama, nena]</p>
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Ref. Maziko a Kuwerenga Teacher’s Guide for Term 1, Mutu 1 Phunziro 4, page 12.

Alphabetic Principle

Liwu la Lembo (letter identification): Tsopano tipeza ndi kutchula liwu loyamba m'mawu. Poyamba, ndinena mawu kenaka muganizire liwu loyamba lomwe likupezeka m'mawuwo. Ndikanena kuti, Liwu loyamba" inu munene liwu loyamba m'mawuwo.

Mphunzitsi Mawuwo ndi kana . Ndipeza liwu loyamba kenaka nditchula liwu loyambalo. Mawu oyamba ndi, kama . Mawuwa akuyamba ndi /k/ ndipo ndinena kuti /k/.	Mphunzitsi + Ophunzira Tiyeni tichitire limodzi. Mawuwo ndi kana . Liwu loyamba ndi /k/ <i>Mphunzitsi ndi ophunzira anena /k/.</i> Pitirizani ndi zitsanzo zina za mawu monga [kama, ika]	Ophunzira Tsopano ndinena mawu ndipo inu mutchule liwu loyamba la mawuwo. Mawu oyamba, kama . <i>Ophunzira atchula liwulo.</i> Pitirizani ndi zitsanzo zina za mawu monga [kana, ika, ana]
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Ref. Maziko a Kuwerenga Teacher's Guide for Term 1, Mutu 2 Phunziro 3, page 26.

Fluency (Word Reading)

Kuwerenga Mawu: Tiyeni tiwerenge mawu m'mabuku. Werengani gawo la chizindikiro cha mtengo pa tsamba **18**. Pafupi ndi chithunzi cha mtengo mmunsi mwake muli mawu. Lozani chala chanu kusi kwa mawu oyamba, **moto**. Werengani mawuwa pamodzi ndi ine. Mphunzitsi awerenga pang'onopang'ono. nyika. Tsopano werengani mawu mokweza kuti ndithe kumva bwino. Mumvetsere pamene ophunzira akuwerenga mawu ena. Ophunzira awerenge mawu omwe aphunzira kale monga **moto, dana, kuda, doda, adona, doko, dala** ndi ena atsopano monga manga, manda, ndime, ndodo, ndani, ndolo.

Ref. Maziko a Kuwerenga Teacher's Guide for Term 1, Mutu 5 Phunziro 4, page 89.

Vocabulary

Lero ndikuwerengerani nkhani. Tisanawerenge, tiphunzira matanthauzo a mawu ena omwe ali mu nkhanayi ndi kukamba za momwe nkhani ingakhalire. Kenaka, ndidzakuwerengerani nkhani ndipo tidzayankha mafunso pamodzi.

Mawu atsopano: Mawu oyamba kuwamva ndi oti: '**gombeza**'. Nenani kuti '**gombeza**' (Ophunzira anena kuti '**gombeza**'). Kwezani dzanja lanu pamene mwamva mawu oti **gombeza**. Ophunzira akweza manja). Kwezani dzanja ngati mukudziwa tanthauzo la mawu oti **gombeza**. (Ophunzira akweza manja). Ngati ophunzira opyola theka akweza manja auzeni omwe akweza manja kuti atembenukire kwa oyandikana nawo omwe sakudziwa tanthauzo la mawuwo ndikuwauza anzawo . Ngati ochepa akweza manja auzeni tanthauzo la mawuwo. Tanthauzo la mawu oti '**gombeza**' ndi bulangete. Gwiritsani ntchito mawu oti '**gombeza**' muchiganizo chomwe chikupereka tanthauzo la mawuwo.

Ref. Maziko a Kuwerenga Teacher's Guide for Term 1, Mutu 4 Phunziro 1, page 58.

Comprehension

Zomwe nkhanayi ikukamba (what the story is all about):

Werengani nkhani: Tsopano tiwerenga nkhani. Tisanawerenge nkhanayi tiyeni tikambirane zomwe nkhanayi ikukamba. Mutu wa nkhanayi ndi Mchitidwe wa Nkhanza. Kodi chomwe mukudziwa pankhanayi ndi chiyani? Ndiganiza nkhanayi ikukamba za.....ndi chinthu china chiti chomwe nkhanayi ikukamba? (itanani ophunzira awiri kapena atatu kuti apereke maganizo awo ndipo lembani maganizowa pa bolodi)

Tsopano tiyeni tiwerenge nkhanayi. Pamene ndikuwerenga mvetserani maganizo anu aja ngati ali olondola. Muyenera kumvetsera mawu atsopano omwe taphunzira ndipo kwezani dzanja lanu pamene mwamva amodzi mwa mawuwo.

Mchitidwe wa Nkhanza

Kalekale panali ana awiri. Makolo awo onse anamwalira. Makolowo adawasiyira katundu wochepea ndi **gombeza** limodzi. Mwana wamkuluyo adakhazikitsa malamulo a mafundidwe a gombezalo. Iye adalamula kuti aliyense azikhala ndi nthawi yake yofunda gombezalo. Iye azifunda usiku ndipo mng'ono wake azifunda masana. Izi zidamuwawa mng'ono wakeyo chifukwa masana siyinali nthawi yoti munthu agone ndi kufunda gombeza. Tsiku lina kudazizira kwambiri ndipo mng'ono wakeyo adaganiza zomupatsa phunziro mkulu wakeyo kuti amachitazo zinali **nkhanza**. Iye adaliviika gombezalo m'madzi. Nthawi ya madzulo wamkuluyo aTsikuitanitsa gombeza lija kuti afunde. Iye adadzidzimuka ataona kuti gombezalo lidali **lonyowa**. Mng'ono wakeyo adafotokoza kuti adaliviika gombezalo masana pa nthawi yake yofunda. Wamkuluyo adazindikira kulakwa kwake ndipo anamupepesa mng'ono wakeyo.

Pakutha pakuwerenga nkhani: Tsopano tawerenga nkhani, tsopano tiyeni tiunike maganizo amene tinapereka pa nkhanayi. Tinagwirizana kuti nkhanayi ikukamba za..... Ndikuganiza kuti nkhanayi imakamba za.... Ngati mukugwirizana nazo kwezani chala m'mwamba. Perekani yankho kapena funsani chifukwa chomwe ena sakugwirizana nazo). Izi zikusonyeza kuti maganizo athu aja anali olondola kapena ayi.

Ref. Maziko a Kuwerenga Teacher's Guide for Term 1, Mutu 4 Phunziro 1, page 58.

Activity: Practicing Chichewa Letter Sounds (40 Minutes)

Learning sounds is important for learners so that they can sound out words correctly. Before moving on to the Phonological Awareness part of the training, let's practice Chichewa sounds.

There are 24 letters in the Chichewa alphabet. This is the order in which learners learn them in the Maziko a Kuwerenga program.

Letters on the board:

a, n, i, k, u, m, e, t, o, d, l, z, w, s, p, y, b, h, g, r, ch, f, j, v

Remember, a letter sound should include only one sound; the sound for B is /b/ not /ba/. It is important not to add on a vowel sound to the consonant sound when modeling sounds.

First look at each letter in this order, then repeat the letter sound after the facilitator.

Next, as the facilitator points to a letter, in random order, give the correct sound along with the other participants.

The facilitator will provide corrective feedback if sounds are produced incorrectly.

The facilitator may also illustrate ways to engage every learner in the classroom by calling on different participants to respond to a question (e.g., members of a particular group, gender, row, those wearing a particular color).

Lunch (1 Hour)

5. Phonological Awareness and Alphabetic Principle (1 Hour and 15 Minutes)

Phonological Awareness (30 Minutes)

Phonological awareness is the general ability to discriminate the sounds of a language and the awareness that words can be broken up into sounds. The awareness of sounds of a language is one of the earliest skill sets that learners can master. They need to know that words are made up of sounds so they can sound out, or decode, new words.

Definition: **the ability to hear, identify, and manipulate sounds in spoken words**

- Understanding Phonological Awareness allows a learner to (a) separate words into sounds, (b) blend sounds into words, or (c) manipulate sounds by adding or subtracting them from a word.
- Phonological Awareness is a completely oral skill that should be taught and practiced WITHOUT the use of text.

Importance to Reading:

- Learners need to understand that words can be broken apart into sounds. The next step is to learn the letter so that they are able to map the sounds to letters and acquire the alphabetic principle.
- Segmentation (separating words into sounds) and blending (putting the sounds together to make words) are skills that are foundational for reading success.

Activity

The facilitator will model each of the following five phonological awareness routines, with the workshop participants acting as learners.

After each routine, the facilitator will ask you to:

1. Identify which of the following five phonological awareness skills are being taught in each routine
 - Sound recognition
 - Sound identification
 - Sound comparison
 - Blending sounds to form words
 - Separating words into sounds

Refer to Annex 1 (page 34) for a list of the correct answers.

2. Explain in your own words what the learners should be able to demonstrate after mastering these skills.

Routine 1

Kulumikiza Maliwu Lero tichita masewero opeka mawu. Ndidzatchula maliwu a mawu ndipo inu mudzandiuza mawuwu. Poyamba, ndidzatchula mawu pogwiritsa ntchito maliwu ake, Kenaka mudzalumikiza maliuwu. Ndipo ndikanena kuti “Kodi ndi mawu ati omwe ndatchula?” inu mutchule mawuwu.

<p>Mphunzitsi Maliwu ndi /k/ /a/ /n/ /a/. Ndilumikiza maliwu kenaka ndipanga mawu oti kana. Maliwu ndi, /i/ /n/ /a/. Ganizirani mawu amenewa. <i>Ophunzira aganizira mawu. Mphunzitsi anena kuti ina.</i></p>	<p>Mphunzitsi + Ophunzira Tiyeni tichitire limodzi Maliwu ndi /i/ /k/ /a /. Ganizirani mawu amenewa. <i>Mphunzitsi ndi ophunzira nenani ika pamodzi. Pitirizani ndi zitsanzo izi [a/n/a, ana; k/a/m/a, kama]</i></p>	<p>Ophunzira Tsopano ndinena mawu potchula maliwu ndipo mudzanena mawuwu. Maliwu ndi /a/ /k/ /a/. Ganizirani mawuwa. <i>Ophunzira anena mawu oti aka. Pitirizani ndi zitsanzo izi [a/n/a, ana; k/a/n/a, kana]</i></p>
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Ref. Maziko a Kuwerenga Teacher’s Guide Term 1, Mutu 2 Phunziro 5, page 34

Routine 2

Kulekanitsa Maliwu Tsopano tigawa mawu kukhala maliwu. Poyamba, ndidzanena mawu ndipo inu mudzatchula maliwu onse a mawu.

