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# ROOM TO LEARN SOUTH SUDAN

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## Roadmap for Early Grade Literacy Instruction in Four National Languages and a Transition to English Language Literacy in South Sudan

Developed by: Summer Institute of Linguistics



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# Part 1

An Analysis of Existing  
Teaching and Learning Materials  
in Four National Languages  
with Recommendations for Teaching

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# Introduction

Starting in the 1980s, under the auspices of the Southern Sudan’s Regional Ministry of Education and the Institute of Regional Languages, teaching and learning materials were developed to teach literacy in South Sudan’s primary schools, using South Sudanese languages. With technical assistance from SIL, materials such as Alphabet (ABC) Charts, Alphabet (ABC) Books, Alphabet (ABC) Storybooks, Primers and Readers were developed for use in Primary schools. In the years since these materials have been revised and adapted by teachers and speakers of the languages. Other writers, generally linguists and literacy specialists with SIL, have added a handful of materials to the corpus available in these South Sudanese languages.

This document seeks to review these basic literacy materials in five South Sudanese languages: Bari, Dinka (Rek), Nuer and Toposa to assess the existence and format of what USAID has called the ‘Five Components of Reading’. The purpose of this review is to give recommendations and guidance as to whether these materials can be used “as is” or how they can be developed and built upon to be used for effective literacy teaching and learning. This document is useful for the Ministry of Education, Science and Technology, especially the Curriculum Development Department and the National Languages Department, as well as development partners, as they plan for either re-printing of existing materials or for embarking upon further development of materials to be used to implement the National Languages in Education policy.

This review was carried out by two SIL Literacy and Education Consultants in January 2016 (for Bari, Dinka, Nuer and Toposa). The review is based on materials that have been archived on behalf of the former Institute of Regional Languages and the language communities. This archived content represents almost all of the materials that have been developed in the languages to date.

The following document looks at each language separately, making comments as to the existence and format of the five components of reading found in the materials of each language. Within those five components sections, recommendations are also made as to how each component could be strengthened and improved, should those materials be revised or new ones developed. Each language section ends with a list of materials which could be used “as is”. It is important to note that this document should be used in tandem with copies of those materials (available from SIL).

# Bari

The “basic” set of Bari literacy materials includes an Alphabet Chart, Alphabet Book, Alphabet Storybook and a series of 3 Primers (Book 1, Book 2, Book 3), which were the basis for the following review. The target audience for these materials include the “Bari speakers”, made up of speakers of Bari, and the Fojulu, Kuku, Nyangbara dialects, and to some extent, Mundari and Kakwa (sometimes regarded as dialects of Bari). Historically, speakers of these dialects have had no problems using one set of materials, which have been written in this “standardized” Bari.

## Phonemic Awareness

In the ABC Book and Books 1 – 3, phonemic awareness seems (no English teacher’s guide) to be handled well as each letter is introduced. Further development suggestion: may introduce each frequent vowel with a set of three or four words containing only that vowel. You could combine phonemic awareness with (vowel) letter recognition by asking learners to touch that vowel symbol in either their books or on the chalkboard.

## Phonics

1. In Books 1 - 3, learners don’t get enough practice comparing consonants in various positions, yet combining syllables is usually the quickest way to get learners decoding whole words. Suggest a downward focused practice. For example, after teaching **m** which comes after **t** and **k**: keyword is muta.\

mu
tu
ku

2. Additional focused practices, varying the vowels they’ve learned, will be necessary to solidify learners’ decoding skills.
3. We suggest to add an oral-only listening game for each grapheme taught, even different vowel qualities. For example, learners are asked to listen for the sound in a list of words. When they hear a word which does *not* contain the sound, they raise their hands.

## Vocabulary development

1. In Books 1 – 3, each letter is introduced with a key word. If a learner-centered approach is adopted, learners would have chances for self-expression and greater opportunities for vocabulary expansion, because teachers would ask them questions about the key word or pictures and allow them to share. Then learners’ experiences would enrich the understanding of all.
2. We suggest developing Big Books<sup>1</sup> to accompany thematic units; which could also be used to develop schemata more extensively and to give learners practice recognizing some of their frequent words, which are often grammatical (functors).

<sup>1</sup> Please see the Forward in this report for suggestions on cost-effective ways of accommodating shared reading experiences including cost-effective ways to provide a Big Book experience.

## Fluency

1. The Books 1 and 2 include a “buildable” words section with each new lesson, using only letters taught, but...
  - a. They don’t break the built words into syllables **before the built words are encountered in text**. It would be helpful to include something like the following:

o ko reŋ  
okoreŋ
  - b. Then, when learners recognize the syllables, they can combine them into words before encountering them in text. These built word activities are the bridge between letter-sound and syllable position recognition to smooth reading of text.
2. Review contributes significantly to fluency development. However, there is very little review in the materials, though Bari may be the best of the four languages. From one lesson to the next, there needs to be more focused practice with letters which were introduced in the preceding lesson, both in the syllable practice and in the texts. For younger learners, there should also be one review lesson per week and some review lessons at the beginning of each term.
3. The biggest challenge to fluency/accuracy in reading is due to the fact that the texts have a lot of “untaught residue”, which means teachers are forced to use a teacher-centered approach to text reading to help children understand the untaught material. Learners have no opportunity for independent reading but must listen to the teacher do all the reading of the text, just memorizing and listening in order to answer comprehension questions. They miss out on the pride of discovering the text and its meaning for themselves.

## Comprehension

1. Without decodable text, learners get no practice reading and comprehending for themselves. Very few “built” words are included in the texts, thus requiring the teacher to read each story to the class.
2. Because the linguists long ago (the first published grammar of Bari was in 1908!) chose not to write 5 of the 6 –ATR vowels, readers lost an important phonemic contrast, making the meanings of many written words ambiguous. Teaching children to use context clues may help mitigate this. Examples are listed below.
  - a. Use sets of minimal pairs. Put keyword pictures at the top of each minimal pair set, so learners say the first word, listen to the vowel sound, and then read the list below it.
  - b. Teach learners to use the context in order to comprehend sentences. For example, use pictures next to each sentence and have learners circle the picture which matches the picture. It should be noted, however, that this strategy can only work for picture-able nouns.
  - c. Use cloze activities to help learners use context.
3. Fluency and comprehension development: Help develop immediate morpheme recognition. Series of little functor lessons, followed by cloze activities. For example (in English):

Step 1: Identification:

I like apples  
I have a pencil  
I am a girl

Step 2: Contrast:

He likes apples  
I like berries

Step 3: Cloze/comprehension:

\_\_\_ like tomatoes  
\_\_\_ likes bananas

he
I

4. It would be optimal if learners always had a *reason to read* each text. This could be done by asking learners to make predictions based on a picture preceding each lesson. Learners would then evaluate their predictions by reading, first silently on their own. In addition to prediction, other comprehension questions should include inferential, direct information, sequence, etc. It should be noted, however, that this would be difficult to do with the Bari materials, as there are too many un-decodable words.

## Existing Adaptable Materials

(It should be noted that all existing materials have been produced in black and white)

1. **Learning to Read in Bari: Bari Alphabet Book** (*Jujumbu Kendya Ko Bari Buk na Konyen ti Manini: Buk Suluet na Todinet*)
  - a. Pictures and keywords could be placed on A4 cards and used to teach alphabetic principles and phonemic awareness.
  - b. Teacher directions could be printed on the backs of the cards, giving teachers ideas for activities and games.
2. **Alphabet Chart** (*Konyen ti manini I Bari*) could be printed and posted in classrooms.
3. **ABC Sentence Book** (*Buk nio Kenet na Konyen Ti Manini*) could be used for semi – independent reading, as the pictures and sentences relate to the key pictures and letters from the chart and ABC Book.
4. **Bari Alphabet Story Book** (*Likikirilön ti Konyen ti Manini Ko: Kutuk Na Bari*) could be used as a read-aloud storybook for enjoyment of literature, vocabulary development and listening comprehension. It can also be used as an independent reader for new literates.
5. **Learning to Read in Bari, Books 1, 2, 3** (*Jujumbu Kendya Ko Bari*). These books can be a good source of ideas for key words, buildable words and functors if new “learning to read” books are developed. A simple storybook could be made from the stories in the series, and interesting pictures could be added. These books also contain some nice lists of minimal pairs that could be used as a basis for context clue activities for the under-differentiated vowels. There are Teachers Guides, written in Bari, to go along with Books 1, 2 and 3.
6. **My Animal Story Book** (*Buk Nio Kenet: Buk Na Kijakwa*) could be used “as-is” for post-literates, to build vocabulary and fluency.
7. The following chart outlines additional resources, some of which are available in the SIL electronic archives.

Type	Title in Bari	Title in English	Comments
Bible Story	Dun a Luṅgu Abarama - Gwiliṅet lo Abarama 1	The Call of Abram	Big Book
Bible Story	Abarayama A Tema Ko Dun - Gwiliṅet Lo Abarayama 3	God Tests Abraham	Big Book
Bible Story	Yesu A Tunyöju Dutu Alipan Mukanat.	Jesus Feeds the Five Thousand	Big Book
Bible Story	Duto lo Samaria Lo ' but	The Good Samaritan	Big Book
Easy Reader	Mokosi Ti 'Burönö A Loṅututök	Bari Stories	Trial Edition
Easy Reader	Sukuri Kajamanit - Ko Kulye Likikirilön Tupet Togeḷeḷ	Talking Cock, Part One	Fourth Edition, Well edited
Easy Reader	Likikirilön lo ṅarakindya todinö na kurundyö na kendya	Stories to help teach comprehension	Trial Edition, only 7 pages
Easy Reader		Stories from Old book 4	Collection of Story texts, no pictures
Easy Reader	Sukuri Kajamanit - Ko Kulye Likikirilönön Tupet Tomurek Möriet	The Talking Cock and other stories part 2	Second Edition, Well edited

# Dinka (Rek)

The “basic” set of Dinka literacy materials includes an Alphabet Chart, Alphabet Book, Alphabet Storybook and a Primer (Book 1) which were the basis for the following review. Dinka is made up of several dialects, three of which have been developed into separate literacy materials (Rek, Cam, and Padang). The consultants were asked to look at Dinka Rek materials for the purpose of this review, due to the geographical region in which current programs are being implemented.

## Phonemic Awareness

Vowel phonemic awareness is a *large* task because the vowel inventory is big. In the existing materials (ABC Chart and Book 1), phonemic awareness seems to be handled well as each letter is introduced. But because of the large vowel inventory, we suggest that learners be taught to recognize pairs of vowels which have contrasts they will hear and see in the same lesson. “Phonics”, or the alphabetic principle, then, could be developed simultaneously in the early vowel lessons and continue on with introduction of consonants. We recommend that this could be done in the following ways:

1. With two sets of regular and breathy vowels being taught simultaneously in the pre-reading section of the primer, learners would enjoy the contrast, but also, as vowels are the foundation of syllables, they immediately become useful in controlled-vocabulary texts as soon as the first consonant, k, is taught.
2. Teaching all but <u> in sets of two (<u> does not follow the same pattern of having a breathy marked and creaky unmarked version), the remaining combinations can be taught over two years.
  - a. Common Vowel Diphthongs: iɛ, iɛɛ, iɛ̃, iɛ̃ɛ̃, uɔ, uɔɔ, uɔ̃, uɔ̃ɔ̃, ue, uai, uee, uā, uaa, ai, ia, iö, ei, ou, uääi, ëu, öu, ue, öu, uöu, ui, iëë, uiu, iaa, iau, iö, oi, iä, ua, ääuëë.
  - b. We don’t recommend teaching all of these exhaustively, but one strategy would be to teach the most frequent patterns of iɛ, iɛ̃, uɔ, uee (see Scope and Sequence for more details) leaving the rarer ones to be acquired by analogy.
3. We suggest an oral-only listening game for each grapheme taught, even different vowel qualities. For example, learners are asked to listen for the sound in a list of words. When they hear a word which does not contain the sound, they raise their hands.

## Phonics

1. In the current material (Book 1), each new letter is introduced within a picture-able word. Analysis of the word facilitates phonemic and visual awareness. We suggest that to facilitate fluency, each consonant should then be taught attached to the vowels the learners have mastered, and more vowels will be fully taught as the curriculum progresses.
2. Phonemic awareness will be developed as each consonant is introduced, as part of the introduction of each lesson’s key word. Simple listening games are recommended for the teacher’s guide. For example, “Listen for /l/. If I say a word which does not have /l/, raise your hand! *Lemon...like...bath...lady.*”
3. Fortunately, Dinka consonants are very simple, with no consonant clusters. It is important to consider the pattern of teaching syllable-initial and syllable-final positions of consonants. An example is below:
  - a. Syllable-final position example for /ŋ/:  
eŋ  
weŋ
  - b. Syllable-initial position example for /d/:  
dec  
de

4. Syllable structures in Dinka are: CVC, CV, V. In Dinka, CVC syllables are very frequent. However, the CVC pattern (with consonants appearing in the final position) is not clearly taught in the current materials. It is recommended to introduce consonants in both syllable-final and syllable-initial position within the first term. From then on, both positions are considered taught. This will promote fluency, as learners will quickly recognize an entire syllable. Letters and their sounds are directly taught, but consonant substitution promotes immediate recognition and also fluid pronunciation. It is usually best to teach syllable-initial position using a CV syllable in the key word. Because many consonants occur both syllable-initially and –finally, we propose teaching the syllable-final position very early in the primer, and after three consonants have been taught in both positions, we consider syllable-final and initial positions to have been fully taught.

## Vocabulary development

1. In the current materials, each letter is introduced with a key word. If a learner-centered approach is adopted, learners will have chances for self-expression and greater opportunities for vocabulary expansion.
2. We suggest Big Books<sup>2</sup> to accompany thematic units, which could also be used to develop schemata more extensively and to give learners practice recognizing some of their frequent words, which are often grammatical (functors).

## Fluency

1. Current materials (Dinka Book 1) have some nice word building exercises which will contribute to fluency, though the reading text is not “controlled,” which means that there are lot of words in the reading text that will not be decodable by readers.
2. Fluency is promoted via word-building before reading of the new text containing the new letter. This exists in Book 1, but could be developed even more. Dinka has short words, so syllable blending should be easy, once learners master recognition of both open and closed syllables.
3. Fluency is also promoted through practice. New texts should always contain recently taught letters. This is generally not the case in the current materials (Book 1), though there is some “controlled text” in the trial edition of Primer 1.
4. Fluency for Dinka should also be facilitated by mini-lessons helping learners recognize the appearance and function of grammatical words and affixes. There is a limited number of these in the Book 1 and the trial edition of Primer 2 (which hasn’t been fully tested). Again, increasing these “mini-lessons” would help increase fluency as the Dinka grammar causes significant changes in word shape. These could occur before short decodable texts, preparing readers to recognize them in the story.
5. Review contributes significantly to fluency development. However, there is very little review in the current materials. From one lesson to the next, there needs to be more focused practice with letters which were introduced in the preceding lesson, both in the syllable practice and in the texts. For younger learners, there should also be one review lesson per week and some review lessons at the beginning of each term.
6. The biggest challenge to fluency/accuracy in reading is due to the fact that the texts have a lot of “untaught residue”, which means teachers are forced to use a teacher-centered approach to text reading. Learners have no opportunity for independent reading but must listen to the teacher do all the reading of the text, just memorizing and listening in order to answer comprehension questions. They miss out on the pride of discovering the text and its meaning for themselves.

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<sup>2</sup> Please see the Forward in this report for suggestions on cost-effective ways of accommodating shared reading experiences including cost-effective ways to provide a Big Book experience.

## Comprehension

1. It will be important to promote Dinka comprehension via lots of grammatical awareness: recognition of the form and function of various affixes and whole word grammatical changes. Minimal pairs can be aligned to help learners see and then hear the changes in meaning. For example, vowels in nouns change significantly before possessive pronouns or qualifiers. This makes it hard to recognize morphology (parts of words) (tik “woman” changes to tienje “my woman”). Minimal pairs and mini-functor lessons can be used to highlight these processes.
2. A recommended strategy to focus readers’ attention on meaning over simple decoding is to use the functor-teaching (morpheme awareness) activities such as identification and contrast) (see Appendix A for examples), and finally cloze activities in interesting, story-like activities. See the examples below:

**Where** is the goat?

**Where** is mother?

**Where** is the baby?

**Where** is father?

The goat is \_\_\_\_ (in the field, eating)

Mother is \_\_\_\_ (in the house, cooking)

The baby is \_\_\_\_ (in bed, sleeping)

Father is \_\_\_\_ (in the field, chasing the goat)



3. Learners should always be given a reason to read each text. For each comprehension question, volunteers will be asked to read the sentence that proves their answer, as others follow along. This is missing from the current materials. More motivating pictures could also help in this area.
4. Comprehension is also encouraged by the entire class reading the text silently, before the oral reading is done. This should give slow readers time to process the text before oral reading begins. This cannot be done with the current Book 1, as it contains too much that learners cannot decode on their own.

## Existing Adaptable Materials

(It should be noted that all existing materials have been produced in black and white)

1. **The Alphabet Book** (*Thuonjäng Athör ë Kit*), has 3 words containing each sound taught, plus lots of sentences using those key words. The ABC book could be a resource for production of A4 alphabet cards (one key picture along with whole word and letter in focus), which could be used not only for alphabet teaching for to teach alphabetic order using various games. Teacher directions could be printed on the backs of the cards, giving teachers ideas of activities and games.
2. **Alphabet Chart** (*Kit ë Thuonjäng*) could be printed and posted in classrooms.
3. **Dinka Alphabet Story Book** (*Thuonjäng Athör Anyilkööl*) could be used as a read-aloud story book for enjoyment of literature, vocabulary development and listening comprehension. It can also be used as an independent reader for new literates.
4. **Dinka Book 1** (*Thuonjäng Athör tuej ë kuën*). This book could be used as a very good resource for some functor (grammatical) lessons, key words and pictures and built words. Stories from this book could be used to create a new storybook. There is no Teachers’ Guide to accompany this Primer.
5. **Dinka Primer 1 and 2** (Trial Editions) could be used as a source for pictures, stories and key words. There are some Teachers’ Instructions, written in English, to go along with these Trial Primer editions.

6. **“An Explanation of Dinka Orthography”** (by Job Dharuai Malou) is written in English and describes grammatical elements, minimal pairs, suffixes and prefix examples and is a wealth of information about the Dinka writing system. This will be an invaluable resource for developing teaching and learning materials, as well as for training writers and teachers.
7. A number of other post-literacy materials exist in Dinka (in Rek, Cam and Padang dialects) (including folk tale stories, health materials etc.), which could be used as a source of reading material for post-literates, or for teachers to increase their own reading skills. These books are outlined in the following chart.

Type	Title in Dinka	Title in English	Comments
Easy Reader	Anyiköl ë kəc kony ë dët	Comprehension Stories	
Easy Reader	MAANY Ë Jiëŋ	Dinka Poems	
PÄLRAK DE JIËËD	Cultural Book	PÄLRAK DE JIËËD	Pictures missing
Reader	Wël Theer	Dinka History Book	Scan copy only
Reader	ATHÖR DËT	Dinka Reader II	Father Nebel Reader, no pictures
Sentence Book	Aluel Thin Ajith	The Little Red Hen	First Edition, Dinka-English diglot sentence book

The following books are available in the Dinka Cam dialect and could be adapted or possibly used “as is”:

Type	Title in Dinka	Title in English	Comments
Easy Reader	Cïit ke Göt	Punctuation book	
Health Book	Akököl de Abuk: lëu bë Akutnhom de kəc cë naŋ Adarwal (AIDS) nhiaar ku bë keek..	Abuk's Story: How a community can love and care for people affected by AIDS	
Sentence Book	Anyaar	Buffalo	Simple sentence book
Sentence Book	Rëc	Fish	Simple sentence book
Sentence Book	Piöoc de Akökööl Ciek yiic	Sight word stories	Simple sentence book
Sentence Book	Ciëŋ de Alëth	Wearing Clothes	Simple sentence book

# Nuer

The “basic” set of Nuer literacy materials includes an Alphabet Chart, Alphabet Book (Book 1), Alphabet Storybook and a series of Primers (Books 2 - 5) which were the basis for the following review. Book 2 and Book 3 are more “traditional” Primers, while Book 4 and Book 5 are more grammar and reading books. While there are different dialects of Nuer, historically, all of the speakers of these dialects seem to have used this standardized Nuer with no problems.

## Phonemic Awareness

Vowel phonemic awareness is a big task because the Nuer vowel inventory, like that of Dinka, is large. In the existing early literacy materials (Books 1 – 3), phonemic awareness seems to be handled well as each letter is introduced. But because of the large vowel inventory, learners should be taught to recognize some pairs of vowels simultaneously, via minimal pairs for the “stressed” and “unstressed” vowels. Phonics, or the alphabetic principle, then, could be developed simultaneously in the early vowel lessons and continue on with introduction of consonants. A “listen for the sound” game could be added to the current activities provided in a future teacher’s guide.

1. For vowel teaching, if possible use only keywords with simple vowels, no vowel clusters (diphthongs). Learners will both identify a lowercase vowel letter and listen for its sound in 3-4 pictured words.
2. Underlining of vowels indicates breathiness for Nuer. However, the breathy vowels are not directly taught in the materials evaluated. Surprisingly, vowel length is taught using breathy a (see Book 3, p. 78). I (breathy < I >) occurs more frequently, but is not taught at all. This must be remedied. We recommend to use minimal pairs to teach the contrast between i and i, as learners both see and hear the contrast.
3. We suggest to add an oral-only listening game for each grapheme taught, plus different vowel qualities. For example, learners are asked to listen for the sound in a list of words. When they hear a word which does not contain the sound, they raise their hands.

## Phonics

1. In order to teach letters and sounds which may not have a picture-able word, one suggestion would be that whole sentences could be used for pulling down a key word which isn’t normally is not picture-able. Example: Mother **sews** baby clothes.
2. We recommend that five vowel symbols are to be taught and contrasted with each other before the first consonant is introduced. This would allow for more decodable words in the Primer phase.
3. The existing materials do have some teaching of the contrast between long and short vowels using minimal pairs (i.e., lesson 15, 19 and 30 in Book 2), which is very good. This could be strengthened to extend to other vowel sets.
4. Nuer has been analyzed by some linguists as having frequent palatalized and labialized consonants. Normally one expects to see them represented with a <w> as in <tw>, but in Nuer, these are all written with vowel symbols. Our suggestion for teaching these apparent vowel combinations is to grouping the teaching of them by their initial letter. So <iɔ>, <ie> and <iɔ> could all be taught together and attached to the consonant they modify, helping learners hear and see the pattern. Each vowel combination would be taught as a digraph. See the example below:

kuɔ
kui
kua



4. In order to build fluency (and comprehension), we recommend that mini-functor lessons often benefit from pictures, when they can fit on the page. The existing functor lessons in the current materials do not have pictures associated with them. Pictures can even be used as part of cloze sentence activities when an important word is not yet decodable. A suggested activity is example is below.

The \_\_\_\_\_ is on the table.

The \_\_\_\_\_ is in the basket.

The \_\_\_\_\_ is under the table.

papaya
cat
basket

Picture of table with basket on it, a papaya sticking out of it, and a cat under the table.
---------------------------------------------------------------------------------------------

5. For all those sight words (frequent words which are not yet decodable), some Big Books<sup>4</sup> and flashcards may be helpful, plus some pages like those in the pre-alphabet book. But in reality, the current material has way too many sight words to allow for successful fluent reading. The functors, however, may really need to be developed in this way until quite a number of consonants and vowels have been introduced.
6. Review contributes significantly to fluency development. However, there is very little review in the current materials. From one lesson to the next, there needs to be more focused practice with letters which were introduced in the preceding lesson, both in the syllable practice and in the texts. For younger learners, there should also be one review lesson per week and some review lessons at the beginning of each term.

## Comprehension

1. The existing early texts (Book 1 and 2) have no decodable words, and few sight words. Learners will just have to listen and repeat, rather than developing real reading skills.
2. If the existing Books 1 – 3 are unchanged, we would recommend taking all those texts with untaught residue (undecodable words) and put the words the teacher must tell them in bold. Learners could be helped to decode aloud together, following with their fingers. Or, vice-versa: teacher reads aloud, but stops for words the learners should be able to decode.
3. We recommend adding more illustrations that pique learner’s interest before they read, increasing motivation and comprehension.
4. To encourage independent comprehension, it is also recommended that the entire class reading the text silently, *before* the oral reading is done. This should give slow readers time to process the text before oral reading begins. This cannot be done with the current materials (Books 1 – 3), as they contain too much that learners cannot decode on their own.
5. We recommend there be an element of surprise in each story. Are the stories suspenseful or funny? Stories don’t always have to teach something, but they always should be interesting to the reader. They can fit a unit theme, even developing its vocabulary, without directly teaching the theme.

## Existing Adaptable Materials

It should be noted that all existing materials have been produced in black and white.

1. **The Alphabet Book (Book 1)** (*Kuëñε Ke Thok Nath Bok Kεl*): Authors of the book *Kuëñε Ke Thok Nath: Bok Kεl* have a very clever pre-reading literature enjoyment and part-whole recognition strategy, though it would be an unrealistic burden for learners to memorize over thirty sight words. The long story could instead be used as a read-aloud with pictures for each day. The continuing story seems to have a repeating pattern like the song, “There was an Old Lady Who Swallowed a Fly.” The sentences in the ABC book might benefit from flashcard matching activities, or children at least finding the word within a sentence which has been written on the chalkboard. It also includes syllable drills. These

<sup>4</sup> Please see the Forward in this report for suggestions on cost-effective ways of accommodating shared reading experiences including cost-effective ways to provide a Big Book experience.

would be too hard for learners to recognize during pre-reading, as the book simply introduces letters of the alphabet. Syllable drills probably need to be removed, used elsewhere – unless the vowels are really taught more extensively first.

The Alphabet Book 1 (*Kuëne Kε Thok Nath Bok Kel*) could be a resource for production of A4 alphabet cards (one key picture along with whole word and letter in focus), which could be used not only for alphabet teaching for to teach alphabetic order using various games. Teacher directions could be printed on the backs of the cards, giving teachers ideas of activities and games.

2. **The Alphabet Chart** (*Bani Thuok Nath*), could be printed and posted in classrooms. However, the current Alphabet Chart does not include all the breathy (underlined) vowels.
3. **The Alphabet Story Book** (*Ruaacni ti ηjεεcke Dhöli Bani*) could be used as a read-aloud story book for enjoyment of literature, vocabulary development and listening comprehension. It can also be used as an independent reader for new literates.
4. **Book 2 (Primer)** *Kuëne Kε Thok Nath Bok Kel* uses a lot of letters that have not been taught in words and syllable drills. If it were to be used, it is recommended that an intermediate book be developed to prepare learners for Book 2, after they complete Book 1. There is a Teachers' Guide, written in a mixture of English and Nuer, which gives step by step instructions on how to teach Book 2.
5. **Books 3 – 5** (*Kuëne Kε Thok Nath Bok Kel, Diok, Duaan, Dhieec*) would be wealth of ideas for key words, texts and grammatical functor lessons which could be used to develop new materials with more decodable reading. Stories from these books could be used to create new storybooks and readers. There are Teachers' Guides, written in a mixture of English and Nuer, to accompany Books 3 – 5, which give step by step instructions on how to teach each page in the book.
6. **Book 3** *Kuene Kε Thok Nath Bok Diok*, seems well done and may be effective in its current state if the learners are adults. It does rely upon the previous mastery of very many functors as whole words, but if those functors are decodable at this point in the series, Part 3, 4 and 5 books will be enjoyable for advanced literacy practice.
7. Other books exist which can be used for read-aloud lessons, and post-literacy materials, or for inclusion in small libraries for early literacy learners to look through as they acquire literacy skills. The following chart outlines some of those resources available in the SIL electronic archives.

Type	Title in Nuer	Title in English	Comments
Easy Reader		Nuer Story Book	No pictures, but could be used as a source for stories
Miscellaneous	Duot Cieηni Nuääri	Nuer Cultural & Traditional	Over 100 pages of text
Folktales	Bok Cäätni Kolan Təat	Nuer (Kolang) Folk Stories Part One - A reader for advanced pupils	Print ready
Folktales	Bok Cäätni Nath - Rial-gieer kene Nyayuag	Nuer folk stories book - A reader for advanced pupils	Print ready
Health Book	Ruaacni Puolä Puagany Kε Thok Nath	Nuer Health Book	

# Toposa

The “basic” set of Toposa literacy materials includes an Alphabet Chart, Alphabet Book, Alphabet Storybook and a Primer which were the basis for the following review. Toposa does not seem to have a lot of dialect variation, and all materials have been developed in a standardized Toposa. It should be noted that the Toposa materials were developed at a later stage than the other languages referred to in this document and were not part of the Institute of Regional Languages (IRL) set. Rather, they were developed by the Toposa community with some technical input from SIL. The Primer, therefore, is somewhat different from the other languages referred to in this document.

## Phonemic awareness

1. Toposa has voiced and voiceless vowels which contrast at the end of words. This contrast must be taught directly. In the current Toposa Primer, only two of these voiceless vowels (i and u) are taught directly.
2. In some Toposa linguistic documents and wordlists, voiceless vowels have not been written. Care should be taken to ensure they are always written in the curriculum materials.
3. Tone is an important linguistic feature in Toposa, but it is only written to indicate the past tense. Auditory awareness of this tonal grammatical indicator for past tense will need to be developed. The contrast is written using *í* and *é* (an acute accent mark over <i> or <e>), always on the suffix or infix on Toposa verbs. The current material has one short lesson at the end of the book to teach these tones. Some suggested strategies to help learners develop their awareness of these tones include:

1. Have learners listen to contrastive sentences in which the only difference between past tense and present continuous or future tense is grammatical tone.
2. Instead of a key picture-able word for a tone mark lesson, a verbal phrase may be needed. For example, the picture shows a person weeding their field. There are two decodable phrases under the picture.

Acapi aeonj nyaman kan. (*I am weeding my field.*)

Acapí aeonj nyaman kan. (*I weeded my field.*)

A volunteer reads the first phrase, and the teacher asks, “**When** am I weeding? Now. Good. If I did it yesterday, how do I say it? What is different? Let’s say it again. It is the *melody* that changes. Can you point to the difference between the two sentences on the chalkboard (or in the book)? It is just a tiny mark!”

4. Tone also distinguishes two types of imperative sentence. Singular motion away is distinguished from plural simple imperative, by tone. So it was previously recommended by linguists that the motion-away singular form is written with a tonal accent mark over the ablative suffix, which is always an –o or –a. For example, below a key picture of a mother commanding two children in bed to sleep are two phrases:

Topero! (Sleep! [Plural])

Toperó! (Go and sleep! [Singular])

However, these distinctions are NOT being marked in the current orthography, so it will be important to highlight the sounds and helping learners to use context clues to distinguish meaning.

5. We suggest to add an oral-only listening game for each grapheme taught, even different vowel qualities. For example, learners are asked to listen for the sound in a list of words. When they hear a word which does not contain the sound, they raise their hands.

- The existing Teacher's Handbook encourages teachers to develop learners' phonemic awareness when teaching the Alphabet Book, where teachers ask the learners to listen for words in a story from the Alphabet Storybook which contain the letter sound being taught, as well as for the learners to think of other words that contain that sound.

## Phonics

- In the Primer 1, each new letter is introduced within a picture-able word. Analysis of the word facilitates phonemic and visual awareness. We suggest that to facilitate fluency, each consonant should then be taught attached to the vowels the learners have mastered, and more vowels will be fully taught as the curriculum progresses.
- The addition of tone-recognition activities will help readers recognize tone *visually* on the appropriate syllable of a word. It can be very simple, as in this example:

ri	re
rí	ré

- Toposa Primer 1 does an excellent job providing practice comparing and recognizing new letters with recently introduced ones.
- Most noun classes have obligatory prefixes <nya> and <nye>. The vowels a and e will hence be part of most picture-able words used to introduce the Toposa vowels, so <e> and <a> should be taught very early, as part of the pre-reading section. Then phonemic awareness, along with the alphabetic principle, can be taught at the same time. For example:



nyaate  
aa

- Linguistic features of the Toposa language which will be reflected in the pedagogy include: voiceless and voiced vowels, short and long vowels, vowel clusters (series of unlike vowels). The current materials do directly teach some of the voiceless vowels (though not all), short and long vowels, though does not directly teach vowel clusters.
- Toposa also has palatalization and labialization of consonants, which can be taught easily. In the current Primer 1, these consonants are taught well, introducing them slowly, and having the remaining palatalized and labialized consonants be taught in contrast with previously learned ones (for example, in Lessons 32-36 of Primer 1). One recommendation is to keep this pattern, introducing the palatalized n (ny) globally at first, because <nye> and <nyi> are obligatory prefixes in hundreds of picture-able words. But since most other consonants also can be palatalized and labialized, once two or three of each is directly taught, the visual and auditory pattern is made clear, and the other variants can be considered to have been taught by analogy.
- There is no way for readers or writers to distinguish between sequences of like vowels and glides, in the orthography. These sequences of vowels and glides (diphthongs) are not directly taught in the existing material. It will be important, since both phenomena are frequent, that if any new materials are developed, the time is taken to listen carefully and work with mother tongue authors to break words into syllables carefully. This will also affect word-building pedagogy will be important for Toposa literacy, because readers encountering a new word will have to figure out its number of syllables.

## Vocabulary

1. Every key word picture and every picture preceding a story is an opportunity for vocabulary development. In the current Primer 1, most letters are introduced with a key word. It is recommended, though, that the Teachers' Guide should be specific in suggesting questions the teacher will ask the learners. Teachers can then ask questions or give explanations that expand learners' schemata.
2. Teachers should be encouraged to use a learner-centered approach to vocabulary development, encouraging them to express themselves with every picture.
3. We suggest developing Big Books<sup>5</sup> to accompany thematic units; which could also be used to develop schemata more extensively and to give learners practice recognizing some of their frequent words, which are often grammatical (functors).

## Fluency

1. Toposa Primer 1, *Kimara Datoposa* introduces built words which will occur in text, usually three per lesson. It gives learners enough practice with decodable text, helping to build reading fluency.
2. Two additions would support fluency development even more: review lessons with decodable texts, and Big Books<sup>6</sup> which use functors strategically, like the Eric Hill Spot books.

## Comprehension

1. In the existing Primer 1, too many sight words are introduced at the beginning, and many of them look very similar. For this reason, though the primer is designed well, these early stories may need to be revised to lessen the need for memorization of so many sight words at the very beginning.
2. Review contributes significantly to fluency development. Therefore, weekly review lessons are needed, not with only for the new sounds and syllable structures, but also to cement morpheme recognition. Many words change so much with grammatical changes such as tense, that their roots are no longer recognizable. Minimal pairs of such altered words can help learners see and hear the grammatical contrasts.
3. We suggest that the tonal grammatical indicators be taught whenever past tense is introduced. (See above, under Phonemic Awareness.)
4. It would be optimal if learners always had a *reason to read* each text. For this purpose, they could make predictions based on a picture preceding each lesson, then evaluate their predictions by reading, first silently on their own. Other comprehension questions should include inferential, direct information, sequence, etc.

## Existing Adaptable Materials

(It should be noted that all materials have been produced in black and white).

1. **The Begin to Read Alphabet Book** (*Kisyau Nyakimara*), with three pictures for each letter taught, can be a source for teaching key words, especially when teaching the vowels, using several words.
  - a. Pictures could be taken from this book for making laminated A4 alphabet cards which can be mixed up to teach alphabetical order, among other things.
  - b. Teacher directions could be printed on the backs of the cards, giving teachers ideas of activities and games.

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<sup>5</sup> Please see the Forward in this report for suggestions on cost-effective ways of accommodating shared reading experiences including cost-effective ways to provide a Big Book experience.

<sup>6</sup> Ibid.

2. **Alphabet Chart** (*ABC ka Datoposa*) could be printed and posted classrooms.
3. **The Alphabet Story Book** (*Dyabuku na itatamere ηaletera ka Datoposa*), could be used as a read-aloud story book for enjoyment of literature, vocabulary development and listening comprehension. It can also be used as an independent reader for new literates.
4. **Read Toposa: Toposa Primer 1** (*Kimara Datoposa*) is quite strong, mainly for adult readers who may already be able to read another language. It would be necessary to add review lessons for younger learners. Big Books<sup>7</sup> and flashcards should be developed to truly teach whole word recognition so the stories in the primer could be read. Mini-functor lessons should be added to develop the teaching of important grammatical words and affixes such as na-, nye- and nyi- prefixes, ηa and ηi (plural gender prefixes). The teaching sequence and texts may not need to be altered as much as some of the other language materials, though the book moves at a fairly fast pace and would not be suitable to be used in both Level 1 and Level 2.
5. **Teacher’s Handbook** (*Nyanbuk ka ηiketatak*), written in both English and Toposa which could be used as a resource for ideas for teacher education. This Handbook gives some good step by step instructions on how to use the Alphabet Book and the Primer 1.
6. **Know Toposa: Sight Word Stories** (*Toyena ηatoposa*) is a small collection of stories that could be used as the basis for simple reading stories and / or Big Books<sup>8</sup> to help with comprehension, vocabulary and fluency development. The pictures are very “rough” and would also need updating.
7. **The Spelling Guide for Toposa** is useful for a curriculum developer, as well as for teachers who may be literate in English, but are less familiar with the Toposa writing system. However, this document does need to be updated to reflect some more recent orthographic changes (such as the writing of all the voiceless vowels).
8. The linguistic and grammatical features of Toposa have been well-documented in many published and non-published articles, including a Toposa-English Dictionary, available in the SIL archives. These documents will be very useful resources for further materials development.
9. Other books exist which can be used for read-alouds, and post-literacy materials, or for inclusion in small libraries for early literacy learners to look through as they acquire literacy skills. The following chart outlines some of those resources available in the SIL electronic archives.

Type	Title in Toposa	Title in English	Comments
Easy Reader	Nyekokoro ka nyakoloηo	The Chicken and The Sun -Toposa Reader I	10 pages, with pictures
Easy Reader	Dieemuto Duuni ka Datoposa	How the Enmity of the Cow and the Hyena Started	15 pages, scanned copy, no pictures
Easy Reader	Diemuto ka Ditoposa	Toposa Story Book	22 pages, no pictures
Folktales	Poyo ka Ditoposa	Toposa Folk Stories	16 pages, no pictures
Folktales	Diemuto lukaalaka	Many stories - Toposa Reader II	69 pages

<sup>7</sup> Please see the Forward in this report for suggestions on cost-effective ways of accommodating shared reading experiences including cost-effective ways to provide a Big Book experience.

<sup>8</sup> Ibid.

# Part 2

Scope and Sequence  
for Four National  
South Sudanese Languages:  
Bari, Dinka, Nuer and Toposa

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# Forward

The Scope and Sequence is a “roadmap” to teaching reading. Since each language is unique, with its own writing system, spelling rules, vocabulary, and linguistic and grammatical features, each language requires its own Scope and Sequence. This Scope and Sequence was developed through research of the relevant features of each language, as documented by linguistics, and by careful analysis of Storybooks, Primers, Alphabet Charts and other teaching and learning materials that have been developed by native speakers of the language over the past decades.

This Scope and Sequence was designed to be used by Curriculum and Materials developers as they design Teaching and Learning Materials to be used to teach literacy in South Sudanese schools. Therefore, the Scope and Sequence has been mapped out to follow the South Sudanese school calendar – 3 Terms of 10 weeks each. Reference has been made to the Unit topics that have been developed for National Languages within the New South Sudan Curriculum. There is a Scope and Sequence for Level 1 and a separate Scope and Sequence for Level 2.

There are several parts to the Scope and Sequence:

## 1. Literacy Competencies

Using the “Five Essential Components of Reading,” this tab describes what learning should be taking place in each of the three terms. This will be of use to curriculum developers and teachers as they design materials and learning tasks.

## 2. National Languages Analysis

This tab describes both the “Language Features” of the language, along with “Possible Material Features.”

Language Features includes a list of the letters, in alphabetical order, of the language, as well as a list of the sounds and graphemes in order of frequency. All graphemes (that is, clusters of consonants and vowels, diphthongs, and other features of the language which are not represented by just one simple letter) are represented. A computer program called PrimerPro (developed by SIL) determined the frequency of the letters based on a corpus of text from SIL electronic archives which included folk stories, storybooks, and other materials produced in the language.