<p>Mphunzitsi Mawu ndi kana. Ndinena maliwu onse monga /k/ /a/ /n/ /a/.</p>	<p>Mphunzitsi + Ophunzira Tiyeni tichitire limodzi Mawu ndi ina. <i>Mphunzitsi ndi ophunzira anena /i/ /n //a/. Pitirizani ndi zitsanzo izi [kama, k/a/m/a; aka, a/k/a]</i></p>	<p>Ophunzira Tsopano ndi ndinena mawu ndipo inu mudzanena maliwu ake. Mawu oyamba ndi ana. <i>Ophunzira atchula /a/ /n/ /a/. Pitirizani ndi zitsanzo izi [ika, i/k/a; kana, k/a/n/a]</i></p>
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Ref. Maziko a Kuwerenga Teacher’s Guide Term 1, Mutu 2 Phunziro 5, page 34

Routine 3

Kusiyanita Maliwu: Lero timvetsera maliwu a mawu. Ndidzatchula mawu awiri. Ngati mawuwa akuyamba ndi maliwu ofanana muloze chala m'mwamba. Ngati akuyamba ndi maliwu osiyana muloze chala pansi.

<p>Mphunzitsi Mawu awiri oyamba ndi, uku_una. Mawu awiriwa akuyamba ndi liwu la /u/ choncho ndiloza chala m'mwamba. Mawu ena awiri ndi: ana_uka. Mawu awiri amenewa sakuyamba ndi liwu lofanana choncho ndiloza chala pansi.</p>	<p>Mphunzitsi + Ophunzira Tiyeni tichitire limodzi. Mawu awiri oyamba ndi : inu_kana. <i>Ophunzira ayankha poloza chala pansi.</i> Pitirizani ndi zitsanzo zina za mawu monga:[una_uka; ukani_nama].</p>	<p>Ophunzira <i>Tsopano nditchula mawu awiri. Ngati mawuwa akuyamba ndi maliwu ofanana muloze chala m'mwamba. Ngati akuyamba ndi maliwu osiyana muloze chala pansi.</i> Mawu awiri ndi una_uka <i>Ophunzira ayankha poloza ndi chala.</i> Pitirizani ndi zitsanzo zina za mawu monga: [una_inu; nama_uku]</p>
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Ref. Maziko a Kuwerenga Teacher's Guide Term 1, Mutu 3 Phunziro 2, page 40

Routine 4

Kuzindikira liwu la lembo: Lero tiphunzira liwu la lembo latsopano. Poyamba nditchula liwu la lembo. Kenaka, ndinena mawu amodzi pa nthawi ndipo mundiuza ngati mawuwo akuyamba ndi liwu lomwe ndatchula. Ngati mawuwo akuyamba ndi liwu limenelo muloze chala m'mwamba. Ngati mawuwo sakuyamba ndi liwu limeneli muloze chala pansi.

<p>Mphunzitsi Liwu la lembo ili ndi /u/ Mawu oyamba ndi, ukani. Mawuwa akuyamba ndi /u/ choncho ndiloza chala m'mwamba. Mawu achiwiri ndi, kana. Mawuwa sakuyamba ndi /u/ choncho ndiloza chala pansi.</p>	<p>Mphunzitsi + Ophunzira Tiyeni titchule liwu la lembo limodzi. Liwu la lemboli ndi, /u/ <i>Ophunzira nenani kuti /u/</i> Tsopano nditchula mawu. Ngati akuyamba ndi /u/ muloze chala m'mwamba ndipo ngati sakuyamba ndi /u/ muloze chala pansi. Mawu oyamba ndi, anu. <i>Mphunzitsi ndi ophunzira aloza chala moyenera.</i> Pitirizani ndi zitsanzo zina za mawu monga: [ina, ukani]</p>	<p>Ophunzira Tsopano mutchula liwu la lembo. Liwu la lemboli ndi, /u/ <i>Ophunzira atchula liwulo.</i> Tsopano nditchula mawu. Ngati akuyamba ndi /u/ muloze chala m'mwamba ndipo ngati sakuyamba ndi /u/ muloze chala pansi. Mawu oyamba ndi ulku. <i>Ophunzira aloza chala moyenera.</i> Pitirizani ndi zitsanzo zina za mawu monga [uka, anu]</p>
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Ref. Maziko a Kuwerenga Teacher's Guide Term 1, Mutu 3 Phunziro 1, page 39

Routine 5

Kupeza Liwu la Lembo: Tsopano tipeza ndi kutchula liwu loyamba m'mawu. Poyamba, ndinena mawu kenaka muganizire liwu loyamba lomwe likupezeka. Ndikanena kuti, Liwu loyamba" inu munene liwu loyamba m'mawuwo.

Mphunzitsi Mawuwa ndi onani . Ndipeza liwu loyamba kenaka nditchula liwu loyambalo. Mawu oyamba ndi, onani . Mawuwa akuyamba ndi /o/ ndipo ndinena kuti /o/ .	Mphunzitsi + Ophunzira Tiyeni tichitire limodzi. Mawuwo ndi kana . Liwu loyamba ndi /k/ <i>Mphunzitsi ndi ophunzira /k/.</i> Pitirizani ndi zitsanzo zina za mawu monga [mame, ona]	Ophunzira Tsopano ndinena mawu ndipo inu mutchule liwu loyamba la mawuwo. Mawu oyamba ndi moto . <i>Ophunzira atchula liwulo.</i> Pitirizani ndi zitsanzo zina za mawu monga [onani, kena, mame, osati]
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Ref. Maziko a Kuwerenga Teacher's Guide Term 1, Mutu 5 Phunziro 1, page 75

Alphabetic Principle (Phonics) (30 Minutes)

Alphabetic Principle encompasses several different skills. The main concept is that letters are the visual symbols of sounds, and they are used to write words. Teaching about the alphabetic principle should focus on symbol recognition, identification of syllables (combinations of letters), and blending letters or syllables to make words. Activities include orally identifying letter sounds or letter names; orally blending syllables, word parts, or letters to make words; and listening to and writing letter names or words.

Definition: the ability to associate sounds with letters and to use those sounds to read and spell words

Importance to Reading:

- Alphabetic Principle provides the foundation for later reading and spelling skills.
- Alphabetic Principle gives learners a means for decoding, reading, and spelling unknown words.
- Learners need to learn how to segment and blend letter-sounds and apply that knowledge to read and spell words.

Activity

The facilitator will model each of the following five alphabetic principle teaching routines, with the workshop participants acting as learners.

After each routine the facilitator will ask you to:

1. Identify which of the following five alphabetic principle skills are being taught in each routine
 - Recognizing and naming letters
 - Identifying letter sounds

- Syllable blending (blending letters to make syllables)
- Sound spelling
- Word blending (blending letters or syllables to make words)

Refer to Annex 1 (page 34) for the correct answers.

2. Explain in your own words what the learners should be able to demonstrate after mastering these skills.

Routine 1

Kuphunzitsa lembo la tsopano Dzulo tinaphunzira lembo la “I” wang’ono. Lero tiphunzira lembo la “L” wamkulu. Ndikuonetsani lembo ndipo inu mundiuza dzina la lemboli. Lembani L pa bolodi. Lozani lemboli ndi kunena kuti ‘Lembo ili ndi L’. Tiyeni titchulire limodzi. Lembo ili ndi L (Mphunzitsi ndi ophunzira anena kuti L). Tsopano yeserani nokha. Lembo ili ndi L (Ophunzira anena kuti L). Tsopano onani m’abuku anu patsamba **20**. Kodi mukuona lembo la L pambali pa chithunzi cha hatchi?

Ref. Maziko a Kuwerenga Teacher’s Guide for Term 1, Mutu 6 Phunziro 2, page 100

Routine 2

Kulemba Maphatikizo Tsopano tiphunzira kugwiritsa ntchito maliwu omwe taphunzira kale polemba maphatikizo. Tidzatchula liwu lililonse pamene tikulemba lembo lomwe likuimilira liwulo. Ndipo ndidzatchula phatikizo ndipo inu mudzanena phatikizolo ndi liwu lililonse pamene mukulemba phatikizolo.

<p>Mphunzitsi Phatikizo ndi /ta/. ndidzatchula liwu pamene ndikulemba phatikizo la /t/ /a/ /ta/.</p>	<p>Mphunzitsi+ Ophunzira Tsopano tichitira limodzi. Kumbukirani kutchula liwu la lembo lililonse pamene ndikulilemba <i>Nenani ti. Mphunzitsi ndi ophunzira anena pamene mphunzitsi akulemba /t/ /i/. Pitorizani ndi zitsanzo monga [tu, te, to]</i></p>	<p>Ophunzira Tsopano yeserani nokha. tu. <i>Ophunzira alemba m’makope mwawo.</i> <i>Kenaka nenani kuti, onani phatikizo langa ndipo phatikizo lanu liwoneke ngati ili.</i> Pitorizani ndi zitsanzo izi [ta, ti, tu, te, to]</p>
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Ref. Maziko a Kuwerenga Teacher’s Guide for Term 1, Mutu 4 Phunziro 3, page 62

Routine 3

Kuwerenga Mawu: Tsopano tiphunzira kuwerenga mawu pogwiritsa ntchito maphatikizo omwe taphunzira kale powerenga mawu. Ndidzatchula phatikizo lililonse palokha kenaka mudzawerenga mawu ake. Ndidzaloka chala changa kuni kwa phatikizo lililonse ndipo mudzawerenga phatikizolo. Mukatha kuwerenga maphatikizolo onse, ndidzayendetsa chala changa kwa mawu ndipo mudzawerenga mawu onsewo.

<p>Mphunzitsi Ndiika chala changa kungsi kwa phatikizo loyamba la mawu omwe ali pa bolodi ndi kunena kuti,</p> <p>Yang'anani kuno. /a/ /ku/ /ma/ /na/ [akumana]</p> <p>Ndiyendetsa chala kungsi kwa mawu ndi kunena mawu oti [akumana].</p>	<p>Mphunzitsi + Ophunzira Tsopano tichitira limodzi. Kumbukirani kutchula liwu la lembo lililonse pamene ndi kuliloza</p> <p><i>Mphunzitsi aloza phatikizo lililonse la mawu pa bolodi.</i></p> <p><i>Mphunzitsi ndi ophunzira awerenga mawu oti /ka/ /ne/ /ma/ [kanema].</i> Pitirizani ndi chitsanzo china monga /a/ /ku/ /ma/ /na/ [akumana]; /a/ /ta/ /te/, [atate]; /mke/ /ka/, [mkeka]</p>	<p>Ophunzira Tsopano yeserani panokha. Pitirizani ndi zitsanzo izi [ka/ /ne/ /ma/, /a/ /ku/ /ma/ /na/]</p>
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Ref. Maziko a Kuwerenga Teacher's Guide for Term 1, Mutu 4 Phunziro 3, page 66

Routine 4

Liwu la Lembo Tsopano tipeza ndi kutchula liwu loyamba m'mawu. Poyamba, ndinena mawu kenaka muganizire liwu loyamba lomwe likupezeka. Ndikanena kuti, Liwu loyamba" inu munene liwu loyamba m'mawuwo.