Additional relevant linguistic and grammatical features have been described under the “Possible Materials Features” section. This section is divided into several parts. First, the Order of Letter Introduction recommends two key letters per week (generally), based on the frequency count, as well as other considerations such as the visual appearance of letters (for example, <r> and <n> are not introduced in the same week because they are visually very similar).

This section also includes a section for possible key words to go along with each of these key letters, along with some suggestions for vocabulary words that fit with the New Curriculum units. These possible vocabulary words can be used to both reinforce the letters learned and the topics of the curriculum units. However, these vocabulary words are just suggestions, and are likely to change, given the stories and curriculum units have not yet been developed.

The section for common phonics and word structures and grammatical features contains some suggestions for language specific features that will need to be incorporated into any developed materials. However, because it is best to teach these features in a context of natural, decodable text, these rows can be more fully filled in once decodable stories are written in the teaching/learning material for each week or unit. What is provided here are simply suggestions. Many of these language features can be taught using “functor” type lessons.

### 3. Punctuation Marks

The Punctuation Marks tab shows some of the common punctuation marks and their names in the language. These punctuation marks will be best taught in the context of decodable text, which should be developed in the materials. However, a suggestion for the progression of their teaching is also shown on the National Language Analysis spreadsheet.

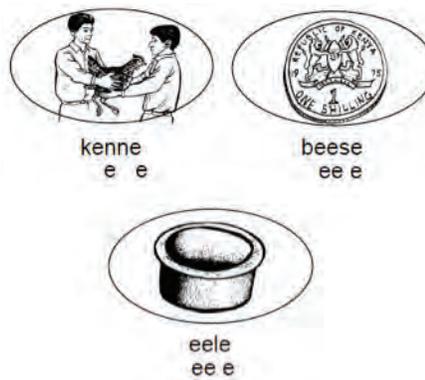
### 4. Most Common Words

A list of the 200 most common words was developed, using PrimerPro software, and based on texts of several thousand words of different genres – folk tales, children’s stories, health books etc., which were available in the SIL electronic archives. Basic translations of these words have been given. These word lists can be used to ensure the most common functors and grammatical words, especially, are taught well, to aid in fluent reading.

### 5. Reading Readiness Activities

This tab explains more about the sorts of activities which should be included in the first 6 weeks of Level 1, Term 1, which forms the crucial foundations for literacy. Most of these activities can be taught using a Pre-Primer book, along with Big Books and Sentence Books, in order to achieve the Competencies as outlined in the Literacy Competencies tab.

In the “Reading Readiness” section on the National Languages Analysis tab, it is recommended that a limited number of vowels be introduced to the learners, using words that contain the vowel being introduced. This could be done in the following way (example from Borana, Kenya), as not all languages have words that begin with the vowel sounds.



During this phase, it is also important to recognize the role of writing and “writing readiness” exercises, which should be included in any teacher guides or other materials.

### 6. Reading Fluency Activities

This tab explains more about the sorts of activities which should be included in Level 1, Term 3, as well as Level 2, Terms 2 & 3 in order to build fluency, vocabulary and comprehension.

## 7. Recommended Types of Learning Materials

This tab suggests materials which should be included in a full literacy program in order to achieve the desired literacy competencies (as outlined in the Literacy Competencies tab). These materials include:

### **Level 1:**

- Big Book that teaches 3 sight words (either the Big Book itself or the Pre-Primer Teacher Guide can contain the teacher instructions)<sup>1</sup>
- Pre-Primer
- Primer 1
- Storybook for Term 3
- Teacher’s Guides for the (1 or 2) primers and for the storybook
- ABC wall chart

### Additional Recommended Materials

- Separate A4-sized cards with alphabet letters with pictured key words
- Collection of stories for read aloud lessons
- Big Book that teaches one or two essential functors that are not yet decodable
- Teacher-created stories written on charts, chalkboard
- National curriculum textbook stories
- Learner and teacher generated stories from language experiences (e.g. visit to market, play, daily work)
- Short stories written in Teachers’ Guides
- Flash cards for sight words.

### **Level 2:**

- Primer 2
- Storybook for Term 3
- Teacher’s Guides for both
- Alphabet wall chart

### Additional Recommended Materials

- A range of reading materials for reading time, such as translated books from the African Storybook project (if there were a mobile library, these books could be used by a whole community).

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<sup>1</sup> The cost of producing a Big Book can be kept to a minimum by printing in black and white rather than color (assuming the book is not dealing with content that addresses children learning about colors) or by including the Big Book story in the Teacher’s Guide and instructing the teacher to write the story on the blackboard or any available large paper.

# Glossary

Term	Explanation
ATR	Advanced Tongue Root. Some vowel sounds are made with the root of the tongue drawn forward (+ATR) while others are made with the tongue root relaxed (-ATR). Most South Sudanese languages make distinctions between these two sets of vowel sounds.
Decodable	A word that is made up of only sounds / letters that learners have been explicitly taught; a word that learners can “sound out” and independently figure out what it says on their own.
Functor	A grammatical word or affix. In English, examples are “an” or the plural suffix <-s>.
Glide	A transitional sound, usually between two vowels pronounced as one syllable. If you say a word like “Mike” or “lake” slowly, you can hear a transition between two vowel sounds (/ai/ in Mike or /Ei/ in lake), though they’re usually written with one letter in English.
Labialization	When a consonant sound is made using the lips as a second point of articulation. Many South Sudanese languages contrast “plain” consonants with a labialized version.
Minimal pair	Two words which differ only in one sound / letter. For example, in English, “lap” and “lab” is a minimal pair which shows the contrast between the ‘p’ and the ‘b’ sounds at the end of the word.
Palatalization	When a consonant sound is made with the tongue moving towards the hard palate part of the mouth as a second point of articulation. Many South Sudanese languages contrast “plain” consonants with a palatalized version.
Untaught Residue	Letters and linguistic features that have not been taught. Learners cannot be expected to independently read anything that has not been explicitly taught.
Voiceless, Voiced	A sound that is made without any vibration in the throat. Consonants can be “voiceless” or “voiced” (for example, in English, the difference in sound between the <s> sound in “say” (voiceless) and the <z> sound in “zoo” (voiced). Normally, vowels are “voiced”, but some languages (such as Toposa) have vowels that are made without any vibration of the vocal folds.
Vowel Clusters	A series of two vowels which are pronounced as one syllable nucleus. Also known as “diphthongs”. In English, examples are play, boil, cute. <i>The subtle differences between vowel clusters, glides and diphthongs is very technical, but all of them require the same teaching approach: teach the visual and auditory patterns as a whole: play, say, day.</i>
-C	The notation of a dash before a consonant or an affix indicates that it appears at the END of a word or syllable. For example, -k means that the lesson will teach the letter <k> at the end of a word/syllable as in “wek”.

# Bari

## Level 1 PEP Scope & Sequence

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## Level 1 Literacy Competencies

Level 1 Literacy Competencies		Term 1	Term 2	Term 3
<b>Phonemic Awareness</b> The ability to hear and use sounds in spoken language, including words, syllables, and individual letter sounds. Phonemic awareness is a listening and speaking skill.				
<b>Listening and Speaking</b>				
PA-1	Recognize sounds at different points in common words (beginning, middle, end).	X	X	
PA-2	Blend sounds to say words of one or more syllables.	X	X	
PA-3	Segment words into syllables or individual sounds.	X	X	
PA-4	Count sounds in spoken words or syllables and syllables in words.	X	X	
PA-5	Manipulate sounds in words (add, delete or substitute phonemes and morphemes).	X	X	
PA-6	Distinguish long- and short-vowel sounds in orally stated words.	X	X	
PA-7	Recite a traditional or cultural text (riddle, proverb, tongue twister, rhyme, poem, etc.) from memory.	X	X	X
<b>Alphabetic Principle</b> The understanding that words are made of letters that represent sounds. It also means using your knowledge of sounds to read, spell or write words.				
<b>Reading, Listening and Speaking</b>				
AP-1	Identify letters by name and sound.	X	X	X
AP-2	Generate sounds from letters and blend consonants and vowels to read syllables and words.	X	X	X
AP-3	Segment words into individual sounds and syllables to read and spell correctly.	X	X	X
AP-4	Apply knowledge of letter sound relationships and word structures to decode unfamiliar words (blending).	X	X	X
AP-5	Decode words with common word parts (e.g. base/root words, suffixes and prefixes, syllables).			
AP-6	Identify one and two-syllable sight / high frequency words.	X	X	X
AP-7	Use first sounds, blending and context clues as word identification strategies to decode unfamiliar words.	X	X	X
<b>Writing</b>				
AP-8	Spell letters, syllables and words with increasing accuracy using knowledge of letter names and sounds, consonants, vowels, syllables and word structures.	X	X	X
<b>Fluency</b> In reading, the ability to read a text with good speed, accuracy and expression. In writing, the ability to form letters correctly with appropriate speed. Speaking skills focus on the ability to speak confidently, with expression and age-appropriate grammar.				
<b>Reading</b>				
F-1	Read syllables with increasing accuracy and speed.	X	X	
F-2	Read simple sentences with increasing accuracy and speed.	X	X	X
F-3	Read texts with increasing accuracy and speed, paying attention to pace/rate, reading with expression, with attention to punctuation and appropriate phrasing.	X	X	X
F-4	Practice fluency in a variety of ways, including through choral reading, partner/paired reading and repeated oral reading.	X	X	X
F-5	Read regularly using independent level material.	X	X	X
<b>Writing</b>				
F-6	Write lower and uppercase letters correctly.	X	X	
F-7	Write name with correct spelling and letter formation.	X	X	
F-8	Write using pictures, some letters and transitional spelling to convey meaning.	X	X	

Level 1 Literacy Competencies		Term 1	Term 2	Term 3
F-9	Write dictated words, sentences, messages or stories.	X	X	X
F-10	Write sentences with correct spelling and grammar.		X	X
F-11	Write a short, well organized story that demonstrates correct spelling and grammar, clear purpose and focus, logical progression (e.g. chronological order or order of importance) and personal voice.	X	X	X
F-12	Execute the writing process, including prewriting, drafting, revising, editing and proofreading and publishing.	X	X	X
F-13	Engage and become familiar with different types of writing, including narrative, expository, descriptive, persuasive, letters, poems and traditional texts.	X	X	X
F-14	Gain increasing control over penmanship, including writing implement grip, paper position, posture and stroke to write legibly.	X	X	X

### Listening and Speaking

F-15	Introduce and greet using the appropriate cultural norms.	X	X	
F-16	Tell a meaningful, well organized story to the class that demonstrates fluency of speech, appropriate expression and confidence.	X	X	X

## Vocabulary

The ability to understand (receptive) and use (expressive) words to gain and express meaning. Speaking and writing skills focus more on expressive vocabulary. Listening and reading skills focus more on receptive vocabulary.

### Reading, Listening and Speaking

V-1	Identify and understand selected vocabulary words in texts.	X	X	X
V-2	Identify words with similar and opposite meanings.	X	X	X
V-3	Identify and combine meaningful word segments to read whole words with increasing fluency.	X	X	X
V-4	Develop vocabulary through direct instruction, concrete experience, reading and listening to text read aloud.	X	X	X
V-5	Use word recognition strategies (e.g. context clues, word structure clues, analogy clues, picture clues) to identify and talk about the meaning of new words.	X	X	X
V-6	Extend concepts and word knowledge for: academic language, classify and categorize, antonyms and synonyms, prefixes and suffixes, multiple-meaning words, related words, descriptive words, high utility words, time and order words, foreign words used in the language, transition words, analogies).	X	X	X

### Writing and Speaking

V-7	Use vocabulary words in meaningful sentences.	X	X	X
V-8	Use clear, precise and appropriate language, sensory details and imagery and use effective vocabulary.	X	X	X
V-9	Combine, elaborate and vary sentences.	X	X	X
V-10	Use correct spelling, grammar, capitalize and punctuate correctly.	X	X	X

## Comprehension

In reading, the ability to understand text. In writing, it is the ability to compose a meaningful story. Listening and speaking skills focus on the ability to make accurate predictions about a text prior to reading and talking meaningfully about a text you have read.

### Before Reading or Writing

#### Reading, Listening and Speaking

C-1	Use the title, context and prior knowledge to make predictions about a text.	X	X	X
C-2	Formulate questions that might be answered in the text (set listening goals).	X	X	X
C-3	Retell a fictional story that has been read aloud from memory, including identifying the main characters, setting and action.	X	X	X
C-4	Retell an informative story that has been read aloud from memory and identify and main idea and supporting ideas of the story.	X	X	X

#### Writing

C-5	Plan for writing a story that has a beginning, middle and ending.	X	X	X
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Level 1 Literacy Competencies		Term 1	Term 2	Term 3
<b>During Reading or Writing</b>				
<b>Reading</b>				
C-6	Activate and use prior knowledge	X	X	X
C-7	Make, modify and confirm predictions.	X	X	X
<b>Listening and Speaking</b>				
C-8	Listen for a purpose (enjoyment, to expand vocabulary and concepts, to get information and ideas, to follow directions, to answer questions and problems, to gain knowledge of culture, to connect prior experiences, to listen critically).	X	X	X
<b>Writing</b>				
C-9	Identify and use grammatical features of the language correctly.	X	X	X
C-10	Write a meaningful story with a beginning, middle and ending using pictures, words and sentences.	X	X	X
C-11	Read a piece of writing aloud.	X	X	X
<b>After Reading or Writing</b>				
<b>Reading, Listening and Speaking</b>				
C-12	Correctly respond to questions whose answers are found directly in the text, including who, what, where, when, why and how.	X	X	X
C-13	Correctly respond to questions that require using prior knowledge and inferential or evaluative thinking to answer, including who, what, where, when, why and how.	X	X	X
C-14	Identify whether or not predictions were correct and questions answered.	X	X	X
C-15	Summarize text - recall and retell stories.	X	X	X
C-16	Identify the literacy elements and structure in a story, including the main characters, setting and action in a fiction story.	X	X	X
C-17	Identify the main idea and supporting ideas of an informative story.	X	X	X
C-18	Listen attentively and participate in individual, pair and group activities appropriately.	X	X	X
C-19	Identify: the author's purpose, categorize and classify, cause and effect, compare and contrast, details and facts, draw conclusions and inferences, steps in a process, sequence of events.	X	X	X
C-20	Identify different genres of literature, distinguish common forms of literature and identify characteristics of different genres.	X	X	X
C-21	Identify literacy devices like dialogue, narration, sound devices, rhythm, rhyme, repetition, word choice.	X	X	X
C-22	Respond to literature: recollect/talk about what was read, ask and answer questions, generate alternative endings and identify the impact of the change, synthesize and extend understanding through creative responses.	X	X	X
C-23	Develop attitudes and abilities to interact with diverse groups and cultures by connecting experiences and ideas with those from other cultures, customs and perspectives.	X	X	X
C-24	Speak clearly, accurately and fluently using appropriate delivery for a variety of audiences and purposes.	X	X	X
<b>Writing</b>				
C-25	Reflect on learning and write about a text or what you have learned.	X	X	X
C-26	Write meaningful texts related to what you have learned or read using different genres (e.g. narrative, informative, poem, song, etc.)	X	X	X

# National Language Analysis

Language Features										
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)	a	b	d	'd	e	g	gw	i	j	k
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	a	i	o	e	k	u	n	t	l	ŋ
Teaching order in current Bari books (Book 1 - 2)	k	t	a	i	d	o	u	l	r	m
	Week 1			Week 2						
Term 1	1	2	3	4	5	6	7	8	9	10
Pre Reading Activities										
Possible Material Features										
Reading Readiness										
Visual Discrimination (Ex. Left to right and part-whole)	X	X	X	X	X					
Auditory Awareness						X	X	X	X	
Pre-Writing						X	X	X	X	
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)						a		i		Review
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)						ambata, kayata, yapa		pipi, miji, kidi, mki		
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)						kala, pata				
MoEST NL Curriculum Unit Themes								Animals		Animals
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										ABC Storybook, pg. 10, 11
Reading Fluency										
Word Building										
Spelling										
Comprehension										
Oral Literature Enjoyment (Variety of literature)										
Creative Writing										

Language Features											
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)	l	m	n	ny	ŋ	o	ö	p	r	s	
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	d	r	ö	m	p	j	ny	s	gw	b	
Teaching order in current Bari books (Book 1 - 2)	e	ö	-ŋ	j	-n	g	p	-t	n	-r	
Term 1											
	11	12	13	14	15	16	17	18	19	20	
	Week 3			Week 4							
Possible Material Features											
Pre Reading Activities											
Reading Readiness											
Visual Discrimination (Ex. Left to right and part-whole)						X	X	X	X		
Auditory Awareness	X	X	X	X		X	X	X	X		
Pre-Writing	X	X	X	X							
Simple Sight Words						X	X	X	X		
Literature Enjoyment (Big Books)						X	X	X	X		
Picture "Sentences" with vowel review											
Comprehension (sequencing of stories)											
Order of letter introduction (2 key letters per week)	o		e		Review					Review	
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	koropo, 'doro, wotorok, roro, sokoro		mere, 'be 'be, gw'agwe, lene, sene								
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	mijok										
MoEST NL Curriculum Unit Themes	Animals										
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	Weather										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)											
Common traditional and cultural texts (for instruction)	Big Book Story										
Reading Fluency											
Word Building											
Spelling											
Comprehension											
Oral Literature Enjoyment (Variety of literature)											
Creative Writing											

Language Features												
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)	t	u	w	y	'y	gb						
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	y	g	w	kw	dy	ly	gg	ry	tw	ηw		
Teaching order in current Bari books (Book 1 - 2)	y	b	s	-k	η	w	'd	m	gg	ly		
	Week 5				Week 6							
Term 1	21	22	23	24	25	26	27	28	29	30		
Pre Reading Activities												
<b>Possible Material Features</b>												
<b>Reading Readiness</b>												
Visual Discrimination (Ex. Left to right and part-whole)												
Auditory Awareness												
Pre-Writing												
Simple Sight Words	X	X	X	X		X	X	X	X	X		
Literature Enjoyment (Big Books)												
Picture "Sentences" with vowel review						X	X	X	X	X		
Comprehension (sequencing of stories)	X	X	X	X								
Order of letter introduction (2 key letters per week)					Review							Review
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)												
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)												
MoEST NL Curriculum Unit Themes							Weather				Weather	
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)												
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)												
Common traditional and cultural texts (for instruction)											Big Book Story	Sentence Stories
<b>Reading Fluency</b>												
Word Building												
Spelling												
Comprehension												
Oral Literature Enjoyment (Variety of literature)												
Creative Writing												

Language Features												
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)												
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	'b	lw	dd	dw	'd	sw	bb	ty	gy	'y		
Teaching order in current Bari books (Book 1 - 2)	ry	dy	gw	'b	dd	-p	kw	sw	'y	gwe		
Term 1	Week 7					Week 8						
	31	32	33	34	35	36	37	38	39	40		
Beginning of letter introduction using a Primer type approach												
Possible Material Features												
Reading Readiness												
Visual Discrimination (Ex. Left to right and part-whole)												
Auditory Awareness												
Pre-Writing												
Simple Sight Words												
Literature Enjoyment (Big Books)												
Picture "Sentences" with vowel review												
Comprehension (sequencing of stories)												
Order of letter introduction (2 key letters per week)	k		n		Review	u		t		Review		
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	kayata		nakenet			juju, sukuri, upwuli		tuka				
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	kudu, ku 'bi, kaden, kolon, kuduwot, kinyo					ludweki, Ipoutu, logwudi, burukusu						
MofST NL Curriculum Unit Themes										Plants Around Us		
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	ko									ti		
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)												
Common traditional and cultural texts (for instruction)												ABC Storybook, Pg. 17
Reading Fluency												
Word Building												
Spelling												
Comprehension												
Oral Literature Enjoyment (Variety of literature)												
Creative Writing												



Term 2	Week 11					Week 12				
	51	52	53	54	55	56	57	58	59	60
<b>Possible Material Features</b>										
<b>Reading Readiness</b>										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	η		-η		Review	ι		-ι		Review
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	ηutu		kiteη			rate, roro		nekenet, kurit		
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	kolon, kimaη									
MoEST NL Curriculum Unit Themes			Healthy Relationships					Healthy Relationships		
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	- η syllable final position					-ι syllable final position		na		
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)			Review Week							
Common traditional and cultural texts (for instruction)			Review Week							
<b>Reading Fluency</b>										
Word Building										
Spelling										
Comprehension										
Oral Literature Enjoyment (Variety of literature)										
Creative Writing										

Term 2	Week 13				Week 14					
	61	62	63	64	65	66	67	68	69	70
<b>Possible Material Features</b>										
<b>Reading Readiness</b>										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	m		-k		Review	ö		j		Review
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	rima		bömuk			kömiru, kölö		juju, jurak		
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)		kwisik, kutuk, kuk				Review Week				
MoEST NL Curriculum Unit Themes		Healthy Relationships					Cultural Celebrations			
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	ama		-k syllable final position			Active vs. passive verbs (ö)				
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling										
Comprehension										
Oral Literature Enjoyment (Variety of literature)										
Creative Writing										

	Term 2					Week 15					Week 16							
	71	72	73	74	75	76	77	78	79	80								
<b>Possible Material Features</b>																		
<b>Reading Readiness</b>																		
Visual Discrimination (Ex. Left to right and part-whole)																		
Auditory Awareness																		
Pre-Writing																		
Simple Sight Words																		
Literature Enjoyment (Big Books)																		
Picture "Sentences" with vowel review																		
Comprehension (sequencing of stories)																		
Order of letter introduction (2 key letters per week)	p		-n		Review	g		ny										Review
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	pipi, pode, pudó		tikón			gugu, gure		nyaman										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)			köin															
MoEST NL Curriculum Unit Themes			Cultural Celebrations						Cultural Celebrations									
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)			-n syllable final position (consider consonants in syllable final position all taught)				nyuy											
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)							?											
Common traditional and cultural texts (for instruction)																		
<b>Reading Fluency</b>																		
Word Building																		
Spelling																		
Comprehension																		
Oral Literature Enjoyment (Variety of literature)																		
Creative Writing																		

Term 2	Week 17					Week 18				
	81	82	83	84	85	86	87	88	89	90
<b>Possible Material Features</b>										
<b>Reading Readiness</b>										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	s		gw		Review	y		b		Review
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	sukuri, sape, sukulu		gwagwe, gwanda			yapa, yaru, yika		bomuk		
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	lõri, rembu, jurjõ, bryesi, wõkõn, lam, gumba									
MoEST NL Curriculum Unit Themes				Games and Sports				Games and Sports		
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)				future tense reduplication (ko→ koko)		nagon				
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)						,				
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling										
Comprehension										
Oral Literature Enjoyment (Variety of literature)										
Creative Writing										

Term 2	Week 19					Week 20				
	91	92	93	94	95	96	97	98	99	100
	<b>Possible Material Features</b>									
<b>Reading Readiness</b>										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	w		kw		Review				Review Week	
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	wotorok, wuri, waka, wate		kwentu							
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										
MoEST NL Curriculum Unit Themes			Games and Sports						Review	
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	nye		labialized consonant							
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling										
Comprehension										
Oral Literature Enjoyment (Variety of literature)										
Creative Writing										

	Term 3									
	Week 21					Week 22				
	101	102	103	104	105	106	107	108	109	110
<b>Possible Material Features</b>	<b>Storybook – Building fluency and comprehension</b>									
<b>Reading Readiness</b>										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	No new letters					No new letters				
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)		lut, kelan, puri, siro, podu, lalaju, pupuri								
MoEST NL Curriculum Unit Themes										
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building	X			X		X			X	
Spelling	X	X		X	X	X	X		X	X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)	Story		Poem	Story		Story		Poem	Story	
Creative Writing			X					X		

	Term 3					Week 23					Week 24				
	111	112	113	114	115	116	117	118	119	120					
<b>Possible Material Features</b>	<b>Storybook – Building fluency and comprehension</b>														
<b>Reading Readiness</b>															
Visual Discrimination (Ex. Left to right and part-whole)															
Auditory Awareness															
Pre-Writing															
Simple Sight Words															
Literature Enjoyment (Big Books)															
Picture "Sentences" with vowel review															
Comprehension (sequencing of stories)															
Order of letter introduction (2 key letters per week)	No new letters										No new letters				
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)															
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)				ṛoma, jonya, woran, nyola, dure, kweni, nadu, morjiu, ṛuman											
MoEST NL Curriculum Unit Themes				Managing Emotions							Managing Emotions				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)															
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)															
Common traditional and cultural texts (for instruction)															
<b>Reading Fluency</b>															
Word Building	X				X			X		X				X	
Spelling	X				X			X		X				X	
Comprehension	X				X			X		X				X	
Oral Literature Enjoyment (Variety of literature)	Story				Poem			Story		Story				Poem	Story
Creative Writing					X									X	

	Term 3									
	Week 25			Week 26						
	121	122	123	124	125	126	127	128	129	130
<b>Possible Material Features</b>	<b>Storybook – Building fluency and comprehension</b>									
<b>Reading Readiness</b>										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	No new letters			No new letters						
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										
MoEST NL Curriculum Unit Themes										
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building	X			X		X			X	
Spelling	X			X		X			X	X
Comprehension	X			X		X			X	X
Oral Literature Enjoyment (Variety of literature)	Story			Poem	Story	Story			Poem	Story
Creative Writing									X	

	Term 3					Week 27					Week 28				
	131	132	133	134	135	136	137	138	139	140					
<b>Possible Material Features</b>	<b>Storybook – Building fluency and comprehension</b>														
<b>Reading Readiness</b>															
Visual Discrimination (Ex. Left to right and part-whole)															
Auditory Awareness															
Pre-Writing															
Simple Sight Words															
Literature Enjoyment (Big Books)															
Picture "Sentences" with vowel review															
Comprehension (sequencing of stories)															
Order of letter introduction (2 key letters per week)	No new letters										No new letters				
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)															
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)															
MoEST NL Curriculum Unit Themes															
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)															
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)															
Common traditional and cultural texts (for instruction)															
<b>Reading Fluency</b>															
Word Building															
Spelling															
Comprehension															
Oral Literature Enjoyment (Variety of literature)															
Creative Writing															



## Punctuation Marks

English	Bari
.	Gwodiet
,	Gwodiet na roro
?	Piyet
!	Luluet
" "	

## Most Common Words

#	Bari	English Gloss	Count from PrimerPro
1	a	conj: and, has (past tense verb), copula	683
2	ko	conj: and, with, if	538
3	i	locative: (with copula?)	367
4	na	demonstative: this (fem)	269
5	lepeŋ	pron: him / her	182
6	ti	demonstative: of, dont (plural?)	151
7	adi	said	143
8	lo	demonstative: that (masc)	104
9	ŋutu	noun: person	94
10	nagon	but, or	75
11	lepeŋat	pron: them, they	68
12	ama	conj: but, only	62
13	aje	verb: has	57
14	kode	conj: or, either	57
15	nanyit	pron: hers	54
16	parik	adv: very	54
17	gwoŋo	adj: like, similar	53
18	kogwon	because	51
19	kulye	adjective: others	49
20	kanyit	pron: his/her	47
21	logon	noun: which	47
22	nyo	demon: why	47
23	gwon	copula: present, I remain	46
24	gwe	verb: present, stay, be	45
25	nan	pron: I [+ATR], which (for female) [-ATR] min pair	45
26	dinjit	noun: time, hour	43
27	jore	adj: plentiful, much	43
28	nyesu	eating	43

#	Bari	English Gloss	Count from PrimerPro
29	köti	[+ATR]	41
30	lele	noun: another, one another, another person - rock [-ATR] min pair	40
31	mugun	body OR for me	40
32	liŋ	each, all	39
33	do	pron: you (sing)	37
34	kijakwa	animals (plural)	37
35	lado	name of a person	37
36	kata	prep: inside, present (around)	35
37	ŋina	prep: this (female)	35
38	kase	possessive pronoun: theirs	34
39	kak	noun: earth, down	33
40	kulo	these (make)	33
41	lokore	noun: meat	32
42	mödi	noun: name of a person (male)	30
43	jada	noun: name of a person (male)	29
44	kiden	in the middle of	28
45	nye	demon: he or she	27
46	tu	going	27
47	yapa	moon / month	27
48	nyu	there	26
49	ŋilo	this (male)	26
50	pirit	place	25
51	teŋ	group	25
52	gwagwe	fox	24
53	ako	prefix: has not	22
54	geleŋ	numb: one	22
55	mede	family	22
56	wörö	walking	22
57	ŋilu	that (male)	22

#	Bari	English Gloss	Count from PrimerPro
58	döru	grass	21
59	mukök	hip, trunk, behind	21
60	'baŋ	family compound	21
61	anyen	adjective: so that	20
62	de	if, next	19
63	kinyojin	foods	19
64	kiteŋ	cow	19
65	ködyö	should be	19
66	luŋu	calf	19
67	sukuri	hen / cock	19
68	lor	day	18
69	ta	you	18
70	ŋo	thing	18
71	ŋwajik	children	18
72	jur	country	17
73	kaŋo	outside	17
74	kune	these (female)	17
75	kwe	head / reason	17
76	lonyit	his	17
77	lose	theirs (male)	17
78	mijok	rats	17
79	nyona	hear	17
80	tapiji	guinea fowl (bird)	17
81	ŋinu	that (female)	17
82	atu	has gone	16
83	duma	big	16
84	ki	up, heaven	16
85	kine	[+ATR] goat; adjective: these (plural female) [-ATR]	16
86	kunie	others (female)	16
87	melesen	garden	16
88	nase	theirs (female)	16
89	poki	let it be	16
90	sukulu	school	16
91	yi	we	16
92	ŋuro	child	16
93	'bolot	grain	16
94	kinyo	foods	15
95	kiŋa	year	15
96	oŋgwora	horns	15
97	se	they	15
98	sona	so, this way, as it is	15
99	kaku	name of a lady	14

#	Bari	English Gloss	Count from PrimerPro
100	kimaŋ	fire	14
101	kulyani	talk	14
102	munu	snake	14
103	pioŋ	water	14
104	tombek	name (male)	14
105	den	know	13
106	kijakutat	animal	13
107	kirut	then	13
108	kisuk	cows / cattle	13
109	mokosi	legs	13
110	mor	king	13
111	dara	tired	12
112	gugu	grainery	12
113	kare	river	12
114	köbido	pumpkins leaf	12
115	köju	once upon	12
116	muri	name of an animal	12
117	nu	that (female)	12
118	nyanyar	love	12
119	nyuŋ	still	12
120	todinö	teaching	12
121	uŋgwuli	name of a certain tree	12
122	'bayin	not there, absent	12
123	bömuk	maize	11
124	da	where	11
125	dika	last while	11
126	kaden	trees	11
127	kilo	those (male)	11
128	koka	leopard	11
129	magor	hunger	11
130	nene	another (female)	11
131	tetena	preparation, planning	11
132	tine	guard	11
133	woran	anger	11
134	yeyeju	thinking	11
135	'dur	arrive	11
136	ada	how	10
137	gwanda	how are you, how is it?	10
138	gweyari	type	10
139	iti	go	10
140	juju	mouse	10
141	kaje	yesterday	10
142	katolok	eggs	10

#	Bari	English Gloss	Count from PrimerPro
143	kita	work	10
144	konyen	eyes	10
145	koriri	evening	10
146	kulya	words	10
147	kurju	cultivation	10
148	ködini	tree	10
149	möju	drinking	10
150	paleleŋ	sweet	10
151	sokoro	hens	10
152	wani	name of a person (male)	10
153	wökön	running	10
154	ŋa	who	10
155	ŋote	mother	10
156	'beron	before, long ago	10
157	amet	has seen	9
158	dwöt	bull	9
159	ee	a response of (yes)	9
160	gweya	create, to make, made	9
161	gwien	cry	9
162	lojo	long, tall	9
163	madaŋ	greeting, slowly	9
164	marij	fence	9
165	met	look, seen	9
166	poni	name of girl	9
167	tindu	giving	9
168	ambata	bread	8
169	diŋitan	times	8
170	esetere	name of a girl	8
171	gweyarijin	plural (types)	8
172	jongi	take	8
173	ju	friend	8
174	kadi	house	8
175	kondya	doing	8
176	koropo	leaves	8
177	kwen	birds	8
178	kö'di	pumpkin	8
179	loputu	beans	8
180	miji	rat	8
181	mokot	leg	8
182	murek	two	8
183	mu'dij	forest	8
184	narakwan	woman	8
185	nio	mine (female)	8

#	Bari	English Gloss	Count from PrimerPro
186	nyena	this is it (female)	8
187	perok	days	8
188	pipi	small island	8
189	tore	baby (human or animal)	8
190	woŋon	sound	8
191	yitweni	return, come back	8
192	ŋini	where you are, there	8
193	'de'de	quickly	8
194	'diri	surely, truly	8
195	kala	teeth, tusk	7
196	kayata	potatoes	7
197	kegga	strike at	7
198	kilu	those (male)	7
199	lee	milk	7
200	lobot	huge	7

## Reading Readiness Activities

### Visual discrimination

Left-to-right directionality is practiced daily

Learners progress from discrimination and orientation of shapes to visual discrimination of letters

Prewriting activities can also be incorporated into the pages

### Auditory awareness

Learners hear whole words pronounced and listen to vowel sounds within them

They match pictures with words containing the vowel sound in focus

They match vowel letters with their sounds in various activities

Learners look at pictures of words in “sentences”, isolating the vowel sounds in those words, matching them to the letters taught

### Pre-writing

Learners imitate their teacher, copying letter shapes and saying their sound

### Simple Sight Words

Learners match pictures and names of two people who will be mentioned in several decodable stories, and identify one transitive verb such as “sees”.

Learners will identify those three sight words as they appear in a Big Book the teacher reads to them

### Literature enjoyment

As the Big Book is read over a 5-day period, learners will recognize and find the sight words they have already been practicing. They may use flashcards for matching.

Learners will make predictions as to what will happen next, the first time the book is read

On the 5th day, learners will dramatize the story as it is read.

### Picture “sentences” with vowel review

Learners “read, left to right, several sentences using those three sight words and pictures of animals or objects, naming them as they “read”.

### Comprehension (sequence in stories)

At least two culturally familiar processes are depicted in a series of 6 steps each, and learners follow, pointing, to each step as they “help” the teacher describe what is happening and talk about the result at the end of each. Examples: how to build a *tukul*, how my mother prepares a favorite dish.

# Reading Fluency Activities

## Purposes

Spelling skill development and mechanics

Creative writing

Exposure to a variety of literature, including oral literature

Using thematic units chosen by the Ministry of Education, Science and Technology (MoEST) and expanding knowledge of these thematic topics

Fluency development

Enjoyment of the written language

Comprehension skill development

## Content & Activities

### Word building

A simple word-building activity will precede each story. 2-3 words which are long or contain challenging letter combinations will be practiced here before the story is read.

### Stories

Two stories per week, accompanied by a motivating illustration

All story texts are decodable, so that learners can develop fluency

Fluency is developed in two ways: learners read each story silently first, the teacher waiting until all have finished

Then, as the teacher asks the comprehension questions from the teacher's guide, they answer, proving their answers by reading aloud from the text. The entire class follows along, verifying the answers of learners who volunteer or are called upon

On the following day, students answer more comprehension questions about the same story, reading aloud from the text

Paired oral reading of the text

### Spelling

A list of 5-6 words is to be copied by learners and taken home.

Chalkboard game in which students fill in blanks within their spelling words

Spelling test

### Comprehension

Talk about the picture: the picture catches learners's attention and encourages prediction.

The teacher asks a probing question or two, as guided in the teacher's guide (If this is not specified, teachers usually do not bother with this important activity)

"Reason to Read": The teacher never tells learners how the story will end, and sometimes stories last for a whole week, divided into parts.

After learners have been given the "reason to read" read silently, he or she should ask that question again, to the class

1 or 2 direct information questions are asked and learners answer

The other questions ensure that most sentences are read aloud. Most of these questions are inferential in nature, for example: "How do we know the woman was afraid? Read the sentence that tells us." Occasionally a main idea question can be asked, but they are usually subjective. Some stories lend themselves to "What happened first? What happened next?" questions as well.

### Oral Literature Enjoyment

The repetitiveness of songs and the familiarity of poetry from the culture means that even when they contain untaught letters, learners can usually "read" them

A word which may be difficult, however, is introduced on the chalkboard by the teacher

Singing and dancing are allowed!

### Creative Writing

A very simple "creative writing" activity allows learners to express their individuality

Each little cloze sentence contains words the learners can decode.

The cloze sentence supports the theme for the unit, for example:

I help my family by \_\_\_\_\_. herding animals feeding animals washing clothes feeding the baby

## Recommended Types of Learning Materials

Level 1
1 Big Book which teaches 3 sight words (either the Big Book itself or the preprimer TG can contain the teacher instructions)
Pre-primer
Primer 1
Storybook for term 3
Teacher's Guides for the (1 or 2) primers
Teacher's guide for the storybook
ABC wall chart
<b>Additional optional materials</b>
Separate A4-size cards with alphabet letters with pictured key words
Read-aloud collection of stories
Big Book which teaches one or two essential functors which are not yet decodable

## Grammatical Features & Word Structure

English	Bari
Question Words	nan, nanu (when); nyo (why)
Locatives	ku
Singular and Plural Forms	-it, -et, -at, -on, -an, -ot suffixes on nouns
Pronouns	nan, do, lo (lu), na (nu), yi, ta, se
Possessives	-lio, -nio, -ilot, -inot, lonyet, nanyet, likan, nikan, losu, lose; kare, kure, kanlök, kanyet, kan, kasu, kase
Simple Verb Tense Changes (ex. present to past)	Future tense: reduplication of first open syllable (ko → koko; tojore → totojore)
Common and Proper Nouns	
Negatives	
Adjectives	
Adverbs	
Verb Classes	
Conjunction	Ko
Active / Passive Verbs	- o, - ö
Copula (is, are)	ya, yo, ye, yu

## Functors “Taught” in Current TM

Book 1	Book 2
kaje	ηergot
nyuŋ	ko ' bure
adi	kin
ako	di, ji, bi
nan	jjin
lepeŋat	gwe
aje	
nanyit	
lepeŋ	
nyona	

## Notes

1. Themes can be explored every week or few weeks focusing on a specific life skills topic.
2. Genres can be explored every week or few weeks focusing on age appropriate and levelled texts.
3. Competencies can be further broken down by term (e.g. Term 1- Identifies initial sounds in words. Term 2 - Identifies ending sounds in words. Term 3 - Identifies medial sounds in words.)
4. Concepts of print and print awareness can be added to the competences in term 1.
5. English literacy competences can be extracted and referenced on their own sheet; this could add value by identifying second language literacy competences, especially in the first two terms of level 1.