<p>Mphunzitsi Mawuwa ndi zala Ndipeza liwu loyamba kenaka nditchula liwulo</p> <p>Mawu oyamba ndi, zala. Mawuwa akuyamba ndi /z/ ndipo ndinena kuti /z/.</p>	<p>Mphunzitsi + Ophunzira Tiyeni tichitire limodzi. Mawuwo ndi meza Liwu loyamba ndi /m/</p> <p><i>Mphunzitsi ndi ophunzira /m/.</i></p> <p>Pitirizani ndi zitsanzo zina za mawu monga [manda, doko, zanga]</p>	<p>Ophunzira Tsopano ndinena mawu ndipo inu mutchule liwu loyamba la mawuwo.</p> <p>Mawu oyamba ndi zina</p> <p><i>Ophunzira atchula liwulo.</i></p> <p>Pitirizani ndi zitsanzo zina za mawu monga [zula, leka]</p>
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Ref. Maziko a Kuwerenga Teacher's Guide for Term 1, Mutu 6 Phunziro 3, page 103

Routine 5

Matchuliro a lembo. Dzulo tinaphunzira lembo la "e" wamng'ono. Tsopano tiphunzira kulemba lembo la 'E' wamkulu. Onetsetsani pamene ndikulemba 'E' wamkulu. Tiyeni tichitire limodzi. (Mphunzitsi ndi ophunzira alemba 'E' m'malere). Tsopano chitani nokha. Ophunzira alemba 'E' m'malere). Tsopano lembani pansi (Ophunzira alemba 'E' pansi). Uzani ophunzira kuti alembe 'E' m'makope mwawo. Kodi mukuona lembo la 'E' pambali pa chithunzi cha Envelopu pa tsamba 10 la buku lanu?

Ref. Maziko a Kuwerenga Teacher's Guide for Term 1, Mutu 4 Phunziro 2, page 57

Summary (15 Minutes)

Name some similarities and differences between phonological awareness and alphabetic principle.

Similarities:

- They use similar skills, like blending and segmenting, or recognition and identification.
- They both include sounds.

Differences:

- The main difference is that phonological awareness does not use any printed material. Learners' ability to "play with" or manipulate sounds helps them become aware of how this functions in a word. Phonological awareness helps prepare learners to understand how spoken words relate to printed words. It can also help learners think about how to spell a new word without looking at a book.

6. Practice with Feedback: Phonological Awareness Routines (1 Hour and 15 Minutes)

In this session, we will practice the implementation of phonological awareness routines and receive feedback. Remember the purpose of this workshop is to develop one another's teaching skills, so comments should be made and received in a constructive manner.

Activity: Practice and Feedback (1 Hour)

- The facilitator will assist you to break into groups of about five teachers. Try to ensure that the groups are of mixed gender and school.
- Each group member will take turns to play the role of the teacher for one of the five phonological awareness routines from the previous session. The other group members will act as learners. The facilitator will circulate between groups, providing feedback and support.
- Divide the five routines between the members of the group and allow members five minutes to prepare their routine before starting. When delivering the routines, be careful how you manage the time.
- At the end of each routine, discuss how delivery of the routine can be improved and made as effective as possible in a large class. No more than 10 minutes should be allowed for both delivery and discussion of each routine before moving on to the next one.

Plenary Discussion (15 Minutes)

For the last 15 minutes of this session, the facilitator will lead a discussion aimed at identifying and summarizing key points and providing advice on the effective delivery of phonological awareness routines. You should be ready to share at least one comment for each of the following questions:

- How do you ensure that all learners have enough opportunity to practice the skill?
- How do you assess the learners' mastery of the skill?
- How do you make the routine engaging and enjoyable for learners?

Remember: Do not use any textbooks or printed material when delivering phonological awareness routines.

Break (15 minutes)

7. Identifying Challenges and Brainstorming Solutions (1 Hour)

This training workshop is designed for teachers who have already completed CPD Literacy Modules 1-4.

This one-hour session will do the following:

- Provide a forum for teachers to brainstorm the challenges that they have faced in implementing the interventions.
- Engage teachers to develop and implement solutions to these challenges.

Activity

- In plenary, spend five minutes brainstorming a list of the challenges that you face in implementing the literacy intervention. Focus on those challenges that have the biggest negative impact on learner performance. The facilitator will write the challenges down on the board or chart paper, until all challenges are exhausted.
- Discuss each challenge in turn, starting with the challenges that participants feel are most important:
 - Why does this challenge have a negative impact on teaching and learning?
 - What can be done at the school level to alleviate this problem?
 - What action points can be adopted by the group and who are the persons responsible for taking action when you return to your school?
 - Can other members of the group provide examples of successful strategies they have used to deal with each challenge?
- Discuss which of following six elements of the Maziko a Kuwerenga intervention presents the greatest challenges in implementation. How can implementation of each element be improved on a local level?
 - CPD training on early grade teaching methods
 - Implementing the structured lesson plans contained in the teacher's guides
 - Use of the Nditha Kuwerenga reader
 - Mobilizing parental support for reading
 - Providing coaching and school-based support to teachers as they try to implement new methods
 - Increasing instructional time for literacy in the early grades

End of Day 1

Day 2

1. Welcome Back and Review of Day 1 (15 Minutes)

Welcome back to Day 2 of this Effective Literacy Teaching Practices workshop.

You will begin by reviewing the definitions of the Big Five Reading Skills: Phonological Awareness, Alphabetic Principle, Fluency, Vocabulary, and Comprehension.

Activity

The facilitator will ask the following:

1. Which of the Big Five skills is the ability to read or recognize letter sounds and words quickly and accurately (automatically)?
2. Which of the Big Five skills is the ability to make meaning from words on the page, understanding what you read?
3. Which of the Big Five skills is the ability to associate sounds with letters and to use those sounds to read and spell words?
4. Which of the Big Five skills is the ability to hear, identify, and manipulate sounds in spoken words (in the absence of text)?
5. Which of the Big Five skills is knowledge of the meaning of words in a language?

Refer to Annex 1 (page 34) for the correct answers.

Discuss why each of these skills is important in learning how to read.

Ensure that you are able to distinguish between the meaning of Phonological Awareness and Alphabetic Principle.

2. Practice with Feedback: Alphabetic Principle Routines (1 Hour and 30 Minutes)

In this session, we will practice the implementation of alphabetic principle routines and receive feedback. Again, remember that comments should be made and received in a constructive manner.

Activity: Practice and Feedback (1 Hour)

- The facilitator will assist you to form new groups of about five teachers.
- Again, each group member will take it in turns to play the role of the teacher for one of the five alphabetic principle routines from the previous activity. The other group members will act as learners. The facilitators will circulate between groups, providing feedback and support.
- Divide up the five routines between the members of the group and allow members five minutes to prepare their routine before starting. This may involve preparing flashcards or other simple resources. When delivering the routines, be careful how you manage the time.

- At the end of each routine, discuss how delivery of the routine can be improved and made as effective as possible, especially in a large class. No more than 10 minutes should be allowed for both delivery and discussion of each routine before moving on to the next one.

Plenary Discussion (30 Minutes)

For the last 15 minutes of this session, the facilitator will lead a discussion aimed at identifying and summarizing key points and providing advice for the effective delivery of alphabetic principle routines. You should be ready to share at least one comment for each of the following questions:

- How do you ensure that all learners have enough opportunity to practice the skill?
- How do you assess learners' mastery of a skill?
- How do you make effective use of teaching and learning resources?
- How do you make the routine engaging and enjoyable for learners?

Note how some of the skills are the same, but that now you are using sound knowledge together with printed letters and words.

Break (15 Minutes)

3. Fluency (1 Hour and 15 Minutes)

The Instructional Cycle (20 Minutes)

In CPD Literacy Module 4, you were introduced to the concept of the instructional cycle. The instructional cycle describes how to teach so that learners achieve mastery and fluency in a given skill:

- Introduction activities teach a new skill or strategy and move learners forward in developing abilities.
- Practice activities provide practice/review with skills that learners have learned, but still need additional practice to develop automaticity. Automaticity is the automatic processing of information, such as the immediate recognition of letter-sound correspondences (seeing a letter and knowing what sound it makes).
- Generalization activities provide opportunities for learners to apply mastered skills in new situations. When learners generalize their understanding of a skill, they can apply it appropriately on their own.

This cycle of introduction, practice, and generalization underpins a systematic curriculum in which learners learn new skills, review them, and apply them. Each time we teach something, we use this cycle to help build a strong foundation of skills and strategies that learners can apply to all learning.

Why is Fluency Important? (20 Minutes)

Fluency is developed during the “Practice” stage. Once learners have built an initial understanding of a skill, the next thing to do is to have them practice it. If they are able to practice the same skills or new content (like letters or words) several times over a week, they are more likely to remember it in later classes.

Reading Fluency is important for helping learners to be able to make meaning out of text. Learners need to recognize letters and read words accurately and quickly to be able to use more of their time and effort concentrating on the meaning of words rather than the sound of each letter.

Definition: **Reading accurately, quickly, and with expression**

- Fluency requires quick and accurate recognition of letters and words.

Importance to Reading:

- Fluency helps learners to read accurately enough to comprehend.
- Fluency helps learners enjoy reading.

Modeling Fluency Practice (35 Minutes)

Practicing Fluency is crucially important. Learners must also receive feedback to correct errors (helping them become more accurate). The following activities will help them become fluent:

- Reviewing letters, syllables, and words every day, and with more reviewing time allotted for Fridays
- Fluency games
- Rapid letter naming from the blackboard (1–2 minutes)
- Rapid letter-sound identification from the blackboard (1–2 minutes)
- Rapid identification of syllables (2–3 minutes)
- With the class reading aloud together, slowly blend letters into a word. Still together, blend the letters into a word several times, each time increasing the speed. End by reading the whole word (3–4 minutes)

The facilitator will model one or two of the games in Annex 2 (page 35).

4. Vocabulary (1 Hour and 15 Minutes)

Component number 4 is vocabulary. This component is key for students to understand what they are reading. Students who have limited vocabulary will have a difficult time making meaning even though they may learn to sound out words fluently.

Definition: **knowledge of words and word meanings in a language**

Importance to Reading:

- Students need to know the meanings of the words they are reading so they can comprehend text

For this component, there is only one routine. The routine will consist of five parts: saying the word, having students repeat the word, asking whether students know the word, giving a definition if students do not know the word, and making a sentence with the word.

Some days, instead of teaching new words, teachers will review the vocabulary words briefly, asking students to give a definition for each vocabulary word from the previous day and providing formative feedback when necessary.