# Bari

## Level 2 PEP Scope & Sequence

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## Level 2 Literacy Competencies

Level 2 Literacy Competencies		Term 1	Term 2	Term 3
<b>Phonemic Awareness</b> The ability to hear and use sounds in spoken language, including words, syllables, and individual letter sounds. Phonemic awareness is a listening and speaking skill.				
<b>Listening and Speaking</b>				
PA-1	Recite a traditional or cultural text (riddle, proverb, tongue twister, rhyme, poem, etc.) from memory.	X	X	X
<b>Alphabetic Principle</b> The understanding that words are made of letters that represent sounds. It also means using your knowledge of sounds to read, spell or write words.				
<b>Reading, Listening and Speaking</b>				
AP-1	Identify and read new words using knowledge of letter sounds, syllables consonants and vowels.	X	X	X
AP-2	Identify and read one and two-syllable sight / high frequency words.	X	X	X
AP-3	Decode words with common words parts (e.g. base/root words, suffixes and prefixes, syllabication rules, etc.)	X	X	X
AP-4	Apply knowledge of words structures to decode unfamiliar words.	X	X	X
AP-5	Use context and syntax along with letter-sound relationships and words structures to decode words.			
AP-6	Self-correct.	X	X	X
<b>Writing</b>				
AP-7	Spell letters, syllables and words with increasing accuracy using knowledge of letter names and sounds, consonants, vowels, syllables and word structures.	X	X	X
AP-8	Edit writing for spelling, capitalization and punctuation.	X	X	X
<b>Fluency</b> In reading, the ability to read a text with good speed, accuracy and expression. In writing, the ability to form letters correctly with appropriate speed. Speaking skills focus on the ability to speak confidently, with expression and age-appropriate grammar.				
<b>Reading</b>				
F-1	Read simple sentences with increasing accuracy and speed.	X	X	X
F-2	Read texts with increasing accuracy and speed, paying attention to pace/rate, reading with expression, with attention to punctuation and appropriate phrasing.	X	X	X
F-3	Practice fluency in a variety of ways, including through choral reading, partner/paired reading and repeated oral reading.	X	X	X
F-4	Work toward language appropriate fluency goals by the end of the year (e.g. words read correctly per minute).	X	X	X
F-5	Read regularly using independent level material.	X	X	X
F-6	Read silently for increasing periods of time.	X	X	X
F-7	Reads stories aloud to small and large groups.	X	X	X
<b>Writing</b>				
F-8	Write fluent, creative sentences with correct spelling and grammar.	X	X	X
F-9	Write a short, well organized story that demonstrates correct spelling and grammar, clear purpose and focus, logical progression (e.g. chronological order or order of importance) and personal voice.	X	X	X
F-10	Use sensory details and concrete examples, elaborate, delete extraneous information, use strategies like tone, style and consistent point of view to achieve a sense of completeness when writing.	X	X	X
F-11	Execute the writing process, including prewriting, drafting, revising, editing and proofreading and publishing.	X	X	X
F-12	Use graphic organizers and tables to group ideas.	X	X	X

Level 2 Literacy Competencies		Term 1	Term 2	Term 3
F-13	Write coherent introductory, supporting and concluding paragraphs that each develop a central idea and have a topic sentence followed by facts and details.	X	X	X
F-14	Establish coherence and logical flow through parallel structures and transitions.	X	X	X
F-15	Maintain consistent voice and point of view and use a voice appropriate to audience, message and purpose.	X	X	X
F-16	Engage and become familiar with different types of writing, including narrative, expository, descriptive, persuasive, letters, poems and traditional texts.	X	X	X
F-17	Write legibly with control over letter size and form, letter slant and letter, word and sentence spacing.	X	X	X

### Listening and Speaking

F-18	Tell a meaningful, well organized story to the class that demonstrates fluency of speech, appropriate expression and confidence.	X	X	X
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## Vocabulary

The ability to understand (receptive) and use (expressive) words to gain and express meaning. Speaking and writing skills focus more on expressive vocabulary. Listening and reading skills focus more on receptive vocabulary.

### Reading, Listening and Speaking

V-1	Identify and understand selected vocabulary words in texts.	X	X	X
V-2	Understand content-area vocabulary and specialized, technical or topical words.	X	X	X
V-3	Identify words with similar and opposite meanings.	X	X	X
V-4	Compose meaningful sentences using the week's vocabulary words.	X	X	X
V-5	Apply knowledge of word structures to determine meanings of words and read new words with increasing fluency.	X	X	X
V-6	Develop vocabulary through direct instruction, concrete experience, reading and listening to text read aloud.	X	X	X
V-7	Use word recognition strategies (e.g. context clues, word structure clues, analogy clues, picture clues) to identify and talk about the meaning of new words.	X	X	X
V-8	Extend concepts and word knowledge for: academic language, classify and categorize, antonyms and synonyms, prefixes and suffixes, multiple-meaning words, related words, descriptive words, high utility words, time and order words, foreign words used in the language, transition words, analogies).	X	X	X

### Writing and Speaking

V-9	Use vocabulary words in meaningful sentences.	X	X	X
V-10	Use clear, precise and appropriate language, figurative language, sensory details and imagery and use effective vocabulary.	X	X	X
V-11	Combine, elaborate and vary sentences.	X	X	X
V-12	Use correct word order.	X	X	X
V-13	Use correct spelling, grammar, capitalize and punctuate correctly.	X	X	X
V-14	Use correct sentence fragments and paragraph indentation.	X	X	X

## Comprehension

In reading, the ability to understand text. In writing, it is the ability to compose a meaningful story. Listening and speaking skills focus on the ability to make accurate predictions about a text prior to reading and talking meaningfully about a text you have read.

### Before Reading or Writing

#### Reading, Listening and Speaking

C-1	Use the title, context and prior knowledge to make predictions about a text.	X	X	X
C-2	Formulate questions that might be answered in the text (set reading and listening goals).	X	X	X
C-3	Retell a fictional story that has been read aloud from memory, including identifying the main characters, setting and action.	X	X	X
C-4	Retell an informative story that has been read aloud from memory and identify and main idea and supporting ideas of the story.	X	X	X

Level 2 Literacy Competencies		Term 1	Term 2	Term 3
<b>Writing</b>				
C-5	Brainstorm and share ideas for writing topics in large and small groups.	X	X	X
C-6	Plan for writing a story that has a beginning, middle and ending.	X	X	X
<b>During Reading or Writing</b>				
<b>Reading</b>				
C-7	Read the story silently and aloud with increasing fluency and comprehension.	X	X	X
C-8	Read sentence structures correctly and identify common grammatical structures.	X	X	X
C-9	Activate and use prior knowledge	X	X	X
C-10	Make, modify and confirm predictions.	X	X	X
C-11	Monitor comprehension and use strategies to resolve difficulties in meaning during reading: adjust reading rate, reread and read on, seek help from others, skim and scan, summarize and use text features.	X	X	X
C-12	Demonstrate literacy appreciation/motivation: show an interest in books and reading, read a variety of texts and genres, read independently.	X	X	X
<b>Listening and Speaking</b>				
C-13	Listen for a purpose (enjoyment, to expand vocabulary and concepts, to get information and ideas, to follow directions, to answer questions and problems, to gain knowledge of culture, to connect prior experiences, to listen critically).	X	X	X
C-14	Interpret a speaker's purpose, perspective, persuasive techniques, verbal and nonverbal messages and use of rhetorical devices; draw conclusions.	X	X	X
<b>Writing</b>				
C-15	Identify and use grammatical features of the language correctly.	X	X	X
C-16	Write a meaningful story with a beginning, middle and ending using pictures, words and sentences.	X	X	X
C-17	Read a piece of writing aloud in small or large groups.	X	X	X
C-18	Identify and make revisions to a draft text.	X	X	X
C-19	Work independently on writing tasks.	X	X	X
<b>After Reading or Writing</b>				
<b>Reading, Listening and Speaking</b>				
C-20	Correctly respond to questions whose answers are found directly in the text, including who, what, where, when, why and how.	X	X	X
C-21	Correctly respond to questions that require using prior knowledge and inferential or evaluative thinking to answer, including who, what, where, when, why and how.	X	X	X
C-22	Identify whether or not predictions were correct and questions answered.	X	X	X
C-23	Summarize text - recall and retell stories.	X	X	X
C-24	Generate clarifying questions, including who, what, where, when, why, how and what if.	X	X	X
C-25	Identify the literacy elements and structure in a story, including the main characters, setting and action in a fiction story.	X	X	X
C-26	Identify the main idea and supporting ideas of a informative story.	X	X	X
C-27	Listen attentively and participate in individual, pair and group activities appropriately.	X	X	X
C-28	Identify: the author's purpose, categorize and classify, cause and effect, compare and contrast, details and facts, draw conclusions and inferences, fact and opinion, follow directions/steps in a process, sequence of events, generalize, paraphrase, persuasive devices.	X	X	X
C-29	Describe and connect the most important ideas, arguments and perspectives of a text.	X	X	X
C-30	Draw inferences, conclusions or generalizations, support them with textual evidence and prior knowledge.	X	X	X
C-31	Evaluate/critique ideas in text and hypothesize.	X	X	X
C-32	Make judgements about ideas and text (evaluate and critique).	X	X	X
C-33	Organize and synthesize ideas and information.	X	X	X

Level 2 Literacy Competencies		Term 1	Term 2	Term 3
C-34	Identify different genres of literature, distinguish common forms of literature and identify characteristics of different genres.	X	X	X
C-35	Identify types of print materials (storybooks, poems, newspapers, signs and labels).	X	X	X
C-36	Distinguish common forms of literature and fiction from non-fiction.	X	X	X
C-37	Identify literacy elements and story structure features for character (recognize and describe traits, actions, feelings and motives), plot and plot structure (beginning, middle and end, problem and solution), setting and theme (relate setting to problem/action).	X	X	X
C-38	Identify literacy devices like dialogue, narration, exaggeration, figurative language, flashbacks, foreshadowing, humor, imagery and sensory words, mood, point of view, sound devices, rhythm, rhyme, repetition, word choice tone.	X	X	X
C-39	Respond to literature: recollect/talk about what was read, ask and answer questions, use evidence from the text to support opinions, interpretations or conclusions, generate alternative endings and identify the impact of the change, synthesize and extend understanding through creative response, make corrections text to self, text to text, text to world, offer observations, react and speculate in response to text.	X	X	X
C-40	Develop attitudes and abilities to interact with diverse groups and cultures by connecting experiences and ideas with those from other cultures, customs and perspectives.	X	X	X
C-41	Speak clearly, accurately and fluently using appropriate delivery for a variety of audiences and purposes.	X	X	X
<b>Writing</b>				
C-42	Reflect on learning and write about a text you have read or what you have learned.	X	X	X
C-43	Write meaningful texts related to what you have learned or read using different genres (e.g. narrative, informative, poem, song, etc.)	X	X	X
<b>Listening and Speaking</b>				
C-44	Speak clearly, accurately, and fluently, using appropriate delivery for a variety of audiences and purposes.	X	X	X
C-45	Use proper intonation, volume, pitch, modulation and phrasing.	X	X	X
C-46	Speak with a command of standard conventions for the language; use appropriate language for formal and informal settings.	X	X	X
C-47	Speak for a purpose: to ask and answer questions, to give directions and instructions, to communicate, describe, express an opinion, to deliver oral responses, etc.	X	X	X

# National Language Analysis

Language Features											
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)	a	b	d	'd	e	g	gw	i	j	k	
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	a	i	o	e	k	u	n	t	l	η	
Teaching order in current Bari books (Book 1 - 2)	k	t	a	i	d	o	u	l	r	m	
Term 1	Week 1				Week 2						
	1	2	3	4	5	6	7	8	9	10	
<b>Possible Material Features</b>											
Order of letter introduction (2 key letters per week)	Review Week										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)											
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)											
MoEST NL Curriculum Unit Themes	Pollution										
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	Using context clues to differentiate meaning between minimal pairs of homographs (for example: kidi (well) and kidi (shoulder)). See Bari Book 1, pg. 68										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)											
Common traditional and cultural texts (for instruction)											
<b>Reading Fluency</b>											
Word Building											
Spelling											
Comprehension											
Oral Literature Enjoyment (Variety of literature)											
Creative Writing											
Grammar Recognition											

Language Features										
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)	l	m	n	ny	ŋ	o	ö	p	r	s
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	d	r	ö	m	p	j	ny	s	gw	b
Teaching order in current Bari books (Book 1 - 2)	e	ö	-ŋ	j	-n	g	p	-t	n	-r
Term 1	Week 3			Week 4						
	11	12	13	14	15	16	17	18	19	20
<b>Possible Material Features</b>										
Order of letter introduction (2 key letters per week)	gg		dd		Review	sw		tw		
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	logga, lok		roddu, rot; waddu			swöt, swoka		twana? twaiti?		
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	köpuröt, mon, 'burön, lut									
MoEST NL Curriculum Unit Themes	Pollution									
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	k becomes gg when followed by a vowel (when a suffix is added?) ex. logga from lok. (Definite vs. Indefinite?)	t becomes dd when followed by a vowel (suffix) (definite vs. indefinite)	Other labialized consonants (dw, ŋw, lw, mw, nw, rw) an now be considered taught							
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)						“				
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling										
Comprehension										
Oral Literature Enjoyment (Variety of literature)										
Creative Writing										
Grammar Recognition										

Language Features												
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)	t	u	w	y	'y	gb						
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	y	g	w	kw	dy	ly	gg	ry	tw	ɲw		
Teaching order in current Bari books (Book 1 - 2)	y	b	s	-k	ɲ	w	'd	m	gg	ly		
Term 1	Week 5					Week 6						
	21	22	23	24	25	26	27	28	29	30		
Possible Material Features												
Order of letter introduction (2 key letters per week)	'd		'y		Review	dy		ly		Review		
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	'doro, 'dɔŋ		'yurja			podyo, jondya		ligilye, tilya				
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)						katalok, lokure, koropo, ludweki						
MoEST NL Curriculum Unit Themes						Food and Nutrition		Food and Nutrition				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	ɲina							kulye				
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)												
Common traditional and cultural texts (for instruction)												
Reading Fluency												
Word Building												
Spelling												
Comprehension												
Oral Literature Enjoyment (Variety of literature)												
Creative Writing												
Grammar Recognition												

Language Features												
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)												
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	'b	lw	dd	dw	'd	sw	bb	ty	gy	'y		
Teaching order in current Bari books (Book 1 - 2)	ry	dy	gw	'b	dd	-p	kw	sw	'y	gwe		
Possible Material Features	Term 1				Week 7				Week 8			
	31	32	33	34	35	36	37	38	39	40		
Term 1 is for introducing the final, more complex letters and graphemes												
Order of letter introduction (2 key letters per week)	ry		'b		Review	bb		rr		Review		
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	ryana, ryaka		'be 'be, 'bó 'but			lobba		wirr, bIRR				
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)												
MoEST NL Curriculum Unit Themes	Food and Nutrition											
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	Other palatalized consonants now considered to be taught (gy, ty, ddy)											
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)												
Common traditional and cultural texts (for instruction)												
Reading Fluency												
Word Building												
Spelling												
Comprehension												
Oral Literature Enjoyment (Variety of literature)												
Creative Writing												
Grammar Recognition												

Language Features												
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)												
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	ddy	mw	rr	rw	ee	aa	gb					
Teaching order in current Bari books (Book 1 - 2)												
Term 1	Week 9				Week 10							
	41	42	43	44	45	46	47	48	49	50		
<b>Possible Material Features</b>												
Order of letter introduction (2 key letters per week)	ee	aa		gb	Review							Review Week
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)												
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	kurju, 'duku, gojja, lobba											
MoEST NL Curriculum Unit Themes	Community Projects				Community Projects				Community Projects			
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)												
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)												
Common traditional and cultural texts (for instruction)												
<b>Reading Fluency</b>												
Word Building												
Spelling												
Comprehension												
Oral Literature Enjoyment (Variety of literature)												
Creative Writing												
Grammar Recognition												

Term 2		Week 11					Week 12						
		51	52	53	54	55	56	57	58	59	60		
<b>Possible Material Features</b>		Term 2 is for building fluency and comprehension. Activities will revolve around those skills, using a variety of literature.											
Order of letter introduction (2 key letters per week)													
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)													
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)		gwörö, tito, gwörít, woko, tugwörju, toro 'bo, ryeju											
MoEST NL Curriculum Unit Themes		Buying and Selling					Buying and Selling						
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)		More Using context clues to differentiate meaning between minimal pairs of homographs (for example: kidi (well?) and kidi (shoulder). See Bari Book 1, pg. 68											
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)		Review Week											
Common traditional and cultural texts (for instruction)		Review Week											
<b>Reading Fluency</b>													
Word Building		X			X			X		X		X	
Spelling		X			X		X		X		X		X
Comprehension		X		X	X		X		X		X		X
Oral Literature Enjoyment (Variety of literature)					X						X		
Creative Writing			X		X					X		X	
Grammar Recognition					X			Review			X		Review

Term 2	Week 13					Week 14				
	61	62	63	64	65	66	67	68	69	70
<b>Possible Material Features</b>	Term 2 is for building fluency and comprehension. Activities will revolve around those skills, using a variety of literature.									
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										
MoEST NL Curriculum Unit Themes				Buying and Selling					Transport	
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building	X			X		X			X	
Spelling	X		X		X	X		X		X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)			X					X		
Creative Writing		X		X			X		X	
Grammar Recognition			X		Review			X		Review

Term 2	Week 15					Week 16				
	71	72	73	74	75	76	77	78	79	80
<b>Possible Material Features</b>										
Term 2 is for building fluency and comprehension. Activities will revolve around those skills, using a variety of literature.										
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)						tobodwan, tulka, yukit, witi, bodo, niddyó, nitó, nambu				
MoEST NL Curriculum Unit Themes							Transport			Technology in our Community
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building	X			X		X			X	
Spelling	X		X		X	X		X		X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)			X					X		
Creative Writing		X		X				X		
Grammar Recognition			X		Review			X		Review

	Term 2					Week 17					Week 18				
	81	82	83	84	85	86	87	88	89	90					
<b>Possible Material Features</b>	<b>Term 2 is for building fluency and comprehension. Activities will revolve around those skills, using a variety of literature.</b>														
Order of letter introduction (2 key letters per week)															
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)															
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										matat, mor, katodunönit, dikitor, katakuwönit					
MoEST NL Curriculum Unit Themes															
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)															
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)															
Common traditional and cultural texts (for instruction)															
<b>Reading Fluency</b>															
Word Building	X			X						X				X	
Spelling	X				X					X			X		X
Comprehension	X			X	X					X			X		X
Oral Literature Enjoyment (Variety of literature)					X								X		
Creative Writing						X							X		
Grammar Recognition					X				Review				X		Review



Term 3	Week 21					Week 22				
	101	102	103	104	105	106	107	108	109	110
<b>Possible Material Features</b>										
Term 3 will continue to build fluency and comprehension, and extending writing skills										
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	yemet, ronve, kerri, gwoja									
MoEST NL Curriculum Unit Themes	Cultures of South Sudan					Cultures of South Sudan				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling	X	X	X	X	X	X	X	X	X	X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)										
Creative Writing			X					X		
Grammar Recognition		X		X			X		X	

Term 3	Week 23					Week 24				
	111	112	113	114	115	116	117	118	119	120
<b>Possible Material Features</b>										
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	kendya, wurjô, yolo, likikiri, temesi, pija, ruggio									
MoEST NL Curriculum Unit Themes	Study Skills					Study Skills				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling	X	X	X	X	X	X	X	X	X	X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)										
Creative Writing			X					X		
Grammar Recognition		X		X			X		X	X

Term 3	Week 25					Week 26				
	121	122	123	124	125	126	127	128	129	130
<b>Possible Material Features</b>										
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	nisa, kajisak, kajamak, tetma, temejik, topiokin									
MoEST NL Curriculum Unit Themes	Conflict Resolution					Conflict Resolution				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling	X	X	X	X	X	X	X	X	X	X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)										
Creative Writing			X					X		
Grammar Recognition		X		X			X		X	X

Term 3	Week 27					Week 28				
	131	132	133	134	135	136	137	138	139	140
<b>Possible Material Features</b>										
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	putu, jurön, gwiyani, gwilijit, keryat									
MoEST NL Curriculum Unit Themes	People of the World					People of the World				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling	X	X	X	X	X	X	X	X	X	X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)										
Creative Writing			X					X		
Grammar Recognition		X		X			X		X	X



# Reading Fluency Activities

Purposes
Spelling skill development and mechanics
Creative writing
Exposure to a variety of literature, including oral literature
Using thematic units chosen by the Ministry of Education, Science and Technology (MoEST) and expanding knowledge of these thematic topics
Fluency development
Enjoyment of the written language
Comprehension skill development

Content & Activities
<b>Word building</b>
A simple word-building activity will precede each story. 2-3 words which are long or contain challenging letter combinations will be practiced here before the story is read.
<b>Stories</b>
Two stories per week, accompanied by a motivating illustration
There are no limitations on what letters can be used in the stories as learners have already learned all the letters. Sentences can be more complex than in Level 1.
Fluency is developed in two ways: learners read each story silently first, the teacher waiting until all have finished
Then, as the teacher asks the comprehension questions from the teacher’s guide, they answer, proving their answers by reading aloud from the text. The entire class follows along, verifying the answers of learners who volunteer or are called upon
On the following day, students answer more comprehension questions about the same story, reading aloud from the text
Paired oral reading of the text
<b>Spelling</b>
A list of 6-10 words, plus a sentence is to be copied by learners and taken home.
Chalkboard game in which students fill in blanks within their spelling words
Spelling test
<b>Comprehension</b>
Talk about the picture: the picture catches learners’s attention and encourages prediction.
The teacher asks a probing question or two, as guided in the teacher’s guide (If this is not specified, teachers usually do not bother with this important activity)
“Reason to Read”: The teacher never tells learners how the story will end, and sometimes stories last for a whole week, divided into parts.
After learners have been given the “reason to read” read silently, he or she should ask that question again, to the class
1 or 2 direct information questions are asked and learners answer
The other questions ensure that most sentences are read aloud. Most of these questions are inferential in nature, for example: “How do we know the woman was afraid? Read the sentence that tells us.” Occasionally a main idea question can be asked, but they are usually subjective. Some stories lend themselves to “What happened first? What happened next?” questions as well.
<b>Oral Literature Enjoyment</b>
The repetitiveness of songs and the familiarity of poetry from the culture means that even when they contain untaught letters, learners can usually “read” them
A word which may be difficult, however, is introduced on the chalkboard by the teacher
Singing and dancing are allowed!
<b>Creative Writing</b>
A very simple “creative writing” activity allows learners to express their individuality
Creative writing assignments may be open-ended, though they can connect to the themes in the MoEST curriculum
Learners should be encouraged to read their writing to their partners or to the class

## Recommended Types of Learning Materials

Level 2
Storybook for term 3
Teacher's Guides for the (1 or 2) primers
Teacher's guide for the storybook
ABC wall chart
<b>Additional optional materials</b>
Freetime reading materials, such as translated African Storybook project books (If there were a mobile library they could be used by a whole community)

### Notes

1. Themes can be explored every week or few weeks focusing on a specific life skills topic.
2. Genres can be explored every week or few weeks focusing on age appropriate and levelled texts.
3. Competencies can be further broken down by term (e.g. Term 1- Identifies initial sounds in words. Term 2 - Identifies ending sounds in words. Term 3 - Identifies medial sounds in words.)
4. English literacy competences can be extracted and referenced on their own sheet; this could add value by identifying second language literacy competences, especially in the first two terms of level 1.
5. Weekly comprehension and writing strategies and tasks can be predetermined.

# Dinka

## Level 1 PEP Scope & Sequence

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## Level 1 Literacy Competencies

Level 1 Literacy Competencies		Term 1	Term 2	Term 3
<b>Phonemic Awareness</b> The ability to hear and use sounds in spoken language, including words, syllables, and individual letter sounds. Phonemic awareness is a listening and speaking skill.				
<b>Listening and Speaking</b>				
PA-1	Recognize sounds at different points in common words (beginning, middle, end).	X	X	
PA-2	Blend sounds to say words of one or more syllables.	X	X	
PA-3	Segment words into syllables or individual sounds.	X	X	
PA-4	Count sounds in spoken words or syllables and syllables in words.	X	X	
PA-5	Manipulate sounds in words (add, delete or substitute phonemes and morphemes).	X	X	
PA-6	Distinguish long- and short-vowel sounds in orally stated words.	X	X	
PA-7	Recite a traditional or cultural text (riddle, proverb, tongue twister, rhyme, poem, etc.) from memory.	X	X	X
<b>Alphabetic Principle</b> The understanding that words are made of letters that represent sounds. It also means using your knowledge of sounds to read, spell or write words.				
<b>Reading, Listening and Speaking</b>				
AP-1	Identify letters by name and sound.	X	X	X
AP-2	Generate sounds from letters and blend consonants and vowels to read syllables and words.	X	X	X
AP-3	Segment words into individual sounds and syllables to read and spell correctly.	X	X	X
AP-4	Apply knowledge of letter sound relationships and word structures to decode unfamiliar words (blending).	X	X	X
AP-5	Decode words with common word parts (e.g. base/root words, suffixes and prefixes, syllables).			
AP-6	Identify one and two-syllable sight / high frequency words.	X	X	X
AP-7	Use first sounds, blending and context clues as word identification strategies to decode unfamiliar words.	X	X	X
<b>Writing</b>				
AP-8	Spell letters, syllables and words with increasing accuracy using knowledge of letter names and sounds, consonants, vowels, syllables and word structures.	X	X	X
<b>Fluency</b> In reading, the ability to read a text with good speed, accuracy and expression. In writing, the ability to form letters correctly with appropriate speed. Speaking skills focus on the ability to speak confidently, with expression and age-appropriate grammar.				
<b>Reading</b>				
F-1	Read syllables with increasing accuracy and speed.	X	X	
F-2	Read simple sentences with increasing accuracy and speed.	X	X	X
F-3	Read texts with increasing accuracy and speed, paying attention to pace/rate, reading with expression, with attention to punctuation and appropriate phrasing.	X	X	X
F-4	Practice fluency in a variety of ways, including through choral reading, partner/paired reading and repeated oral reading.	X	X	X
F-5	Read regularly using independent level material.	X	X	X
<b>Writing</b>				
F-6	Write lower and uppercase letters correctly.	X	X	
F-7	Write name with correct spelling and letter formation.	X	X	
F-8	Write using pictures, some letters and transitional spelling to convey meaning.	X	X	

Level 1 Literacy Competencies		Term 1	Term 2	Term 3
F-9	Write dictated words, sentences, messages or stories.	X	X	X
F-10	Write sentences with correct spelling and grammar.		X	X
F-11	Write a short, well organized story that demonstrates correct spelling and grammar, clear purpose and focus, logical progression (e.g. chronological order or order of importance) and personal voice.	X	X	X
F-12	Execute the writing process, including prewriting, drafting, revising, editing and proofreading and publishing.	X	X	X
F-13	Engage and become familiar with different types of writing, including narrative, expository, descriptive, persuasive, letters, poems and traditional texts.	X	X	X
F-14	Gain increasing control over penmanship, including writing implement grip, paper position, posture and stroke to write legibly.	X	X	X

### Listening and Speaking

F-15	Introduce and greet using the appropriate cultural norms.	X	X	
F-16	Tell a meaningful, well organized story to the class that demonstrates fluency of speech, appropriate expression and confidence.	X	X	X

## Vocabulary

The ability to understand (receptive) and use (expressive) words to gain and express meaning. Speaking and writing skills focus more on expressive vocabulary. Listening and reading skills focus more on receptive vocabulary.

### Reading, Listening and Speaking

V-1	Identify and understand selected vocabulary words in texts.	X	X	X
V-2	Identify words with similar and opposite meanings.	X	X	X
V-3	Identify and combine meaningful word segments to read whole words with increasing fluency.	X	X	X
V-4	Develop vocabulary through direct instruction, concrete experience, reading and listening to text read aloud.	X	X	X
V-5	Use word recognition strategies (e.g. context clues, word structure clues, analogy clues, picture clues) to identify and talk about the meaning of new words.	X	X	X
V-6	Extend concepts and word knowledge for: academic language, classify and categorize, antonyms and synonyms, prefixes and suffixes, multiple-meaning words, related words, descriptive words, high utility words, time and order words, foreign words used in the language, transition words, analogies).	X	X	X

### Writing and Speaking

V-7	Use vocabulary words in meaningful sentences.	X	X	X
V-8	Use clear, precise and appropriate language, sensory details and imagery and use effective vocabulary.	X	X	X
V-9	Combine, elaborate and vary sentences.	X	X	X
V-10	Use correct spelling, grammar, capitalize and punctuate correctly.	X	X	X

## Comprehension

In reading, the ability to understand text. In writing, it is the ability to compose a meaningful story. Listening and speaking skills focus on the ability to make accurate predictions about a text prior to reading and talking meaningfully about a text you have read.

### Before Reading or Writing

#### Reading, Listening and Speaking

C-1	Use the title, context and prior knowledge to make predictions about a text.	X	X	X
C-2	Formulate questions that might be answered in the text (set listening goals).	X	X	X
C-3	Retell a fictional story that has been read aloud from memory, including identifying the main characters, setting and action.	X	X	X
C-4	Retell an informative story that has been read aloud from memory and identify and main idea and supporting ideas of the story.	X	X	X

#### Writing

C-5	Plan for writing a story that has a beginning, middle and ending.	X	X	X
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Level 1 Literacy Competencies		Term 1	Term 2	Term 3
<b>During Reading or Writing</b>				
<b>Reading</b>				
C-6	Activate and use prior knowledge	X	X	X
C-7	Make, modify and confirm predictions.	X	X	X
<b>Listening and Speaking</b>				
C-8	Listen for a purpose (enjoyment, to expand vocabulary and concepts, to get information and ideas, to follow directions, to answer questions and problems, to gain knowledge of culture, to connect prior experiences, to listen critically).	X	X	X
<b>Writing</b>				
C-9	Identify and use grammatical features of the language correctly.	X	X	X
C-10	Write a meaningful story with a beginning, middle and ending using pictures, words and sentences.	X	X	X
C-11	Read a piece of writing aloud.	X	X	X
<b>After Reading or Writing</b>				
<b>Reading, Listening and Speaking</b>				
C-12	Correctly respond to questions whose answers are found directly in the text, including who, what, where, when, why and how.	X	X	X
C-13	Correctly respond to questions that require using prior knowledge and inferential or evaluative thinking to answer, including who, what, where, when, why and how.	X	X	X
C-14	Identify whether or not predictions were correct and questions answered.	X	X	X
C-15	Summarize text - recall and retell stories.	X	X	X
C-16	Identify the literacy elements and structure in a story, including the main characters, setting and action in a fiction story.	X	X	X
C-17	Identify the main idea and supporting ideas of an informative story.	X	X	X
C-18	Listen attentively and participate in individual, pair and group activities appropriately.	X	X	X
C-19	Identify: the author's purpose, categorize and classify, cause and effect, compare and contrast, details and facts, draw conclusions and inferences, steps in a process, sequence of events.	X	X	X
C-20	Identify different genres of literature, distinguish common forms of literature and identify characteristics of different genres.	X	X	X
C-21	Identify literacy devices like dialogue, narration, sound devices, rhythm, rhyme, repetition, word choice.	X	X	X
C-22	Respond to literature: recollect/talk about what was read, ask and answer questions, generate alternative endings and identify the impact of the change, synthesize and extend understanding through creative responses.	X	X	X
C-23	Develop attitudes and abilities to interact with diverse groups and cultures by connecting experiences and ideas with those from other cultures, customs and perspectives.	X	X	X
C-24	Speak clearly, accurately and fluently using appropriate delivery for a variety of audiences and purposes.	X	X	X
<b>Writing</b>				
C-25	Reflect on learning and write about a text or what you have learned.	X	X	X
C-26	Write meaningful texts related to what you have learned or read using different genres (e.g. narrative, informative, poem, song, etc.)	X	X	X

# National Language Analysis

Language Features											
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)											
	a	ä	b	c	d	dh	e	ë	ε	ë	
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)											
	k	a	n	c	l	e	u	ë	i	t	
Teaching order in current Dinka Primer (IRL version)											
	-k		k-	a	o	-t	-c	e	-l	d	
Term 1											
Possible Material Features											
Pre Reading Activities											
Reading Readiness											
Visual Discrimination (Ex. Left to right and part-whole)	X	X	X	X	X						
Auditory Awareness						X	X	X	X		
Pre-Writing						X	X	X	X		
Simple Sight Words											
Literature Enjoyment (Big Books)											
Picture "Sentences" with vowel review											
Comprehension (sequencing of stories)											
Order of letter introduction (2 key letters per week)						a		ä		Review	
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)						mac, gak, dhäk, kät					
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)						awan, anyaar, akäl, käm					
MoEST NL Curriculum Unit Themes						Animals				Animals	
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)						The most frequent breathy vowels will be taught in contrast with non-breathy equivalents					
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)											
Common traditional and cultural texts (for instruction)										Book 1, pg. 13; Primer pg 60	
Reading Fluency											
Word Building											
Spelling											
Comprehension											
Oral Literature Enjoyment (Variety of literature)											
Creative Writing											



Language Features												
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)												
	ny	ŋ	o	ö	o	ö	p	r	t	th		
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)												
	o	d	w	ö	aa	ë	g	ny	ä	ε		
Teaching order in current Dinka Primer (IRL version)												
	r, -r abi	c	l	g	ε	th, -th	b akéc	i akín	ö	Y		
Term 1												
	21	22	23	24	25	26	27	28	29	30		
Possible Material Features												
Pre Reading Activities												
Reading Readiness												
Visual Discrimination (Ex. Left to right and part-whole)												
Auditory Awareness												
Pre-Writing												
Simple Sight Words	X	X	X	X		X	X	X	X	X		
Literature Enjoyment (Big Books)												
Picture "Sentences" with vowel review						X	X	X	X	X		
Comprehension (sequencing of stories)	X	X	X	X								
Order of letter introduction (2 key letters per week)												
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)												
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)												
MoEST NL Curriculum Unit Themes								Weather			Weather	
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)												
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)												
Common traditional and cultural texts (for instruction)								Big Book Story			Sentence Stories	
Reading Fluency												
Word Building												
Spelling												
Comprehension												
Oral Literature Enjoyment (Variety of literature)												
Creative Writing												

Language Features											
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)	u	w	y								
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	j	γ	ee	nh	dh	ëë	ii	ää	uee	ua	
Teaching order in current Dinka Primer (IRL version)	ö yic	ë	ny	-ny ace	p, -p	ä	ë	n, -n	j të	ke	
Term 1											
Week 7											
Week 8											
Beginning of letter introduction using a Primer type approach											
Possible Material Features											
Reading Readiness											
Visual Discrimination (Ex. Left to right and part-whole)											
Auditory Awareness											
Pre-Writing											
Simple Sight Words											
Literature Enjoyment (Big Books)											
Picture "Sentences" with vowel review											
Comprehension (sequencing of stories)											
Order of letter introduction (2 key letters per week)	k	n		Review	-k					Review	
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	kat	nok			kak			ken			
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	kat, kal, kan, akan, nak, nol, nem				rak, aciæk			noon, moon			
MoEST NL Curriculum Unit Themes	Plants Around Us						Plants Around Us				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	ë	ke			-k syllable final position			-n syllable final position	yen		
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)											
Common traditional and cultural texts (for instruction)									Primer 2, pg. 5; Primer 2, pg.43; Primer 1, pg. 30; Primer 1, pg. 42		
Reading Fluency											
Word Building											
Spelling											
Comprehension											
Oral Literature Enjoyment (Variety of literature)											
Creative Writing											



Language Features												
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)												
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	ië	uu	iö	iö	uö	ëu	iëë	uoo	oi	iaa		
Teaching order in current Dinka Primer (IRL version)												
	Term 2			Week 11			Week 12					
	51	52	53	54	55	56	57	58	59	60		
Possible Material Features												
Reading Readiness												
Visual Discrimination (Ex. Left to right and part-whole)												
Auditory Awareness												
Pre-Writing												
Simple Sight Words												
Literature Enjoyment (Big Books)												
Picture "Sentences" with vowel review												
Comprehension (sequencing of stories)												
Order of letter introduction (2 key letters per week)	c		l		Review	-t		t		Review		
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	ca		lek			kit		tik				
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)			lek (v)			kit, mot, amat		tek				
MoEST NL Curriculum Unit Themes	Healthy Relationships			Healthy Relationships			Healthy Relationships					
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	ci		la			-t syllable final position		të				
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)	Review Week			Review Week			Review Week					
Common traditional and cultural texts (for instruction)	Review Week			Review Week			Review Week			Primer 1, pg. 40; ABC Book, pg 59; Primer 1 pg. 16		
Reading Fluency												
Word Building												
Spelling												
Comprehension												
Oral Literature Enjoyment (Variety of literature)												
Creative Writing												

Language Features																												
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)																												
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)																												
Teaching order in current Dinka Primer (IRL version)																												
Term 2																												
<table border="1"> <thead> <tr> <th colspan="3">Week 13</th> <th colspan="3">Week 14</th> </tr> </thead> <tbody> <tr> <td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td> </tr> </tbody> </table>													Week 13			Week 14			61	62	63	64	65	66	67	68	69	70
Week 13			Week 14																									
61	62	63	64	65	66	67	68	69	70																			
Possible Material Features																												
Reading Readiness																												
Visual Discrimination (Ex. Left to right and part-whole)																												
Auditory Awareness																												
Pre-Writing																												
Simple Sight Words																												
Literature Enjoyment (Big Books)																												
Picture "Sentences" with vowel review																												
Comprehension (sequencing of stories)																												
Order of letter introduction (2 key letters per week)																												
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)																												
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)																												
MoEST NL Curriculum Unit Themes																												
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)																												
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)																												
Common traditional and cultural texts (for instruction)																												
Reading Fluency																												
Word Building																												
Spelling																												
Comprehension																												
Oral Literature Enjoyment (Variety of literature)																												
Creative Writing																												

Term 2	Week 15					Week 16				
	71	72	73	74	75	76	77	78	79	80
<b>Possible Material Features</b>										
<b>Reading Readiness</b>										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	m		th		Review	b		η		Review
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	mac		thom, meth			bith		goh, konkoj, adonj, aden		
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)			thom, thiëëk, thuëëc, athou			bith				
MoEST NL Curriculum Unit Themes	Assume syllable initial and final positions have been taught for all remaining consonants					Cultural Celebrations				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)			thin			bik				
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)						?				
Common traditional and cultural texts (for instruction)			Dinka ABC Storybook, pg. 26							
<b>Reading Fluency</b>										
Word Building										
Spelling										
Comprehension										
Oral Literature Enjoyment (Variety of literature)										
Creative Writing										

Term 2	Week 17					Week 18				
	81	82	83	84	85	86	87	88	89	90
<b>Possible Material Features</b>										
<b>Reading Readiness</b>										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	p		o, ö		Review	w		d		Review
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	pa, rap		thök, nok			wep, wel		dit		
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)						wet, wëer, wëc, waan, waar		dec		
MoEST NL Curriculum Unit Themes				Games and Sports				Games and Sports		
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	akëc					W only occurs syllable initial		na		
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)						,				
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling										
Comprehension										
Oral Literature Enjoyment (Variety of literature)										
Creative Writing										

Term 2	Week 19					Week 20				
	91	92	93	94	95	96	97	98	99	100
<b>Possible Material Features</b>										
<b>Reading Readiness</b>										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	aa									Review Week
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	aya, aaya; atō, aatō; ala, alaaak; ake, aake; baak, baak; cam, caam; cath, caath									
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										
MoEST NL Curriculum Unit Themes	Games and Sports									
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	A / aa vowel length contrast. Taught using minimal pairs and other activities such as matching, cloze raan activities etc.									
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling										
Comprehension										
Oral Literature Enjoyment (Variety of literature)										
Creative Writing										

	Week 21					Week 22				
	101	102	103	104	105	106	107	108	109	110
<b>Possible Material Features</b>	<b>Storybook – Building fluency and comprehension</b>									
<b>Reading Readiness</b>										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	No new letters					No new letters				
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										
MoEST NL Curriculum Unit Themes			Hygiene					Hygiene		
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building	X			X		X			X	
Spelling	X	X		X	X	X	X		X	X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)	Story			Story		Story			Poem	Story
Creative Writing							X		X	

Term 3	Week 23					Week 24				
	111	112	113	114	115	116	117	118	119	120
<b>Possible Material Features</b>										
<b>Reading Readiness</b>										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	No new letters					No new letters				
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										
MoEST NL Curriculum Unit Themes	Managing Emotions					Managing Emotions				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)	!									
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building	X			X		X			X	
Spelling	X	X		X	X	X	X		X	X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)	Story		Poem	Story		Story		Poem	Story	
Creative Writing			X					X		

	Term 3									
	Week 25					Week 26				
	121	122	123	124	125	126	127	128	129	130
<b>Possible Material Features</b>	<b>Storybook – Building fluency and comprehension</b>									
<b>Reading Readiness</b>										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	No new letters					No new letters				
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										
MoEST NL Curriculum Unit Themes										
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building	X			X		X			X	
Spelling	X	X		X	X	X	X		X	X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)	Story		Poem	Story		Story		Poem	Story	
Creative Writing			X					X		

	Term 3					Week 27					Week 28				
	131	132	133	134	135	136	137	138	139	140					
<b>Possible Material Features</b>	<b>Storybook – Building fluency and comprehension</b>														
<b>Reading Readiness</b>															
Visual Discrimination (Ex. Left to right and part-whole)															
Auditory Awareness															
Pre-Writing															
Simple Sight Words															
Literature Enjoyment (Big Books)															
Picture "Sentences" with vowel review															
Comprehension (sequencing of stories)															
Order of letter introduction (2 key letters per week)	No new letters										No new letters				
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)															
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)															
MoEST NL Curriculum Unit Themes															
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)															
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)															
Common traditional and cultural texts (for instruction)															
<b>Reading Fluency</b>															
Word Building	X			X	X	X				X			X		
Spelling	X	X		X	X	X				X	X		X	X	
Comprehension	X	X	X	X	X	X				X	X		X	X	
Oral Literature Enjoyment (Variety of literature)	Story		Poem	Story		Story					Poem	Story			
Creative Writing			X								X				