Model the routine for participants. When making sentences with vocabulary words, ensure that the sentences are complex enough to give an explanation of what the word means. The sentence should in part describe the vocabulary word. For example if the word is *iron*, do not give sentence such as: Mom is using the *iron*. A better sentence would be: Mom uses the iron to take the wrinkles out of the clothes.

Skills:

- Understanding word meanings and how they are used in a sentence

Once you have modeled the routine and answered questions, allow participants to work in groups to practice the routine and give each other feedback. Then ask three participants to demonstrate the routine for the whole group and give feedback.

Lunch (1 Hour)

5. Practice Teaching Vocabulary (1 hour and 30 minutes)

Break (15 Minutes)

6. Review and conclusion (45 Minutes)

End of Day 2

Day 3

1. Welcome Back and Review of Day 2 (15 Minutes)

Welcome back to Day 3 of this Effective Literacy Teaching Practices workshop.

You will begin by reviewing the definitions of the, Alphabetic Principle, Fluency and Vocabulary.

2. Comprehension (1 hour and 30 minutes)

Materials: Several (5-10) short texts that can be used to practice routines

The final component is comprehension. This is the main goal of reading. Reading is not complete unless students are able to understand what they are reading. With this final component, students will be able to read to learn. Being able to read to learn will allow students to learn all other subject areas such as science, social studies, and history.

- Definition: The process of getting meaning from spoken language and/or print
 - We use our knowledge of the world or we create a new model as we read to make meaning
- Importance to Reading:
 - Through comprehension, meaning is constructed and students begin to read to learn.
 - Children can be taught comprehension strategies—organized ways of thinking about text to make meaning.
 - Comprehension instruction improves reading achievement and allows students to learn from texts
 - Children learn to self-monitor their comprehension and develop awareness of their own skills.
 - Comprehension strategies are used before, during, and after reading.
 - Text structures are used to aid comprehension.

Tell participants that for the comprehension component, the class will read one story each week. The first 6 weeks will be listening comprehension, where the teacher reads the story and the second six and third six weeks students will read the story and do some listening comprehension activities. Each week of comprehension routines will consist of the following structure:

Day 1

- Teach vocabulary
- Predicting—using the title and/or picture to guess what the story is about
- Reading the story and checking to see whether the predictions were right

Days 2–3

- Review vocabulary

- Read the story
- Teach the comprehension strategy

Day 4

- Review vocabulary
- Read the story
- Answer wrap-up questions

Using the three different short stories from the teacher manual. Model each routine for the whole group. After each routine is modeled, give the groups a chance to practice the routine. Once all three have been modeled and practiced, ask three people to demonstrate each routine for the whole group.

Text Sequence

Tell participants that many texts, especially stories, have a sequence of events. Being able to understand the sequence of events will help students understand a story. Also understanding this strategy will help students when they read more informational text that teaches how to do something step by step. It is also a first step in learning to summarize a story or text.

Using this strategy, teachers will teach students to recognize the main character, setting, and main events by asking what happened first, what happened next, and what happened last.

Story Structure

Tell participants that a story is generally made up of a few main elements: main character, setting, problem, and a solution. Knowing how to look for these elements in a story will help students understand a story more easily.

Main character: most important person or thing the story is about

Setting: where and when the story takes place

Problem: conflict or issue in the story

Solution: the event or way in which the problem is solved or overcome

Putting It Together

Explain to participants that each of these components needs to be taught and mastered in order for students to know how to read. Therefore, each day they will teach one routine from each component and this will make up a whole lesson.

Tell participants that you are going to model an entire lesson from the beginning of the year (Mutu 3, Phunziro 1). Participants should read along with the script, participate in the lesson as if they are students, and also take note of any errors or questions they might have.

- Model lesson, debrief and ask for questions, comments, and feedback.
- Give participants time to practice giving a whole lesson. Each participant should have a chance to give one complete lesson.

Break (15 Minutes)

3. Practice Teaching Comprehension Lesson (1 Hour and 15 Minutes)

4. Pacing (1 hour and 15 Minutes)

Introduction (15 Minutes)

Good Pacing is a very important aspect of effective teaching. Experience in implementing the Maziko a Kuwerenga Literacy Intervention shows that teachers find pacing lessons to be a challenge, with poor pacing leading to the following problems.

If a teacher teaches too slowly:

- Learners may not be able to cover all of the required content and activities in the time available.
- Learners may become bored and restless.

But if a teacher teaches too quickly:

- Learners will not get enough time to practice and master a skill before the teacher moves on to another skill.
- Those who are slow learners will be left behind and will not benefit from lessons.

Can you think of any other negative consequences of teaching too fast or teaching too slowly?

Review of Tips on Good Pacing (35 Minutes)

In the previous Literacy Modules, we introduced the following tips for good pacing. Let's review them now:

- Be well prepared to teach the lesson. This helps the teacher keep a quick, yet easygoing pace of instruction.
- Good pacing takes practice. Teachers should practice reading the lesson out loud before teaching it.
- Teachers should follow the script as closely as they can without adding to the script. Minimizing the amount that a teacher talks is important for proper pacing.
- All learners need “think time” after a teacher asks a question. However, too much “think time” can lead to off-task behaviour.
- As learners master the objectives, teachers should try increasing the pace of the activities. This will build “automaticity.” Adjust the pace to keep learners engaged and challenged while mastering the objectives of each activity.
- Teachers should move forward only when the majority of learners can demonstrate their mastery—so that the teacher does not move at the pace of the fastest OR the slowest learner—but should provide additional help to those learners who still need it.

- Think time will vary with the activity. When learners are first learning a skill, they need more think time to respond correctly. Reduce the think time as learners get comfortable enough to practice independently and when reviewing activities.

Can you think of any others? Brainstorm additional tips with the facilitator, who will list your ideas on the board or on chart paper.

Allocation of Time within a Maziko a Kuwerenga Lesson Plan (25 Minutes)

Many lesson plans in the Maziko a Kuwerenga Teacher’s Guides follow a similar sequence of activities as listed below. Each lesson is designed to take 60 minutes to complete.

Activity (15 Minutes)

Work in pairs to allocate a recommended time for each of the lesson activities so that the total time adds up to 60 minutes. You may wish to consult the sample lesson plan found in Annex 3.

Lesson Activity	Suggested Time Allocation (in minutes)
1. Phonological Awareness	
2. Letter name and sound	
3. Letter writing	
4. Syllable reading	
5. Syllable writing	
6. Word reading	
7. Word writing	
8. Sentence reading	
9. Sentence writing	
10. Story listening and comprehension	
Total time	60 minutes

Compare your answer with the suggested time allocation found in Annex 1 (page 34). These timings fit the intended pace of each lesson activity and allow the proper balance of attention between the activities.

It is important to emphasize that each 60-minute lesson should contain all of the above skills. It may be necessary to provide a break for learners during the course of the 60 minutes to help learners maintain their concentration.

Lunch (1 Hour)

5. Practice Lesson Pacing (1 Hour and 30 Minutes)

Preparation (30 Minutes)

Now you are going to practice pacing the delivery of a lesson plan and trying to fit it within the allocated time of 60 minutes. However, remember that a good teacher is not necessarily one who finishes the lesson within exactly one hour. A good teacher is one who paces the delivery of the lesson to maximize the learning of **all learners** in the class.

Break into groups of about five teachers.

If you have a copy of a Maziko a Kuwerenga Teacher's Guide with you, choose a lesson from it that you will teach together. Otherwise, use the lesson plan found in Annex 3 (page 37).

Allocate responsibility for leading each routine of the lesson plan between the members of the group. Study the parts that you have been assigned and think about how you will fit them within the recommended time allocations discussed in the Pacing session (Annex 1, page 34).

Practice in Delivering a Lesson Plan (1 Hour)

Activity

Work as a team to deliver the lesson plan. When it is not your turn to act as the teacher, then act as learners.

Try to deliver the lesson plan within the time allocations discussed in the Pacing session. Also, try to observe the tips on lesson pacing.

After you have finished, discuss those factors that affected the pacing of the lesson and how you can overcome any challenges that you encountered.

Break (15 Minutes)

6. Review and conclusion (45 Minutes)

End of Day 3

Day 4

1. Welcome Back and Review of Day 3 (15 Minutes)

Welcome back to Day 4 of this Effective Literacy Teaching Practices workshop.

You will begin by reviewing the definitions and Practising Comprehension and Pacing.

2. Continuous Assessment (2 Hours)

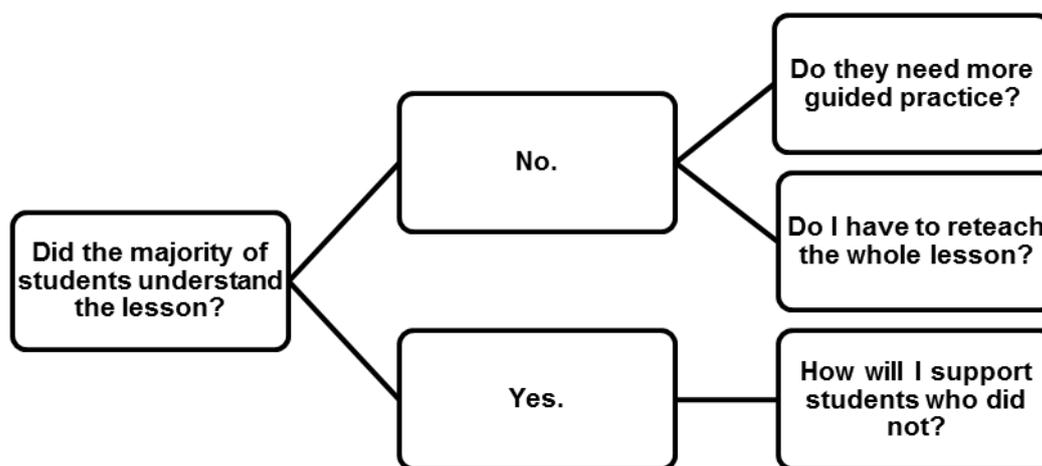
Introduction (30 Minutes)

The National Primary Curriculum (NPC) emphasizes the integration of teaching, learning, and assessment. Continuous assessment is exactly what its name suggests: assessing learners continuously on a daily or weekly basis, in the classroom. It enables the teacher to identify what each learner knows or can do, and assists the teacher to identify what areas need to be re-taught and which learners need additional help. Learners needing help could include most of the class, a specific group of learners, or individual learners. Through assessment, teachers can better understand the effectiveness of their own instruction. The goal of continuous assessment is to monitor learning and improve instruction.

Continuous assessments will help in measuring the progress toward goals set by the teacher, school, or government for reading performance. The assessments will reveal whether the learners are progressing toward reading goals, such as the following:

- Increased letter knowledge (being able to rapidly name letters)
- Reading fluency (being able to read a text rapidly)
- Reading comprehension (being able to read and answer questions about what they read)

Before closing the lesson or a week of lessons, teachers should evaluate their learners' understanding. The following figure shows one example of an evaluation process.