Term 3	Week 29					Week 30				
	141	142	143	144	145	146	147	148	149	150
<b>Possible Material Features</b>										
<b>Reading Readiness</b>										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	No new letters					No new letters				
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										
MoEST NL Curriculum Unit Themes										
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building	X			X		X			X	
Spelling	X	X		X	X	X	X		X	X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)	Story		Poem	Story		Story		Poem	Story	
Creative Writing			X					X		

## Punctuation Marks

Level 1	
English	Dinka
.	tom cök
,	ɲet cök
?	kĩn thięc
!	kĩn gǎi
" "	

Level 2	
English	Dinka
" "	kĩn jam

Level 3 and later	
English	Dinka
( )	kan piny
;	tom ku ɲuet
:	tomrou
-	mit
/	röŋ

## Most Common Words

#	Dinka	English Gloss	Count from PrimerPro
1	ku	and	2764
2	ě	pronoun marker, conjunction, with, copula	1657
3	ye	equative, he/she, the/this, it	1171
4	ke	be, with, habitual marker	931
5	cĩ	past perfect marker, present tense	862
6	koc	people (noun, plural)	692
7	go	conjunction, then, but, therefor	662
8	yen	he, she, it	652
9	bĩ	potential future aspect marker; conjunction- so that	611
10	la	conjunction -then, so; have, be there	523
11	raan	person (masc.)	520
12	ee	copula "to be, is"; usually, habitually	489
13	thĩn	in, in a place, out; there	432
14	kek	with	419
15	na	to be; na... ke - with/ and	404
16	lueel	told, said	365
17	apei	very	359
18	aa	copula "to be, are"	344
19	yic	locative - in, inside, within, (together with ye); truth	326
20	kök	arm; another, others	312
21	đit	big, much (uncountable)	310
22	tě	if (if you go)	301
23	aye	copula, to be; habitual	275
24	wěn	time: next, before	272
25	acĩ	past tense, action has already been done	262

#	Dinka	English Gloss	Count from PrimerPro
26	cöl	verb: to call, name; verb: let, allow	244
27	jal	verb: leave; aux: past tense	233
28	bĩk	question marker; example: are they coming? will they say bĩk lueel?	231
29	nhom	noun: head, top	221
30	těně	locative: here, to	221
31	looi	verb: to do, make, work	207
32	piny	locative: down, bottom; land	207
33	ka	conjunction - context dependent	197
34	baai	home, compound, land, place	196
35	rin	conjunction: because; name	192
36	ya	link: of	192
37	kě	conj that points to something -thing which	184
38	běn	verb: come, arrive (sg).	183
39	pan	home, homestead	183
40	yök	verb: to find, get, receive	183
41	běny	leader, chief	169
42	ɲo / ɲö	pronoun: what?	164
43	wět	noun: word, opinion, order	163
44	aacĩ ~ acĩ	aacĩ - they have, acĩ - aux: he has	157
45	keek	pronoun: they, them	157
46	lön	prep: since; conj: that, if	157
47	tĩŋ	verb: to see (no object)	157
48	tök	article: one, an, a	152
49	ěbėn	all, all together	151
50	tö	present	148
51	rot	alone	144
52	cĩi	aux: negative verbs in singular	142

#	Dinka	English Gloss	Count from PrimerPro
53	yīn	pronoun: you sg.	136
54	jəl	aux verb: to become	135
55	ʁen	pronoun "I"	134
56	ʁok	pronoun "me"	132
57	rap	noun: sorghum (sg)	129
58	cam	verb: to eat	126
59	nhialic	God	125
60	le	aux: verb to go	124
61	wəl	words; type of animal	118
62	aya	also	115
63	kənē	this/that	113
64	aaye	habitual past plural "to be"	110
65	nök	kill / spent	108
66	wär	river; lake; cow dung	107
67	yiic	in them	107
68	ʁet	prep: up to, reach, arrive	103
69	bən	again	101
70	thok	mouth	101
71	tē	if, place	97
72	ʁök	cattle, cows	97
73	cəl	call	96
74	muk	keep	96
75	nawən	after a while, then	95
76	wen	cow, cattle	95
77	ala	verb, to be, is going	93
78	thēr	ago, old time	91
79	cök	foot, pillar	90
80	juēc	many	90
81	ɲic	know	90
82	tuen	front, ahead, first	88
83	yī	pronoun "you" (sg)	88
84	kä	demonstrative "these"	87
85	nhial	up above, over	86
86	dhuk	return, bay	85
87	jäl	verb to be, past; guest	85
88	läi	animals	84
89	dēt	other one	82
90	rēēr	stay	82
91	rīŋ	meat, come running	81
92	cath	walk	80
93	kuat	type	80
94	nhiiim	heads	80

#	Dinka	English Gloss	Count from PrimerPro
95	abī	verb to be future sg	79
96	köör	lion	79
97	təŋ	spear, war, fighting	79
98	wic	wanted, search	79
99	mīth	children	78
100	yeŋö	What, why	78
101	röt	themselves	77
102	cit	as, like, example	76
103	piŋ	heard, listened	76
104	tiim	trees	76
105	lac	verb "to be quick"	75
106	lök	informed	75
107	mac	fire (noun)	75
108	beek	type of bird	74
109	deŋ	rain	72
110	gokē	conjunction (then, and)	72
111	wäär	last time	72
112	ŋö	what?	72
113	ʁon	upon a time	72
114	ələ	such, this way	71
115	ben	and again	70
116	nyin	eye, river, stream	70
117	path	good	70
118	tim	tree wood	70
119	kōu	back, behind	69
120	bei	outside, at home	67
121	dəm	catch, detain	67
122	aake	past, habitual plural, "they used to..."	66
123	apath	is good	66
124	ajīth	hen	65
125	aköl	day time	65
126	jöŋ	dog	65
127	wun	his father	65
128	col	rat; charcoal; compensate	64
129	wūr	in the river	64
130	rec	fish (plural)	62
131	cīn	instestines; nothing	61
132	diet	birds, twins	60
133	muonyjāŋ	man from Dinka	60
134	thiēc	asked	59
135	ʁa	meat, come running	59
136	aköl	sun	58

#	Dinka	English Gloss	Count from PrimerPro
137	wei	outside, external	58
138	yo	we	58
139	yenakan	amen	57
140	piu	water	56
141	ba	verb: to be, will be, sg	55
142	lök	washing, grazing land	55
143	awan	fox	54
144	kony	help	54
145	kēc	not, edge	54
146	panden	his, her, their home	54
147	cuēt	eating meat	53
148	kaŋ	before	53
149	thääi	nationalities	53
150	acie	verb: to be negative "is not"	52
151	acol	is called	52
152	arou	tortoise	52
153	nēn	when	52
154	tak	remember, think	50
155	jam	talk	49
156	agɔk	monkey	48
157	aköñ	elephant	48
158	karou	two o them	48
159	acīn	nothing	47
160	ca	milk	47
161	mony	this man	46
162	thiēc	asked	46
163	thou	death	46
164	thudän	Sudan	46
165	thök	ending; goats	46
166	yeen	him, her, its	46
167	cök	hunger	45
168	wal	grasses; medicine	45
169	ciēcēn	behind	44
170	löör	drum	44
171	thiök	near, buried	44
172	ŋa	who	44
173	yooc	bought, selling	44
174	buk	verb: we become; a type of colour	43
175	gut	to spear, to punch	43
176	meth	baby	43
177	nyuc	sit	43
178	nīn	days, sleeping	43

#	Dinka	English Gloss	Count from PrimerPro
179	roor	bush, forest	43
180	tik	woman	43
181	wëu	money, metals	43
182	yik	thatch with grass	43
183	bëëi	bring; houses	42
184	jöt	lift	42
185	kam	between	42
186	you	side, aside	42
187	akäl	calf	41
188	riöc	fear	41
189	yöl	fail	41
190	dhël	path, lane	40
191	løj	direction: south side	40
192	lëk	information	39
193	yöt	room	39
194	anyaar	buffalo	38
195	luoi	work	38
196	nin	sleep	38
197	tiŋ	see, look	38
198	gam	give, faith	37
199	teem	cut	37
200	wut		37

## Reading Readiness Activities

### Visual discrimination

Left-to-right directionality is practiced daily

Learners progress from discrimination and orientation of shapes to visual discrimination of letters

Prewriting activities can also be incorporated into the pages

### Auditory awareness

Learners hear whole words pronounced and listen to vowel sounds within them

They match pictures with words containing the vowel sound in focus

They match vowel letters with their sounds in various activities

Learners look at pictures of words in “sentences”, isolating the vowel sounds in those words, matching them to the letters taught

### Pre-writing

Learners imitate their teacher, copying letter shapes and saying their sound

### Simple Sight Words

Learners match pictures and names of two people who will be mentioned in several decodable stories, and identify one transitive verb such as “sees”.

Learners will identify those three sight words as they appear in a Big Book the teacher reads to them

### Literature enjoyment

As the Big Book is read over a 5-day period, learners will recognize and find the sight words they have already been practicing. They may use flashcards for matching.

Learners will make predictions as to what will happen next, the first time the book is read

On the 5th day, learners will dramatize the story as it is read.

### Picture “sentences” with vowel review

Learners “read, left to right, several sentences using those three sight words and pictures of animals or objects, naming them as they “read”.

### Comprehension (sequence in stories)

At least two culturally familiar processes are depicted in a series of 6 steps each, and learners follow, pointing, to each step as they “help” the teacher describe what is happening and talk about the result at the end of each. Examples: how to build a *tukul*, how my mother prepares a favorite dish.

# Reading Fluency Activities

## Purposes

Spelling skill development and mechanics

Creative writing

Exposure to a variety of literature, including oral literature

Using thematic units chosen by the Ministry of Education, Science and Technology (MoEST) and expanding knowledge of these thematic topics

Fluency development

Enjoyment of the written language

Comprehension skill development

## Content & Activities

### Word building

A simple word-building activity will precede each story. 2-3 words which are long or contain challenging letter combinations will be practiced here before the story is read.

### Stories

Two stories per week, accompanied by a motivating illustration

All story texts are decodable, so that learners can develop fluency

Fluency is developed in two ways: learners read each story silently first, the teacher waiting until all have finished

Then, as the teacher asks the comprehension questions from the teacher's guide, they answer, proving their answers by reading aloud from the text. The entire class follows along, verifying the answers of learners who volunteer or are called upon

On the following day, students answer more comprehension questions about the same story, reading aloud from the text

Paired oral reading of the text

### Spelling

A list of 5-6 words is to be copied by learners and taken home.

Chalkboard game in which students fill in blanks within their spelling words

Spelling test

### Comprehension

Talk about the picture: the picture catches learners's attention and encourages prediction.

The teacher asks a probing question or two, as guided in the teacher's guide (If this is not specified, teachers usually do not bother with this important activity)

"Reason to Read": The teacher never tells learners how the story will end, and sometimes stories last for a whole week, divided into parts.

After learners have been given the "reason to read" read silently, he or she should ask that question again, to the class

1 or 2 direct information questions are asked and learners answer

The other questions ensure that most sentences are read aloud. Most of these questions are inferential in nature, for example: "How do we know the woman was afraid? Read the sentence that tells us." Occasionally a main idea question can be asked, but they are usually subjective. Some stories lend themselves to "What happened first? What happened next?" questions as well.

### Oral Literature Enjoyment

The repetitiveness of songs and the familiarity of poetry from the culture means that even when they contain untaught letters, learners can usually "read" them

A word which may be difficult, however, is introduced on the chalkboard by the teacher

Singing and dancing are allowed!

### Creative Writing

A very simple "creative writing" activity allows learners to express their individuality

Each little cloze sentence contains words the learners can decode.

The cloze sentence supports the theme for the unit, for example:

I help my family by \_\_\_\_\_. herding animals feeding animals washing clothes feeding the baby

## Recommended Types of Learning Materials

Level 1
1 Big Book which teaches 3 sight words (either the Big Book itself or the preprimer TG can contain the teacher instructions)
Pre-primer
Primer 1
Storybook for term 3
Teacher's Guides for the (1 or 2) primers
Teacher's guide for the storybook
ABC wall chart
<b>Additional optional materials</b>
Separate A4-size cards with alphabet letters with pictured key words
Read-aloud collection of stories
Big Book which teaches one or two essential functors which are not yet decodable

## Grammatical Features & Word Structure

English	Dinka
Question Words	
Locatives	
Singular and Plural Forms	kur, kuur
Pronouns	
Possessives	
Simple Verb Tense Changes (ex. present to past)	pīc, pīic
Common and Proper Nouns	
Negatives	
Adjectives	
Adverbs	
Verb Classes	
Conjunction	
Active / Passive Verbs	
Copula (is, are)	

## Notes

1. Themes can be explored every week or few weeks focusing on a specific life skills topic.
2. Genres can be explored every week or few weeks focusing on age appropriate and levelled texts.
3. Competencies can be further broken down by term (e.g. Term 1- Identifies initial sounds in words. Term 2 - Identifies ending sounds in words. Term 3 - Identifies medial sounds in words.)
4. Concepts of print and print awareness can be added to the competences in term 1.
5. English literacy competences can be extracted and referenced on their own sheet; this could add value by identifying second language literacy competences, especially in the first two terms of level 1.

# Dinka

## Level 2 PEP Scope & Sequence

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## Level 2 Literacy Competencies

Level 2 Literacy Competencies		Term 1	Term 2	Term 3
<b>Phonemic Awareness</b>				
The ability to hear and use sounds in spoken language, including words, syllables, and individual letter sounds. Phonemic awareness is a listening and speaking skill.				
<b>Listening and Speaking</b>				
PA-1	Recite a traditional or cultural text (riddle, proverb, tongue twister, rhyme, poem, etc.) from memory.	X	X	X
<b>Alphabetic Principle</b>				
The understanding that words are made of letters that represent sounds. It also means using your knowledge of sounds to read, spell or write words.				
<b>Reading, Listening and Speaking</b>				
AP-1	Identify and read new words using knowledge of letter sounds, syllables consonants and vowels.	X	X	X
AP-2	Identify and read one and two-syllable sight / high frequency words.	X	X	X
AP-3	Decode words with common words parts (e.g. base/root words, suffixes and prefixes, syllabication rules, etc.)	X	X	X
AP-4	Apply knowledge of words structures to decode unfamiliar words.	X	X	X
AP-5	Use context and syntax along with letter-sound relationships and words structures to decode words.			
AP-6	Self-correct.	X	X	X
<b>Writing</b>				
AP-7	Spell letters, syllables and words with increasing accuracy using knowledge of letter names and sounds, consonants, vowels, syllables and word structures.	X	X	X
AP-8	Edit writing for spelling, capitalization and punctuation.	X	X	X
<b>Fluency</b>				
In reading, the ability to read a text with good speed, accuracy and expression. In writing, the ability to form letters correctly with appropriate speed. Speaking skills focus on the ability to speak confidently, with expression and age-appropriate grammar.				
<b>Reading</b>				
F-1	Read simple sentences with increasing accuracy and speed.	X	X	X
F-2	Read texts with increasing accuracy and speed, paying attention to pace/rate, reading with expression, with attention to punctuation and appropriate phrasing.	X	X	X
F-3	Practice fluency in a variety of ways, including through choral reading, partner/paired reading and repeated oral reading.	X	X	X
F-4	Work toward language appropriate fluency goals by the end of the year (e.g. words read correctly per minute).	X	X	X
F-5	Read regularly using independent level material.	X	X	X
F-6	Read silently for increasing periods of time.	X	X	X
F-7	Reads stories aloud to small and large groups.	X	X	X
<b>Writing</b>				
F-8	Write fluent, creative sentences with correct spelling and grammar.	X	X	X
F-9	Write a short, well organized story that demonstrates correct spelling and grammar, clear purpose and focus, logical progression (e.g. chronological order or order of importance) and personal voice.	X	X	X
F-10	Use sensory details and concrete examples, elaborate, delete extraneous information, use strategies like tone, style and consistent point of view to achieve a sense of completeness when writing.	X	X	X
F-11	Execute the writing process, including prewriting, drafting, revising, editing and proofreading and publishing.	X	X	X
F-12	Use graphic organizers and tables to group ideas.	X	X	X

Level 2 Literacy Competencies		Term 1	Term 2	Term 3
F-13	Write coherent introductory, supporting and concluding paragraphs that each develop a central idea and have a topic sentence followed by facts and details.	X	X	X
F-14	Establish coherence and logical flow through parallel structures and transitions.	X	X	X
F-15	Maintain consistent voice and point of view and use a voice appropriate to audience, message and purpose.	X	X	X
F-16	Engage and become familiar with different types of writing, including narrative, expository, descriptive, persuasive, letters, poems and traditional texts.	X	X	X
F-17	Write legibly with control over letter size and form, letter slant and letter, word and sentence spacing.	X	X	X
<b>Listening and Speaking</b>				
F-18	Tell a meaningful, well organized story to the class that demonstrates fluency of speech, appropriate expression and confidence.	X	X	X
<b>Vocabulary</b>				
The ability to understand (receptive) and use (expressive) words to gain and express meaning. Speaking and writing skills focus more on expressive vocabulary. Listening and reading skills focus more on receptive vocabulary.				
<b>Reading, Listening and Speaking</b>				
V-1	Identify and understand selected vocabulary words in texts.	X	X	X
V-2	Understand content-area vocabulary and specialized, technical or topical words.	X	X	X
V-3	Identify words with similar and opposite meanings.	X	X	X
V-4	Compose meaningful sentences using the week's vocabulary words.	X	X	X
V-5	Apply knowledge of word structures to determine meanings of words and read new words with increasing fluency.	X	X	X
V-6	Develop vocabulary through direct instruction, concrete experience, reading and listening to text read aloud.	X	X	X
V-7	Use word recognition strategies (e.g. context clues, word structure clues, analogy clues, picture clues) to identify and talk about the meaning of new words.	X	X	X
V-8	Extend concepts and word knowledge for: academic language, classify and categorize, antonyms and synonyms, prefixes and suffixes, multiple-meaning words, related words, descriptive words, high utility words, time and order words, foreign words used in the language, transition words, analogies).	X	X	X
<b>Writing and Speaking</b>				
V-9	Use vocabulary words in meaningful sentences.	X	X	X
V-10	Use clear, precise and appropriate language, figurative language, sensory details and imagery and use effective vocabulary.	X	X	X
V-11	Combine, elaborate and vary sentences.	X	X	X
V-12	Use correct word order.	X	X	X
V-13	Use correct spelling, grammar, capitalize and punctuate correctly.	X	X	X
V-14	Use correct sentence fragments and paragraph indentation.	X	X	X
<b>Comprehension</b>				
In reading, the ability to understand text. In writing, it is the ability to compose a meaningful story. Listening and speaking skills focus on the ability to make accurate predictions about a text prior to reading and talking meaningfully about a text you have read.				
<b>Before Reading or Writing</b>				
<b>Reading, Listening and Speaking</b>				
C-1	Use the title, context and prior knowledge to make predictions about a text.	X	X	X
C-2	Formulate questions that might be answered in the text (set reading and listening goals).	X	X	X
C-3	Retell a fictional story that has been read aloud from memory, including identifying the main characters, setting and action.	X	X	X
C-4	Retell an informative story that has been read aloud from memory and identify and main idea and supporting ideas of the story.	X	X	X

Level 2 Literacy Competencies		Term 1	Term 2	Term 3
<b>Writing</b>				
C-5	Brainstorm and share ideas for writing topics in large and small groups.	X	X	X
C-6	Plan for writing a story that has a beginning, middle and ending.	X	X	X
<b>During Reading or Writing</b>				
<b>Reading</b>				
C-7	Read the story silently and aloud with increasing fluency and comprehension.	X	X	X
C-8	Read sentence structures correctly and identify common grammatical structures.	X	X	X
C-9	Activate and use prior knowledge	X	X	X
C-10	Make, modify and confirm predictions.	X	X	X
C-11	Monitor comprehension and use strategies to resolve difficulties in meaning during reading: adjust reading rate, reread and read on, seek help from others, skim and scan, summarize and use text features.	X	X	X
C-12	Demonstrate literacy appreciation/motivation: show an interest in books and reading, read a variety of texts and genres, read independently.	X	X	X
<b>Listening and Speaking</b>				
C-13	Listen for a purpose (enjoyment, to expand vocabulary and concepts, to get information and ideas, to follow directions, to answer questions and problems, to gain knowledge of culture, to connect prior experiences, to listen critically).	X	X	X
C-14	Interpret a speaker's purpose, perspective, persuasive techniques, verbal and nonverbal messages and use of rhetorical devices; draw conclusions.	X	X	X
<b>Writing</b>				
C-15	Identify and use grammatical features of the language correctly.	X	X	X
C-16	Write a meaningful story with a beginning, middle and ending using pictures, words and sentences.	X	X	X
C-17	Read a piece of writing aloud in small or large groups.	X	X	X
C-18	Identify and make revisions to a draft text.	X	X	X
C-19	Work independently on writing tasks.	X	X	X
<b>After Reading or Writing</b>				
<b>Reading, Listening and Speaking</b>				
C-20	Correctly respond to questions whose answers are found directly in the text, including who, what, where, when, why and how.	X	X	X
C-21	Correctly respond to questions that require using prior knowledge and inferential or evaluative thinking to answer, including who, what, where, when, why and how.	X	X	X
C-22	Identify whether or not predictions were correct and questions answered.	X	X	X
C-23	Summarize text - recall and retell stories.	X	X	X
C-24	Generate clarifying questions, including who, what, where, when, why, how and what if.	X	X	X
C-25	Identify the literacy elements and structure in a story, including the main characters, setting and action in a fiction story.	X	X	X
C-26	Identify the main idea and supporting ideas of a informative story.	X	X	X
C-27	Listen attentively and participate in individual, pair and group activities appropriately.	X	X	X
C-28	Identify: the author's purpose, categorize and classify, cause and effect, compare and contrast, details and facts, draw conclusions and inferences, fact and opinion, follow directions/steps in a process, sequence of events, generalize, paraphrase, persuasive devices.	X	X	X
C-29	Describe and connect the most important ideas, arguments and perspectives of a text.	X	X	X
C-30	Draw inferences, conclusions or generalizations, support them with textual evidence and prior knowledge.	X	X	X
C-31	Evaluate/critique ideas in text and hypothesize.	X	X	X
C-32	Make judgements about ideas and text (evaluate and critique).	X	X	X
C-33	Organize and synthesize ideas and information.	X	X	X

Level 2 Literacy Competencies		Term 1	Term 2	Term 3
C-34	Identify different genres of literature, distinguish common forms of literature and identify characteristics of different genres.	X	X	X
C-35	Identify types of print materials (storybooks, poems, newspapers, signs and labels).	X	X	X
C-36	Distinguish common forms of literature and fiction from non-fiction.	X	X	X
C-37	Identify literacy elements and story structure features for character (recognize and describe traits, actions, feelings and motives), plot and plot structure (beginning, middle and end, problem and solution), setting and theme (relate setting to problem/action).	X	X	X
C-38	Identify literacy devices like dialogue, narration, exaggeration, figurative language, flashbacks, foreshadowing, humor, imagery and sensory words, mood, point of view, sound devices, rhythm, rhyme, repetition, word choice tone.	X	X	X
C-39	Respond to literature: recollect/talk about what was read, ask and answer questions, use evidence from the text to support opinions, interpretations or conclusions, generate alternative endings and identify the impact of the change, synthesize and extend understanding through creative response, make corrections text to self, text to text, text to world, offer observations, react and speculate in response to text.	X	X	X
C-40	Develop attitudes and abilities to interact with diverse groups and cultures by connecting experiences and ideas with those from other cultures, customs and perspectives.	X	X	X
C-41	Speak clearly, accurately and fluently using appropriate delivery for a variety of audiences and purposes.	X	X	X
<b>Writing</b>				
C-42	Reflect on learning and write about a text you have read or what you have learned.	X	X	X
C-43	Write meaningful texts related to what you have learned or read using different genres (e.g. narrative, informative, poem, song, etc.)	X	X	X
<b>Listening and Speaking</b>				
C-44	Speak clearly, accurately, and fluently, using appropriate delivery for a variety of audiences and purposes.	X	X	X
C-45	Use proper intonation, volume, pitch, modulation and phrasing.	X	X	X
C-46	Speak with a command of standard conventions for the language; use appropriate language for formal and informal settings.	X	X	X
C-47	Speak for a purpose: to ask and answer questions, to give directions and instructions, to communicate, describe, express an opinion, to deliver oral responses, etc.	X	X	X

# National Language Analysis

Language Features									
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)									
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	k	a	n	c	l	e	u	ë	t
Teaching order in current Dinka Primer (IRL version)	-k		k-	a	o	-t	-c	e	-l
Term 1	Week 1			Week 2					
	1	2	3	4	5	6	7	8	9
<b>Possible Material Features</b>									
Order of letter introduction (2 key letters per week)	Review Week			Review Week					
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)									
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)									
MoEST NL Curriculum Unit Themes									
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)									
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)									
Common traditional and cultural texts (for instruction)									
<b>Reading Fluency</b>									
Word Building									
Spelling									
Comprehension									
Oral Literature Enjoyment (Variety of literature)									
Creative Writing									
Grammar Recognition									

Language Features										
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)										
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	r	i	y	o	m	th	b	η	p	
Teaching order in current Dinka Primer (IRL version)	w bɪk	- ɲ	y	ɔ	t	ë	-m	i ee	u ë	
Possible Material Features	Term 1			Week 3			Week 4			
	11	12	13	14	15	16	17	18	20	
	Term 1 is for introducing the final, more complex letters and graphemes									
	Order of letter introduction (2 key letters per week)	ε, ë	g	ny	Review	ny	ie, ië	Review		
	Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	wɛŋde, kem, rëc, amëlz	gɛr, gak	nyan, nyany			liet, diët,			
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)						kiëer, lieth, liem, riël, biël, tiem, diët, liëp, riëny, piëc				
MofST NL Curriculum Unit Themes	Pollution			Pollution			Pollution			
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	Teach breathy and non-breathy vowels in contrast with each other using minimal pairs	go	aci, aaci						i changes to ie (i to ië) before bound possessive pronouns and qualifiers. ex. tik → tiengde, tiëŋ tók. rëc → riënyde, riëny tók. (Malou, pg 41)	
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)	Singular Plural vowel contrast: rëc (s), rec (pl)									
Common traditional and cultural texts (for instruction)										
Reading Fluency										
Word Building										
Spelling										
Comprehension										
Oral Literature Enjoyment (Variety of literature)										
Creative Writing										
Grammar Recognition										

Language Features									
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)									
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	ɔ	d	w	ö	aa	ë	ny	g	ε
Teaching order in current Dinka Primer (IRL version)	r, -r abi	c	l	g	ε	th, -th	ï akin	b akéc	Y
<b>Term 1</b>									
<b>Week 5</b>									
21	22	23	24	25	26	27	28	29	30
<b>Term 1 is for introducing the final, more complex letters and graphemes</b>									
<b>Possible Material Features</b>									
Order of letter introduction (2 key letters per week)	ua	j		Review	γ	ee			Review
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	kuac	jön, jak			yoro, yöt	beek			
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	kuaac, ruac, luak, kual, kuany, ruany, kuath				yot, yot, yok, yoi				
MoEST NL Curriculum Unit Themes	Food and Nutrition				Food and Nutrition				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	cïi				du-, me-		Vowel Length for ee will be taught in contrast with short e. Assume that all remaining lengthened vowels are learned by analogy.		
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)							Beek, bek; beer, ber; deet, det; teem, tem; teet, tet; neem, nem		
Common traditional and cultural texts (for instruction)									
<b>Reading Fluency</b>									
Word Building									
Spelling									
Comprehension									
Oral Literature Enjoyment (Variety of literature)									
Creative Writing									
Grammar Recognition									

Language Features										
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)										
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)										
Teaching order in current Dinka Primer (IRL version)										
	j	ɣ	ee	nh	dh	ëë	ii	ää	uee	ua
	ö yic	ë	ny	-ny ace	p, -p	ä	ë	n, -n	j të	ke

Term 1		Week 7					Week 8			
	31	32	33	34	35	36	37	38	39	40

**Possible Material Features** Term 1 is for introducing the final, more complex letters and graphemes

Order of letter introduction (2 key letters per week)	nh		dh		Review	uee		ue, uε, ui, uö		Review
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	nhom, manh (mɛnh)		dhöl			luεel		guir, cuol, kuöl		
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	alanh, amanh, wanh		dhök, dhöth, dhör			luεeth, luεeɲ, luεeny		guik, guit, guil, guiny, cuok, cuony, kuòc, kuòk, kuom, luok, luonɲ, luoi		
MoEST NL Curriculum Unit Themes			Food and Nutrition					Community Projects		
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	possessive p → m word final							Remaining vowel combinations starting with u will be taught all together		
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)								"		
Common traditional and cultural texts (for instruction)										
Reading Fluency										
Word Building										
Spelling										
Comprehension										
Oral Literature Enjoyment (Variety of literature)										
Creative Writing										
Grammar Recognition										

Language Features										
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)										
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	iɛ	ia	ue	Iä	ɔ	uɛ	öu	ui	ei	ië
Teaching order in current Dinka Primer (IRL version)	na	ŋ	-u	-i	dh	nh, -nh	uV	iV		
	Term 1			Week 9			Week 10			
	41	42	43	44	45	46	47	48	49	50
<b>Possible Material Features</b>	<b>Term 1 is for introducing the final, more complex letters and graphemes</b>									
Order of letter introduction (2 key letters per week)	ia, iaa; iä, iää, io, iö			uo			Review			
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	tiak, tiaak; riäk, riääk; biök, biöök			kuol, luok						
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										
MoEST NL Curriculum Unit Themes				Community Projects			Community Projects			
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)				Remaining vowel combinations starting with u will be taught all together						
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling										
Comprehension										
Oral Literature Enjoyment (Variety of literature)										
Creative Writing										
Grammar Recognition										

Language Features												
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)												
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	uu	iö	iö	uö								
Teaching order in current Dinka Primer (IRL version)												
Term 2	Week 11					Week 12						
	51	52	53	54	55	56	57	58	59	60		
<b>Possible Material Features</b>	<b>Term 2 is for building fluency and comprehension. Activities will revolve around those skills, using a variety of literature.</b>											
Order of letter introduction (2 key letters per week)												
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)												
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)												
MoEST NL Curriculum Unit Themes	Buying and Selling					Buying and Selling						
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)												
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)												
Common traditional and cultural texts (for instruction)	Review Week											
<b>Reading Fluency</b>												
Word Building	X			X		X			X			X
Spelling	X			X		X			X			X
Comprehension	X		X	X	X	X		X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)					X				X			
Creative Writing			X					X				
Grammar Recognition				X		Review			X			Review

Term 2	Week 13					Week 14				
	61	62	63	64	65	66	67	68	69	70
<b>Possible Material Features</b>										
Term 2 is for building fluency and comprehension. Activities will revolve around those skills, using a variety of literature.										
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										
MoEST NL Curriculum Unit Themes				Buying and Selling					Transport	
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building	X			X		X			X	
Spelling	X		X		X			X		X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)			X					X		
Creative Writing		X		X			X		X	
Grammar Recognition			X		Review			X		Review

Term 2	Week 15					Week 16				
	71	72	73	74	75	76	77	78	79	80
<b>Possible Material Features</b> Term 2 is for building fluency and comprehension. Activities will revolve around those skills, using a variety of literature.										
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										
MoEST NL Curriculum Unit Themes			Transport						Technology in our Community	
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building	X			X		X			X	
Spelling	X		X		X	X		X		X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)			X					X		
Creative Writing		X		X				X		
Grammar Recognition			X		Review			X		Review

Term 2	Week 17					Week 18				
	81	82	83	84	85	86	87	88	89	90
<b>Possible Material Features</b>										
Term 2 is for building fluency and comprehension. Activities will revolve around those skills, using a variety of literature.										
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										
MoEST NL Curriculum Unit Themes										
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building	X			X		X			X	
Spelling	X		X		X	X		X		X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)			X					X		
Creative Writing		X						X		
Grammar Recognition			X		Review			X		Review



Term 3	Week 21					Week 22				
	101	102	103	104	105	106	107	108	109	110
<b>Possible Material Features</b>										
<b>Term 3 will continue to build fluency and comprehension, and extending writing skills</b>										
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										
MoEST NL Curriculum Unit Themes				Cultures of South Sudan					Cultures of South Sudan	
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling	X	X	X	X	X	X	X	X	X	X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)										
Creative Writing							X			
Grammar Recognition		X		X			X		X	

Term 3	Week 23					Week 24				
	111	112	113	114	115	116	117	118	119	120
<b>Possible Material Features</b>										
Term 3 will continue to build fluency and comprehension, and extending writing skills										
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										
MoEST NL Curriculum Unit Themes			Study Skills							Study Skills
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling	X	X	X	X	X	X	X	X	X	X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)										
Creative Writing			X					X		
Grammar Recognition		X		X			X		X	

Term 3	Week 25					Week 26				
	121	122	123	124	125	126	127	128	129	130
<b>Possible Material Features</b>										
Term 3 will continue to build fluency and comprehension, and extending writing skills										
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										
MoEST NL Curriculum Unit Themes										
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling	X	X	X	X	X	X	X	X	X	X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)										
Creative Writing										
Grammar Recognition		X		X			X		X	

	Term 3					Week 27					Week 28			
	131	132	133	134	135	136	137	138	139	140				
<b>Possible Material Features</b>	<b>Term 3 will continue to build fluency and comprehension, and extending writing skills</b>													
Order of letter introduction (2 key letters per week)														
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)														
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)														
MoEST NL Curriculum Unit Themes				People of the World									People of the World	
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)														
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)														
Common traditional and cultural texts (for instruction)														
<b>Reading Fluency</b>														
Word Building														
Spelling	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Comprehension	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)														
Creative Writing							X						X	
Grammar Recognition		X					X				X		X	

Term 3	Week 29					Week 30				
	141	142	143	144	145	146	147	148	149	150
<b>Possible Material Features</b>										
Term 3 will continue to build fluency and comprehension, and extending writing skills										
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										
MoEST NL Curriculum Unit Themes				Small Business				Review		
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling	X	X	X	X	X					
Comprehension	X	X	X	X	X					
Oral Literature Enjoyment (Variety of literature)										
Creative Writing										
Grammar Recognition		X			X					
								Review		

# Reading Fluency Activities

## Purposes

Spelling skill development and mechanics

Creative writing

Exposure to a variety of literature, including oral literature

Using thematic units chosen by the Ministry of Education, Science and Technology (MoEST) and expanding knowledge of these thematic topics

Fluency development

Enjoyment of the written language

Comprehension skill development

## Content & Activities

### Word building

A simple word-building activity will precede each story. 2-3 words which are long or contain challenging letter combinations will be practiced here before the story is read.

### Stories

Two stories per week, accompanied by a motivating illustration

There are no limitations on what letters can be used in the stories as learners have already learned all the letters. Sentences can be more complex than in Level 1.

Fluency is developed in two ways: learners read each story silently first, the teacher waiting until all have finished

Then, as the teacher asks the comprehension questions from the teacher's guide, they answer, proving their answers by reading aloud from the text. The entire class follows along, verifying the answers of learners who volunteer or are called upon

On the following day, students answer more comprehension questions about the same story, reading aloud from the text

Paired oral reading of the text

### Spelling

A list of 6-10 words, plus a sentence is to be copied by learners and taken home.

Chalkboard game in which students fill in blanks within their spelling words

Spelling test

### Comprehension

Talk about the picture: the picture catches learners's attention and encourages prediction.

The teacher asks a probing question or two, as guided in the teacher's guide (If this is not specified, teachers usually do not bother with this important activity)

"Reason to Read": The teacher never tells learners how the story will end, and sometimes stories last for a whole week, divided into parts.

After learners have been given the "reason to read" read silently, he or she should ask that question again, to the class

1 or 2 direct information questions are asked and learners answer

The other questions ensure that most sentences are read aloud. Most of these questions are inferential in nature, for example: "How do we know the woman was afraid? Read the sentence that tells us." Occasionally a main idea question can be asked, but they are usually subjective. Some stories lend themselves to "What happened first? What happened next?" questions as well.

### Oral Literature Enjoyment

The repetitiveness of songs and the familiarity of poetry from the culture means that even when they contain untaught letters, learners can usually "read" them

A word which may be difficult, however, is introduced on the chalkboard by the teacher

Singing and dancing are allowed!

### Creative Writing

A very simple "creative writing" activity allows learners to express their individuality

Creative writing assignments may be open-ended, though they can connect to the themes in the MoEST curriculum

Learners should be encouraged to read their writing to their partners or to the class

## Recommended Types of Learning Materials

Level 2
Storybook for term 3
Teacher's Guides for the (1 or 2) primers
Teacher's guide for the storybook
ABC wall chart
<b>Additional optional materials</b>
Freetime reading materials, such as translated African Storybook project books (If there were a mobile library they could be used by a whole community)

### Notes

1. Themes can be explored every week or few weeks focusing on a specific life skills topic.
2. Genres can be explored every week or few weeks focusing on age appropriate and levelled texts.
3. Competencies can be further broken down by term (e.g. Term 1- Identifies initial sounds in words. Term 2 - Identifies ending sounds in words. Term 3 - Identifies medial sounds in words.)
4. English literacy competences can be extracted and referenced on their own sheet; this could add value by identifying second language literacy competences, especially in the first two terms of level 1.
5. Weekly comprehension and writing strategies and tasks can be predetermined.

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## Level 1 PEP Scope & Sequence

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## Level 1 Literacy Competencies

Level 1 Literacy Competencies		Term 1	Term 2	Term 3
<b>Phonemic Awareness</b> The ability to hear and use sounds in spoken language, including words, syllables, and individual letter sounds. Phonemic awareness is a listening and speaking skill.				
<b>Listening and Speaking</b>				
PA-1	Recognize sounds at different points in common words (beginning, middle, end).	X	X	
PA-2	Blend sounds to say words of one or more syllables.	X	X	
PA-3	Segment words into syllables or individual sounds.	X	X	
PA-4	Count sounds in spoken words or syllables and syllables in words.	X	X	
PA-5	Manipulate sounds in words (add, delete or substitute phonemes and morphemes).	X	X	
PA-6	Distinguish long- and short-vowel sounds in orally stated words.	X	X	
PA-7	Recite a traditional or cultural text (riddle, proverb, tongue twister, rhyme, poem, etc.) from memory.	X	X	X
<b>Alphabetic Principle</b> The understanding that words are made of letters that represent sounds. It also means using your knowledge of sounds to read, spell or write words.				
<b>Reading, Listening and Speaking</b>				
AP-1	Identify letters by name and sound.	X	X	X
AP-2	Generate sounds from letters and blend consonants and vowels to read syllables and words.	X	X	X
AP-3	Segment words into individual sounds and syllables to read and spell correctly.	X	X	X
AP-4	Apply knowledge of letter sound relationships and word structures to decode unfamiliar words (blending).	X	X	X
AP-5	Decode words with common word parts (e.g. base/root words, suffixes and prefixes, syllables).			
AP-6	Identify one and two-syllable sight / high frequency words.	X	X	X
AP-7	Use first sounds, blending and context clues as word identification strategies to decode unfamiliar words.	X	X	X
<b>Writing</b>				
AP-8	Spell letters, syllables and words with increasing accuracy using knowledge of letter names and sounds, consonants, vowels, syllables and word structures.	X	X	X
<b>Fluency</b> In reading, the ability to read a text with good speed, accuracy and expression. In writing, the ability to form letters correctly with appropriate speed. Speaking skills focus on the ability to speak confidently, with expression and age-appropriate grammar.				
<b>Reading</b>				
F-1	Read syllables with increasing accuracy and speed.	X	X	
F-2	Read simple sentences with increasing accuracy and speed.	X	X	X
F-3	Read texts with increasing accuracy and speed, paying attention to pace/rate, reading with expression, with attention to punctuation and appropriate phrasing.	X	X	X
F-4	Practice fluency in a variety of ways, including through choral reading, partner/paired reading and repeated oral reading.	X	X	X
F-5	Read regularly using independent level material.	X	X	X
<b>Writing</b>				
F-6	Write lower and uppercase letters correctly.	X	X	
F-7	Write name with correct spelling and letter formation.	X	X	
F-8	Write using pictures, some letters and transitional spelling to convey meaning.	X	X	

Level 1 Literacy Competencies		Term 1	Term 2	Term 3
F-9	Write dictated words, sentences, messages or stories.	X	X	X
F-10	Write sentences with correct spelling and grammar.		X	X
F-11	Write a short, well organized story that demonstrates correct spelling and grammar, clear purpose and focus, logical progression (e.g. chronological order or order of importance) and personal voice.	X	X	X
F-12	Execute the writing process, including prewriting, drafting, revising, editing and proofreading and publishing.	X	X	X
F-13	Engage and become familiar with different types of writing, including narrative, expository, descriptive, persuasive, letters, poems and traditional texts.	X	X	X
F-14	Gain increasing control over penmanship, including writing implement grip, paper position, posture and stroke to write legibly.	X	X	X
<b>Listening and Speaking</b>				
F-15	Introduce and greet using the appropriate cultural norms.	X	X	
F-16	Tell a meaningful, well organized story to the class that demonstrates fluency of speech, appropriate expression and confidence.	X	X	X
<b>Vocabulary</b>				
The ability to understand (receptive) and use (expressive) words to gain and express meaning. Speaking and writing skills focus more on expressive vocabulary. Listening and reading skills focus more on receptive vocabulary.				
<b>Reading, Listening and Speaking</b>				
V-1	Identify and understand selected vocabulary words in texts.	X	X	X
V-2	Identify words with similar and opposite meanings.	X	X	X
V-3	Identify and combine meaningful word segments to read whole words with increasing fluency.	X	X	X
V-4	Develop vocabulary through direct instruction, concrete experience, reading and listening to text read aloud.	X	X	X
V-5	Use word recognition strategies (e.g. context clues, word structure clues, analogy clues, picture clues) to identify and talk about the meaning of new words.	X	X	X
V-6	Extend concepts and word knowledge for: academic language, classify and categorize, antonyms and synonyms, prefixes and suffixes, multiple-meaning words, related words, descriptive words, high utility words, time and order words, foreign words used in the language, transition words, analogies).	X	X	X
<b>Writing and Speaking</b>				
V-7	Use vocabulary words in meaningful sentences.	X	X	X
V-8	Use clear, precise and appropriate language, sensory details and imagery and use effective vocabulary.	X	X	X
V-9	Combine, elaborate and vary sentences.	X	X	X
V-10	Use correct spelling, grammar, capitalize and punctuate correctly.	X	X	X
<b>Comprehension</b>				
In reading, the ability to understand text. In writing, it is the ability to compose a meaningful story. Listening and speaking skills focus on the ability to make accurate predictions about a text prior to reading and talking meaningfully about a text you have read.				
<b>Before Reading or Writing</b>				
<b>Reading, Listening and Speaking</b>				
C-1	Use the title, context and prior knowledge to make predictions about a text.	X	X	X
C-2	Formulate questions that might be answered in the text (set listening goals).	X	X	X
C-3	Retell a fictional story that has been read aloud from memory, including identifying the main characters, setting and action.	X	X	X
C-4	Retell an informative story that has been read aloud from memory and identify and main idea and supporting ideas of the story.	X	X	X
<b>Writing</b>				
C-5	Plan for writing a story that has a beginning, middle and ending.	X	X	X

Level 1 Literacy Competencies		Term 1	Term 2	Term 3
<b>During Reading or Writing</b>				
<b>Reading</b>				
C-6	Activate and use prior knowledge	X	X	X
C-7	Make, modify and confirm predictions.	X	X	X
<b>Listening and Speaking</b>				
C-8	Listen for a purpose (enjoyment, to expand vocabulary and concepts, to get information and ideas, to follow directions, to answer questions and problems, to gain knowledge of culture, to connect prior experiences, to listen critically).	X	X	X
<b>Writing</b>				
C-9	Identify and use grammatical features of the language correctly.	X	X	X
C-10	Write a meaningful story with a beginning, middle and ending using pictures, words and sentences.	X	X	X
C-11	Read a piece of writing aloud.	X	X	X
<b>After Reading or Writing</b>				
<b>Reading, Listening and Speaking</b>				
C-12	Correctly respond to questions whose answers are found directly in the text, including who, what, where, when, why and how.	X	X	X
C-13	Correctly respond to questions that require using prior knowledge and inferential or evaluative thinking to answer, including who, what, where, when, why and how.	X	X	X
C-14	Identify whether or not predictions were correct and questions answered.	X	X	X
C-15	Summarize text - recall and retell stories.	X	X	X
C-16	Identify the literacy elements and structure in a story, including the main characters, setting and action in a fiction story.	X	X	X
C-17	Identify the main idea and supporting ideas of an informative story.	X	X	X
C-18	Listen attentively and participate in individual, pair and group activities appropriately.	X	X	X
C-19	Identify: the author's purpose, categorize and classify, cause and effect, compare and contrast, details and facts, draw conclusions and inferences, steps in a process, sequence of events.	X	X	X
C-20	Identify different genres of literature, distinguish common forms of literature and identify characteristics of different genres.	X	X	X
C-21	Identify literacy devices like dialogue, narration, sound devices, rhythm, rhyme, repetition, word choice.	X	X	X
C-22	Respond to literature: recollect/talk about what was read, ask and answer questions, generate alternative endings and identify the impact of the change, synthesize and extend understanding through creative responses.	X	X	X
C-23	Develop attitudes and abilities to interact with diverse groups and cultures by connecting experiences and ideas with those from other cultures, customs and perspectives.	X	X	X
C-24	Speak clearly, accurately and fluently using appropriate delivery for a variety of audiences and purposes.	X	X	X
<b>Writing</b>				
C-25	Reflect on learning and write about a text or what you have learned.	X	X	X
C-26	Write meaningful texts related to what you have learned or read using different genres (e.g. narrative, informative, poem, song, etc.)	X	X	X

# National Language Analysis

Language Features												
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)	a	ä	b	c	d	dh	e	ë				
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	ε	k	c	n	i	l	a	m	ä	t		
Teaching order in IRL / SIL book (Book 2, 3)	-k	-l	g	l	th	i	c	gu (uo)	aa	lu (ua), ui		
Term 1												
Possible Material Features												
Pre Reading Activities												
Reading Readiness												
Visual Discrimination (Ex. Left to right and part-whole)	X	X	X	X	X							
Auditory Awareness					X	X	X	X	X	X		
Pre-Writing						X	X	X	X	X		
Simple Sight Words												
Literature Enjoyment (Big Books)												
Picture "Sentences" with vowel review												
Comprehension (sequencing of stories)												
Order of letter introduction (2 key letters per week)							ε	i				Review
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)							beɪ, deɪ, leɪ, teɪ	piɪ, riɪ, tiɪ				
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)							deɪ					
MoEST NL Curriculum Unit Themes							Animals					Animals
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)												
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)												
Common traditional and cultural texts (for instruction)												
Reading Fluency												
Word Building												
Spelling												
Comprehension												
Oral Literature Enjoyment (Variety of literature)												
Creative Writing												

Language Features												
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)	ε	ë	ë	g	γ	i	i	j	k	l		
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	u	r	d	η	th	j	w	o	b	g		
Teaching order in IRL / SIL book (Book 2, 3)	ε, εε	- η	k	ɔ (uɔ)	-c	ä, ää	r	e, ee	-r	y		
	Term 1			Week 3			Week 4					
	11	12	13	14	15	16	17	18	19	20		
Possible Material Features												
Reading Readiness												
Visual Discrimination (Ex. Left to right and part-whole)						X	X	X	X	X		
Auditory Awareness	X	X	X	X		X	X	X	X	X		
Pre-Writing	X	X	X	X								
Simple Sight Words						X	X	X	X	X		
Literature Enjoyment (Big Books)						X	X	X	X	X		
Picture "Sentences" with vowel review												
Comprehension (sequencing of stories)												
Order of letter introduction (2 key letters per week)	a, ä	u	u	Review	Review							Review
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	kal, cäl, law, nyan, nyal, thäk		wut, kum, luth									
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	yan, yak											
MoEST NL Curriculum Unit Themes			Animals						Weather			
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)												
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)												
Common traditional and cultural texts (for instruction)									Big Book Story			
Reading Fluency												
Word Building												
Spelling												
Comprehension												
Oral Literature Enjoyment (Variety of literature)												
Creative Writing												

Language Features											
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)											
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)											
Teaching order in IRL / SIL book (Book 2, 3)											
	m	n	nh	ny	ij	o	Q	Ö	o	Q	2
	p	o	i	ny	y	a	e	aa	y		ie
	b	d	y	th	o	w	dh	-n	-p		du
Term 1											
Week 5											
21	22	23	24	25	26	27	28	29	30	Week 6	
Pre Reading Activities											
Possible Material Features											
Reading Readiness											
Visual Discrimination (Ex. Left to right and part-whole)											
Auditory Awareness											
Pre-Writing											
Simple Sight Words											
Literature Enjoyment (Big Books)											
Picture "Sentences" with vowel review											
Comprehension (sequencing of stories)											
Order of letter introduction (2 key letters per week)											
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)											
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)											
MoEST NL Curriculum Unit Themes											
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)											
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)											
Common traditional and cultural texts (for instruction)											
Reading Fluency											
Word Building											
Spelling											
Comprehension											
Oral Literature Enjoyment (Variety of literature)											
Creative Writing											

Language Features										
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)	p	r	t	th	u	w	y			
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	ö	ua	öö	ö	ee	ie	ëë	ö	uä	äa
Teaching order in IRL / SIL book (Book 2, 3)	j	ä, ää	ny	-t						
Term 1										
	Week 7			Week 8						
	31	32	33	34	35	36	37	38	39	40
Possible Material Features										
Reading Readiness										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	k, -k	c			Review	-l		-n		Review
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	kak	cuk				kal		kun		
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	kəat							leemun		
MoEST NL Curriculum Unit Themes	Plants Around Us			Plants Around Us			Plants Around Us			
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	Syllable final position also taught, give practice with both positions			kä		cike				
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
Reading Fluency										
Word Building										
Spelling										
Comprehension										
Oral Literature Enjoyment (Variety of literature)										
Creative Writing										

Language Features											
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)											
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	uä	uɔ	uɔ	aa	iaa	ee	e	uqa	ää		dh
Teaching order in IRL / SIL book (Book 2, 3)					thäk (s. cow), thääk (pl cow) pg. 77 bk 2						
Possible Material Features											
Reading Readiness											
Visual Discrimination (Ex. Left to right and part-whole)											
Auditory Awareness											
Pre-Writing											
Simple Sight Words											
Literature Enjoyment (Big Books)											
Picture "Sentences" with vowel review											
Comprehension (sequencing of stories)											
Order of letter introduction (2 key letters per week)	l	n			Review					Review Week	
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	lak	nar								Review Week	
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										Review Week	
MoEST NL Curriculum Unit Themes					Plants Around Us					Review Week	
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	ce	kene									
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)		/ negation marker taught with cjkε, cä, ce									
Common traditional and cultural texts (for instruction)											
Reading Fluency											
Word Building											
Spelling											
Comprehension											
Oral Literature Enjoyment (Variety of literature)											
Creative Writing											

Term 1

Week 9

Week 10

Beginning of letter introduction using a Primer type approach

Language Features																																									
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)																																									
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)																																									
Teaching order in IRL / SIL book (Book 2, 3)																																									
Term 2																																									
<table border="1"> <thead> <tr> <th colspan="3">Week 11</th> <th colspan="3">Week 12</th> </tr> </thead> <tbody> <tr> <td>51</td> <td>52</td> <td>53</td> <td>54</td> <td>55</td> <td>56</td> <td>57</td> <td>58</td> <td>59</td> <td>60</td> <td></td> <td></td> </tr> <tr> <td>ii</td> <td>uaa</td> <td>aaa</td> <td>uu</td> <td>aa</td> <td>nh</td> <td>ice</td> <td>ue</td> <td>oo</td> <td>ë</td> <td></td> <td></td> </tr> </tbody> </table>												Week 11			Week 12			51	52	53	54	55	56	57	58	59	60			ii	uaa	aaa	uu	aa	nh	ice	ue	oo	ë		
Week 11			Week 12																																						
51	52	53	54	55	56	57	58	59	60																																
ii	uaa	aaa	uu	aa	nh	ice	ue	oo	ë																																
<b>Possible Material Features</b>																																									
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Visual Discrimination (Ex. Left to right and part-whole)																																									
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Vocabulary words related to key letters of the week (4 words per week, 2 per letter)																																									
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)																																									
MoEST NL Curriculum Unit Themes																																									
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)																																									
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)																																									
Common traditional and cultural texts (for instruction)																																									
<b>Reading Fluency</b>																																									
Word Building																																									
Spelling																																									
Comprehension																																									
Oral Literature Enjoyment (Variety of literature)																																									
Creative Writing																																									

Language Features												
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)												
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	iə	ui	ieɛ	oɔ	uɔɔ	ɪəə	ɔɔ	ɪə	uɪ	ee		
Teaching order in IRL / SIL book (Book 2, 3)												
	Term 2					Week 13			Week 14			
	61	62	63	64	65	66	67	68	69	70		
Possible Material Features												
Reading Readiness												
Visual Discrimination (Ex. Left to right and part-whole)												
Auditory Awareness												
Pre-Writing												
Simple Sight Words												
Literature Enjoyment (Big Books)												
Picture "Sentences" with vowel review												
Comprehension (sequencing of stories)												
Order of letter introduction (2 key letters per week)	r	aa	aa	aa	Review	ɪ		th		Review		
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	rək		caɪ, caak; cam caam; maac, maac; lar, laar; maɪ, maale			kɔɔɔŋ, tuŋ		naath, luth				
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)						ɲar		duth				
MoEST NL Curriculum Unit Themes												Cultural Celebrations
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	cuɛ					Teach vowel length using minimal pairs	ce					
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)												/ negation marker taught with cɪkɛ, cɑ, ce
Common traditional and cultural texts (for instruction)												
Reading Fluency												
Word Building												
Spelling												
Comprehension												
Oral Literature Enjoyment (Variety of literature)												
Creative Writing												



Term 2	Week 17					Week 18				
	81	82	83	84	85	86	87	88	89	90
<b>Possible Material Features</b>										
<b>Reading Readiness</b>										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	b		ā		Review	g		ny		Review
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	bith, bel, bul		nan, nān; math, māth; mac, māc; lath, lāth; lare, lāre; jāl, jāl			goŋ, galam		nyan, nyal		
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)								nyāal		
MoEST NL Curriculum Unit Themes								Games and Sports		
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	bi bε		Teach using minimal pairs			nī tin				
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)								?		
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling										
Comprehension										
Oral Literature Enjoyment (Variety of literature)										
Creative Writing										

Term 2	Week 19							Week 20		
	91	92	93	94	95	96	97	98	99	100
	<b>Possible Material Features</b>									
<b>Reading Readiness</b>										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	εε, oo, ää, uu, ii, ää									Review Week
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	thääk (s), thääk (p); wut (man) wuut (ostrich); rek, ræk; neni, nēeni; kēl, kēel; tōj, tooj; gook, gōk, määh, määr									
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										
MoEST NL Curriculum Unit Themes					Games and Sports					Review
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	ε εε and other vowel length contrast. Taught using minimal pairs and other activities such as matching, cloze activities etc. Consider all lengthened vowels now taught.									
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)	,									
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling										
Comprehension										
Oral Literature Enjoyment (Variety of literature)										
Creative Writing										

	Term 3					Week 21					Week 22				
	101	102	103	104	105	106	107	108	109	110					
<b>Possible Material Features</b>	<b>Storybook – Building fluency and comprehension</b>														
<b>Reading Readiness</b>															
Visual Discrimination (Ex. Left to right and part-whole)															
Auditory Awareness															
Pre-Writing															
Simple Sight Words															
Literature Enjoyment (Big Books)															
Picture "Sentences" with vowel review															
Comprehension (sequencing of stories)															
Order of letter introduction (2 key letters per week)	No new letters										No new letters				
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)															
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	lak														
MoEST NL Curriculum Unit Themes													Hygiene		
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)															
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)															
Common traditional and cultural texts (for instruction)															
<b>Reading Fluency</b>															
Word Building	X				X				X				X		
Spelling	X	X			X				X				X		
Comprehension	X	X			X				X				X		
Oral Literature Enjoyment (Variety of literature)	Story				Poem				Story				Poem		
Creative Writing													Story		
													X		

Term 3	Week 23					Week 24				
	111	112	113	114	115	116	117	118	119	120
<b>Possible Material Features</b>	<b>Storybook – Building fluency and comprehension</b>									
<b>Reading Readiness</b>										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	No new letters					No new letters				
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	j,al, nar									
MoEST NL Curriculum Unit Themes	Managing Emotions					Managing Emotions				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)	!									
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building	X			X		X			X	
Spelling	X	X		X	X	X	X		X	X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)	Story			Story		Story			Poem	Story
Creative Writing							X		X	

	Term 3					Week 25					Week 26				
	121	122	123	124	125	126	127	128	129	130					
<b>Possible Material Features</b>	<b>Storybook – Building fluency and comprehension</b>														
<b>Reading Readiness</b>															
Visual Discrimination (Ex. Left to right and part-whole)															
Auditory Awareness															
Pre-Writing															
Simple Sight Words															
Literature Enjoyment (Big Books)															
Picture "Sentences" with vowel review															
Comprehension (sequencing of stories)															
Order of letter introduction (2 key letters per week)	No new letters					No new letters					No new letters				
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)															
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)															
MoEST NL Curriculum Unit Themes															
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)															
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)															
Common traditional and cultural texts (for instruction)															
<b>Reading Fluency</b>															
Word Building	X				X				X					X	
Spelling	X	X			X	X			X	X			X	X	X
Comprehension	X	X			X	X			X	X			X	X	X
Oral Literature Enjoyment (Variety of literature)	Story				Story	Story			Story	Story			Poem	Poem	Story
Creative Writing													X	X	

	Week 27					Week 28				
	131	132	133	134	135	136	137	138	139	140
<b>Possible Material Features</b>	<b>Storybook – Building fluency and comprehension</b>									
<b>Reading Readiness</b>										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	No new letters					No new letters				
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										
MoEST NL Curriculum Unit Themes										
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building	X				X	X			X	
Spelling	X	X			X	X	X		X	X
Comprehension	X	X	X		X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)	Story				Story	Story		Poem	Story	
Creative Writing							X		X	

	Term 3					Week 29					Week 30				
	141	142	143	144	145	146	147	148	149	150					
<b>Possible Material Features</b>	<b>Storybook – Building fluency and comprehension</b>														
<b>Reading Readiness</b>															
Visual Discrimination (Ex. Left to right and part-whole)															
Auditory Awareness															
Pre-Writing															
Simple Sight Words															
Literature Enjoyment (Big Books)															
Picture "Sentences" with vowel review															
Comprehension (sequencing of stories)															
Order of letter introduction (2 key letters per week)	No new letters														
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)															
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)															
MoEST NL Curriculum Unit Themes															
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)															
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)															
Common traditional and cultural texts (for instruction)															
<b>Reading Fluency</b>															
Word Building	X			X		X		X		X		X		X	
Spelling	X	X		X	X	X		X	X	X		X	X	X	X
Comprehension	X	X	X	X	X	X		X	X	X		X	X	X	X
Oral Literature Enjoyment (Variety of literature)	Story			Story		Story		Story		Story		Poem		Poem	Story
Creative Writing			X									X		X	

## Punctuation Marks

English	Nuer
.	biel ḡukä
,	biel nōdä / gōad
?	biel thīęcä
!	biel gääca
" "	

## Most Common Words

#	Nuer	English Gloss	Count from PrimerPro
1	kä	from, of	1351
2	cu	don 't	1019
3	ε	is	975
4	mi	if	939
5	cue	he, she, it	769
6	ci	you	562
7	jε	him	499
8	ni	where	489
9	εn	just	431
10	yöö	because	428
11	cε	he, she, it	370
12	wä	go, went	353
13	kolaḡ	name	316
14	bi	will	300
15	εmō	that	277
16	a		257
17	min	which, for that reason	233
18	kεne	and	229
19	wee	said	222
20	εlḡ	very	221
21	jεn	it	206
22	mëë	ago (time?)	205
23	la	always	202
24	kεn	they	199
25	jiök	told	197
26	ti		196
27	ca	us	188
28	i	that	186
29	in	while	185

#	Nuer	English Gloss	Count from PrimerPro
30	bä	also, too	182
31	rey	inside	177
32	te	has, have	172
33	diaal	all	158
34	wut	man	153
35	kεl	one	151
36	yän	I	146
37	thīn	there is	143
38	bε	will	139
39	ben	came	138
40	gat	child	136
41	nyacöm	name of a person	136
42	piny	ground, earth	127
43	guaḡath	place, venue, time	125
44	jī	you, people	125
45	dḡḡ	how much	121
46	jīn	you	121
47	naath	people	120
48	tin	which	115
49	tḡat	autumn?	114
50	cop	reach, arrive	109
51	guaḡ	father	109
52	kie	or, otherwise	109
53	nεn	see	107
54	jak	make	104
55	wan	fox	98
56	yä	me	97
57	mō	that	94
58	cāḡ	date, day, sun	92

#	Nuer	English Gloss	Count from PrimerPro
59	εme	this one	92
60	ruac	talk	87
61	thile	not there	87
62	mee	if	85
63	cike	they are	84
64	cua		83
65	jal	walk, journey	83
66	ram	person	83
67	thiec	question, ask	83
68	ku	let us	81
69	l		81
70	rɔ	self	80
71	djiit	big	78
72	jek	found, got	78
73	tëë	has, have	78
74	man	mother	77
75	nyok	repeat, again	77
76	le	descriptive	76
77	amäni	including	75
78	moc	give	74
79	gaat	children	72
80	kɔn	we	72
81	thuɔk	truth, finish	72
82	raar	outside	71
83	gɔaa	good, better	70
84	kæel	together	70
85	ï		70
86	kuän	food	69
87	i		68
88	jiɔk	dog	68
89	rew	two, thirst	68
90	cam	eat, left hand	66
91	wiç	head	65
92	dee	probably	64
93	tɔt	little, small	64
94	cɔal	call	63
95	guäth	place	63
96	kolaan	spirit	62
97	ney	when	62
98	camkuän	name of a person	61
99	lat	work, labour	61
100	yaŋ	cow	60
101	näk	kill, murder	59

#	Nuer	English Gloss	Count from PrimerPro
102	cä	I	57
103	pɛ		56
104	ŋac	knowing	56
105	ba	will be	55
106	maä	friend	55
107	raan	human being	55
108	caa	us	54
109	ciɛŋ	live	53
110	loc	reply, repeat	53
111	luaak	byre	53
112	ŋuan	many, a lot	53
113	tee		50
114	nhial	sky, above	49
115	pi	water	49
116	bɛn	came	48
117	ciekde	his wife	48
118	cuke	they	48
119	kam	given	48
120	ɔ		48
121	naŋ	taken	47
122	thok	mouth, language	47
123	ciek	woman	45
124	dhɔr	home	45
125	me		45
126	kuäär	leader	44
127	ley	animal	44
128	lony	lion	44
129	nööŋ	brought	44
130	wanɔ	that place	44
131	ciëëŋ	home	43
132	liŋ	hear	43
133	wii	on top	43
134	cɔl	call	41
135	jɔk	back	41
136	thil	nothing	41
137	nath	peoples	40
138	nyan	crocodile	40
139	wic	head	40
140	ɲue		40
141	yɔw	world, improvise	40
142	ciëŋ	home	39
143	duoθh	left behind	39
144	pot		39

#	Nuer	English Gloss	Count from PrimerPro
145	tæth	fall	39
146	yen	you	39
147	nuaan	four	39
148	dɛ	his, her, its	38
149	kən	safe, taken, own	38
150	nyayuʌal	proper noun	38
151	/ci	nothing	37
152	gatdɛ	his, her son	37
153	käp	catch, hold	37
154	pur	has	37
155	jɛk	got	36
156	lār	inform	36
157	nhək	love, agree	36
158	täme	now	36
159	wal	medicine	36
160	nöŋ	brought	35
161	päl	päl	35
162	tɪi		35
163	ɣək	cattle	35
164	dīt	big	34
165	dēcni	soldiers	34
166	guic	see, look	34
167	kuj	side	34
168	lät	works, deeds	34
169	pay	month, moon	34
170	wäl	ten, medicine	34
171	däman	his, her brother	33
172	jiɛn	went, left	33
173	kuic	side	33
174	kər	after	33
175	mjɛth	food	33
176	nhiam	in front, face	33
177	guəth	time, venue	32
178	ji		32
179	lɔcɛ	his, her heart	32
180	ma	mom, mother	32
181	th		32
182	thäk	ox	32
183	cak	milk, create	31
184	cɛtkɛ	like this, that	31
185	dīɔk	three	31
186	dɛɛŋ	proper name	31
187	mɛ	this	31

#	Nuer	English Gloss	Count from PrimerPro
188	bia	you come	30
189	car	arrange	30
190	gɔa	good, better	30
191	thaar	under	30
192	walɛ	today	30
193	yɛ	to you	30
194	ɛŋu	why	30
195	ɣa	medicine	30
196	/cɛ	she, he, it is not	28
197	cəp	plan	28
198	jaak	proper name	28
199	lar	say	28
200	tude	his, her bull	28

## Reading Readiness Activities

### Visual discrimination

Left-to-right directionality is practiced daily

Learners progress from discrimination and orientation of shapes to visual discrimination of letters

Prewriting activities can also be incorporated into the pages

### Auditory awareness

Learners hear whole words pronounced and listen to vowel sounds within them

They match pictures with words containing the vowel sound in focus

They match vowel letters with their sounds in various activities

Learners look at pictures of words in “sentences”, isolating the vowel sounds in those words, matching them to the letters taught

### Pre-writing

Learners imitate their teacher, copying letter shapes and saying their sound

### Simple Sight Words

Learners match pictures and names of two people who will be mentioned in several decodable stories, and identify one transitive verb such as “sees”.

Learners will identify those three sight words as they appear in a Big Book the teacher reads to them

### Literature enjoyment

As the Big Book is read over a 5-day period, learners will recognize and find the sight words they have already been practicing. They may use flashcards for matching.

Learners will make predictions as to what will happen next, the first time the book is read

On the 5th day, learners will dramatize the story as it is read.

### Picture “sentences” with vowel review

Learners “read, left to right, several sentences using those three sight words and pictures of animals or objects, naming them as they “read”.

### Comprehension (sequence in stories)

At least two culturally familiar processes are depicted in a series of 6 steps each, and learners follow, pointing, to each step as they “help” the teacher describe what is happening and talk about the result at the end of each. Examples: how to build a *tukul*, how my mother prepares a favorite dish.

# Reading Fluency Activities

## Purposes

Spelling skill development and mechanics

Creative writing

Exposure to a variety of literature, including oral literature

Using thematic units chosen by the Ministry of Education, Science and Technology (MoEST) and expanding knowledge of these thematic topics

Fluency development

Enjoyment of the written language

Comprehension skill development

## Content & Activities

### Word building

A simple word-building activity will precede each story. 2-3 words which are long or contain challenging letter combinations will be practiced here before the story is read.

### Stories

Two stories per week, accompanied by a motivating illustration

All story texts are decodable, so that learners can develop fluency

Fluency is developed in two ways: learners read each story silently first, the teacher waiting until all have finished

Then, as the teacher asks the comprehension questions from the teacher's guide, they answer, proving their answers by reading aloud from the text. The entire class follows along, verifying the answers of learners who volunteer or are called upon

On the following day, students answer more comprehension questions about the same story, reading aloud from the text

Paired oral reading of the text

### Spelling

A list of 5-6 words is to be copied by learners and taken home.

Chalkboard game in which students fill in blanks within their spelling words

Spelling test

### Comprehension

Talk about the picture: the picture catches learners's attention and encourages prediction.

The teacher asks a probing question or two, as guided in the teacher's guide (If this is not specified, teachers usually do not bother with this important activity)

"Reason to Read": The teacher never tells learners how the story will end, and sometimes stories last for a whole week, divided into parts.

After learners have been given the "reason to read" read silently, he or she should ask that question again, to the class

1 or 2 direct information questions are asked and learners answer

The other questions ensure that most sentences are read aloud. Most of these questions are inferential in nature, for example: "How do we know the woman was afraid? Read the sentence that tells us." Occasionally a main idea question can be asked, but they are usually subjective. Some stories lend themselves to "What happened first? What happened next?" questions as well.

### Oral Literature Enjoyment

The repetitiveness of songs and the familiarity of poetry from the culture means that even when they contain untaught letters, learners can usually "read" them

A word which may be difficult, however, is introduced on the chalkboard by the teacher

Singing and dancing are allowed!

### Creative Writing

A very simple "creative writing" activity allows learners to express their individuality

Each little cloze sentence contains words the learners can decode.

The cloze sentence supports the theme for the unit, for example:

I help my family by \_\_\_\_\_. herding animals feeding animals washing clothes feeding the baby

## Recommended Types of Learning Materials

Level 1
1 Big Book which teaches 3 sight words (either the Big Book itself or the preprimer TG can contain the teacher instructions)
Pre-primer
Primer 1
Storybook for term 3
Teacher's Guides for the (1 or 2) primers
Teacher's guide for the storybook
ABC wall chart
<b>Additional optional materials</b>
Separate A4-size cards with alphabet letters with pictured key words
Read-aloud collection of stories
Big Book which teaches one or two essential functors which are not yet decodable

## Alternative Alphabet Order

This order is based on a song that they sing - which is organized by place of articulation, rather than the order that they have for things like dictionaries etc.

a	ë	i	ö	u
w	y	b	p	m
n	nh	ŋ	ny	r
d	dh	t	th	l
k	g	ɣ	c	j
ε	ä	ɔ	o	

a	ä	ɑ	
e	ë	ɛ	
i		ɪ	
o	ö	ɔ	
ε	ë		ɪm:
ɔ		ɔ	

Vowels are not there

## Notes

1. Themes can be explored every week or few weeks focusing on a specific life skills topic.
2. Genres can be explored every week or few weeks focusing on age appropriate and levelled texts.
3. Competencies can be further broken down by term (e.g. Term 1- Identifies initial sounds in words. Term 2 - Identifies ending sounds in words. Term 3 - Identifies medial sounds in words.)
4. Concepts of print and print awareness can be added to the competences in term 1.
5. English literacy competencies can be extracted and referenced on their own sheet; this could add value by identifying second language literacy competences, especially in the first two terms of level 1.

# Nuer

## Level 2 PEP Scope & Sequence

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## Level 2 Literacy Competencies

Level 2 Literacy Competencies		Term 1	Term 2	Term 3
<b>Phonemic Awareness</b> The ability to hear and use sounds in spoken language, including words, syllables, and individual letter sounds. Phonemic awareness is a listening and speaking skill.				
<b>Listening and Speaking</b>				
PA-1	Recite a traditional or cultural text (riddle, proverb, tongue twister, rhyme, poem, etc.) from memory.	X	X	X
<b>Alphabetic Principle</b> The understanding that words are made of letters that represent sounds. It also means using your knowledge of sounds to read, spell or write words.				
<b>Reading, Listening and Speaking</b>				
AP-1	Identify and read new words using knowledge of letter sounds, syllables consonants and vowels.	X	X	X
AP-2	Identify and read one and two-syllable sight / high frequency words.	X	X	X
AP-3	Decode words with common words parts (e.g. base/root words, suffixes and prefixes, syllabication rules, etc.)	X	X	X
AP-4	Apply knowledge of words structures to decode unfamiliar words.	X	X	X
AP-5	Use context and syntax along with letter-sound relationships and words structures to decode words.			
AP-6	Self-correct.	X	X	X
<b>Writing</b>				
AP-7	Spell letters, syllables and words with increasing accuracy using knowledge of letter names and sounds, consonants, vowels, syllables and word structures.	X	X	X
AP-8	Edit writing for spelling, capitalization and punctuation.	X	X	X
<b>Fluency</b> In reading, the ability to read a text with good speed, accuracy and expression. In writing, the ability to form letters correctly with appropriate speed. Speaking skills focus on the ability to speak confidently, with expression and age-appropriate grammar.				
<b>Reading</b>				
F-1	Read simple sentences with increasing accuracy and speed.	X	X	X
F-2	Read texts with increasing accuracy and speed, paying attention to pace/rate, reading with expression, with attention to punctuation and appropriate phrasing.	X	X	X
F-3	Practice fluency in a variety of ways, including through choral reading, partner/paired reading and repeated oral reading.	X	X	X
F-4	Work toward language appropriate fluency goals by the end of the year (e.g. words read correctly per minute).	X	X	X
F-5	Read regularly using independent level material.	X	X	X
F-6	Read silently for increasing periods of time.	X	X	X
F-7	Reads stories aloud to small and large groups.	X	X	X
<b>Writing</b>				
F-8	Write fluent, creative sentences with correct spelling and grammar.	X	X	X
F-9	Write a short, well organized story that demonstrates correct spelling and grammar, clear purpose and focus, logical progression (e.g. chronological order or order of importance) and personal voice.	X	X	X
F-10	Use sensory details and concrete examples, elaborate, delete extraneous information, use strategies like tone, style and consistent point of view to achieve a sense of completeness when writing.	X	X	X
F-11	Execute the writing process, including prewriting, drafting, revising, editing and proofreading and publishing.	X	X	X
F-12	Use graphic organizers and tables to group ideas.	X	X	X

Level 2 Literacy Competencies		Term 1	Term 2	Term 3
F-13	Write coherent introductory, supporting and concluding paragraphs that each develop a central idea and have a topic sentence followed by facts and details.	X	X	X
F-14	Establish coherence and logical flow through parallel structures and transitions.	X	X	X
F-15	Maintain consistent voice and point of view and use a voice appropriate to audience, message and purpose.	X	X	X
F-16	Engage and become familiar with different types of writing, including narrative, expository, descriptive, persuasive, letters, poems and traditional texts.	X	X	X
F-17	Write legibly with control over letter size and form, letter slant and letter, word and sentence spacing.	X	X	X
<b>Listening and Speaking</b>				
F-18	Tell a meaningful, well organized story to the class that demonstrates fluency of speech, appropriate expression and confidence.	X	X	X
<b>Vocabulary</b>				
The ability to understand (receptive) and use (expressive) words to gain and express meaning. Speaking and writing skills focus more on expressive vocabulary. Listening and reading skills focus more on receptive vocabulary.				
<b>Reading, Listening and Speaking</b>				
V-1	Identify and understand selected vocabulary words in texts.	X	X	X
V-2	Understand content-area vocabulary and specialized, technical or topical words.	X	X	X
V-3	Identify words with similar and opposite meanings.	X	X	X
V-4	Compose meaningful sentences using the week's vocabulary words.	X	X	X
V-5	Apply knowledge of word structures to determine meanings of words and read new words with increasing fluency.	X	X	X
V-6	Develop vocabulary through direct instruction, concrete experience, reading and listening to text read aloud.	X	X	X
V-7	Use word recognition strategies (e.g. context clues, word structure clues, analogy clues, picture clues) to identify and talk about the meaning of new words.	X	X	X
V-8	Extend concepts and word knowledge for: academic language, classify and categorize, antonyms and synonyms, prefixes and suffixes, multiple-meaning words, related words, descriptive words, high utility words, time and order words, foreign words used in the language, transition words, analogies).	X	X	X
<b>Writing and Speaking</b>				
V-9	Use vocabulary words in meaningful sentences.	X	X	X
V-10	Use clear, precise and appropriate language, figurative language, sensory details and imagery and use effective vocabulary.	X	X	X
V-11	Combine, elaborate and vary sentences.	X	X	X
V-12	Use correct word order.	X	X	X
V-13	Use correct spelling, grammar, capitalize and punctuate correctly.	X	X	X
V-14	Use correct sentence fragments and paragraph indentation.	X	X	X
<b>Comprehension</b>				
In reading, the ability to understand text. In writing, it is the ability to compose a meaningful story. Listening and speaking skills focus on the ability to make accurate predictions about a text prior to reading and talking meaningfully about a text you have read.				
<b>Before Reading or Writing</b>				
<b>Reading, Listening and Speaking</b>				
C-1	Use the title, context and prior knowledge to make predictions about a text.	X	X	X
C-2	Formulate questions that might be answered in the text (set reading and listening goals).	X	X	X
C-3	Retell a fictional story that has been read aloud from memory, including identifying the main characters, setting and action.	X	X	X
C-4	Retell an informative story that has been read aloud from memory and identify and main idea and supporting ideas of the story.	X	X	X

Level 2 Literacy Competencies		Term 1	Term 2	Term 3
<b>Writing</b>				
C-5	Brainstorm and share ideas for writing topics in large and small groups.	X	X	X
C-6	Plan for writing a story that has a beginning, middle and ending.	X	X	X
<b>During Reading or Writing</b>				
<b>Reading</b>				
C-7	Read the story silently and aloud with increasing fluency and comprehension.	X	X	X
C-8	Read sentence structures correctly and identify common grammatical structures.	X	X	X
C-9	Activate and use prior knowledge	X	X	X
C-10	Make, modify and confirm predictions.	X	X	X
C-11	Monitor comprehension and use strategies to resolve difficulties in meaning during reading: adjust reading rate, reread and read on, seek help from others, skim and scan, summarize and use text features.	X	X	X
C-12	Demonstrate literacy appreciation/motivation: show an interest in books and reading, read a variety of texts and genres, read independently.	X	X	X
<b>Listening and Speaking</b>				
C-13	Listen for a purpose (enjoyment, to expand vocabulary and concepts, to get information and ideas, to follow directions, to answer questions and problems, to gain knowledge of culture, to connect prior experiences, to listen critically).	X	X	X
C-14	Interpret a speaker's purpose, perspective, persuasive techniques, verbal and nonverbal messages and use of rhetorical devices; draw conclusions.	X	X	X
<b>Writing</b>				
C-15	Identify and use grammatical features of the language correctly.	X	X	X
C-16	Write a meaningful story with a beginning, middle and ending using pictures, words and sentences.	X	X	X
C-17	Read a piece of writing aloud in small or large groups.	X	X	X
C-18	Identify and make revisions to a draft text.	X	X	X
C-19	Work independently on writing tasks.	X	X	X
<b>After Reading or Writing</b>				
<b>Reading, Listening and Speaking</b>				
C-20	Correctly respond to questions whose answers are found directly in the text, including who, what, where, when, why and how.	X	X	X
C-21	Correctly respond to questions that require using prior knowledge and inferential or evaluative thinking to answer, including who, what, where, when, why and how.	X	X	X
C-22	Identify whether or not predictions were correct and questions answered.	X	X	X
C-23	Summarize text - recall and retell stories.	X	X	X
C-24	Generate clarifying questions, including who, what, where, when, why, how and what if.	X	X	X
C-25	Identify the literacy elements and structure in a story, including the main characters, setting and action in a fiction story.	X	X	X
C-26	Identify the main idea and supporting ideas of an informative story.	X	X	X
C-27	Listen attentively and participate in individual, pair and group activities appropriately.	X	X	X
C-28	Identify: the author's purpose, categorize and classify, cause and effect, compare and contrast, details and facts, draw conclusions and inferences, fact and opinion, follow directions/steps in a process, sequence of events, generalize, paraphrase, persuasive devices.	X	X	X
C-29	Describe and connect the most important ideas, arguments and perspectives of a text.	X	X	X
C-30	Draw inferences, conclusions or generalizations, support them with textual evidence and prior knowledge.	X	X	X
C-31	Evaluate/critique ideas in text and hypothesize.	X	X	X
C-32	Make judgements about ideas and text (evaluate and critique).	X	X	X
C-33	Organize and synthesize ideas and information.	X	X	X