Source: Maziko a Kuwerenga Module 1 Effective Teaching Practices p. 22

If a significant number of learners (more than 20%) struggle with certain letters and letter sounds already taught, teachers should not move on to another lesson. Instead, the teacher should consider how to teach the skill better to the learners who do not understand and spend additional time on it. This may mean delaying the progress of the rest of the lessons. It is not acceptable to give priority to a small number of learners who are advancing rapidly on the complex skills (such as reading sentences), when most learners are falling behind on the easier skills (such as knowing the letter sounds and letter names).

The only way to know how well the majority of learners are doing is to assess all learners. Teachers should move around, checking on all learners in the class. If learners are responding individually, teachers should walk around and look at how learners are responding (10–20 learners). Each time they move around, teachers should look at different learners. If they have put learners in groups, teachers should move among the groups.

Maziko a Kuwerenga lesson plans provide review items each day and at the end of five lessons. The review items are provided so the teacher can be sure to assess only what has been taught already. When assessing at the early stages of learning to read, letter name and letter sound should not be mixed into the same assessment. As always, it is important to clearly say to the learners whether they should be thinking of letter names or letter sounds when they respond.

Assessment Examples (30 Minutes)

We will now review six examples of how to assess reading skills. These were chosen because they can provide teachers with information about applying the principles/techniques to a bigger class size (as opposed to calling on individual learners to respond). Although calling on an individual learner can be useful, it can also limit the amount a teacher can gather about learner progress. Calling on small groups will keep learners engaged and will allow more learners to answer at once. For example, teachers can call on boys, learners on the right, learners in the back, etc.

Blackboard

Write the review letters on the board. Tell learners what you want them to do. Point to letters at random so that learners do not try to memorize their order. Listen and keep track (by writing or remembering) whether it is difficult or easy for them to say the sound or the name. For difficult letters or letter sounds, re-teach them to the class as soon as the assessment is completed. You may want to assess it again with the rest of the letters after you re-teach it.

- A. For letter sounds, say, “I want you to say the sound of the letter as I point to it.”
- B. For letter names, say, “I want you to say the name of the letter as I point to it.”

Letter grid

Ask participants to turn to the “letter recognition tool” in Annex 4 (page 42). Ask them to quickly point to a letter based on its sound or name and to keep their finger still once they point. Walk around the class and note the number of learners who can find the letter easily and the number who have trouble and need to ask their neighbor for help. Re-teach the sounds or letter names that learners find difficult.

- A. For letter sounds, say, “I am going to say the sound of a letter. When I say the sound, I want you to point to the letter that makes that sound.”
- B. For letter names, say, “I am going to say the name of a letter. When I say the letter name, I want you to point to that letter in your book.”

Letter cards

Hold up letter cards and have learners call out the letter name. Do a second round, and this time, have learners call out the letter sound. Pay attention to when learners are struggling

and re-teach those letter sounds or names. Once learners know the letter names and sounds, try this with words.

Letter, Syllable, or Word Writing

Choose one of the following: letter sounds, letter names, syllables, or words. Let learners know which of these you want them to write. Call out each item (e.g., a syllable). Ask learners to write them down in their notebooks. After each letter, syllable, or word, ask learners to hold up their notebooks. Walk through and look at the notebooks to see which ones learners can do easily and which ones they struggle with.

Individual Reading

As learners begin to read words, they should be given time every day to read the review words and to read new words. As learners practice reading words, teachers should provide individual feedback to learners. If the teacher can do this for 20 learners per day (for example, 10 during each of two activities), and if they take care to visit different learners each day, then they can give feedback to most or all learners in a class of 100 during the course of a week. This is also a way for the teacher to assess whether the activity is too difficult for learners and if they need to provide more assistance (modeling or guided practice).

Vocabulary

“Think-pair-share” can be used to assess vocabulary. Have learners sit in pairs. Tell learners you will give them a vocabulary word, and you want them to think of the meaning of the word. Let them know that they should then tell the meaning to their partner. Read a vocabulary word out loud. While learners are sharing the meaning of the word with a partner, watch to see how many can do it, and listen to what they are saying to their partner. Give them a short time to discuss, and then call on a few pairs to tell you the definition. After each word, correct misconceptions and remind them of the meaning of the word. If you are confident that they know it, move on.

Practicing Continuous Assessment Methods (1 Hour)

Work in groups of about five teachers. The facilitator will assign one of the six assessment methods listed above to each group to demonstrate to the rest of the participants.

Each group will be given 15 minutes to prepare a 5-minute demonstration of the method that group is modeling. Other workshop participants will act the role of learners during the demonstration.

After each presentation, all of the groups together should discuss the following questions:

- What preparation is needed by the teacher to successfully use the method?
- What advice would you give to teachers to ensure success in using the method?
- What simple records can be kept by teachers of the results of the assessment?

Break (15 Minutes)

3. Individual Assessment (2 Hours)

Introduction (15 Minutes)

Being a quick diagnostic tool, the outcomes of continuous assessment give teachers immediate feedback on learner and classroom performance. Using this feedback, teachers can help poor readers by improving instruction and periodically monitoring to check if the instructional changes are working.

Teachers should individually assess each learner at least once per term. Because of large class sizes in Malawi (often 80–150), it could take several days to assess all learners individually. It is very important to spend as much time as possible on instruction, which is why this will be possible only once per term. Even during individual assessment, the other learners should continue to be active and learning. Give learners something else to do—for example, practice games or have older learners read to them and ask comprehension questions. Individual assessment may also be conducted during breaks or immediately after the school day ends.

Teachers should assess learners in letter reading and story reading in Chichewa. Below you will find a description of each of the individual assessment methods with specific instructions on how to assess learners.

Teachers should assess learners separated from the other learners so that the others will not listen and memorize the letters or story, or be distracted by what the teacher is doing. Teachers must make the learner being assessed feel comfortable, not anxious, while assessing. This will help the learner to perform better.

Annex 5 (page 43) contains the EGRA Lite Tool, which consists of a series of tests on letter recognition, syllable reading, word reading, sentence reading, and comprehension tests. Please review this instrument before proceeding further

Letter Recognition: Instructions to the Teacher (35 Minutes)

Toward the end of each term, assess the learners' ability to read the letter names and sounds fluently. Because we are interested in fluency for some skills, we are interested in timing tests and expressing the results in correct letters per minute

To conduct an individual assessment of letter recognition, have the learner read the letters in the EGRA Lite Tool (Annex 5, Gawo 1, page 43). Let each learner read for 60 seconds, using a timing device like a watch or mobile phone to keep track of time. Many mobile phones have a "stopwatch" or "countdown timer" which is very useful for this purpose.

Annex 6 (page 47) provides an example of how to score a test. Read Annex 6 before continuing.

Put a strikethrough on each letter not read properly (for example, "Ɔ"). When 60 seconds are finished, stop the learner and put a bracket (like this: "J") after the last letter read. Using the guideline numbers to the left in each table, count the number of letters read. (For example, if the bracket is placed after the letter "O" in the row with the number 50, that means that the learner read 50 plus 4, so 54 letters.) Subtract the letters read incorrectly from the total read (that is, subtract the letters with the strikethroughs), and that will give you the total number read correctly per minute. If the learner read all the letters in less than one minute, then you have to calculate:

Correct Letters Read x 60

Seconds Taken to Read

The same approach may be used to assess syllable and word reading. See Annex 5, Gawo 2 and 3 (pages 44 and 45) for examples.

Activity: Practice Assessment of Letter Recognition

Work in pairs and take turns to conduct and mark a one-minute timed assessment of letter recognition using the tool (Annex 5, Gawo 1, page 43).

Story Reading: Instructions to the Teacher (20 Minutes)

Toward the end of terms 2 and 3, assess the learners' ability to read the stories fluently. See Annex 7 (page 48) for an example of a Story Reading and Comprehension Assessment Tool. Please refer to this before reading on.

Have the learner read the story for 60 seconds. Strike through each word not read properly (for example, "unayamba"). When 60 seconds are finished, stop the learner and put a bracket (like this: "]") after the last word read. Count the number of words that were read correctly. Now subtract the words read incorrectly, and that score is the total words read correctly per minute.

Comprehension (30 Minutes)

After the learner has read a story, ask the corresponding comprehension questions. Do not decide before asking the learner the question whether you think he or she can answer. Simply ask the questions up to the point at which the learner stopped reading. For each answer, mark either "correct" or "incorrect," depending on the pupil's answer. At the end, count the number of correct answers and mark it where indicated by the word "Total."

Activity: Practice Story Reading and Comprehension Assessment

Work in Pairs. Take turns to practice using and scoring the Story Reading and Comprehension Assessment Tool in Annex 7 (page 48).

Proposals for Individual Assessment in the Future (20 Minutes)

The assessment itself does not serve any purpose if the results are not used to inform instruction for improvement of learning outcomes. Once each learner has been assessed, the teacher should always record each learner's scores for the assessed skills. The teacher will then be expected to use the learner scores to improve instruction, learner learning, and learner motivation. It will also be a basis for reporting to parents.

By aligning continuous assessments with national reading standards, teachers are able to link learner progress to the common reading goal. The common goal is to be stated on the school wall or notice board in a simple way for the teachers, parents, and other community members to know and understand. Through this system, there is accountability based on the shared goal, ensuring that every learner is being taught and that skills learned for the standard are included.

The following steps should be taken after each term:

- a) Each school will compile the results from each grade to evaluate the school level performance.
- b) The average classroom results (NOT individual learner results) will be posted on the school wall/notice board for learners, teachers, parents, and the community to access, discuss, and keep track of progress. Teachers will explain to parents/guardians the meaning of the goals and will encourage them to follow up on how the individual learners are progressing and also discuss ways of improving the learner's rate of learning.
- c) The assessment outcomes are to be shared with the school leadership: This will ensure close monitoring of instruction and adherence to the lesson plans. This will also motivate the teachers to work toward the set reading standards.
- d) The outcomes will then form the basis for teachers to determine their goals for improvement over the next term.

Activity: Discussion

Can you think of any additional suggestions to improve individual assessment in your school?

Lunch (1 Hour)

4. Individual Assessment Practice (1 Hour and 30 Minutes)

Break (15 minutes)

5. Preparation for Practicum Teaching (45 Minutes)

End of Day 4

Day 5

1. Welcome Back and Review of Day 4 (15 Minutes)

Welcome back to Day 5 of this Effective Literacy Teaching Practices workshop.

You will begin by reviewing the definitions and Continuous Assessment and Individual Assessment.