Level 2 Literacy Competencies		Term 1	Term 2	Term 3
C-34	Identify different genres of literature, distinguish common forms of literature and identify characteristics of different genres.	X	X	X
C-35	Identify types of print materials (storybooks, poems, newspapers, signs and labels).	X	X	X
C-36	Distinguish common forms of literature and fiction from non-fiction.	X	X	X
C-37	Identify literacy elements and story structure features for character (recognize and describe traits, actions, feelings and motives), plot and plot structure (beginning, middle and end, problem and solution), setting and theme (relate setting to problem/action).	X	X	X
C-38	Identify literacy devices like dialogue, narration, exaggeration, figurative language, flashbacks, foreshadowing, humor, imagery and sensory words, mood, point of view, sound devices, rhythm, rhyme, repetition, word choice tone.	X	X	X
C-39	Respond to literature: recollect/talk about what was read, ask and answer questions, use evidence from the text to support opinions, interpretations or conclusions, generate alternative endings and identify the impact of the change, synthesize and extend understanding through creative response, make corrections text to self, text to text, text to world, offer observations, react and speculate in response to text.	X	X	X
C-40	Develop attitudes and abilities to interact with diverse groups and cultures by connecting experiences and ideas with those from other cultures, customs and perspectives.	X	X	X
C-41	Speak clearly, accurately and fluently using appropriate delivery for a variety of audiences and purposes.	X	X	X
<b>Writing</b>				
C-42	Reflect on learning and write about a text you have read or what you have learned.	X	X	X
C-43	Write meaningful texts related to what you have learned or read using different genres (e.g. narrative, informative, poem, song, etc.)	X	X	X
<b>Listening and Speaking</b>				
C-44	Speak clearly, accurately, and fluently, using appropriate delivery for a variety of audiences and purposes.	X	X	X
C-45	Use proper intonation, volume, pitch, modulation and phrasing.	X	X	X
C-46	Speak with a command of standard conventions for the language; use appropriate language for formal and informal settings.	X	X	X
C-47	Speak for a purpose: to ask and answer questions, to give directions and instructions, to communicate, describe, express an opinion, to deliver oral responses, etc.	X	X	X

# National Language Analysis

Language Features												
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)	a	ä	ä	b	c	d	dh	e	ë			
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	ε	k	c	n	i	l	a	m	ä	t		
Teaching order in IRL / SIL book (Book 2, 3)	-k	-l	g	l	th	i	c	gu (uo)	aa	lu (ua), ui		
	Term 1					Week 1			Week 2			
	1	2	3	4	5	6	7	8	9	10		
<b>Possible Material Features</b>												
Order of letter introduction (2 key letters per week)	Review Week					Review Week						
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)												
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)												
MoEST NL Curriculum Unit Themes												Pollution
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)												
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)												
Common traditional and cultural texts (for instruction)												
<b>Reading Fluency</b>												
Word Building												
Spelling												
Comprehension												
Oral Literature Enjoyment (Variety of literature)												
Creative Writing												
Grammar Recognition												

Language Features										
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)	ε	ë	ë	g	γ	i	i	j	k	l
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	u	r	d	η	th	j	w	o	b	g
Teaching order in IRL / SIL book (Book 2, 3)	ε, εε	-η	k	o (uo)	-c	ä, ää	r	e, ee	-r	y
Term 1	Week 3					Week 4				
	11	12	13	14	15	16	17	18	19	20
<b>Possible Material Features</b>										
Order of letter introduction (2 key letters per week)	y		p		Review	γ		e		Review
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	yan, yak		puur, pul, pal			γok		rec, det, ben		
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	ngr									
MoEST NL Curriculum Unit Themes			Pollution					Pollution		
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	rey					γän		wee		
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)								" "		
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling										
Comprehension										
Oral Literature Enjoyment (Variety of literature)										
Creative Writing										
Grammar Recognition										

Language Features										
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)	m	n	nh	ny	ŋ	o	ɔ	ö	ɔ	ɔ
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	p	o	i	ny	y	ə	e	aa	ɣ	ie
Teaching order in IRL / SIL book (Book 2, 3)	b	d	ɣ	th	o	w	dh	-n	-p	du
Term 1	Week 5					Week 6				
	21	22	23	24	25	26	27	28	29	30
<b>Possible Material Features</b>										
Order of letter introduction (2 key letters per week)	ö	ə	ɔ	Review	ie	ia	ua	ua	Review	Review
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	lök, gök, löth, yök	kət, yək	Review	Review	Review	Review	Review	Review	Review	Review
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)		kuän								
MoEST NL Curriculum Unit Themes	Food and Nutrition					Food and Nutrition				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	yöö		Contrast with minimal pairs of ɔ (yök, yək; ŋəm, ŋəm; thəl, thək)			Vowel combinations starting with i (ie, ie, ia) will be taught by analogy. These would be taught with initial consonants: jɪə, jɪe, jɪa etc)		Vowel combinations starting with a (ua, uä, uə, uə) will be taught by analogy. These would be taught with initial consonants: lua, luə, luä, luə etc)		
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling										
Comprehension										
Oral Literature Enjoyment (Variety of literature)										
Creative Writing										
Grammar Recognition										

Language Features											
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)	p	r	t	th	u	w	y				
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	ö	ua	öö	ɔ	ee	ie	ëë	o	uä	ɔa	
Teaching order in IRL / SIL book (Book 2, 3)	j	ä, ää	ny	-t							
Term 1	Week 7						Week 8				
	31	32	33	34	35	36	37	38	39	40	
<b>Possible Material Features</b>											
Order of letter introduction (2 key letters per week)	dh		o	Review	nh	ε	Review				
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	dhaar, dhɔl		dɔl, dhool		nhaal, nhök, nhiam		bɛl, bɛn				
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)											
MoEST NL Curriculum Unit Themes	Food and Nutrition										
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	n'ɔŋ					thin					
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)											
Common traditional and cultural texts (for instruction)											
<b>Reading Fluency</b>											
Word Building											
Spelling											
Comprehension											
Oral Literature Enjoyment (Variety of literature)											
Creative Writing											
Grammar Recognition											

Language Features										
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)										
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	uä	uᵛ	uᵛ	aa	iaa	εε	ε	uᵛᵛ	dh	
Teaching order in IRL / SIL book (Book 2, 3)										
Possible Material Features	Term 1					Week 10				
	41	42	43	44	45	46	47	48	49	50
Beginning of letter introduction using a Primer type approach										
Order of letter introduction (2 key letters per week)	ᵛa, ᵛaa		ᵛa		Review			Review Week		
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	dᵛaaᵛ, dᵛaaᵛ		yᵛᵛac, kᵛᵛak							
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										
MoEST NL Curriculum Unit Themes	Community Projects					Community Projects				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	Length contrast taught with minimal pairs		Length contrast taught with minimal pairs							
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
Reading Fluency										
Word Building										
Spelling										
Comprehension										
Oral Literature Enjoyment (Variety of literature)										
Creative Writing										
Grammar Recognition										

Language Features											
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)											
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	i	u	a	u	a	u	a	u	a	u	a
Teaching order in IRL / SIL book (Book 2, 3)											
	Term 2			Week 11			Week 12				
	51	52	53	54	55	56	57	58	59	60	
<b>Possible Material Features</b>	Term 2 is for building fluency and comprehension. Activities will revolve around those skills, using a variety of literature.										
Order of letter introduction (2 key letters per week)											
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)											
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)											
MoEST NL Curriculum Unit Themes											
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)											
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)											
Common traditional and cultural texts (for instruction)											
<b>Reading Fluency</b>											
Word Building											
Spelling											
Comprehension											
Oral Literature Enjoyment (Variety of literature)											
Creative Writing											
Grammar Recognition											

Language Features										
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)										
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	iə	ui	icɛ	oʊ	uɔɔ	icɛ	ɔɔ	icɛ	ɛɛ	
Teaching order in IRL / SIL book (Book 2, 3)										
	Week 13			Week 14						
Term 2	61	62	63	64	65	66	67	68	69	70
<b>Possible Material Features</b>	<b>Term 2 is for building fluency and comprehension. Activities will revolve around those skills, using a variety of literature.</b>									
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)						köt, rief				
MoEST NL Curriculum Unit Themes					Buying and Selling				Transport	
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building						X			X	
Spelling						X		X		X
Comprehension						X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)								X		
Creative Writing							X			
Grammar Recognition								X		Review

Language Features											
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)											
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	ii	üüü									
Teaching order in IRL / SIL book (Book 2, 3)											
	Week 15			Week 16							
Term 2	71	72	73	74	75	76	77	78	79	80	
<b>Possible Material Features</b>	Term 2 is for building fluency and comprehension. Activities will revolve around those skills, using a variety of literature.										
Order of letter introduction (2 key letters per week)											
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)											
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)						tath, bël, bel					
MoEST NL Curriculum Unit Themes							Transport				Technology in our Community
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)											
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)											
Common traditional and cultural texts (for instruction)											
<b>Reading Fluency</b>											
Word Building	X					X				X	
Spelling	X			X		X			X		X
Comprehension	X	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)				X						X	
Creative Writing		X					X				
Grammar Recognition				X		Review			X		Review

Term 2	Week 17				Week 18					
	81	82	83	84	85	86	87	88	89	90
<b>Possible Material Features</b>	Term 2 is for building fluency and comprehension. Activities will revolve around those skills, using a variety of literature.									
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)						górà yó bà la kím; ñúc				
MoEST NL Curriculum Unit Themes										
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building	X			X		X			X	
Spelling	X		X		X			X		X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)			X					X		
Creative Writing		X		X			X		X	
Grammar Recognition			X		Review			X		Review

Term 2	Week 19					Week 20				
	91	92	93	94	95	96	97	98	99	100
<b>Possible Material Features</b> Term 2 is for building fluency and comprehension. Activities will revolve around those skills, using a variety of literature.										
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										
MoEST NL Curriculum Unit Themes					Future Expectations (What do I want to do when I grow up)					Review Week
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building	X				X					
Spelling	X				X				X	
Comprehension	X				X				X	
Oral Literature Enjoyment (Variety of literature)					X					
Creative Writing					X				X	
Grammar Recognition					X					Review
										Review Week

Term 3	Week 21					Week 22				
	101	102	103	104	105	106	107	108	109	110
<b>Possible Material Features</b>										
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										
kuën, pal kuoth, bul, thgt, raw, pugr, djiet										
MoEST NL Curriculum Unit Themes										
Cultures of South Sudan										
Cultures of South Sudan										
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling	X	X	X	X	X	X	X	X	X	X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)										
Creative Writing			X					X		
Grammar Recognition		X		X			X		X	X

Term 3	Week 23					Week 24				
	111	112	113	114	115	116	117	118	119	120
<b>Possible Material Features</b>										
Term 3 will continue to build fluency and comprehension, and extending writing skills										
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	ηλιο κε ταθη, εεεεε, ιατ									
MoEST NL Curriculum Unit Themes			Study Skills					Study Skills		
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling	X	X	X	X	X	X	X	X	X	X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)										
Creative Writing			X					X		
Grammar Recognition		X		X			X		X	

Term 3	Week 25					Week 26				
	121	122	123	124	125	126	127	128	129	130
<b>Possible Material Features</b>										
	Term 3 will continue to build fluency and comprehension, and extending writing skills									
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	luic maara, lat kam ni_nath, nyuaak									
MoEST NL Curriculum Unit Themes	Conflict Resolution					Conflict Resolution				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling	X	X	X	X	X	X	X	X	X	X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)										
Creative Writing			X					X		
Grammar Recognition		X		X			X		X	

Term 3	Week 27					Week 28				
	131	132	133	134	135	136	137	138	139	140
<b>Possible Material Features</b>	<b>Term 3 will continue to build fluency and comprehension, and extending writing skills</b>									
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	ji wec muɔɔn, rɔɔl diaal, naath diaal									
MoEST NL Curriculum Unit Themes	People of the World					People of the World				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling	X	X	X	X	X	X	X	X	X	X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)										
Creative Writing			X					X		
Grammar Recognition		X		X			X		X	X

Term 3	Week 29					Week 30				
	141	142	143	144	145	146	147	148	149	150
<b>Possible Material Features</b>										
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	guāgāh kōkā, kōk pōaani									
MoEST NL Curriculum Unit Themes	Small Business									Review
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling	X	X	X	X	X					
Comprehension	X	X	X	X	X					
Oral Literature Enjoyment (Variety of literature)										Review
Creative Writing						X				
Grammar Recognition		X					X			

# Reading Fluency Activities

## Purposes

Spelling skill development and mechanics

Creative writing

Exposure to a variety of literature, including oral literature

Using thematic units chosen by the Ministry of Education, Science and Technology (MoEST) and expanding knowledge of these thematic topics

Fluency development

Enjoyment of the written language

Comprehension skill development

## Content & Activities

### Word building

A simple word-building activity will precede each story. 2-3 words which are long or contain challenging letter combinations will be practiced here before the story is read.

### Stories

Two stories per week, accompanied by a motivating illustration

There are no limitations on what letters can be used in the stories as learners have already learned all the letters. Sentences can be more complex than in Level 1.

Fluency is developed in two ways: learners read each story silently first, the teacher waiting until all have finished

Then, as the teacher asks the comprehension questions from the teacher's guide, they answer, proving their answers by reading aloud from the text. The entire class follows along, verifying the answers of learners who volunteer or are called upon

On the following day, students answer more comprehension questions about the same story, reading aloud from the text

Paired oral reading of the text

### Spelling

A list of 6-10 words, plus a sentence is to be copied by learners and taken home.

Chalkboard game in which students fill in blanks within their spelling words

Spelling test

### Comprehension

Talk about the picture: the picture catches learners's attention and encourages prediction.

The teacher asks a probing question or two, as guided in the teacher's guide (If this is not specified, teachers usually do not bother with this important activity)

"Reason to Read": The teacher never tells learners how the story will end, and sometimes stories last for a whole week, divided into parts.

After learners have been given the "reason to read" read silently, he or she should ask that question again, to the class

1 or 2 direct information questions are asked and learners answer

The other questions ensure that most sentences are read aloud. Most of these questions are inferential in nature, for example: "How do we know the woman was afraid? Read the sentence that tells us." Occasionally a main idea question can be asked, but they are usually subjective. Some stories lend themselves to "What happened first? What happened next?" questions as well.

### Oral Literature Enjoyment

The repetitiveness of songs and the familiarity of poetry from the culture means that even when they contain untaught letters, learners can usually "read" them

A word which may be difficult, however, is introduced on the chalkboard by the teacher

Singing and dancing are allowed!

### Creative Writing

A very simple "creative writing" activity allows learners to express their individuality

Creative writing assignments may be open-ended, though they can connect to the themes in the MoEST curriculum

Learners should be encouraged to read their writing to their partners or to the class

## Recommended Types of Learning Materials

Level 2
Primer 2
Storybook for term 3
Teacher's Guides for both
Alphabet wall chart
<b>Additional optional materials</b>
Freetime reading materials, such as translated African Storybook project books (If there were a mobile library they could be used by a whole community)

### Notes

1. Themes can be explored every week or few weeks focusing on a specific life skills topic.
2. Genres can be explored every week or few weeks focusing on age appropriate and levelled texts.
3. Competencies can be further broken down by term (e.g. Term 1- Identifies initial sounds in words. Term 2 - Identifies ending sounds in words. Term 3 - Identifies medial sounds in words.)
4. English literacy competences can be extracted and referenced on their own sheet; this could add value by identifying second language literacy competences, especially in the first two terms of level 1.
5. Weekly comprehension and writing strategies and tasks can be predetermined.

# Toposa

## Level 1 PEP Scope & Sequence

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## Level 1 Literacy Competencies

Level 1 Literacy Competencies		Term 1	Term 2	Term 3
<b>Phonemic Awareness</b> The ability to hear and use sounds in spoken language, including words, syllables, and individual letter sounds. Phonemic awareness is a listening and speaking skill.				
<b>Listening and Speaking</b>				
PA-1	Recognize sounds at different points in common words (beginning, middle, end).	X	X	
PA-2	Blend sounds to say words of one or more syllables.	X	X	
PA-3	Segment words into syllables or individual sounds.	X	X	
PA-4	Count sounds in spoken words or syllables and syllables in words.	X	X	
PA-5	Manipulate sounds in words (add, delete or substitute phonemes and morphemes).	X	X	
PA-6	Distinguish long- and short-vowel sounds in orally stated words.	X	X	
PA-7	Recite a traditional or cultural text (riddle, proverb, tongue twister, rhyme, poem, etc.) from memory.	X	X	X
<b>Alphabetic Principle</b> The understanding that words are made of letters that represent sounds. It also means using your knowledge of sounds to read, spell or write words.				
<b>Reading, Listening and Speaking</b>				
AP-1	Identify letters by name and sound.	X	X	X
AP-2	Generate sounds from letters and blend consonants and vowels to read syllables and words.	X	X	X
AP-3	Segment words into individual sounds and syllables to read and spell correctly.	X	X	X
AP-4	Apply knowledge of letter sound relationships and word structures to decode unfamiliar words (blending).	X	X	X
AP-5	Decode words with common word parts (e.g. base/root words, suffixes and prefixes, syllables).			
AP-6	Identify one and two-syllable sight / high frequency words.	X	X	X
AP-7	Use first sounds, blending and context clues as word identification strategies to decode unfamiliar words.	X	X	X
<b>Writing</b>				
AP-8	Spell letters, syllables and words with increasing accuracy using knowledge of letter names and sounds, consonants, vowels, syllables and word structures.	X	X	X
<b>Fluency</b> In reading, the ability to read a text with good speed, accuracy and expression. In writing, the ability to form letters correctly with appropriate speed. Speaking skills focus on the ability to speak confidently, with expression and age-appropriate grammar.				
<b>Reading</b>				
F-1	Read syllables with increasing accuracy and speed.	X	X	
F-2	Read simple sentences with increasing accuracy and speed.	X	X	X
F-3	Read texts with increasing accuracy and speed, paying attention to pace/rate, reading with expression, with attention to punctuation and appropriate phrasing.	X	X	X
F-4	Practice fluency in a variety of ways, including through choral reading, partner/paired reading and repeated oral reading.	X	X	X
F-5	Read regularly using independent level material.	X	X	X
<b>Writing</b>				
F-6	Write lower and uppercase letters correctly.	X	X	
F-7	Write name with correct spelling and letter formation.	X	X	
F-8	Write using pictures, some letters and transitional spelling to convey meaning.	X	X	

Level 1 Literacy Competencies		Term 1	Term 2	Term 3
F-9	Write dictated words, sentences, messages or stories.	X	X	X
F-10	Write sentences with correct spelling and grammar.		X	X
F-11	Write a short, well organized story that demonstrates correct spelling and grammar, clear purpose and focus, logical progression (e.g. chronological order or order of importance) and personal voice.	X	X	X
F-12	Execute the writing process, including prewriting, drafting, revising, editing and proofreading and publishing.	X	X	X
F-13	Engage and become familiar with different types of writing, including narrative, expository, descriptive, persuasive, letters, poems and traditional texts.	X	X	X
F-14	Gain increasing control over penmanship, including writing implement grip, paper position, posture and stroke to write legibly.	X	X	X

### Listening and Speaking

F-15	Introduce and greet using the appropriate cultural norms.	X	X	
F-16	Tell a meaningful, well organized story to the class that demonstrates fluency of speech, appropriate expression and confidence.	X	X	X

## Vocabulary

The ability to understand (receptive) and use (expressive) words to gain and express meaning. Speaking and writing skills focus more on expressive vocabulary. Listening and reading skills focus more on receptive vocabulary.

### Reading, Listening and Speaking

V-1	Identify and understand selected vocabulary words in texts.	X	X	X
V-2	Identify words with similar and opposite meanings.	X	X	X
V-3	Identify and combine meaningful word segments to read whole words with increasing fluency.	X	X	X
V-4	Develop vocabulary through direct instruction, concrete experience, reading and listening to text read aloud.	X	X	X
V-5	Use word recognition strategies (e.g. context clues, word structure clues, analogy clues, picture clues) to identify and talk about the meaning of new words.	X	X	X
V-6	Extend concepts and word knowledge for: academic language, classify and categorize, antonyms and synonyms, prefixes and suffixes, multiple-meaning words, related words, descriptive words, high utility words, time and order words, foreign words used in the language, transition words, analogies).	X	X	X

### Writing and Speaking

V-7	Use vocabulary words in meaningful sentences.	X	X	X
V-8	Use clear, precise and appropriate language, sensory details and imagery and use effective vocabulary.	X	X	X
V-9	Combine, elaborate and vary sentences.	X	X	X
V-10	Use correct spelling, grammar, capitalize and punctuate correctly.	X	X	X

## Comprehension

In reading, the ability to understand text. In writing, it is the ability to compose a meaningful story. Listening and speaking skills focus on the ability to make accurate predictions about a text prior to reading and talking meaningfully about a text you have read.

### Before Reading or Writing

#### Reading, Listening and Speaking

C-1	Use the title, context and prior knowledge to make predictions about a text.	X	X	X
C-2	Formulate questions that might be answered in the text (set listening goals).	X	X	X
C-3	Retell a fictional story that has been read aloud from memory, including identifying the main characters, setting and action.	X	X	X
C-4	Retell an informative story that has been read aloud from memory and identify and main idea and supporting ideas of the story.	X	X	X

#### Writing

C-5	Plan for writing a story that has a beginning, middle and ending.	X	X	X
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Level 1 Literacy Competencies		Term 1	Term 2	Term 3
<b>During Reading or Writing</b>				
<b>Reading</b>				
C-6	Activate and use prior knowledge	X	X	X
C-7	Make, modify and confirm predictions.	X	X	X
<b>Listening and Speaking</b>				
C-8	Listen for a purpose (enjoyment, to expand vocabulary and concepts, to get information and ideas, to follow directions, to answer questions and problems, to gain knowledge of culture, to connect prior experiences, to listen critically).	X	X	X
<b>Writing</b>				
C-9	Identify and use grammatical features of the language correctly.	X	X	X
C-10	Write a meaningful story with a beginning, middle and ending using pictures, words and sentences.	X	X	X
C-11	Read a piece of writing aloud.	X	X	X
<b>After Reading or Writing</b>				
<b>Reading, Listening and Speaking</b>				
C-12	Correctly respond to questions whose answers are found directly in the text, including who, what, where, when, why and how.	X	X	X
C-13	Correctly respond to questions that require using prior knowledge and inferential or evaluative thinking to answer, including who, what, where, when, why and how.	X	X	X
C-14	Identify whether or not predictions were correct and questions answered.	X	X	X
C-15	Summarize text - recall and retell stories.	X	X	X
C-16	Identify the literacy elements and structure in a story, including the main characters, setting and action in a fiction story.	X	X	X
C-17	Identify the main idea and supporting ideas of an informative story.	X	X	X
C-18	Listen attentively and participate in individual, pair and group activities appropriately.	X	X	X
C-19	Identify: the author's purpose, categorize and classify, cause and effect, compare and contrast, details and facts, draw conclusions and inferences, steps in a process, sequence of events.	X	X	X
C-20	Identify different genres of literature, distinguish common forms of literature and identify characteristics of different genres.	X	X	X
C-21	Identify literacy devices like dialogue, narration, sound devices, rhythm, rhyme, repetition, word choice.	X	X	X
C-22	Respond to literature: recollect/talk about what was read, ask and answer questions, generate alternative endings and identify the impact of the change, synthesize and extend understanding through creative responses.	X	X	X
C-23	Develop attitudes and abilities to interact with diverse groups and cultures by connecting experiences and ideas with those from other cultures, customs and perspectives.	X	X	X
C-24	Speak clearly, accurately and fluently using appropriate delivery for a variety of audiences and purposes.	X	X	X
<b>Writing</b>				
C-25	Reflect on learning and write about a text or what you have learned.	X	X	X
C-26	Write meaningful texts related to what you have learned or read using different genres (e.g. narrative, informative, poem, song, etc.)	X	X	X

# National Language Analysis

Language Features												
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)	a	ā	b	c	d	e	ē	g	i	i		
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	a	i	e	k	o	t	n	ŋ	ny	u		
Teaching order in current Toposa books	a	e	i	o	u	k	t	m	r	n		
					nya		nyi					
					nye							
Term 1												
Possible Material Features												
Pre Reading Activities												
Reading Readiness	Week 1			Week 2			Week 3			Week 4		
Visual Discrimination (Ex. Left to right and part-whole)	X	X	X	X	X							
Auditory Awareness						X	X	X	X			
Pre-Writing						X	X	X	X			
Simple Sight Words												
Literature Enjoyment (Big Books)												
Picture "Sentences" with vowel review												
Comprehension (sequencing of stories)												
Order of letter introduction (2 key letters per week)						a, ā		e, ē				Review
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)						nyanakanaka, apa, nyatapā		nyegete, eya, nyakare, nyaname, nyaepe, ame				
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)												
MoEST NL Curriculum Unit Themes							Animals		Animals			
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)												
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)												
Common traditional and cultural texts (for instruction)												
Reading Fluency												
Word Building												
Spelling												
Comprehension												
Oral Literature Enjoyment (Variety of literature)												
Creative Writing												

Language Features		j	k	l	m	n	ny	ŋ	o	o	p	
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)												
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)		r	l	i	m	b	p	s	aa	y	d	
Teaching order in current Toposa books		l	ŋ ŋa, ŋi, keŋe, lo, na	b	s	w	y	p	d	u	aa	
Term 1		Week 3			Week 4							
		11	12	13	14	15	16	17	18	19	20	
<b>Possible Material Features</b>												
<b>Reading Readiness</b>												
Visual Discrimination (Ex. Left to right and part-whole)							X	X	X	X	X	
Auditory Awareness		X	X	X	X	X	X	X	X	X	X	
Pre-Writing		X	X	X	X							
Simple Sight Words							X	X	X	X	X	
Literature Enjoyment (Big Books)							X	X	X	X	X	
Picture "Sentences" with vowel review												
Comprehension (sequencing of stories)												
Order of letter introduction (2 key letters per week)		i, i		o, o			Review				Review	
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)		nyadisi, nyerisi, nyesarici, nyatiri		nyedokoro, nyecomg, nyebolo, odo, nyaboko								
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)		nyakinyanga, nyesigirya, nyekokoro, nyemiri,						nyadisi, nyakolŋo, nyakatoroto, nyamoniŋi, nyetamaridi, nyelimilimi				
MoEST NL Curriculum Unit Themes		Animals						Weather				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)												
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)												
Common traditional and cultural texts (for instruction)											Big Book Story	
<b>Reading Fluency</b>												
Word Building												
Spelling												
Comprehension												
Oral Literature Enjoyment (Variety of literature)												
Creative Writing												

Language Features												
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)	r	s	t	u	u	w	y					
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	u	c	w	ai	oo	e	o	ee	ka	tw	kw	kw
Teaching order in current Toposa books	ee	c	g kanj, kenje	j	ii	oo	uu	ka	tw	kw	kw	kw
Term 1												
	Week 5			Week 6								
	21	22	23	24	25	26	27	28	29	30		
Possible Material Features												
Pre Reading Activities												
Reading Readiness												
Visual Discrimination (Ex. Left to right and part-whole)												
Auditory Awareness												
Pre-Writing												
Simple Sight Words	X	X	X	X	X	X	X	X	X	X	X	X
Literature Enjoyment (Big Books)												
Picture "Sentences" with vowel review						X	X	X	X	X	X	X
Comprehension (sequencing of stories)	X	X	X	X								
Order of letter introduction (2 key letters per week)					Review							Review
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)												
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)												
MoEST NL Curriculum Unit Themes			Weather					Weather				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)												
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)												
Common traditional and cultural texts (for instruction)				Big Book Story								Sentence Stories
Reading Fluency												
Word Building												
Spelling												
Comprehension												
Oral Literature Enjoyment (Variety of literature)												
Creative Writing												

Language Features																															
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)																															
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)																															
Teaching order in current Toposa books																															
Term 1																															
<table border="1"> <thead> <tr> <th colspan="4">Week 7</th> <th colspan="4">Week 8</th> </tr> </thead> <tbody> <tr> <td>31</td> <td>32</td> <td>33</td> <td>34</td> <td>35</td> <td>36</td> <td>37</td> <td>38</td> <td>39</td> <td>40</td> <td></td> <td></td> </tr> </tbody> </table>												Week 7				Week 8				31	32	33	34	35	36	37	38	39	40		
Week 7				Week 8																											
31	32	33	34	35	36	37	38	39	40																						
<b>Possible Material Features</b>																															
<b>Reading Readiness</b>																															
Visual Discrimination (Ex. Left to right and part-whole)																															
Auditory Awareness																															
Pre-Writing																															
Simple Sight Words																															
Literature Enjoyment (Big Books)																															
Picture "Sentences" with vowel review																															
Comprehension (sequencing of stories)																															
Order of letter introduction (2 key letters per week)																															
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)																															
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)																															
MoEST NL Curriculum Unit Themes																															
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)																															
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)																															
Common traditional and cultural texts (for instruction)																															
<b>Reading Fluency</b>																															
Word Building																															
Spelling																															
Comprehension																															
Oral Literature Enjoyment (Variety of literature)																															
Creative Writing																															

Language Features													
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)													
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	uu	au	rw	mw	sy	oe	tw	ɲw	gy	ly			
Teaching order in current Toposa books													
Possible Material Features	Term 1	Week 9							Week 10				
		41	42	43	44	45	46	47	48	49	50		
		Beginning of letter introduction using a Primer type approach											
		Reading Readiness											
		Visual Discrimination (Ex. Left to right and part-whole)											
Auditory Awareness													
Pre-Writing													
Simple Sight Words													
Literature Enjoyment (Big Books)													
Picture "Sentences" with vowel review													
Comprehension (sequencing of stories)													
Order of letter introduction (2 key letters per week)	l		ny								Review Week		
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	nyelola		totonyo, kinyakaki, totitinyi								Review Week		
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)											Review Week		
MoEST NL Curriculum Unit Themes			Plants Around Us								Review Week		
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	na- noun marker		lo- locative prefix										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)	.												
Common traditional and cultural texts (for instruction)													
Reading Fluency													
Word Building													
Spelling													
Comprehension													
Oral Literature Enjoyment (Variety of literature)													
Creative Writing													

Language Features												
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)												
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	pw	gw	dy	bw	lw	jy	ky	my	cw	dw		
Teaching order in current Toposa books												
	Week 11					Week 12						
Term 2	51	52	53	54	55	56	57	58	59	60		
Possible Material Features												
Reading Readiness												
Visual Discrimination (Ex. Left to right and part-whole)												
Auditory Awareness												
Pre-Writing												
Simple Sight Words												
Literature Enjoyment (Big Books)												
Picture "Sentences" with vowel review												
Comprehension (sequencing of stories)												
Order of letter introduction (2 key letters per week)	n		b		Review	r		tj		Review		
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	nyanakanaka			nyebolo, nyebu, nyabokoko		nyakare, nyerau, ruge				nyejatunyu, nyepalakenyi, nyakinyang, njanyia		
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	nyamina, nyanaa, nyepaalamu											
MoEST NL Curriculum Unit Themes	Healthy Relationships					Healthy Relationships			Healthy Relationships			
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	na- locative					-ara, -oro (locative)				na		
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)												
Common traditional and cultural texts (for instruction)	Review Week											
Reading Fluency												
Word Building												
Spelling												
Comprehension												
Oral Literature Enjoyment (Variety of literature)												
Creative Writing												

Language Features									
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)									
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	py	ua	by	sw	nw	ny			
Teaching order in current Toposa books									
	Term 2			Week 13			Week 14		
	61	62	63	64	65	66	67	68	69
	70								
Possible Material Features									
Reading Readiness									
Visual Discrimination (Ex. Left to right and part-whole)									
Auditory Awareness									
Pre-Writing									
Simple Sight Words									
Literature Enjoyment (Big Books)									
Picture "Sentences" with vowel review									
Comprehension (sequencing of stories)									
Order of letter introduction (2 key letters per week)	p		m		Review	s		aa	Review
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	nyeputiri		nyemongo, nyemunu			nyesuro, nyesukulu		nyalaara, naapu, naase, nyaate, nyakaale	
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	nyepaalana								
MoEST NL Curriculum Unit Themes	Healthy Relationships								
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	ka					-isi (stative ending)			Teach as a minimal pair with a (kera, keraa; ina, inaa; kaku, kaaku; ebasi, ebaasi; nyara, nyaara)
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)	?								
Common traditional and cultural texts (for instruction)									
Reading Fluency									
Word Building									
Spelling									
Comprehension									
Oral Literature Enjoyment (Variety of literature)									
Creative Writing									

Term 2	Week 15				Week 16					
	71	72	73	74	75	76	77	78	79	80
<b>Possible Material Features</b>										
<b>Reading Readiness</b>										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	y		d		Review	c		w		Review
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	eyepi, eya, yekite, eyayi	nyadisi, nyedokoro, nyedepo, odo, nide				nyecomo, njicuci, nyecoto, nyecoroto			nyewoke, nyewapiji, nyeworu	
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)		nyakidamadama, nyakirimwo, nyapeyo, nyasapana								
MoEST NL Curriculum Unit Themes										Cultural Celebrations
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	ya, yak	ani				ca				
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)	,									
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling										
Comprehension										
Oral Literature Enjoyment (Variety of literature)										
Creative Writing										

Term 2	Week 17					Week 18				
	81	82	83	84	85	86	87	88	89	90
<b>Possible Material Features</b>										
<b>Reading Readiness</b>										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	oo		kw		Review	ai, ei		j		Review
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	loyoomo, nyaooto, nyakooode, nyapoo, nyedoo		nyekwaama, tokwamakini, nyakwaana, nyakwara, nyekwara			tarai, erai, nyapei,		nyakeju, najono, nyejirikisi, nyepekeju		
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	nyekerenyakkidete, myemeto, wodo, nyabolo, pikikeesi, nyakipiiri, nyaporonori									
MoEST NL Curriculum Unit Themes			Games and Sports					Games and Sports		
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	Teach using minimal pairs with short o (ito, itoo)		labialized consonant			Teach vowel combination together (ai, i; ei, i)				
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling										
Comprehension										
Oral Literature Enjoyment (Variety of literature)										
Creative Writing										

	Term 2					Week 19					Week 20									
	91	92	93	94	95	96	97	98	99	100										
<b>Possible Material Features</b>																				
<b>Reading Readiness</b>																				
Visual Discrimination (Ex. Left to right and part-whole)																				
Auditory Awareness																				
Pre-Writing																				
Simple Sight Words																				
Literature Enjoyment (Big Books)																				
Picture "Sentences" with vowel review																				
Comprehension (sequencing of stories)																				
Order of letter introduction (2 key letters per week)	ee, ii		ry		Review															
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	nyekaleesi, nyetiiri, kii, nijiira, nyadeeti, nyreeti, nyeteete, nyeeemutu		nyaburyait, ekuryaniiti																	
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)																				
MoEST NL Curriculum Unit Themes			Games and Sports																	Review
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	Assume from now on all remaining lengthened vowels can be decoded		labialized consonant																	Review Week
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)																				
Common traditional and cultural texts (for instruction)																				
<b>Reading Fluency</b>																				
Word Building																				
Spelling																				
Comprehension																				
Oral Literature Enjoyment (Variety of literature)																				
Creative Writing																				

Term 3	Week 21					Week 22				
	101	102	103	104	105	106	107	108	109	110
<b>Possible Material Features</b>	<b>Storybook – Building fluency and comprehension</b>									
<b>Reading Readiness</b>										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	No new letters					No new letters				
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)		nyakionjare, kuloṭa, nyakipucū, kilonṭa, topyaa, nyakesetḡ								
MoEST NL Curriculum Unit Themes		Hygiene						Hygiene		
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building	X			X		X			X	
Spelling	X		X		X		X		X	X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)	Story		Poem	Story		Story		Poem	Story	
Creative Writing			X					X		

Term 3	Week 23					Week 24				
	111	112	113	114	115	116	117	118	119	120
<b>Possible Material Features</b>										
<b>Reading Readiness</b>										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	No new letters					No new letters				
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	nyatitinyu, torimaki, nyakiliqi, nyanayikini									
MoEST NL Curriculum Unit Themes	Managing Emotions					Managing Emotions				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)	!									
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building	X			X		X			X	
Spelling	X	X		X	X	X			X	X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)	Story		Poem	Story		Story		Poem	Story	
Creative Writing			X					X		

	Term 3									
	Week 25					Week 26				
	121	122	123	124	125	126	127	128	129	130
<b>Possible Material Features</b>	<b>Storybook – Building fluency and comprehension</b>									
<b>Reading Readiness</b>										
Visual Discrimination (Ex. Left to right and part-whole)										
Auditory Awareness										
Pre-Writing										
Simple Sight Words										
Literature Enjoyment (Big Books)										
Picture "Sentences" with vowel review										
Comprehension (sequencing of stories)										
Order of letter introduction (2 key letters per week)	No new letters					No new letters				
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	ɲtalyo, nyarima, nyekilsili, nyakisisili, nyepeyo, nyakuruma									
MoEST NL Curriculum Unit Themes	Social Etiquette					Social Etiquette				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building	X			X		X			X	
Spelling	X	X		X	X	X	X		X	X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)	Story			Story		Story		Poem	Story	
Creative Writing				X				X		

	Term 3					Week 27					Week 28				
	131	132	133	134	135	136	137	138	139	140					
<b>Possible Material Features</b>	<b>Storybook – Building fluency and comprehension</b>														
<b>Reading Readiness</b>															
Visual Discrimination (Ex. Left to right and part-whole)															
Auditory Awareness															
Pre-Writing															
Simple Sight Words															
Literature Enjoyment (Big Books)															
Picture "Sentences" with vowel review															
Comprehension (sequencing of stories)															
Order of letter introduction (2 key letters per week)	No new letters										No new letters				
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)															
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	nyakirtare, nyakitatama, nyakiyoko, nyakuduku, nyerwosoouu, nyakitere														
MoEST NL Curriculum Unit Themes	Employment (Jobs)										Employment (Jobs)				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)															
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)															
Common traditional and cultural texts (for instruction)															
<b>Reading Fluency</b>															
Word Building	X			X		X		X		X		X			
Spelling	X		X	X		X		X		X		X			
Comprehension	X		X	X		X		X		X		X			
Oral Literature Enjoyment (Variety of literature)	Story		Poem	Story		Story		Story		Story		Poem	Story		
Creative Writing			X									X			

	Term 3					Week 29					Week 30				
	141	142	143	144	145	146	147	148	149	150					
<b>Possible Material Features</b>	<b>Storybook – Building fluency and comprehension</b>														
<b>Reading Readiness</b>															
Visual Discrimination (Ex. Left to right and part-whole)															
Auditory Awareness															
Pre-Writing															
Simple Sight Words															
Literature Enjoyment (Big Books)															
Picture "Sentences" with vowel review															
Comprehension (sequencing of stories)															
Order of letter introduction (2 key letters per week)	No new letters										No new letters				
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)															
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	nyadoca, nyanaa, nyakimorō									nyakiricakini, nyakiyiti, nyakuwa					
MoEST NL Curriculum Unit Themes	Co-Operation										Record Keeping				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)															
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)															
Common traditional and cultural texts (for instruction)															
<b>Reading Fluency</b>															
Word Building	X				X					X				X	
Spelling	X	X			X					X				X	X
Comprehension	X	X			X					X				X	X
Oral Literature Enjoyment (Variety of literature)	Story				Story					Story				Poem	Story
Creative Writing										X				X	

## Punctuation Marks

Level 1	
.	nyamacar <sub>i</sub> ka nyakitowo
,	nyamacar <sub>i</sub> ka nyadatakinete
?	nyamacar <sub>i</sub> ka nyakinisetē
!	nyamacar <sub>i</sub> ka nyaryanjakinete
" "	

Level 2	
" "	nyamacar <sub>i</sub> ka kinyogokinete

Level 3 and later	
(	nyamacar <sub>i</sub> ka nyaṅarete
)	nyamacar <sub>i</sub> ka nyagolokinete
/	nyamacar <sub>i</sub> ka kode
-	mit
/	rōṅ
Math	
=	nyamacar <sub>i</sub> ka erai / eriyani
+	nyamacar <sub>i</sub> ka nyadorakinete
-	nyamacar <sub>i</sub> ka nyalemari
division	nyamacar <sub>i</sub> ka nyaroakinete
%	nyamacar <sub>i</sub> ka ṅatomoni tomono

## Most Common Words

#	Toposa	English Gloss	Count from PrimerPro
1	ka	conj: and, with, by	406
2	abu	he came	234
3	nai	then, so (adverbial)	183
4	tem	verb: say	164
5	na	conj: when, if, this	154
6	iṅes <sub>i</sub>	prounoun: he, she, it, him, her	130
7	nyebu	hyena?	125
8	ani	conj: if, when	117
9	ikes <sub>i</sub>	prounoun: they, them	106
10	kwee	jackal	94
11	nyaate	noun: cow	84
12	nabo	adv: again, also, even	83
13	daṅ	adv: also, too	75
14	lo	det: this	72
15	iyonṅ	prounoun: you (sg)	69
16	nayi	dem: then, so	67
17	nyapoo	noun: hare, rabbit	67
18	ṅitunṅa	noun: people	66
19	kotere	discourse: because	63
20	kalo	from	61
21	loowoi	adv: much, very much	61
22	neni	dem: there, place	55
23	lu	dem: these (near plural)	54
24	ca	adv: so, then, perhaps, maybe	52

#	Toposa	English Gloss	Count from PrimerPro
25	keṅe	pronoun: possessive his, her	50
26	nyibore (nyibwore)	noun: thing; cattle	49
27	tani	adv: to, till, until, even	46
28	bee	verb: be named, be called	44
29	erai	it is, as	44
30	nyaberu	noun: married woman, wife	44
31	nyenatunyu	lion	44
32	daan	all	43
33	daani	all	41
34	teme	saying	41
35	ṅakiro	matters, words	38
36	kaneni	from there, there	37
37	ni	which, from, to	37
38	ṅolo		37
39	apotu	they came,	35
40	ṅulu	those	34
41	ayonṅ, ayonṅo	me, I am, i	32
42	eriṅa	not yet, still	32
43	keṅ, keṅe	his, her, its	32
44	kece	theirs	31
45	nyatemari	that, saying	30
46	tya	and	30
47	tolimu	3sg tell	29

#	Toposa	English Gloss	Count from PrimerPro
48	amaakeŋe	his, her uncle	27
49	jik	ever, always	27
50	kana	from	27
51	nywo	what	27
52	ta	those of	26
53	a		25
54	nyacye	another	25
55	tatacu	3 sg, replied, answered	25
56	tarai	but	24
57	toryamu	3 sg, received, founds	24
58	ŋina	that	24
59	ŋuna	those	24
60	aa		23
61	itekeŋe	his her mother	23
62	nyikoku	child	23
63	robo	speech particle ?	23
64	ŋicye	others	23
65	ŋide	children	23
66	amae	uncle	22
67	ŋini	that one	22
68	ai	where	21
69	emam	nothing, none	21
70	eya	3sg there is; aunt	21
71	locyeni	nephew	21
72	nyitooŋi	person	21
73	ijwoni	we, us	20
74	kode	or, perhaps	20
75	lucye	others	20
76	nyakopo	land, world, ground, earth	20
77	pe	now	20
78	daaŋ, daani	all, every	19
79	koloŋ, kolongo	ago	19
80	munani	elephant (nickname)	19
81	nyekile	man, husband	19
82	nyitaaka	calf	19
83	toloto	go	19
84	arai	I am, was	18
85	daŋa	also, even	18
86	naka	of	18
87	nyetomi	elephant	18
88	ŋakipi	water	18
89	itemokino	enough, right, it is	17

#	Toposa	English Gloss	Count from PrimerPro
90	logeri	the manner ?	17
91	lokuleki	alcohol	17
92	ne	there	17
93	nika	to, of	17
94	ŋitoposa	toposa people	17
95	ebala	3sg said, saying	16
96	koni	yours	16
97	lowoi	very much, much	16
98	nu	these	16
99	nyakoloŋo	sun	16
100	nyedeke	disease, sickness	16
101	nyepite	the manner, way of doing	16
102	nyitooŋ		16
103	ŋibareŋe	livestock	16
104	ŋimiryō	rats	16
105	kona	like this	15
106	nyakidodoko	frog	15
107	nyapei	one	15
108	nyekokoro	chicken	15
109	pa	not	15
110	ayoŋo	me, I am, i	14
111	eyai		14
112	ikote	resemble, like that	14
113	koŋina	like that	14
114	nyakwaana	body	14
115	tonyou	stand up, get up	14
116	ŋaatuk, ŋaatuku	cows	14
117	aboni	alone	13
118	iyōŋo	you sg	13
119	kiŋita	ask	13
120	koloŋo		13
121	leo		13
122	mini	3 sg went	13
123	paarani	day	13
124	ŋidekei	diseases	13
125	dir	surely, really	12
126	eesi	you pl	12
127	kani	from there, there	12
128	nawi	into cattle camp	12
129	nyaburyayiti	cat	12
130	nyerisi	leopard	12
131	sek, seke	just (time indicator)	12

#	Toposa	English Gloss	Count from PrimerPro
132	taa	let	12
133	toboŋo	return	12
134	tokona	later	12
135	totupaki	follow	12
136	ŋaatuku		12
137	aan, aanja	I, am (informal)	11
138	abala	3 sg said	11
139	ejoko	good, fine	11
140	jiki		11
141	kiryama	they met	11
142	kopo	down, under	11
143	loka	of	11
144	lokalɪ	to home	11
145	mono	first	11
146	namoni	to the bush	11
147	nyakop		11
148	nyelope	owner	11
149	tooma	inside	11
150	ayai, ayayi	was there	10
151	ee	yes	10
152	enyaritae	3sg called, named	10
153	kaku	back, after	10
154	kape	go	10
155	kaŋ, kaŋa	mine	10
156	kiira	listen	10
157	lodiim	HIV / AIDS	10
158	niti	very	10
159	nyakimuju	food	10
160	nyakirinji	meat	10
161	nyakooloŋ, nyakoloŋo	sun	10
162	nyakoro	hunger, famine	10
163	nyakou	head	10
164	nyakwa	spear	10
165	nyamana	field, garden	10
166	nyeekwae	thorn	10
167	nyepirya	hipp	10
168	seke		10
169	wo		10
170	apa	father	9
171	enaji	will reach, 3sg	9
172	eni	this	9
173	icuri	can, able 3 sg	9

#	Toposa	English Gloss	Count from PrimerPro
174	keraa	if	9
175	kiyokoki	see	9
176	nyamodio	some	9
177	nyanjasepe	placenta	9
178	nyekaru	year	9
179	nyepi		9
180	nyetyanjiti	animal (wild)	9
181	o		9
182	tarau	become, be	9
183	tolimoki		9
184	yoko	ours (inclusive)	9
185	ŋabeyei	eggs	9
186	ŋae	who	9
187	ŋakile, ŋakilye	milk	9
188	ebaasi	they are saying	8
189	ebeei	it is said	8
190	itoo, itwoo	mother	8
191	iŋwon, iŋwoni	we, us (inclusive)	8
192	kec, kece	theirs	8
193	kumuj, kumuju	eat	8
194	lokulyani	the name of the place	8
195	lokupwor, lukupworo	to the small watering body	8
196	lore, loree	to, in the village	8
197	nikalonani	very far	8
198	nyagyari	car, vehicle	8
199	nyakim	fire	8
200	nyakolonj		8

## Reading Readiness Activities

### Visual discrimination

Left-to-right directionality is practiced daily

Learners progress from discrimination and orientation of shapes to visual discrimination of letters

Prewriting activities can also be incorporated into the pages

### Auditory awareness

Learners hear whole words pronounced and listen to vowel sounds within them

They match pictures with words containing the vowel sound in focus

They match vowel letters with their sounds in various activities

Learners look at pictures of words in “sentences”, isolating the vowel sounds in those words, matching them to the letters taught

### Pre-writing

Learners imitate their teacher, copying letter shapes and saying their sound

### Simple Sight Words

Learners match pictures and names of two people who will be mentioned in several decodable stories, and identify one transitive verb such as “sees”.

Learners will identify those three sight words as they appear in a Big Book the teacher reads to them

### Literature enjoyment

As the Big Book is read over a 5-day period, learners will recognize and find the sight words they have already been practicing. They may use flashcards for matching.

Learners will make predictions as to what will happen next, the first time the book is read

On the 5th day, learners will dramatize the story as it is read.

### Picture “sentences” with vowel review

Learners “read, left to right, several sentences using those three sight words and pictures of animals or objects, naming them as they “read”.

### Comprehension (sequence in stories)

At least two culturally familiar processes are depicted in a series of 6 steps each, and learners follow, pointing, to each step as they “help” the teacher describe what is happening and talk about the result at the end of each. Examples: how to build a *tukul*, how my mother prepares a favorite dish.

# Reading Fluency Activities

## Purposes

Spelling skill development and mechanics

Creative writing

Exposure to a variety of literature, including oral literature

Using thematic units chosen by the Ministry of Education, Science and Technology (MoEST) and expanding knowledge of these thematic topics

Fluency development

Enjoyment of the written language

Comprehension skill development

## Content & Activities

### Word building

A simple word-building activity will precede each story. 2-3 words which are long or contain challenging letter combinations will be practiced here before the story is read.

### Stories

Two stories per week, accompanied by a motivating illustration

All story texts are decodable, so that learners can develop fluency

Fluency is developed in two ways: learners read each story silently first, the teacher waiting until all have finished

Then, as the teacher asks the comprehension questions from the teacher's guide, they answer, proving their answers by reading aloud from the text. The entire class follows along, verifying the answers of learners who volunteer or are called upon

On the following day, students answer more comprehension questions about the same story, reading aloud from the text

Paired oral reading of the text

### Spelling

A list of 5-6 words is to be copied by learners and taken home.

Chalkboard game in which students fill in blanks within their spelling words

Spelling test

### Comprehension

Talk about the picture: the picture catches learners's attention and encourages prediction.

The teacher asks a probing question or two, as guided in the teacher's guide (If this is not specified, teachers usually do not bother with this important activity)

"Reason to Read": The teacher never tells learners how the story will end, and sometimes stories last for a whole week, divided into parts.

After learners have been given the "reason to read" read silently, he or she should ask that question again, to the class

1 or 2 direct information questions are asked and learners answer

The other questions ensure that most sentences are read aloud. Most of these questions are inferential in nature, for example: "How do we know the woman was afraid? Read the sentence that tells us." Occasionally a main idea question can be asked, but they are usually subjective. Some stories lend themselves to "What happened first? What happened next?" questions as well.

### Oral Literature Enjoyment

The repetitiveness of songs and the familiarity of poetry from the culture means that even when they contain untaught letters, learners can usually "read" them

A word which may be difficult, however, is introduced on the chalkboard by the teacher

Singing and dancing are allowed!

### Creative Writing

A very simple "creative writing" activity allows learners to express their individuality

Each little cloze sentence contains words the learners can decode.

The cloze sentence supports the theme for the unit, for example:

I help my family by \_\_\_\_\_. herding animals feeding animals washing clothes feeding the baby

## Recommended Types of Learning Materials

Level 1
1 Big Book which teaches 3 sight words (either the Big Book itself or the preprimer TG can contain the teacher instructions)
Pre-primer
Primer 1
Storybook for term 3
Teacher's Guides for the (1 or 2) primers
Teacher's guide for the storybook
ABC wall chart
<b>Additional optional materials</b>
Separate A4-size cards with alphabet letters with pictured key words
Read-aloud collection of stories
Big Book which teaches one or two essential functors which are not yet decodable

## Grammatical Features that Learners Need to be Taught How to Recognize and Read

English	Toposa
Gender Pre-fixes (masc, fem, diminutive)	nya-, nye, nyi- (sg); ŋa-, ŋi- (pl.)
Question Words	
Locatives	lo- (masc.), na- (fem.)
Singular and Plural Nouns	-at, -iti (sg); -si, -esi, -i, -e, -a, -in (pl)
Pronouns	iŋesi, ikesi
Possessive pronouns	keŋ/keŋe, kaŋ
Verbs: Past Tense Marker	-i, -é
Verbs: Non-past Tense Marker	-i, -io, -ete
Verbs: Person Marker	a-, i-, e; e-, i-, e-
Negation	pa
Verb Classes	to-; ki- (in imperative form)
Conjunction	ka
Countable/ uncountable nouns	ŋakipi (water), ŋakopi (dew), ŋajo (sleep)
Copula (is, are)	yak, ya
Directional	-ori (away from speaker), -ari, -uni (toward speaker)
Benefactive	-akini, okini
Stative Endings	-eri, -ere, -e, -isi, u, ou, anu, onu, anatu, onutu
Time of action	-sere, rere, reta, syo, syoto

## Notes

1. Themes can be explored every week or few weeks focusing on a specific life skills topic.
2. Genres can be explored every week or few weeks focusing on age appropriate and levelled texts.
3. Competencies can be further broken down by term (e.g. Term 1- Identifies initial sounds in words. Term 2 - Identifies ending sounds in words. Term 3 - Identifies medial sounds in words.)
4. Concepts of print and print awareness can be added to the competences in term 1.
5. English literacy competences can be extracted and referenced on their own sheet; this could add value by identifying second language literacy competences, especially in the first two terms of level 1.

# Toposa

## Level 2 PEP Scope & Sequence

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## Level 2 Literacy Competencies

Level 2 Literacy Competencies		Term 1	Term 2	Term 3
<b>Phonemic Awareness</b> The ability to hear and use sounds in spoken language, including words, syllables, and individual letter sounds. Phonemic awareness is a listening and speaking skill.				
<b>Listening and Speaking</b>				
PA-1	Recite a traditional or cultural text (riddle, proverb, tongue twister, rhyme, poem, etc.) from memory.	X	X	X
<b>Alphabetic Principle</b> The understanding that words are made of letters that represent sounds. It also means using your knowledge of sounds to read, spell or write words.				
<b>Reading, Listening and Speaking</b>				
AP-1	Identify and read new words using knowledge of letter sounds, syllables consonants and vowels.	X	X	X
AP-2	Identify and read one and two-syllable sight / high frequency words.	X	X	X
AP-3	Decode words with common words parts (e.g. base/root words, suffixes and prefixes, syllabication rules, etc.)	X	X	X
AP-4	Apply knowledge of words structures to decode unfamiliar words.	X	X	X
AP-5	Use context and syntax along with letter-sound relationships and words structures to decode words.			
AP-6	Self-correct.	X	X	X
<b>Writing</b>				
AP-7	Spell letters, syllables and words with increasing accuracy using knowledge of letter names and sounds, consonants, vowels, syllables and word structures.	X	X	X
AP-8	Edit writing for spelling, capitalization and punctuation.	X	X	X
<b>Fluency</b> In reading, the ability to read a text with good speed, accuracy and expression. In writing, the ability to form letters correctly with appropriate speed. Speaking skills focus on the ability to speak confidently, with expression and age-appropriate grammar.				
<b>Reading</b>				
F-1	Read simple sentences with increasing accuracy and speed.	X	X	X
F-2	Read texts with increasing accuracy and speed, paying attention to pace/rate, reading with expression, with attention to punctuation and appropriate phrasing.	X	X	X
F-3	Practice fluency in a variety of ways, including through choral reading, partner/paired reading and repeated oral reading.	X	X	X
F-4	Work toward language appropriate fluency goals by the end of the year (e.g. words read correctly per minute).	X	X	X
F-5	Read regularly using independent level material.	X	X	X
F-6	Read silently for increasing periods of time.	X	X	X
F-7	Reads stories aloud to small and large groups.	X	X	X
<b>Writing</b>				
F-8	Write fluent, creative sentences with correct spelling and grammar.	X	X	X
F-9	Write a short, well organized story that demonstrates correct spelling and grammar, clear purpose and focus, logical progression (e.g. chronological order or order of importance) and personal voice.	X	X	X
F-10	Use sensory details and concrete examples, elaborate, delete extraneous information, use strategies like tone, style and consistent point of view to achieve a sense of completeness when writing.	X	X	X
F-11	Execute the writing process, including prewriting, drafting, revising, editing and proofreading and publishing.	X	X	X
F-12	Use graphic organizers and tables to group ideas.	X	X	X

Level 2 Literacy Competencies		Term 1	Term 2	Term 3
F-13	Write coherent introductory, supporting and concluding paragraphs that each develop a central idea and have a topic sentence followed by facts and details.	X	X	X
F-14	Establish coherence and logical flow through parallel structures and transitions.	X	X	X
F-15	Maintain consistent voice and point of view and use a voice appropriate to audience, message and purpose.	X	X	X
F-16	Engage and become familiar with different types of writing, including narrative, expository, descriptive, persuasive, letters, poems and traditional texts.	X	X	X
F-17	Write legibly with control over letter size and form, letter slant and letter, word and sentence spacing.	X	X	X
<b>Listening and Speaking</b>				
F-18	Tell a meaningful, well organized story to the class that demonstrates fluency of speech, appropriate expression and confidence.	X	X	X
<b>Vocabulary</b>				
The ability to understand (receptive) and use (expressive) words to gain and express meaning. Speaking and writing skills focus more on expressive vocabulary. Listening and reading skills focus more on receptive vocabulary.				
<b>Reading, Listening and Speaking</b>				
V-1	Identify and understand selected vocabulary words in texts.	X	X	X
V-2	Understand content-area vocabulary and specialized, technical or topical words.	X	X	X
V-3	Identify words with similar and opposite meanings.	X	X	X
V-4	Compose meaningful sentences using the week's vocabulary words.	X	X	X
V-5	Apply knowledge of word structures to determine meanings of words and read new words with increasing fluency.	X	X	X
V-6	Develop vocabulary through direct instruction, concrete experience, reading and listening to text read aloud.	X	X	X
V-7	Use word recognition strategies (e.g. context clues, word structure clues, analogy clues, picture clues) to identify and talk about the meaning of new words.	X	X	X
V-8	Extend concepts and word knowledge for: academic language, classify and categorize, antonyms and synonyms, prefixes and suffixes, multiple-meaning words, related words, descriptive words, high utility words, time and order words, foreign words used in the language, transition words, analogies).	X	X	X
<b>Writing and Speaking</b>				
V-9	Use vocabulary words in meaningful sentences.	X	X	X
V-10	Use clear, precise and appropriate language, figurative language, sensory details and imagery and use effective vocabulary.	X	X	X
V-11	Combine, elaborate and vary sentences.	X	X	X
V-12	Use correct word order.	X	X	X
V-13	Use correct spelling, grammar, capitalize and punctuate correctly.	X	X	X
V-14	Use correct sentence fragments and paragraph indentation.	X	X	X
<b>Comprehension</b>				
In reading, the ability to understand text. In writing, it is the ability to compose a meaningful story. Listening and speaking skills focus on the ability to make accurate predictions about a text prior to reading and talking meaningfully about a text you have read.				
<b>Before Reading or Writing</b>				
<b>Reading, Listening and Speaking</b>				
C-1	Use the title, context and prior knowledge to make predictions about a text.	X	X	X
C-2	Formulate questions that might be answered in the text (set reading and listening goals).	X	X	X
C-3	Retell a fictional story that has been read aloud from memory, including identifying the main characters, setting and action.	X	X	X
C-4	Retell an informative story that has been read aloud from memory and identify and main idea and supporting ideas of the story.	X	X	X

Level 2 Literacy Competencies		Term 1	Term 2	Term 3
<b>Writing</b>				
C-5	Brainstorm and share ideas for writing topics in large and small groups.	X	X	X
C-6	Plan for writing a story that has a beginning, middle and ending.	X	X	X
<b>During Reading or Writing</b>				
<b>Reading</b>				
C-7	Read the story silently and aloud with increasing fluency and comprehension.	X	X	X
C-8	Read sentence structures correctly and identify common grammatical structures.	X	X	X
C-9	Activate and use prior knowledge	X	X	X
C-10	Make, modify and confirm predictions.	X	X	X
C-11	Monitor comprehension and use strategies to resolve difficulties in meaning during reading: adjust reading rate, reread and read on, seek help from others, skim and scan, summarize and use text features.	X	X	X
C-12	Demonstrate literacy appreciation/motivation: show an interest in books and reading, read a variety of texts and genres, read independently.	X	X	X
<b>Listening and Speaking</b>				
C-13	Listen for a purpose (enjoyment, to expand vocabulary and concepts, to get information and ideas, to follow directions, to answer questions and problems, to gain knowledge of culture, to connect prior experiences, to listen critically).	X	X	X
C-14	Interpret a speaker's purpose, perspective, persuasive techniques, verbal and nonverbal messages and use of rhetorical devices; draw conclusions.	X	X	X
<b>Writing</b>				
C-15	Identify and use grammatical features of the language correctly.	X	X	X
C-16	Write a meaningful story with a beginning, middle and ending using pictures, words and sentences.	X	X	X
C-17	Read a piece of writing aloud in small or large groups.	X	X	X
C-18	Identify and make revisions to a draft text.	X	X	X
C-19	Work independently on writing tasks.	X	X	X
<b>After Reading or Writing</b>				
<b>Reading, Listening and Speaking</b>				
C-20	Correctly respond to questions whose answers are found directly in the text, including who, what, where, when, why and how.	X	X	X
C-21	Correctly respond to questions that require using prior knowledge and inferential or evaluative thinking to answer, including who, what, where, when, why and how.	X	X	X
C-22	Identify whether or not predictions were correct and questions answered.	X	X	X
C-23	Summarize text - recall and retell stories.	X	X	X
C-24	Generate clarifying questions, including who, what, where, when, why, how and what if.	X	X	X
C-25	Identify the literacy elements and structure in a story, including the main characters, setting and action in a fiction story.	X	X	X
C-26	Identify the main idea and supporting ideas of a informative story.	X	X	X
C-27	Listen attentively and participate in individual, pair and group activities appropriately.	X	X	X
C-28	Identify: the author's purpose, categorize and classify, cause and effect, compare and contrast, details and facts, draw conclusions and inferences, fact and opinion, follow directions/steps in a process, sequence of events, generalize, paraphrase, persuasive devices.	X	X	X
C-29	Describe and connect the most important ideas, arguments and perspectives of a text.	X	X	X
C-30	Draw inferences, conclusions or generalizations, support them with textual evidence and prior knowledge.	X	X	X
C-31	Evaluate/critique ideas in text and hypothesize.	X	X	X
C-32	Make judgements about ideas and text (evaluate and critique).	X	X	X
C-33	Organize and synthesize ideas and information.	X	X	X

Level 2 Literacy Competencies		Term 1	Term 2	Term 3
C-34	Identify different genres of literature, distinguish common forms of literature and identify characteristics of different genres.	X	X	X
C-35	Identify types of print materials (storybooks, poems, newspapers, signs and labels).	X	X	X
C-36	Distinguish common forms of literature and fiction from non-fiction.	X	X	X
C-37	Identify literacy elements and story structure features for character (recognize and describe traits, actions, feelings and motives), plot and plot structure (beginning, middle and end, problem and solution), setting and theme (relate setting to problem/action).	X	X	X
C-38	Identify literacy devices like dialogue, narration, exaggeration, figurative language, flashbacks, foreshadowing, humor, imagery and sensory words, mood, point of view, sound devices, rhythm, rhyme, repetition, word choice tone.	X	X	X
C-39	Respond to literature: recollect/talk about what was read, ask and answer questions, use evidence from the text to support opinions, interpretations or conclusions, generate alternative endings and identify the impact of the change, synthesize and extend understanding through creative response, make corrections text to self, text to text, text to world, offer observations, react and speculate in response to text.	X	X	X
C-40	Develop attitudes and abilities to interact with diverse groups and cultures by connecting experiences and ideas with those from other cultures, customs and perspectives.	X	X	X
C-41	Speak clearly, accurately and fluently using appropriate delivery for a variety of audiences and purposes.	X	X	X
<b>Writing</b>				
C-42	Reflect on learning and write about a text you have read or what you have learned.	X	X	X
C-43	Write meaningful texts related to what you have learned or read using different genres (e.g. narrative, informative, poem, song, etc.)	X	X	X
<b>Listening and Speaking</b>				
C-44	Speak clearly, accurately, and fluently, using appropriate delivery for a variety of audiences and purposes.	X	X	X
C-45	Use proper intonation, volume, pitch, modulation and phrasing.	X	X	X
C-46	Speak with a command of standard conventions for the language; use appropriate language for formal and informal settings.	X	X	X
C-47	Speak for a purpose: to ask and answer questions, to give directions and instructions, to communicate, describe, express an opinion, to deliver oral responses, etc.	X	X	X

Language Features												
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)	a	ā	b	c	d	e	ē	g	i	i		
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	a	i	e	k	o	t	n	ŋ	ny	u		
Teaching order in current Toposa books	a	e	i	o	u	k	t	m	r	n		
					nya		nyi					
					nye							
Term 1												
	Week 1			Week 2								
	1	2	3	4	5	6	7	8	9	10		
<b>Possible Material Features</b>												
Order of letter introduction (2 key letters per week)	Review Week			ky, cy			sy, ty, jy			Review		
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)				ŋkyala, tokyeni, kicye, nyecye,			nyeiyamu, nyabusya, elosyo, tya, etya					
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)				nyakicunyū, ŋaaku, nyakinomō, ŋarwaatinj, nyakipurikinj								
MoEST NL Curriculum Unit Themes							Pollution					
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)							Palatalized consonant to be taught in contrast with ry (previously taught)			Consider all palatalized consonants to be learned by analogy.		
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)												
Common traditional and cultural texts (for instruction)												
<b>Reading Fluency</b>												
Word Building												
Spelling												
Comprehension												
Oral Literature Enjoyment (Variety of literature)												
Creative Writing												
Grammar Recognition												

Language Features									
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)	j	k	l	m	n	ny	ŋ	o	p
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	r	l	i	m	b	p	s	aa	d
Teaching order in current Toposa books	l	ŋ ŋa, ŋi, keŋe, lo, na	b	s	w	y	p	d	aa
							ikesi		
Term 1	Week 3			Week 4					
	11	12	13	14	15	16	17	18	20
Term 1 is for introducing the final, more complex letters and graphemes									
Order of letter introduction (2 key letters per week)	- ŋ		-k		Review	g		rw	
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	iyonj?					nyegeci, nyegete, nyetogo, nyapega		rwata, torwosi, arwori	
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)									
MoEST NL Curriculum Unit Themes	Pollution			Pollution			Pollution		
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	tem					Vowel harmony		Labialized consonant to be taught in contrast with kw (previously taught)	
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)									
Common traditional and cultural texts (for instruction)									
Reading Fluency									
Word Building									
Spelling									
Comprehension									
Oral Literature Enjoyment (Variety of literature)									
Creative Writing									
Grammar Recognition									

Language Features											
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)	r	s	t	u	w	y					
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	u	c	w	ai	e	o	ee	ka	tw	kw	
Teaching order in current Toposa books	ee	c	g kaŋ, keŋe	j	oo	uu	ka	tw	kw		
Term 1	Week 5			Week 6							
	21	22	23	24	25	26	27	28	29	30	
<b>Possible Material Features</b>											
Order of letter introduction (2 key letters per week)	tw		bw		Review	í	é			Review	
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	nyetwo, etwona, nyatwanare		tobwana, nyabwo, bwa, nyabwali		acapí, atwarít		icapéte				
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	totwara, nyatware, nakilye, nyedea, nyakirinji, nyawu, njimare, nyatapá										
MoEST NL Curriculum Unit Themes	Food and Nutrition			Food and Nutrition			Food and Nutrition				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)	mayi		Consider all labialized consonants to be learned by analogy.							High tone mark indicates past tense. Only marked on í and é. Include functor type lesson.	
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)											
Common traditional and cultural texts (for instruction)											
<b>Reading Fluency</b>											
Word Building											
Spelling											
Comprehension											
Oral Literature Enjoyment (Variety of literature)											
Creative Writing											
Grammar Recognition											

Language Features												
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)												
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	j	ae	ry	ea	ei	cy	g	ii	ty	ou		
Teaching order in current Toposa books	bw	cw	py, ty	ry	ky, sy	i	í, é	punctuation				
Term 1	Week 7						Week 8					
	31	32	33	34	35	36	37	38	39	40		
	Term 1 is for introducing the final, more complex letters and graphemes											
Possible Material Features												
Order of letter introduction (2 key letters per week)	ae		ou		Review	ea						Review
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	erakae, imusitae, eyakae		nyalyekou, njikasukwou, nyapolou, nyawosou			nyekamean, njamemea, njimusea						
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)						nyakuduku, nyakitana, nyakiyepge, nyakiwada, nyapyere, njrotinj, nyakisisili						
MoEST NL Curriculum Unit Themes												Food and Nutrition
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)						-ae verbal suffix that marks "non-past" plural				loowoi		Community Projects
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)												
Common traditional and cultural texts (for instruction)												
Reading Fluency												
Word Building												
Spelling												
Comprehension												
Oral Literature Enjoyment (Variety of literature)												
Creative Writing												
Grammar Recognition												

Language Features												
Letters (sounds) of the Alphabet (in alphabetical order, one letter per cell)												
Letter (sound) Frequency (in order from highest to lowest frequency, one letter per cell)	uu	au	rw	mw	sy	tw	ɲw	gy	ly	pw		
Teaching order in current Toposa books												
Term 1	Week 9			Week 10								
	41	42	43	44	45	46	47	48	49	50		
Possible Material Features												
Order of letter introduction (2 key letters per week)	au		u, i, a, e, o		Review					Review Week		
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)	nyanyaraun, nyapulakaun, nyerau											
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)												
MoEST NL Curriculum Unit Themes			Community Projects							Community Projects		
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)					Review of the function of Voiceless vowel suffixes (causative, reflexive, directionality)					Review		
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)												
Common traditional and cultural texts (for instruction)												
Reading Fluency												
Word Building												
Spelling												
Comprehension												
Oral Literature Enjoyment (Variety of literature)												
Creative Writing												
Grammar Recognition												

Language Features												
Letters (sounds) of the Alphabet (in alphabetical order)												
Letter (sound) Frequency (in order from highest to lowest frequency)	pw	gw	dy	bw	lw	jy	ky	my	cw	dw		
Teaching order in current Toposa books												
Term 2	Week 11					Week 12						
	51	52	53	54	55	56	57	58	59	60		
<b>Possible Material Features</b>												
Term 2 is for building fluency and comprehension. Activities will revolve around those skills, using a variety of literature.												
Order of letter introduction (2 key letters per week)												
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)												
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)												
MoEST NL Curriculum Unit Themes												Buying and Selling
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)												
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)												
Common traditional and cultural texts (for instruction)												
<b>Reading Fluency</b>												
Word Building	X			X			X			X		X
Spelling	X		X		X			X			X	X
Comprehension	X	X	X	X	X		X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)			X							X		
Creative Writing		X					X				X	
Grammar Recognition			X		Review			X			X	Review

Language Features										
Letters (sounds) of the Alphabet (in alphabetical order)										
Letter (sound) Frequency (in order from highest to lowest frequency)	py	ua	by	sw	nw	ny				
Teaching order in current Toposa books										
	Term 2			Week 13			Week 14			
	61	62	63	64	65	66	67	68	69	70
<b>Possible Material Features</b>	<b>Term 2 is for building fluency and comprehension. Activities will revolve around those skills, using a variety of literature.</b>									
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)						nyagerariri, nyatukutuku, nyesigirya, nyetulubwa, nyameele, napeewae, nagligili, nyerotq				
MoEST NL Curriculum Unit Themes				Buying and Selling					Transport	
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building	X			X		X			X	
Spelling	X		X		X			X		X
Comprehension	X	X	X	X	X	X		X	X	X
Oral Literature Enjoyment (Variety of literature)			X					X		
Creative Writing		X		X				X		X
Grammar Recognition			X		Review			X		Review

Term 2	Week 15				Week 16					
	71	72	73	74	75	76	77	78	79	80
<b>Possible Material Features</b>	Term 2 is for building fluency and comprehension. Activities will revolve around those skills, using a variety of literature.									
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)						nadapakiti, nyapidyo, nyaredyo, nyakompita, nyatome, nyakityeke				
MoEST NL Curriculum Unit Themes				Transport					Technology in our Community	
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building	X				X			X		X
Spelling	X			X		X			X	X
Comprehension	X	X		X	X		X	X	X	X
Oral Literature Enjoyment (Variety of literature)				X				X		
Creative Writing		X			X			X		X
Grammar Recognition				X		Review		X		Review

Term 2	Week 17				Week 18					
	81	82	83	84	85	86	87	88	89	90
<b>Possible Material Features</b> Term 2 is for building fluency and comprehension. Activities will revolve around those skills, using a variety of literature.										
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)						nyektatmani, nykamojirani, nyepairyiti, nyeketedeakani, nyeketani				
MoEST NL Curriculum Unit Themes	Technology in our Community				Future Expectations (What do I want to do when I grow up)					
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building	X			X		X			X	
Spelling	X			X		X			X	X
Comprehension	X	X		X	X	X		X	X	X
Oral Literature Enjoyment (Variety of literature)				X					X	
Creative Writing		X							X	
Grammar Recognition			X		Review			X		Review

Term 2	Week 19					Week 20				
	91	92	93	94	95	96	97	98	99	100
<b>Possible Material Features</b> Term 2 is for building fluency and comprehension. Activities will revolve around those skills, using a variety of literature.										
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)										
MoEST NL Curriculum Unit Themes										
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building	X				X					
Spelling	X				X				X	
Comprehension	X				X				X	
Oral Literature Enjoyment (Variety of literature)					X					
Creative Writing					X				X	
Grammar Recognition									X	
										Review
										Review Week

Term 3	Week 21					Week 22				
	101	102	103	104	105	106	107	108	109	110
<b>Possible Material Features</b>										
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	nyakidamadama, nyenapiŋi, nyekoroto, nyedonye, odo, nyaaitiŋi, nyakuuta									
MoEST NL Curriculum Unit Themes	Cultures of South Sudan					Cultures of South Sudan				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling	X	X	X	X	X	X	X	X	X	X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)										
Creative Writing			X					X		
Grammar Recognition		X		X			X		X	X

Term 3	Week 23					Week 24				
	111	112	113	114	115	116	117	118	119	120
<b>Possible Material Features</b>										
Order of letter introduction (2 key letters per week)										
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)										
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)	nyakiricakini, nyepitye ka nyakigiri, nyakiyene, ñakino									
MoEST NL Curriculum Unit Themes	Study Skills					Study Skills				
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)										
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)										
Common traditional and cultural texts (for instruction)										
<b>Reading Fluency</b>										
Word Building										
Spelling	X	X	X	X	X	X	X	X	X	X
Comprehension	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)										
Creative Writing			X					X		
Grammar Recognition		X		X		X	X	X	X	X

	Term 3					Week 25					Week 26				
	121	122	123	124	125	126	127	128	129	130					
<b>Possible Material Features</b>											<b>Term 3 will continue to build fluency and comprehension, and extending writing skills</b>				
Order of letter introduction (2 key letters per week)															
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)															
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)						nyakisisili, nyadocakini, nyakitaca									
MoEST NL Curriculum Unit Themes							Conflict Resolution								Conflict Resolution
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)															
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)															
Common traditional and cultural texts (for instruction)															
<b>Reading Fluency</b>															
Word Building															
Spelling	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Comprehension	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Oral Literature Enjoyment (Variety of literature)															
Creative Writing							X							X	
Grammar Recognition		X					X				X			X	

	Term 3					Week 27					Week 28				
	131	132	133	134	135	136	137	138	139	140					
<b>Possible Material Features</b>	Term 3 will continue to build fluency and comprehension, and extending writing skills														
Order of letter introduction (2 key letters per week)															
Vocabulary words related to key letters of the week (4 words per week, 2 per letter)															
Weekly life skills vocabulary words (2-4 per week, related to the life skills theme of the week)															
MoEST NL Curriculum Unit Themes															
Common phonics and word structures (for instruction, from most to least common, e.g. base/root words, suffixes and prefixes, plurals, tenses, syllabication rules, etc.)															
Common grammatical features (for instruction, - e.g. punctuation, capitalization, quotations, etc.)															
Common traditional and cultural texts (for instruction)															
<b>Reading Fluency</b>															
Word Building	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Spelling	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Comprehension															
Oral Literature Enjoyment (Variety of literature)						X						X			
Creative Writing						X					X		X		
Grammar Recognition															



# Reading Fluency Activities

## Purposes

Spelling skill development and mechanics

Creative writing

Exposure to a variety of literature, including oral literature

Using thematic units chosen by the Ministry of Education, Science and Technology (MoEST) and expanding knowledge of these thematic topics

Fluency development

Enjoyment of the written language

Comprehension skill development

## Content & Activities

### Word building

A simple word-building activity will precede each story. 2-3 words which are long or contain challenging letter combinations will be practiced here before the story is read.

### Stories

Two stories per week, accompanied by a motivating illustration

There are no limitations on what letters can be used in the stories as learners have already learned all the letters. Sentences can be more complex than in Level 1.

Fluency is developed in two ways: learners read each story silently first, the teacher waiting until all have finished

Then, as the teacher asks the comprehension questions from the teacher's guide, they answer, proving their answers by reading aloud from the text. The entire class follows along, verifying the answers of learners who volunteer or are called upon

On the following day, students answer more comprehension questions about the same story, reading aloud from the text

Paired oral reading of the text

### Spelling

A list of 6-10 words, plus a sentence is to be copied by learners and taken home.

Chalkboard game in which students fill in blanks within their spelling words

Spelling test

### Comprehension

Talk about the picture: the picture catches learners's attention and encourages prediction.

The teacher asks a probing question or two, as guided in the teacher's guide (If this is not specified, teachers usually do not bother with this important activity)

"Reason to Read": The teacher never tells learners how the story will end, and sometimes stories last for a whole week, divided into parts.

After learners have been given the "reason to read" read silently, he or she should ask that question again, to the class

1 or 2 direct information questions are asked and learners answer

The other questions ensure that most sentences are read aloud. Most of these questions are inferential in nature, for example: "How do we know the woman was afraid? Read the sentence that tells us." Occasionally a main idea question can be asked, but they are usually subjective. Some stories lend themselves to "What happened first? What happened next?" questions as well.

### Oral Literature Enjoyment

The repetitiveness of songs and the familiarity of poetry from the culture means that even when they contain untaught letters, learners can usually "read" them

A word which may be difficult, however, is introduced on the chalkboard by the teacher

Singing and dancing are allowed!

### Creative Writing

A very simple "creative writing" activity allows learners to express their individuality

Creative writing assignments may be open-ended, though they can connect to the themes in the MoEST curriculum

Learners should be encouraged to read their writing to their partners or to the class

## Recommended Types of Learning Materials

Level 2
Primer 2
Storybook for term 3
Teacher's Guides for both
Alphabet wall chart
<b>Additional optional materials</b>
Freetime reading materials, such as translated African Storybook project books (If there were a mobile library they could be used by a whole community)

### Notes

1. Themes can be explored every week or few weeks focusing on a specific life skills topic.
2. Genres can be explored every week or few weeks focusing on age appropriate and levelled texts.
3. Competencies can be further broken down by term (e.g. Term 1- Identifies initial sounds in words. Term 2 - Identifies ending sounds in words. Term 3 - Identifies medial sounds in words.)
4. English literacy competences can be extracted and referenced on their own sheet; this could add value by identifying second language literacy competences, especially in the first two terms of level 1.
5. Weekly comprehension and writing strategies and tasks can be predetermined.

# Part 3

A Review of the Commonalities  
and Differences between  
Four South Sudanese Languages  
and English Suggestions for  
Teaching Strategies in  
Multilingual Classrooms

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# Introduction

“It is widely known in the world of education that learners ‘move from the known to the unknown’ extending their learning by using what they already know to make sense of their world. (Baker 2006, Davis 1991 and Macken 2006). The concept of *bridging* can be seen as an outgrowth of that educational principle.” (Schroeder, 2015).

Research into this bridging, or transitional, literacy shows that the most effective programs have three things in common (Schroeder, 2015):

1. Develop learner’s English *oral vocabulary* and phonemic awareness, using a textbook and teacher’s guide, to prepare them for reading (Bear, Invernizzi, Templeton and Johnston 2012).
2. Provide Mother Tongue reading all day long in class 1 (and ideally in class 2 as well). Use the Mother Tongue as medium of instruction for class 1 learners. While they begin acquiring English orally, teach them to read in the language they already speak and understand, their Mother Tongue. That Mother Tongue is probably written with a shallow orthography.
3. Use the learners’ knowledge of Mother Tongue’s shallow writing system...to read the second language, English (Randall 2005). Do this with a transitional reading curriculum which also scaffolds their comprehension and develops learner’s confidence, leveraging their Mother Tongue oral abilities as well.