2. Preparation for Practicum (30 Minutes)

3. Practicum with Std 2 and 3 Learners (1 Hour and 30 Minutes)

Break (15 Minutes)

4. Demonstration Lessons (1 hour and 15 minutes)

5. Feedback Session (15 minutes)

6. Evaluation (15 minutes)

Activity

The specific **learning objectives** of this workshop were the following:

- **Knowledge:**
 - Teachers (i.e., participants) are able to define and identify examples of each of the Big Five reading skills.
 - Teachers are able to explain how to assess learners' reading skills using EGRA-like instruments.
- **Application:**
 - Teachers are able to correctly implement teaching routines for the Big Five reading skills.
 - Teachers are able to correctly pace a lesson.
 - Teachers are able to effectively use a range of EGRA-like instruments to assess learners.

Discuss the following questions in plenary:

- To what extent has the workshop succeeded in meeting its objectives?
- Which areas still require more attention?
- How can you support your colleagues to address these challenges?
- As a result of this workshop, what will you teach differently in the future?

Lunch (1 hour)

7. Action Planning for Implementation (30 minutes)

8. Closure (15 minutes)

Annex 1. Answers

Components of Reading (page 5)

- 1 (Phonological Awareness) = C
- 2 (Alphabetic Principle) = E
- 3 (Fluency) = D
- 4 (Vocabulary) = B
- 5 (Comprehension) = A

Phonological Awareness Routines (page 9)

- Routine 1 = Blending sounds to form words
- Routine 2 = Separating words into sounds
- Routine 3 = Sound comparison
- Routine 4 = Sound recognition
- Routine 5 = Sound identification

Alphabetic Principle Routines (page 13)

- Routine 1 = Recognizing and naming letters
- Routine 2 = Syllable blending
- Routine 3 = Word Blending
- Routine 4 = Identifying letter sounds
- Routine 5 = Sound Spelling

Review of Day 1 (page 19)

- 1 = Fluency
- 2 = Comprehension
- 3 = Alphabetic Principle
- 4 = Phonological Awareness
- 5 = Vocabulary

Allocation of Time within a Maziko a Kuwerenga Lesson Plan (page 23)

Suggested timings:

Lesson Activity	Suggested Time Allocation (in minutes)
1. Phonological Awareness	4
2. Letter name and sound	3
3. Letter writing	3
4. Syllable reading	3
5. Syllable writing	5
6. Word reading	5
7. Word writing	5
8. Sentence reading	6
9. Sentence writing	6
10. Story listening and comprehension	20
Total time	60

Annex 2: Fluency Games

Word Scratch Off

Teacher: Today, we are going to play a game to practice reading words. Pick any 6 words from our word chart and write them in your notebook. I will call out a word and if you have the word, you will raise your hand. When I ask for the word, everyone who had written the word will read the word. Then you will cross out the word. When all your words have been crossed out, clap your hands.

People Sentences

Teacher: Today, we are going to make sentences. You will write one word from the word chart in your notebook. Write the word big so that we can all read it. *After the learners have written the word*, tell them: Now, turn to the person to your right and put your words together. Read them. Do they make a sentence?

Make a Word with Syllables/Syllable by Syllable

Teacher: Today, we are going to review some of the syllables we have learned. I will say a syllable and you will write it in your notebook. Next, I will ask you to tell your neighbor what word it might be. Then, I will tell you another syllable and you will write it and tell your neighbor what word it is or might be. Finally, I will tell you a third syllable, and you will write it and read the word.

Write the Syllable/Make a Word [Make a Word with a Friend]

Teacher: Today, we are going to make words with our friends. First, you will write a syllable in your notebook. Then, turn to your neighbor and put your syllables together and read the word.

Ask a few pairs to read their word.

Ask learners to find another friend with whom to make a word. Repeat the process above two to three times.

Word Building [Word Building: Add a Letter or Take One Away]

Ex: ana, kana, akana, kakana

Ex: akana, kana, ana,

Teacher: Today, we are going to play a word game. I will tell you a word and you will write it down. Then, I will give you directions one at a time to add a letter to make a new word. After we write each new word, you will check it with your neighbor and then me. Let's begin.

Initial Sound Pop Up

Teacher: Today, we are going to play a new game. We are going to sing a song. Every time we say a word that begins with / /, we will stand up (or raise our arms or some other gesture).

Letter Bingo [Letter Sound Bingo]

Teacher: Today, we are going to play a game to practice the letter sounds. Pick any six letters from our letter chart and write them in your notebook. I will call out a letter sound and if you have the letter that makes that sound, you will stand up. When I ask for the sound, everyone who had written that letter will say the sound. Then, you will cross out the letter. When all your letters have been crossed out, clap your hands.

Letter Bingo [Letter Name Bingo]

Teacher: Today, we are going to play a game to practice the letter names. Pick any six letters from our letter chart and write them in your notebook. I will call out a letter name, and if you have that letter, you will stand up. When I ask for the name, everyone who has written that letter will say the name. Then you will cross out the letter. When all your letters have been crossed out, clap your hands.

Who Has My Letter?

Teacher: Today, we are going to play a game. Pick any six letters from our letter chart and write them in your notebook. I will call on a learner and you will read one of the letters you wrote in your notebook. Everyone who has that letter written in his or her notebook will raise his or her hand. Then they will show their notebook. Next, I will ask another learner to read his or her letter and the game will continue.

Annex 3: Lesson Plan for Pacing Activity

A lesson that incorporates the routines for the five Components of Reading.

Mutu 5, Phunziro 1

Kuzindikira Malembo: Lero tiphunzira maliwu a lembo latsopano. Poyamba titchula liwu la lembo. Kenaka, ndidzanena mawu amodzi pa nthawi kenaka mudzandiuza ngati mawuwo akuyamba ndi liwu lomwe ndatchula. Ngati mawuwo akuyamba ndi liwu limenelo muloze chala m'mwamba. Ngati mawuwo sakuyamba ndi liwu limeneli muloze chala pansi.

<p>Mphunzitsi Liwu la lembo ili ndi /o/ Mawu oyamba ndi, onani. Mawuwo akuyamba ndi /o/ choncho ndiloza chala m'mwamba. Mawu achiwiri ndi, kena. Mawuwo sakuyamba ndi /o/ choncho ndiloza chala pansi.</p>	<p>Mphunzitsi + Ophunzira Tiyeni titchule liwu la lembo limodzi. Liwu la lemboli ndi, /o/ <i>Ophunzira nenani kuti /o/.</i> Tsopano nditchula mawu. Ngati akuyamba ndi /o/ muloze chala m'mwamba ndipo ngati sakuyamba ndi /o/ muloze chala pansi. Mawu oyamba ndi, mame. <i>Mphunzitsi ndi ophunzira aloza chala moyenera.</i> Pitirizani ndi zitsanzo zina za mawu monga: [mame, ona, moto]</p>	<p>Ophunzira Tsopano mutchula liwu la lembo. Liwu la lemboli ndi, /o/. <i>Ophunzira atchula liwulo.</i> Tsopano nditchula mawu. Ngati akuyamba ndi /o/ muloze chala m'mwamba ndipo ngati sakuyamba ndi /o/ muloze chala pansi. Mawu oyamba ndi, onani. <i>Ophunzira aloza chala moyenera.</i> Pitirizani ndi zitsanzo zina za mawu monga [kena, osati, mame]</p>
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Liwu la Lembo Tsopano tipeza ndi kutchula liwu loyamba mumawu. Poyamba, ndinena mawu kenaka muganizire liwu loyamba lomwe likupezeka. Ndikanena kuti, Liwu loyamba" inu munene liwu loyamba m'mawuwo.

<p>Mphunzitsi Mawuwo ndi onani. Ndipeza liwu loyamba kenaka nditchula liwu loyambalo. Mawu oyamba ndi, onani. Mawuwo akuyamba ndi /o/ ndipo ndinena kuti /o/.</p>	<p>Mphunzitsi + Ophunzira Tiyeni tichitire limodzi. Mawuwo ndi kena. Liwu loyamba ndi... <i>Mphunzitsi ndi ophunzira /k/.</i> Pitirizani ndi zitsanzo zina za mawu monga [mame, ona]</p>	<p>Ophunzira Tsopano ndinena mawu ndipo inu mutchule liwu loyamba la mawuwo. Mawu oyamba, moto. <i>Ophunzira atchula liwulo.</i> Pitirizani ndi zitsanzo zina za mawu monga [onani, kena, osati, mame]</p>
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Kuunikanso Malembo ndi Maliwu: Onani gawo lomwe pali chizindikiro cha **nyenyezi** mu buku lanu pa tsamba 14. Lozani lembo lililonse ndi kutchula dzina la lembolo panokha **m, M, e, E, t, T**. Tsopano lozani lembo lililonse ndi kutchula liwu la lembo panokha, **m, M, e, E, t, T**.

Kuphunzitsa lembo latsopano: Lero tiphunzira lembo latsopano. Ndipo ndikuonetsani lembo ndipo ndikuuzani dzina lake. Lemboni lemboli. Lozani lemboli ndi kunena kuti, Lembo ili ndi /o/. Tiyeni titchule dzina la lemboli pamodzi. Lembo ili ndi (Mphunzitsi ndi ophunzira anena /o/). Tsopano yeserani nokha. Lembo ili ndi (Ophunzira anena /o/). Tsopano yang'anani m'buku lanu. Kodi mukuona lembo la **o**, pafupi ndi chithunzi cha **osewera**.

Liwu la Lembo Tsopano tiphunzira liwu la lembo. Ndipo tidzagwiritsa ntchito liwu la lembolo powerenga mawu ndi kuchita matchuliro a mawu. Liwu la lembo ili ndi **/o/**. Tiyezi tichitire limodzi, liwu la lembo ili ndi (Mphunzitsi ndi ophunzira anene **/o/**). Tsopano muchite nokha. Liwu la lemboli ndi (Ophunzira anene **/o/**).

Matchuliro a Lembo Tsopano tiphunzira kulemba lembo la **/o/**. Onetsetsani pamene ndikulemba **/o/**. Tiyezi tichitire limodzi (Mphunzitsi ndi ophunzira alemba **/o/** m'malere). Tsopano chitani izi nokha (*Ophunzira alemba /o/ m'malere*). Tsopano lembani pansu (Ophunzira alemba **/o/** pansu).

Kuunikanso Maphatikizo Onani gawo lomwe pali chizindikiro cha mbalame mu buku lanu pa tsamba 14. Lozani ndi kuwerenga maphatikizo awa: **nu, ku, mu, ne, ke, me, ta, ti, tu, te**

Kuwerenga Maphatikizo Tsopano tiphunzira kugwiritsa ntchito maliwu omwe taphunzira kale powerenga ndi kulemba maphatikizo. Tidzatchula liwu lililonse palokha kenaka tidzawerenga phatikizolo. Ndidzaika chala changa kungsi kwa lembo lililonse ndipo mudzatchula liwu la lembolo. Mukatha kunena maliwu onse a phatikizolo, ndidzayendetsa chala kungsi kwa phatikizolo kenaka mudzawerenga lonse.