The following report is meant to give an overview sketch of some of the commonalities and differences between each of five South Sudanese National Languages (Bari, Dinka, Nuer, Toposa and Zande) and English. It then gives some ideas for Teaching Strategies for how South Sudanese teachers can address point 3, above, using the learners’ literacy skills and what they know about their own languages’ writing systems (orthographies) to ease the transition into literacy in English.

The report is organized into two main sections. The first section gives an overview of each of the five National Languages (Bari, Dinka, Nuer, Toposa and Zande), highlighting areas of commonality and difference between each language and English. Because of the technical nature of the analysis, it has been written using more linguistic terms. Less technically inclined people, however, can still make use of the document by looking at the letters listed under each category and then referring to the appropriate category in the Teaching Strategies section. More technically inclined people can use the entire document to develop specific teacher guides and other transition literacy materials.

The second section gives practical ideas for material developers and teachers as to how to use those commonalities to make the transition into English literacy. It also gives some strategies for addressing the adjustments learners will need to make, reading English with comprehension, fluency and accuracy. These strategies are based on the linguistic and orthographic properties of the mother tongue of the reader as compared to those of English. These strategies assume that learners have already achieved a level of oral mastery of English, along with a mastery of literacy in their mother tongue, before teachers use the strategies outlined in this report.

# Bari

## Orthography

**Letters (graphemes) that are the same in English and Bari (they look the same and they sound the same):**

- <b, d, g, j, k, l, m, n, p, s, t, w, y, o>

**Letters (Graphemes) that are in Bari, but not in English:**

- ŋ, velar nasal written <ng> in English
- ö
- ‘b (implosive b)
- ‘d (implosive d)
- ‘y (implosive y)
- ny (palatal nasal)

**Letters (Graphemes) that are in English, but not in Bari:**

- <f, h, q, v, x, z>
- <-ck, ch, sh, th, -ll>
- Clusters such as syllable-initial <st, str, sl, fl, fr, tr, gr, br, cr, pr, pl>
- Syllable-final consonant clusters such as <-nd, -st, -rt, -ct, -rd, -rp>
- English has syllabic consonants l and r, which are represented with a silent e, as in little, pimple for l, and e before the r in bigger, bother.

**Letters (Graphemes) that are written in both Bari and English, but have different sounds:**

- Bari has 10 of English’s 12 vowel sounds, but most of the letters representing them do not match ours, though their contrasts are not all written. The graphemes are: <a, e, i, o, u, ö>.
- English speakers use the glottal stop, but it is not written. Bari speakers will have to ignore this sound in spoken English.
- <r> in English is a retroflex while <r> in Bari is a trill/flap.

**Vowel Qualities in Bari that are not in English**

- Bari has ten vowel phonemes
- Most of the sound distinctions exist in English, so the difficulties will be with their graphemic representation, not with recognizing them auditorily. Recommend using rhyming word patterns to teach all the vowels of English, beginning with the letters whose sounds correspond to the 5 –ATR vowels of English, as in bat, but, bought, bet and bit. But their graphemes, except for <a>, do not match the English ones. They are <a, ε, υ, ɔ, and ɪ>.
- Introduce the English glides (or +ATR vowels) as in bait, boat, boot, bite and beet later, also using rhyming words.

**Tone**

- Bari is a tonal language, but, like English, tone is not written.

## Word Structures

- Agglutinating (many obligatory affixes, which is different to English)
- A personal pronoun is always on the verb, so readers of English will learn to recognize the English personal pronoun as a separate word.

### Word Order

- SVO, like English, so there will be no problems with transition

### Syllable Structure

- Syllable types in Bari: V, CV, CSV, CSVC, CVC (Where S is a Semi-vowel)

Syllables in Bari	Syllables in English
V	V
CV	CV
CSV	
CSVC	
CVC	CVC
VV	VC
	Vr (vowel + <r>)
	VCC
	CCV

- Bari has palatalized and labialized consonants, as well as simple ones. These are written as consonant clusters, so the concept can be applied and extended to the varieties of English consonant clusters.

### Nouns

- Nouns always marked for gender and number (English nouns usually are marked for number, but not gender) Two noun classes, like Spanish and French.

### Past / Present Verbs

- Command form always communicated by a prefix on verb. This is different from English, which simply removes the personal pronoun from a simple verb: Go to the store. Write that down. Sit up.
- <To-> and <ki-> are the prefixes for 2 verb classes (ex: *Tolom come in*, *alomt he comes in*). Bari readers can use what they know about affixation to recognize verbal suffixes in English.
- Bari Readers always encounter 2 sets of pronunciation for verbs. A clue is looking at the final vowel first, for the completive perfect or imperfective aspect. Past tense is indicated by the prefix <a->. When teaching Bari literacy, teachers may need to help learners focus on the beginning of the word, promoting recognition of this prefix and its location. This can be done by listing about 5 verbs with the past tense prefix <a-> at the beginning. Later, compare this form with the present tense form. The learners will be used to looking at the affixes (including suffixes) on verbs for tenses. When learning to read in English, this will help them look at the end of verbs, at least for English present, past, and continuous tenses.

# Dinka

## Orthography

### Letters (graphemes) that are the same in English and Dinka (they look the same and they sound the same):

- b, d, g, k, l, m, n, p, t, w, y, a, e, i, o
- some vowel diphthongs are pronounced similar in Dinka and English such as: ai, ei, ou
- <ny> is in both Dinka and English, though in English it is seen more as a consonant cluster, rather than a single grapheme.

### Letters (Graphemes) that are in Dinka, but not in English:

- <dh, nh, ŋ, ɣ, ä, ë, ε, ě, ö, ɔ, ɔ̃>

### Letters (Graphemes) that are in English, but not in Dinka:

- <s, f, h, q, v, x, z>
- <-ck, ch, sh, th, -ll>
- Clusters such as syllable-initial <st, str, sl, fl, fr, tr, gr, br, cr, pr, pl>
- Syllable-final consonant clusters such as <-nd, -st, -rt, -ct, -rd, -rp>
- English has syllabic consonants l and r, which are represented with a silent e, as in little, pimple for l, and e before the r in bigger, bother.

### Letters (Graphemes) that are written in both Dinka and English, but have different sounds:

- English speakers use the glottal stop, but it is not written. Dinka speakers will have to ignore this sound in spoken English.
- <r> in English is a retroflex while <r> in Dinka is a trill/flap.
- <th> is a dental stop in Dinka, but is generally a voiceless or voiced interdental fricative in English.
- <c> is a voiceless palatal stop in Dinka, but has many different sounds in English.

### Vowel Qualities in Dinka that are not in English

- Dinka vowels can be either breathy <ä, ë, ĩ, ö, u, ě, ɔ̃> or creaky <a, e, i, o, ε, ɔ> and can be short, long or extra-long (both long and extra-long are written with a doubled vowel, ie, <aa>).
- Dinka vowels can also be +ATR or –ATR.
- Most of the “creaky” vowel height distinctions exist in English, so the difficulties will be with their graphemic representation, not with recognizing them auditorily. Recommend using rhyming word patterns to teach all the vowels of English, beginning with the letters whose sounds correspond to the 5 –ATR vowels of English, as in bat, but, bought, bet and bit.
- Introduce the English glides (or +ATR vowels) as in bait, boat, boot, bite and beet later, also using rhyming words.

### Tone

- Dinka does have tone, though it is not being written. Tone can indicate negation and tense. Stress, especially in verbs, is also a significant indicator of meaning, affecting the three vowel lengths.

## Word Structures

- Most Dinka words are monosyllabic, and have little affixation. Inflection is often shown with changes in the vowels in the root word, or in the final consonant of closed syllable (CVC) words. English “irregular” words such as “man / men” will not be strange for Dinka learners.

### Word Order

- Basic word order (and in Present tense): SVO (same as English)
- Changed focus: OVS (different than English)
- Past tense: S aux O V (different than English)

### Syllable Structure

- Syllable types in Bari: V, CV, CSV, CSVC, CVC (Where S is a Semi-vowel)

Syllables in Dinka	Syllables in English
V	V
CV	CV
CVC	CVC
CVVC	
	VC
	Vr (vowel + <r>)
	VCC
	CCV

- In Dinka, word-initial consonants can be labialized or palatalized, and vowels or vowel clusters can be inserted in the middle of a syllable or word. However, palatalization and labialization are written using the vowels <i> or <u> following the consonant, rather than a <y> or <w> as in many other languages.
- Open syllables are very rare (virtually every syllable or word ends with a consonant)  
Highly recommend leveraging this linguistic trait with English short-vowel, monosyllabic words such as hat, sat, bat, mat. Such rhymes (e.g., -at, -it, -ut) in English should be taught early for Dinka learners, as digraphs, which they actually are, anyway. This strategy will make beginning reading easy for them.

### Nouns

- Dinka singular / plural is indicated by changes in the final vowel and consonants, while the initial consonant remains unchanged, as in man vs. men, tooth vs. teeth in English—e.g. cloth/clothes, crocodile/crocodiles, leaf/leaves. For example, in Dinka:
  - alath → alëth
  - nyaŋ → nyiëŋ
  - ayäär → ayör
- The variety of word internal changes in pluralization will be familiar to Dinka learners, and this may help them learn the few irregular plural forms of English.

## Past / Present Verbs

- Dinka has a lot of two-word verbs, such as English's are running and will go.
- Tense recognition in English should be very easy, except for English's –ed suffix, which is often voiceless, and also often sounds like a consonant cluster, pronounced with /t/, as in happened or walked. Learners will need practice pronouncing the variant phonetic forms of the –ed suffix, in words such as ranted (where the e is voiced), passed, and gulped.
- The new things will be English verbal affixation, especially because the English vowels in affixes aren't always pronounced. The irregular forms, like buy/bought will be familiar to Dinka learners.

# Nuer

## Orthography

### Letters (graphemes) that are the same in English and Nuer (they look the same and they sound the same):

- <b, g, j, k, l, m, n, p, t, w, y>
- <ny> is in both Nuer and English, though in English it is seen more as a cluster, rather than a single grapheme.
- Few of the English vowel symbols match the sound quality of the English vowels, but <o> and <u> are close, and the /a/ of English father matches the Nuer <a>.
- Vowel clusters at the end of words, ending in a high front vowel, written with a <y>, as in boy.
- Vowel cluster <ow>

### Letters (Graphemes) that are in Nuer, but not in English:

- Breathy vowels (underlined in Nuer) and long vowels
- <ɔ>, <ɛ>, <ä>, <ë>, <Ë>.
- <dh>, <nh> (tongue tip touching the teeth)
- <ŋ>, represented by <ng> in English
- <Y>

### Letters (Graphemes) that are in English, but not in Nuer:

- <s, f, h, q, v, x, z>
- <-ck, ch, sh, -ll>
- Clusters such as syllable-initial <st, str, sl, fl, fr, tr, gr, br, cr, pr, pl>
- Syllable-final consonant clusters such as <-nd, -st, -rt, -ct, -rd, -rp>
- English has syllabic consonants l and r and we represent those with a silent e, as in little, pimple for l, and e before the r in bigger, bother. Nuer has no such thing. They will need pronunciation practice.
- Eleven Nuer Vowel diphthongs include such symbols as <ɔw, \*ɛw, aw, iw, ow, oi>. But many of these will be familiar vowel combinations or glides in English. Ones which never occur in English are marked with an asterisk, but they should not hinder English reading acquisition. Auditory recognition of them will be easy. It will be their graphemic representation which is challenging.

- English labialized consonants like <sw, tw, gw> are written with a <w>. For Nuer, these are all written with a <u> after the consonant. These will probably be easy to learn.

### Letters (Graphemes) that are written in both Nuer and English, but have different sounds:

- English speakers use the glottal stop, but it is not written. Nuer speakers will have to ignore this sound in spoken English.
- <r> in English is a retroflex while <r> in Nuer is a trill/flap.
- <th> is a dental stop in Nuer, but is generally a voiceless or voiced interdental fricative in English.
- <c> is a voiceless palatal stop in Nuer, while it represents several different sounds in English.
- Nuer vowel combinations <ai, ei, ei> represent different sounds than the same vowel combinations in English.

### Vowel Qualities in Nuer that are not in English

- Nuer vowels can be either breathy <a, e, i, o, u> or creaky <a, e, i, o, ε, ɔ> and can be short or long (both long and extra-long are written with a doubled vowel, ie, <aa>). Additionally, some vowels can be “stressed” <ā, ē, ě, ö> (some linguistics analyze these as “shortened”).
- Nuer vowels can also be +ATR or –ATR.
- Most of the “creaky” vowel height distinctions exist in English, so the difficulties will be with their graphemic representation, not with recognizing them auditorily. Recommend using rhyming word patterns to teach all the vowels of English, beginning with the letters whose sounds correspond to the 5 –ATR vowels of English, as in bat, but, bought, bet and bit.
- Introduce the English glides (or +ATR vowels) as in bait, boat, boot, bite and beet later, also using rhyming words.

### Tone

- Nuer does have tone, though it is not being written. Tone can indicate negation and tense. Stress, especially in verbs, is also a significant indicator of meaning, and is written, as above.

## Word Structures

- Most Nuer words are monosyllabic, and have little affixation. Inflection is often shown with changes in the vowels in the root word, or in the final consonant of closed syllable (CVC) words. English “irregular” words such as “man / men” will not be strange for Nuer learners.

### Word Order

- Present tense: SVO (same as English)

## Syllable Structure

Syllables in Nuer	Syllables in English
V	V
CV	CV
CVC	CVC
CVVC	
	VC
	Vr (vowel + <r>)
	VCC
	CCV

- Open syllables are very rare (virtually every syllable or word ends with a consonant)  
Highly recommend leveraging this linguistic trait with English short-vowel, monosyllabic words such as hat, sat, bat, mat. Such rhymes (e.g., -at, -it, -ut) in English should be taught early for Nuer learners, as digraphs, which they actually are, anyway. This strategy will make beginning reading easy for them.

## Nouns

- Nuer plurality is sometimes determined by suffixes, like English
- At other times, Nuer vowel changes are the indicator, as in man vs. men, tooth vs. teeth in English
- Possessive pronouns for Nuer are suffixes on nouns
- No gender marking but singular/plural marking is obligatory, as a prefix

## Past / Present Verbs

- Personal pronouns are obligatory prefixes on verbs
- Tense: Past tense often indicated as a verbal phrase (two short words). So tense markers are whole words, rather like English's I was going or He was fishing.
- Present tense verbs are short and simple.
- Tense recognition in English should be very easy, except for English's -ed suffix, which is often voiceless, and also often sounds like a consonant cluster, pronounced with /t/, as in happened or walked. Learners will need practice pronouncing the variant phonetic forms of the -ed suffix, in words such as ranted (where the e is voiced), passed, and gulped.

# Toposa

## Orthography

**Letters (graphemes) that are the same in English and Toposa (they look the same and they sound the same):**

- <b, d, g, j, k, l, m, n, p, s, t, w, y, a, e, i, o, u>

**Letters (Graphemes) that are in Toposa, but not in English:**

- A, e, i, o, u
- Aa (very rare), ii, uu
- ɲ
- Ny

**Letters (Graphemes) that are in English, but not in Toposa:**

- <f, h, q, v, x, z>
- <-ck, ch, sh, th, -ll>
- Clusters such as syllable-initial <st, str, sl, fl, fr, tr, gr, br, cr, pr, pl>
- Syllable-final consonant clusters such as <-nd, -st, -rt, -ct, -rd, -rp>
- English has syllabic consonants l and r, which are represented with a silent e, as in little, pimple for l, and e before the r in bigger, bother.

**Letters (Graphemes) that are written in both Toposa and English, but have different sounds:**

- <r> in English is a retroflex while <r> in Toposa is a trill/flap.
- <c> is a voiceless palatal stop in Toposa, but has many different sounds in English.

**Vowel Qualities in Toposa that are not in English**

- Voiceless vowels word finally (sometimes has grammatical meaning) (written with an underline), “heard” more clearly when in the middle of a phrase than when word pronounced in isolation.
- ATR differences in the vowels do exist in Toposa, but are not represented in the writing system. Vowel harmony exists within words, so learners are used to listening for different parts of words to distinguish which vowels are in a word.
- Most of the other sound distinctions exist in English, so the difficulties will be with their graphemic representation, not with recognizing them auditorily. Recommend using rhyming word patterns to teach all the vowels of English, beginning with the letters whose sounds correspond to the 5 –ATR vowels of English, as in bat, but, bought, bet and bit. But their graphemes, except for <a>, do not match the English ones. They are <a, ε, υ, ɔ, and ɪ>.
- Introduce the English glides (or +ATR vowels) as in bait, boat, boot, bite and beet later, also using rhyming words.

**Tone**

- Toposa is a tonal language, but, like English, tone is not written, except for in a few cases to distinguish some grammatical functions, such as past tense (written with a high tone on a suffix).

## Word Structures

- Agglutinating (has many obligatory affixes, which is different to English)
- Affixes on both nouns and verbs are quite common. Verbs are marked by affixes for tense, aspect, person, number, class, reciprocity,
- Nouns are marked by affixes for number, gender, location among others.

## Word Order

- VSO, very different from English

## Syllable Structure

Syllables in Toposa	Syllables in English
V	V
CV	CV
CVC	CVC
VV	VC
	Vr (vowel + <r>)
	VCC
	CCV

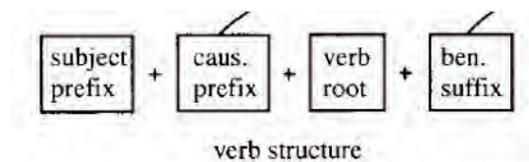
- Toposa has palatalized and labialized consonants, as well as simple ones. These are written as consonant clusters (Cy, or Cw), so the concept can be applied and extended to the varieties of English consonant clusters.

## Nouns

- Marked by affixes on nouns, mostly. Some nouns are “marked” in the singular form, some are “marked” in the plural form. Toposa learners will be used to looking for suffixes on English nouns to mark plural.
- Toposa nouns are generally marked for gender by a prefix <nye> or <nya> (though less commonly by other pre-fixes). This is different from English, which are not marked for gender.

## Past / Present Verbs

- Verb roots are generally quite short and “hidden” within affixes, so learners should be taught how to distinguish the parts of verbs... and then can use that to recognized the different “parts” of English verbs.
- Tense and aspect on Toposa verbs are generally marked by suffixes, sometimes marked by tonal differences.
- Subject pronouns are obligatory prefixes on verbs (Schröder, H. 2004)



# Teaching Strategies

## Introduction

Successful multilingual education programs, where the goal is for learners to be both bilingual and bi-literate, follow similar patterns of transition from one language to another. This pattern always begins with the same thing: literacy in the mother tongue alongside oral learning of the second language. The transition to literacy in the second language begins only when the learners have achieved some fluency in speaking and listening in the second language.<sup>1</sup>

Then, when introducing literacy in the second language, it is generally acknowledged that the following sequence be followed, in order to maximize the learners' literacy skills in the mother tongue to ease the transition to English literacy. The recommended sequence is:

1. Letters that look and sound the same in both the mother tongue and English
2. Letters and sounds that do not exist in the mother tongue but are in English
3. Letters that look the same but have different sounds in mother tongue and English
4. Combinations of letters and sounds that do not exist in the mother tongue but are in English.

Alongside this, to continue to develop and build learners' fluency and vocabulary, learners should be introduced early to frequent, but irregularly spelled English words (such as “my”), focusing on new English syllable patterns and developing vocabulary through controlled vocabulary stories (Schroeder, 2015).

The following teaching strategies are based on this progression, giving examples of specific languages where appropriate. It should also be noted that the following Instructional Strategies are not exhaustive or “stand-alone”; many other literacy activities must be included to first teach literacy in the mother tongue, and then to continue building fluency in reading and writing in both languages. Many of these ideas are outlined in other documents such as the Room to Learn South Sudan “Literacy Skills Manual”, and the new South Sudan National Languages Curriculum. Activities such as role playing, storytelling, quizzes, drawing, modeling and using existing textbooks in interactive ways are all crucial to literacy development in both the mother tongue and English.

However, the ideas below are specific strategies that can be used during the critical “transition” phase, to help learners capitalize on what they have already learned about reading and writing in their own language. In all of these activities, teachers should be mindful of opportunities for ongoing continuous assessment, some examples of which are given in various activities below.

## Same Letters in Both Languages

1. Using letters from the “same letter, same sound” category, teachers can make flashcards with those letters. Teachers can hold up a card with a letter, asking learners to call out words in the mother tongue which contain that letter. Using the same cards, teachers can explain that the sound of the letter is the same in English. Learners, using what they have learned in their oral English classes, can call out words in English that contain the same sound. Teachers can use observation to assess learners' recognition of letter sounds and vocabulary as they call out the words.

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<sup>1</sup> Many of the teaching strategies below will help improve learners' oral abilities and pronunciation in English, while helping to mitigate some of the mother tongue phonological interference that may occur. However, a full curriculum of how to teach oral English as a Foreign Language is beyond the scope of this report – this report addresses specifically literacy transfer issues. In general, though, oral exercises such as songs, rhymes, jingles, and tongue twisters can help improve English pronunciation.

2. Teacher writes a consonant the learners know on the chalkboard. Then the teachers asks learners to name words in their mother tongue which start with (or end with) that sound. Teacher lists them on the chalkboard, in one column. Then teacher tells learners at least five words in English with the same letter / sound. The teacher then writes each English word on the chalkboard, in another column. Learners read each word after the teacher.
3. Teacher gives each learner in the class a flashcard with a letter that has the same sound in Mother Tongue and in English. The teacher says a word in English which begins with that sound. Each learner who has the card with that sound on it stands up. Teachers can use observation to assess learners’ phonemic awareness and letter recognition as the learners engage in the activity.
4. Literacy Bingo game: Before class, the teacher prepares a small set of cards or pieces of paper that have different letters from the English alphabet (or syllables or even whole words that are decodable) in small grids. Make sure that each card has the letters (syllables or words) arranged in a different order. Some cards will have different letters (syllables or words). For example (the first is for letters, the second is for syllables):

a	d	m		b	a	g
n	t	s		m	i	s
e	l	b		t	e	l

Teachers should also bring small markers, such as small stones, seeds or beans.

To play, the teacher gives each player (or small group) a card and enough markers to cover each square. The teacher randomly selects a letter (or syllable or word) which is written on the cards. Learners find that letter (syllable or word) on their card, and covers it with a marker. The first learner (or group) to cover all their letters (syllables or words) calls out “Bingo!” and wins!

## Letters Found in English but Not Found in the Mother Tongue

1. Teachers can introduce learners to letters that are in English, but not in the mother tongue, by using “sky writing”. The teacher turns their back to the class (so that the letter will be made in the right direction), and using the fingers in the air, demonstrate how to make the letter, describing it as they do the action. For example, for “f”, the teacher might say, “Start at the top, make a bend in the stick, like a floppy fish, and finish with a stick across the middle”. After showing the shape of the letter in the air a few times, the learners should stand up and try. The teacher can then write the letter on the chalkboard, while saying its sound, and ask the learners to try writing the letter in their books. Learners can say the sound of the letter while writing it in their books.

Teachers should do ongoing assessment by walking around the learners, observing the writing and offering one on one assistance where needed.

2. The sound of the letter can be introduced using a key picture starting with that letter, which can be either drawn on a flash card or on the chalkboard. The learners can discuss the picture, then learn the name and the sound of the new letter. This activity should only be used AFTER the learners have mastery of literacy in their mother tongue, to avoid confusion while learning literacy in mother tongue.

3. Teacher can make small cards from cardboard boxes. They should be blank on one side, and have the new letters of the English alphabet written on the other side (with two of the same letter, or sets of a letter with the matching picture starting with the sound). Cards are put face down on the floor or table. Learners take turns in small groups to flip over two cards, trying to find the matching cards. If the two cards that have been turned over match, the learner keeps them for a point. If the two cards that have been turned over do not match, the learner flips them back over, puts them back in the same location, and the next learner gets a turn. Learners can say the sound as they flip the cards.

The teacher can do ongoing assessment by observing learners as they play the games, to ensure all learners are able to correctly match the cards.

4. Teacher can list letters that are in English, but not in Mother Tongue (which have been introduced) on one side of the chalkboard. The teacher lists some known English words on the other side of the chalkboard which contain those letters (in random order). Learners take turns coming up to the chalkboard and matching the words with each letter, reading the words as they are able.

Teachers can do ongoing assessment by observing how well the learners can read and match the words and letters.

5. Word Relay Game: Teachers divide the class into two or more teams and they line up behind each other facing the chalkboard. The teacher writes 6 – 8 words on the board, made up of letters that are decodable and the same in both Mother Tongue and English. The teacher calls out a word, and the first person from each team races to point to the correct word on the chalkboard. This game can be played in both Mother Tongue and then in English.
6. Fill in the blank on the board: The teacher writes a few vowels or other new letters on the chalkboard, with a list of words with one letter missing (as in the example below). The teacher says each word, and learners run to the board to fill in the blank space.

a e i

b \_ t (teacher says, “bit”)

g \_ t (teacher says, “get”)

h \_ d (teacher says, “had”)

## Letters that Look the Same in English and the Mother Tongue but with Different Sounds

1. To help learners recognize that some letters look the same in the Mother Tongue and English, but have different sounds, learners can play a group game to find words that begin with the sound of one of the letters from the list of letters that look the same in both languages, but sound different. For example, if the letter “r” looks the same, but sounds different in the language, the teacher can say, “I’m going to Rumbek, and I’m bringing a ring” (finding the name of a town and an item which start with the same letter). The next learner in the circle has to say, “I’m going to Rumbek, and I’m bringing a ring, and a razor.” Each learner takes a turn, listening to the sound at the beginning of the word and adding their own.

Teachers can do continuous assessment by observing if the learners are able to produce words with the correct sound, and can also be used to assess the level of oral English vocabulary that the learners have acquired.

2. Most of the vowels have similar symbols to English, but different sounds. Their “new” sounds may be the hardest thing to teach, though the Nilotic languages have most of the vowel contrasts of English, making auditory discrimination easy. Familiarity with the new sounds for these letters will just require practice, and it is recommended the teachers use

English rhyming word patterns, moving from top to bottom, making English spelling seem regular and predictable (to build confidence in the learners for when they get to the more irregular patterns). Near right, a lesson with very simple consonants at the ends of words. Far right and below, practice with consonant clusters at the ends of words.

**Listen to the end**

lamp	hand	tent
stamp	sand	sent
damp	land	went
ramp	band	spent
camp	stand	rent
tramp	grand	lent
list	fast	best
mist	lost	rest

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**an at**

pan	at
an	cat
can	bat
man	sat
fan	mat
ran	hat
tan	rat

- Other examples of helping learners get accustomed to new sounds for familiar letters just involve practice listening, followed by practice reading. Since all English short vowels are followed by a consonant, rhyming words are a really good way to teach the letter- sound correspondence. The following is a listening exercise, but pictures are included to help with vocabulary development and comprehension of texts.

The teacher asks the learners to put their finger on the first letter, and asks them to say the sound of the letter. The learners are then asked to touch the first picture and say the word, “bat”, while listening for the “a” sound. If they learners hear the “a” sound, they can raise their hands. Repeat this for all the pictures in the first row. When learners come to a picture of a word that does NOT have the sound in it, they can cross it out.

Teachers can do continuous assessment by observing if all the learners are pointing to the correct pictures.

a			
a			
a			
a			
a			
a			

4. The next kind of activity involves reading, from top to bottom. The teacher talks about each picture, then encourages volunteers to read the words in the boxes.

ad ap

 sad mad bad pad	 cap tap nap map
 bag rag	 am ram

5. Next, learners can be encouraged to choose the correct vowels to insert in words, as shown here.

ing ong

  	s____ l____ r____
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------

6. These will usually require listening practice, before pronunciation is practiced. Minimal pairs are very useful for this. For example, if learner must listen to hear the difference between /a/ and /e/, they can be asked to raise their hands, or hold up a card for that sound, like these two.

a	e
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The teacher reads a list of words and learners hold up the letter for the vowel sound in words such as:

*bet, bat.*

*send, sand.*

*man, men.*

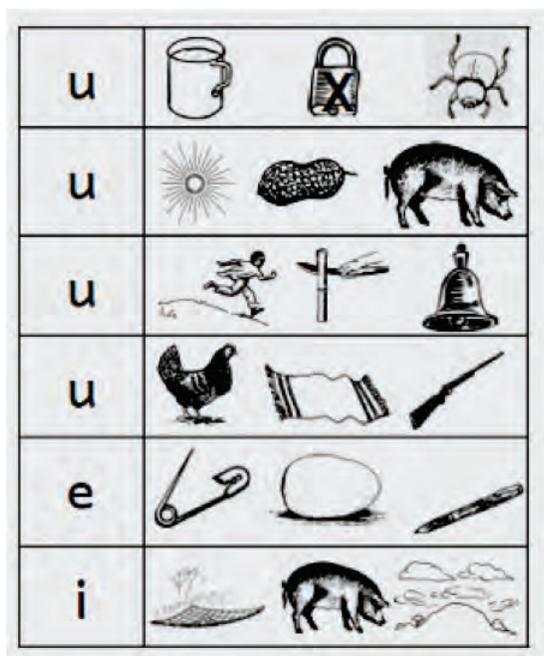
*bed, bad.*

No-paper alternative: the teacher could write a and e on the chalkboard, in large size. Learners could line up in teams to listen to the first word the teacher says, and touch the letter in the middle of each word he or she calls out.

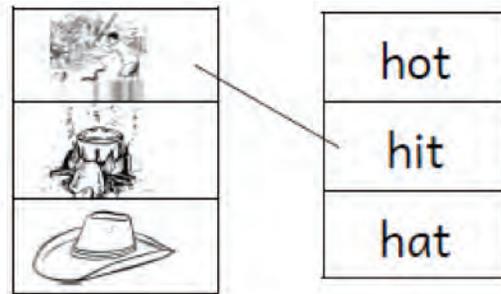
7. Later, learners can read sets of words with the same vowel sound, in a rhyme, like this: sat, bat, hat, mat. Set, bet, get, met.

sat	set
bat	bet
fat	get
hat	met

8. Exercises like the following will also help, while scaffolding vocabulary. The teacher is pronouncing each word, and learners listen for the sound being taught, identifying the one which does *not* belong in each row.



9. Another example to help learners hear the difference in English vowels, as well as learn more vocabulary, is in the example below. This example makes all three words sound and look the same except for the short vowels learners must listen to.



An alternative is to put lists of words in the teacher’s guide, and the teacher writes them exactly as shown.

For example, always from top to bottom, not left to right:

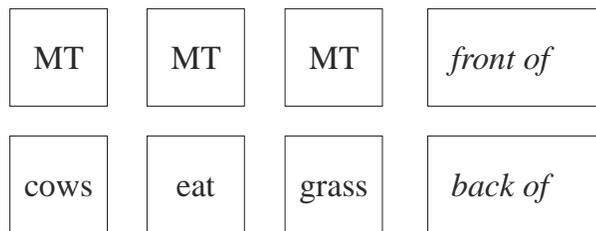
bat	sand	bad
bet	send	bed

If this is purely an auditory activity, learners don’t need to understand every word. To develop learners’ English vocabulary, the teacher could explain words they don’t know, in their mother tongue.

10. The teacher is given lists of words containing the English vowel sounds they have learned. Then the teacher writes, for example: hill. “Class, this says *pet* (Teacher erases the *e*.) Who can change it so it says *pit*? Good! Now, who can change it so it says *pat*?”
11. The teacher shows a flashcard with a consonant on that looks the same as a mother tongue consonant, but sounds different in English (or writes the consonant on the chalkboard). The teacher says a word in English, and if it starts (or ends) with the same sound as is on the card/board, the learners show the teacher a “thumbs up”. If the word does not have the same sound as is written on card / board, the learners give a “thumbs down” sign.

## Word Order

1. Teachers can write each word of a simple (for example 3-word) sentence from their mother tongue on separate flash cards. On the back of those cards, they can write the English words that make up the same meaning for the sentence. For example:



Learners can put the words in the correct order in their mother tongue, then flip the cards over, and move them around to be in the correct order in English. Note that there may even be a different number of words (and therefore flash cards) needed to convey the same meaning in the sentence.

This type of activity can also be used to help learners see the differences in, for example, the positions of things like possessive pronouns and prepositions in English, compared to their Mother Tongue. For more advanced learners, piles of cards with different classes of words could be made (for example, a pile of nouns and a pile of adjectives). Learners could take turns taking a card from each pile and putting the words in the right order. For example, “black cow” or “tired boy”.

2. The teacher says a sentence in English, then writes the words on separate cards, slates or scrap pieces of paper. The mixed-up cards (or slates) are given to learners who then have to arrange themselves in front of the class from left to right, so that when the class reads each word out loud, the words are in the correct order.
3. Learners can be put in small groups to write simple sentences in English. They can write the words on individual flash cards (or slates), then swap sentences with another group to see if they can put the words in order to make a grammatical sentence.
4. Learners can be given opportunity to think of and tell each other their own created stories. They can work in small storytelling groups to tell their story first in Mother Tongue, then later in English. Learners could be provided with materials to then write down and illustrate these very short stories in both Mother Tongue and English. These stories can be gathered together in a “library” corner of the learning space so stories and illustrations can be shared amongst the class.

## Syllable Structures Found in English but not in the Mother Tongue

In order to recognize the different syllable structures of English, learners need to listen for consonants at the end of words, and at the beginning. They also need practice hearing, pronouncing and reading consonant clusters which do not exist in their Mother Tongues.

1. The teacher reads out a familiar word in English. Learners repeat the word while clapping each syllable. The teacher can read one, two, or even three syllable words (at upper levels).
2. This example (next page) teaches auditory recognition of vowels in closed syllables.



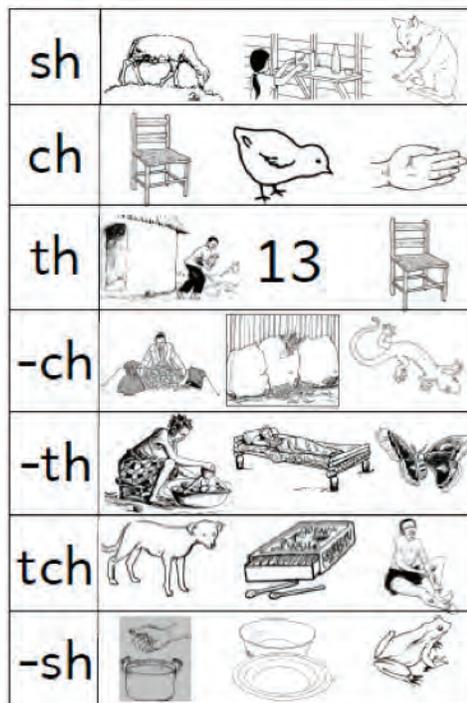
The class watches as pairs of learners come to the chalkboard. One learner describes any of the pictures to the other learner, in the mother tongue. The other learner has to try to say the word in English (if they are correct, they get one point) then point to the ending sound. They take turns doing this until all the pictures have been named. The class can listen and silently guess the words and the missing letters. Then the next pair can come up. After the first four or five words, partners play the game with the rest of the pictures and letters.

Pictures shown: (for the teacher: rat, nap, pan. dad, cat, man. bag, mad, bat. sad, ram, cap).

- The next example teaches recognition of various English syllable-initial and syllable-final consonants, which the Mother Tongues do not have.

English has many consonant clusters, both at the beginning of syllables and at the end. This example exercise helps learners hear and pronounce consonant clusters.

Learners must identify the pictures which contain the sound of the English consonant cluster. The pictures scaffold vocabulary mastery. Exercises like this one, for word-final clusters, can be written on a chalkboard, too.



4. Another example is shown at right, which helps learners identify and pronounce consonant clusters in English. Learners read down each box, top to bottom.

Listen to the end

		
lamp stamp damp ramp camp tramp	hand sand land band stand grand	tent sent went spent rent lent
		
list mist	fast last	best rest

5. “Word Building” can be done with simple English vocabulary words on the chalkboard. First, using words with syllable structures which are the same as those found in the Mother Tongue, learners can “build” words on the chalkboard using those types of syllables. For example, if a language has syllables made up of CV and CVC, the learners can build words with those syllable types. For example, the teacher can write (from Nuer <ka-lɔŋ>). They can then build English words with those same syllable types, for example, <wa-ter>).

Later, words with syllable types that are not in the mother tongue can be introduced using the same word building.

Syllables that are learned can be added to a “big box”, drawn on the chalkboard. This can be done first in the Mother Tongue, using mother tongue syllables, and then in English, as the example below:

wa	mon	ver
ker	ter	le
ma	me	lon

Learners can take turns building new words with the different syllables, or calling out the syllables and words as the teacher points to them in the box. The teacher can do continuous assessment by observing learners’ abilities to create new words or pointing to the appropriate syllables and words as the teacher calls them out.

## Noun and Verb Structures that are the Same in English and the Mother Tongue

1. A few English nouns have irregular plural forms with “internal” vowel changes. Many of the South Sudanese languages also have “internal” changes to show things such as number or person.

Then, learners need to have learned the irregular English forms orally, and be able to use them in sentences. After that, they may be able to recognize the vowel changes in written words like these. Ask the learners to give examples of words which change in the middle, from their mother tongue.

man	woman
men	women

## Noun and Verb Structures that are the Different in English and the Mother Tongue

English is generally an isolating language, so there are few suffixes. However, those suffixes that are used are important.

1. Learners must be able to use suffixes in speech, before they develop their visual awareness of verbal or derivational suffixes, by first teaching them the position of the suffix.

Here are some examples: the plural marker –s at the end of nouns.

tree	dog	banana
trees	dogs	bananas

Ask learners to compare each set of words. What makes the bottom word look different? How does that suffix change the meaning of the word?

2. Now, learners can be given them cloze activities in which they must decide which word belongs in the blank: (The following example is from a textbook, but could be adapted, or the teacher could do the exercise orally first).

Write two words on the chalkboard, such as:

see  
sees

Then, say, “I \_\_\_\_\_ a pencil on my desk.” Which word goes in this sentence:  
*see* (pointing) or *sees*?

Then, say, Joshua \_\_\_\_\_ a paper on my desk. Which word should be used in this sentence? Yes, Joshua *sees* a paper on my desk.”

Erase the two words and write two more, such as run / runs, sit / sits, and eat / eats.

Play the game again, giving sentences for them to listen to. Learners should point to or touch the letter which makes the difference at the end of the word.

Cloze activities can also focus on certain parts of speech that may be different in English from the Mother Tongue. For example, if the mother tongue does not write separate pronouns (as English does), cloze activities can be done to help learners recognize the pronouns of English. For example:

“Mary likes to go with \_\_\_ father when \_\_\_ milks the cows. Mary’s father carries \_\_\_ bucket for \_\_\_\_\_. When they got to the cattle camp, \_\_\_ found a surprise!” [ her, he, his, him, they ]

Word pairs / sets of this sort (for example, “see/sees ; run/runs, her/his”) can also be printed in a book or on a chart which can be displayed around the learning space for revision and to reinforce what has been learned.

- Another example of suffix teaching is shown below, for verbs. Learners should be given opportunity for oral practice first, then visual practice like this, before they read a text.

Simple texts such as the above can be printed in a reader, on charts and displayed around the learning space, or simply written on the chalkboard, depending on the context of the learning space. Teachers can do continuous assessment of learners’ reading ability by “spot checking” individual readers or observing during choral reading.

- The teacher can display each letter of the Mother Tongue alphabet along the wall of the classroom using cut up pieces of cardboard. Throughout the term, the teacher can add new words that the class is learning. Then, when learning literacy in English, the letters of English can be displayed along the wall of the classroom. Throughout the term, the teacher can add new words that the class is learning. The teacher can then do Word Wall activities in both languages:
  - Find a word on the wall that is singular. Make it plural.
  - Find a word on the wall that starts with a capital letter.
  - Find a word on the wall that is present tense. Make it past tense.

These types of activities contribute to a “Print Rich Environment” in the learning space.

- Teacher can prepare small cards (using scrap paper or cardboard) that have a word / phrase in the Mother Tongue and the same word / phrase in English. Cards are distributed to the learners and they need to find the learner who has their matching card.

**My Hen and I**

ben ding	bring ing	scrub bing	dig ging
bending	bringing	scrubbing	digging

My hen and I are bending.  
 I am digging up yams. She is pecking for bugs. “Cluck, cluck!” she sings.  
 Now I am scrubbing my hands. They are dripping wet. I smell the yams. Mom is bringing a pot of them. Mmmm!

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