Mphunzitsi	Mphunzitsi + Ophunzira	Ophunzira
<i>Ndiloza chala changa kungsi kwa lembo loyamba la phatikizo pa bolodi ndi kunena kuti,</i> Yang'anani kuno. /n/ /o/ /no/ .	Tsopano tichitira limodzi. Kumbukirani kutchula liwu la lembo lililonse ndikaliloza. <i>Mphunzitsi aloza lembo lililonse la phatikizo pabolodi. Mphunzitsi ndi ophunzira awerenga phatikizo la /k/ /o/ /ko/</i> . Pityirizani ndi zitsanzo monga [mo, to]	Tsopano yeserani nokha. Pityirizani ndi zitsanzo monga [no, ko, mo, to]

Kulemba Maphatikizo Tsopano tiphunzira kugwiritsa ntchito maliwu omwe taphunzira kale polemba maphatikizo. Tidzatchula liwu lililonse pamene tikulemba lembo lomwe likuimilira liwulo. Ndipo ndidzatchula phatikizo ndipo inu mudzanena phatikizolo ndi liwu lililonse pamene mukulemba phatikizolo.

Mphunzitsi	Mphunzitsi+ Ophunzira	Ophunzira
Phatikizo ndi /no/ . Ndidzatchula liwu pamene ndikulemba phatikizo la /n/ /o/ /no/ .	Tsopano tichitira limodzi. Kumbukirani kutchula liwu la lembo lililonse pamene ndikulilemba <i>Nenani Ko. Mphunzitsi ndi ophunzira anena pamene mphunzitsi akulemba. /k/ /o/</i> Pityirizani ndi zitsanzo monga [mo, to]	Tsopano yeserani nokha. Mo. <i>Ophunzira alemba m'makope mwawo.</i> <i>Kenaka nenani kuti, onani phatikizo langa ndipo phatikizo lanu liwoneke ngati ili.</i> Pityirizani ndi zitsanzo izi [no, ko, mo, to]

Kuunikanso Mawu Onani gawo lomwe pali chizindikiro cha mtengo mu buku lanu pa tsamba 14. Lozani ndi kuwerenga mawu awa panokha : **kena, ena, mame, make, mema, atate, mutu, tuta, tuma.**

Kuwerenga Mawu: Tsopano tiphunzira kugwiritsa ntchito maliwu omwe taphunzira kale powerenga ndi kupanga matchuliro a mawu. Tidzatchula liwu lililonse palokha kenaka mudzawerenga mawu. Ndidzaika chala changa kungsi kwa lembo lililonse ndipo mudzatchula liwu la lembolo. Mukatha kunena maliwu onse a mawu, ndidzayendetsa chala kungsi kwa mawu kenaka mudzawerenga mawu onsewo.

<p>Mphunzitsi <i>Ndiika chala changa kungsi kwa lembo loyamba la mawu omwe ali pa bolodi ndi kunena kuti,</i> Yang'anani kuno. /o/ /n/ /a/ /n/ /i/ <i>Ndiyendetsa chala kungsi kwa mawu ndi kunena mawu oti. /onani/.</i></p>	<p>Mphunzitsi + Ophunzira Tsopano tichitira limodzi. Kumbukirani kutchula liwu la lembo lililonse pamene ndikuliloza <i>Mphunzitsi aloza lembo lililonse la mawu pa bolodi.</i> <i>Mphunzitsi ndi ophunzira awerenga mawu oti /o/ /n/ /a/ /ona/. Pitorizani ndi chitsanzo china monga [moto]</i></p>	<p>Ophunzira Tsopano yeserani panokha. Pitorizani ndi zitsanzo izi [onani, ona, moto]</p>
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Kulemba Mawu Tsopano tigwiritsa ntchito maliwu omwe taphunzira pochita matchuliro a mawu. Tidzatchula liwu lililonse pamene tikulemba lembo lomwe likuimilira liwulo. Ndidzatchula mawu, kenaka mundzanena mawuwo ndi liwu la lembo lililonse pamene mukulemba mawuwo.

<p>Mphunzitsi Mawu awa ndi [onani]. Nditchula liwu lililonse pamene ndikulemba phatikizo la /o/ /n/ /a/ /n/ /i/ [onani].</p>	<p>Mphunzitsi + Ophunzira Tsopano tichitira limodzi. Kumbukirani kutchula liwu la lembo lililonse pamene mukulilemba. <i>Nenani ona. Mphunzitsi ndi ophunzira atchula mawuwo pamene mphunzitsi akulemba. /o/ /n/ /a/</i></p>	<p>Ophunzira Tsopano yeserani mawu oti. Moto. <i>Ophunzira alemba m'makope mwawo.</i> <i>Nenani kuti, onani mawu anga omwe ndalemba. Mawu anu awoneke ngati awa.</i> <i>Uzani ophunzira kuti alembe [onani, ona]</i></p>
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Kuwerenga Mawu pogwiritsa ntchito maphatikizo: Tsopano tiphunzira kuwerenga mawu pogwiritsa ntchito maphatikizo omwe taphunzira kale. Tidzatchula phatikizo lililonse kenaka tidzawerenga mawu ake. Ndidzaloza chala kungsi kwa phatikizo ndipo mudzawerenga phatikizolo. Mukatha kuwerenga maphatikizo onse, ndidzayendetsa chala changa kungsi kwa mawu ndipo mudzawerenga mawuwo.

<p>Mphunzitsi <i>Ndiika chala changa kungsi kwa phatikizo loyamba la mawu omwe ali pa bolodi ndi kunena kuti</i> Yang'anani kuno. /a/ /ku/ /ma/ /na/ [akumana].</p>	<p>Mphunzitsi + Ophunzira Tsopano tichitire limodzi. Kumbukirani kutchula phatikizo lililonse lomwe ndikulozereni. <i>Mphunzitsi aloza lembo lililonse la maphatikizo pa bolodi. Mphunzitsi ndi ophunzira awerenga. /ka/ /ne/ /ma/. [kanema].</i></p>	<p>Ophunzira Tsopano yeserani. <i>Mphunzitsi aloza phatikizo pamene ophunzira akuwerenga. /ku/ /ko/ /ma/. [kukoma].</i></p>
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Kuwerenga Chiganizo Werengani ziganizo mu mabuku athu. Onani chithunzi cha **aphunzitsi ndi ophunzira** chomwe chili pa tsamba 15. M'munsi mwa chithunzichi pali ziganizo. Lozani chala chanu pa mawu oti **mame** mu chiganizo choyamba. Tiyeni tonse tiwerenge chiganizochi pamodzi. *Ophunzira awerenga pang'onopang'ono. Mame akamuka.* Tsopano ino ndi nthawi yano yoti muwerenge. Werengani ziganizochi mokweza kuti ndimve momwe mukuwerengera. *Dikirani pamene ophunzira akuwerenga. Ndipo pakutha pa mphindi 10, Mphunzitsi anene kuti.* Tsopano werengani ziganizo pamodzi. Lozani

chala chanu kungsi kwa mawu oti Onani. Werengani nokha chiganizochi. **Onani ana ometa.** Tsopano werengani chiganizo chotsatiracho. *Ophunzira awerenga **Moni ana inu*** .

NYIMBO

Kusukulu nkwabwino taphunzira MAME

Kusukulu nkwabwino taphunzira MAME

/M/ /A/ /M/ /E/ taphunzira MAME

Amene angokhala sakudziwa MAME

Kumvetsa Nkhani I (Mphindi 10)

Zomwe nkhaniyi ikukamba :

Lero ndikuwerengerani nkhani. Tisanawerenge, tiphunzira matanthauzo a mawu ena omwe ali mu nkhaniyi ndi kukamba m'mene nkhaniyi ingakhalire. Kenaka, ndidzakuwerengerani nkhani ndi kuyankha mafunso limodzi.

Mawu atsopano: mawu oyamba kuwamva ndi oti: '**Ukhondo**'. Nenani kuti '**ukhondo**' (*ophunzira anena kuti '**Ukhondo**'*). Kwezani dzanja lanu ngati *munamvapo mawu oti **ukhondo***. *Ophunzira akweza manja*). Kwezani dzanja ngati mukudziwa tanthauzo la mawu oti **ukhondo**. (*ophunzira akweza manja*). *Ngati ophunzira opyola theka akweza manja auzeni omwe akweza manja kuti atembenukire kwa oyandikana nawo omwe sadziwa tanthauzo kuti awauze anzawo tanthauzo la mawuwo. Ngati ochepa akweze manja auzeni tanthauzo la mawuwo. Tanthauzo la mawu oti '**Ukhondo**' ndi kudzisamalira pathupi kapena zovala.* Gwiritsani ntchito mawu oti *Ukhondo mu chiganizo chomwe chikupereka tanthauzo la mawuwo.*

Werengani nkhani. Tsopano tiwerenga nkhani. Tisanawerenge nkhaniyi, tiyeni tikambirane zomwe nkhaniyi ikukamba. Mutu wa nkhaniyi ndi **Kusamalira Zovala**. Kodi chomwe mukudziwa pa nkhaniyi ndi chiyani? Ndiganiza nkhaniyi ikukamba za..... Ndi chinthu china chiti chomwe nkhaniyi ikukamba? (Uzani ophunzira awiri kapena atatu kuti apereke maganizo awo ndipo lembani maganizowa pa bolodi)

Tsopano tiyeni tiwerenge nkhaniyi. Pamene ndikuwerenga mvetserani maganizo anu aja ngati ali olondola. Muyenera kumvetsera mawu atsopano omwe taphunzira ndipo kwezani dzanja lanu pamene mwamva amodzi mwa mawuwo. **Kusamalira Zovala**

Ndine mwana wa sukulu wa ukhondo

Ndimakonda zovala zanga

Zikada ndimachapa

Ndikachapa ndimayanika pachingwe

Zikauma ndimasita moyenera

Ndimasita kufuna kupha tizirombo toluma

Ndikasita ndimaika m'bokosi la zovala

Nthawi zina ndimapachika pakhoma

Nthawi yovala ikakwana ndimasangalala

Ndimakonda zovala zaukhondo

Ndimakonda zovala zanga

Pakutha pakuwerenga nkhani: Tsopano tawerenga nkhani, tsopano tiyeni tiunike maganizo amene tinapereka pa nkhaniyi. Tinagwirizana kuti nkhaniyi ikukamba za..... Ndikuganiza kuti nkhaniyi imakamba za....ngati mukugwirizana nazo lozani chala m'mwamba. (Perekani yankho kapena funsani chifukwa chomwe ena sakugwirizana nazo) izi zikusonyeza kuti maganizo athu aja anali olondola kapena ayi.

Ref. Maziko a Kuwerenga Teacher's Guide for Term 1, Mutu 5 Phunziro 1, page 72.

Annex 4: Letter Recognition Tool

- This tool can be used to determine two things, both of which are an important part of phonics: (1) whether the learner recognizes and can name the letters, and (2) whether the learner can associate the correct sound with the letters.
- Let learners name the letters or letter sounds without prompting or help. Mark only whether the learner was correct or incorrect.
- The assessment can be timed so that you have a better indication of each learner's fluency. You can then calculate how many correct letters or letter sounds the learner can recognize at the end of one minute.
- To create or adapt this tool, you can use any letters the learner is familiar with at that point in your course. For instance, if it is early in the year and the learner knows only a few letters, you can include only those letters they have learned. Use capital and small letters.
- The letters should be in a random (NOT alphabetical) order to prevent learners from reciting only by rote memory.
- Some letters may not be useful in Chichewa, such as Q or X, which have been left out of this example. A separate sheet for English and Chichewa may be necessary.
- Use a font that the learner will be familiar with and which is clear to read.

Letter Recognition

B	A	D	b	c	e	g	F	i	j
F	G	E	B	d	E	A	J	K	L
k	M	N	p	O	H	M	P	r	t
u	W	Z	m	F	h	p	R	T	U
w	C	G	y	V	l	o	P	n	Y
S	V	d	w	K	Z	s	E	b	f

Annex 5: EGRA Lite Tool

Malawi Early Grade Reading Assessment: Learner Response Form

Chichewa

Gawo 1. Kudziwa Dzina la Lembo

Onetsani ophunzira pepala la malembo mu buku la ophunzira. Nenani:

PAKATHA MASEKONDI MAKUMI ASANU NDI LIMODZI nenani “lekeza pomwepo.” Chongani lembo lomalizira ndi chizindikiro ichi (I) **PAKUTHA PA MASEKONDI 60 NENANI** “lekeza pomwepo”).

Lamulo loyamba: Ngati ophunzira alephere kupereka yankho lolondola limodzi mu mzere woyamba, nenani “Zikomo” siyilani pomwepo ntchitoyi ndipo chongani mu kabokosi komwe kali pamapeto ndi kupitiriza ndi ntchito ina.

Chitsanzo : F v L

1	2	3	4	5	6	7	8	9	10	
T	i	J	N	S	n	A	t	e	h	(10)
l	z	A	V	B	o	H	r	N	A	(20)
A	C	F	C	S	a	S	o	E	U	(30)
e	N	T	O	a	e	C	t	o	O	(40)
d	L	E	d	G	E	N	o	m	t	(50)
h	e	K	w	T	i	L	g	y	H	(60)
e	i	e	t	H	l	S	e	T	f	(70)
R	y	W	p	U	s	i	l	e	l	(80)
R	o	A	E	d	n	D	a	s	l	(90)
r	C	n	U	r	T	P	t	m	h	(100)

Lembani nthawi yomwe yatsala pa wotchi pamapeto (nambala ya masekandi) :

Chongani mukabokosi ngati ntchitoyi sinapitirizidwe chifukwa ophunzira analibe mayankho olondola mu mzere oyamba.

Gawo 2. Kuwerenga Maphatikizo

Onetsani ophunzira pepala la maphatikizo mu buku la ophunzira. Nenani,

PAKATHA MASEKONDI MAKUMI ASANU NDI LIMODZI nenani “lekeza pomwepo.” Chongani phatikizolomalizira ndi chizindikiro ichi (I) **PAKUTHA PA MASEKONDI 60 NENANI** “lekeza pomwepo”.

Lamulo loyamba: Ngati ophunzira alephere kupereka yankho lolondola limodzi mu mzere woyamba, nenani “Zikomo” siyilani pomwepo ntchitoyi ndipo chongani mu kabokosi komwe kali pamapeto ndi kupitiriza ndi ntchito

Chitsanzo : go kwa se

1	2	3	4	5	6	7	8	9	10	
Pe	ye	Da	ngi	mbe	yi	Ti	no	pa	le	(10)
Chi	ka	Ni	dya	zo	li	Ku	ngo	dzi	ndo	(20)
E	wu	Lo	kwa	si	wi	Phu	ri	se	nzi	(30)
Nkho	fa	Go	mi	zi	ra	Mfu	mse	po	ya	(40)
Sa	tho	La	mbo	mda	fi	Mo	ta	te	na	(50)
Nda	nja	Mu	pi	ntha	u	Na	wa	mnya	lu	(60)
Va	tsa	I	kho	tu	tsi	Da	tso	nga	za	(70)
Mle	me	Ko	yo	ne	cha	Mkha	mwa	bwa	thu	(80)
Ndu	mba	A	mbi	fu	wo	Dza	nkha	mphu	ba	(90)
Ndi	ke	Re	Be	ma	ki	Nyu	kwe	bwi	o	(100)

Lembani nthawi yomwe yatsala pa wotchi pamapeto (nambala ya masekandi):

Chongani mukabokosi ngati ntchitoyi sinapitirizidwe chifukwa ophunzira analibe mayankho olondola mu mzere oyamba.

Gawo 3. Kuwerenga Mawu Odziwika

Onetsani ophunzira pepala la malembo m’buku la ophunzira. Nenani.

PAKATHA MASEKONDI MAKUMI ASANU NDI LIMODZI nenani “lekeza pomwepo.” Chongani mawu omalizira ndi chizindikiro ichi (I) PAKUTHA PA MASEKONDI 60 NENANI “lekeza pomwepo”.

Lamulo loyamba: Ngati ophunzira alephere kupereka yankho lolondola limodzi mu mzere woyamba, nenani “Zikomo”siyilani pomwepo ntchitoyi ndipo chongani mu kabokosi komwe kali pamapeto ndi kupitiriza ndi ntchito ina.

Chitsanzo : gona chili fodya

1	2	3	4	5	
Ena	chimanga	fisi	Kalulu	pamanda	(5)
kusamala	Mutu	mnyamata	malangizo	nyumba	(10)
Atate	Zina	ndi	Kudziwa	nkhalango	(15)
Koma	Izi	akulu	Agogo	mlendo	(20)
Tsiku	kwambiri	mbalame	Mbatata	ana	(25)
Lata	mbewu	chakudya	Mbozi	anthu	(30)
Iwo	amayi	zinthu	Zambiri	zakudya	(35)
zovala	Iye	lina	Bwino	chiwala	(40)
ambiri	abambo	adali	Mlonda	kuti	(45)
Kwa	monga	mphunzitsi	Mitengo	zipatso	(50)

Lembani nthawi yomwe yatsala pa wotchi pamapeto (nambala ya masekandi:)

Chongani mukabokosi ngati ntchitoyi sinapitirizidwe chifukwa ophunzira analibe mayankho olondola mu mzere oyamba.

Gawo 4. Kuwerenga ndi kumvetsa nkhani

Mpatseni ophunzira masekandi 15 kuti ayankhe funso okhudza chiganizo chili chonse.

Chiganizo	Mafunso	Yankho	Wakhoza	Walakwa
1. Galu wafa lero.	Kodi atchula nyama yanji muchiganizichi?	Galu		
	Kodi ndi chiyani chinachitika chokhudzana ndi galuyo?	Anafa		
	Galu anafa liti?	Lero		
	Ndi chiyani chomwe chinamupha galuyo?	Nchosadziwika		
2. Galu wadyera wafa lero.	Tchulani nyama yomwe yafa	Galu		
	Galuyu ndi wakhalidwe lotani ?	Wadyera		
	Kuipa kwa dyera nkotani?	Limaphetsa		
	Galuyu wamupha ndani?	Sadanene		
3. Mphaka wakuda wagwira khoswe.	Kodi mphaka anali wamtundu wanji/	Wakuda		
	Kodi mphaka wagwira chiyani?	Khoswe		
	Khoswe anali kuti?	Sadanene		
	Atchula nyama zingati muchiganizochi?	Ziwiri		
4. Mwana watenga nkhwangwa yakuthwa.	Kodi mwana watenga chiyani?	Nkhwangwa		
	Kodi nkhwangwayo ndiyotani?	Yakuthwa		
	Ntchito ya nkhwangwa ndichiyani?	Kudulira zinthu		
	Kuopsya kwa nkhwangwa yakuthwa kwambiri ndikotani?	Ikhoza kumutema munthu akaigwiritsa ntchito molakwika		

Lembani nthawi yomwe yatsala pa wotchi pamapeto (nambala ya masekandi) :

Chongani m'kabokosi ngati ntchitoyi sinapitirizidwe chifukwa wophunzira analibe mayankho olondola mu mzere woyamba

Annex 6: Scoring of Fluency and Comprehension Items

Sample scoring of a learner who completed the test in less than one minute
(Chitsanzo cha ophunzira amene sanatsairize kuwerenga malembo onse mu mphindi imodzi)

	Term 1									
0	E	N	L	E	⊖	Z	R	o	i	P
10	m	B	G	I	E	r	T	f	R	S
20	L	e	H	U	M	u	G	r	O	R
30	E	h	L	S	R	⊖	O	y	i	N
40	O	c	N	D	D	n	⊖	I	A	E
50	a	T	i	A	D	w	D	t	e	E
60	h	e	e	O	S	T	U	F	A	A
70	O	K	y	M	A	P	T	C	s	N
80	g	H	R	S	b	L	M	i	G	I
90	F	C	S	P	N	E	C	A	T	A

Anthony Kaminda

66 - 3 = 63

Annex 7: Story Reading and Comprehension Assessment Tool

Kumvetsa Nkhani 2

Chule ndi Njovu zimakondana kwambiri. Tsiku lina Chule ananyoza njovu kuti yangokula ilibe liwiro. Njovu inapsa mtima ndikuuza Chule kuti apikisane. Mpikisano unayamba. Njovu imatsogola. Chule anajowa ndi kukhala pamsana pa njovu. Njovuyo sinadziwe, kenaka inacheuka koma osaona Chule. Njovu inayamba kusangalala kuti yapambana. Pamene imayandikira kufika pamapeto. Chule anajowa ndikutera patsogolo pa njovu. “Ndayamba kufika ndine!” Chule anatero. Ubwenzi unathera pomwepo.

Tsopano ndikufunsa mafunso angapo okhudza nkhani yomwe wawerenga.			
	Wakhoza =2	Walakwa = 1	Palibe Yankho = 0
Kodi nkhaniyi ikukamba za chiyani? <i>[Ikukamba za ubwenzi wa pakati pa Chule ndi Njovu, ikukamba za Chule ndi Njovu]</i>			
Kodi amatsogola pa mpikisanowu ndi ndani? [Njovu imatsogola			
Chifukwa chiyani njovu inayamba kusangalala? <i>[imadziwa kuti iyo ipambana]</i>			
Kodi chifukwa chiyani chule anakhala pa msana wa njovu? <i>[anafuna kuti achite za chinyengo pojowera patsogolo.</i>			
Kodi chifukwa chiyani ubwenzi wa chule ndi njovu unatha? <i>[chifukwa chule anachita za chinyengo kuti awine mpikisano.]</i>			