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Assessing Literacy Skills and Differentiated Instruction

MODULE 4: TMT 322

(SABA)

2017 G.C

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Assessing Literacy Skills and Differentiated Instruction

MODULE 4: TMT 322 (SABA)

Module Title: Assessing Literacy Skills and Differentiated Instruction (TMT 322 saba)

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This Module has been prepared by the Florida State University team and Instructors from Colleges of Teacher Education representing seven Ethiopian national languages. It has been developed in collaboration with the Ministry of Education (MOE), Regional State Education Bureaus (RSEB) and Colleges of Teacher Education (CTE) with support from RTI International as the implementer of READ TA and Florida State University as its partner.

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

2017 G.C

Addis Ababa
Ethiopia

RTI INTERNATIONAL

FLORIDA STATE UNIVERSITY

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Initiated in October 2012, the Reading for Ethiopia's Achievement Developed Technical Assistance Project (READ TA) is a USAID funded five-year project (2012-2017) to improve the reading and writing skills of primary grades students in mother tongue languages. RTI International, READ TA, MoE/RSEBs, Save the Children, Florida State University, SIL LEAD, Whiz Kids, Inveneo, and Africa Development Corps worked together for the effective implementation of the project objectives.

The national mother tongue (MT) teacher education program has been collaboratively developed by the Ministry of Education (MoE), Regional Education Bureaus (RSEB), Colleges of Teacher Education (CTE), and the Florida State University (FSU). The mother tongue teacher education program was validated in the presence of regional teacher educators and representatives of curriculum, Teacher Development Program (TDP), gender, inclusion, and ICT from the Ministry of Education. The inputs from the validation workshop were used in revising the teacher education program. In addition, this module has been developed in English and adapted to seven mother tongue languages.

This module is designed to help all CTE Instructors to become fully competent to explain and to be able to assess primary students and to differentiate instruction based on students' needs. The first edition of this module was field-tested in the 2016 academic year (February-June). Approximately 200 CTE instructors participated in the Training Workshop in December 2015 prior to teaching TMT 322 using the module. The training workshop for Module 4: Assessing Literacy Skills and Differentiated Instruction was facilitated by Florida State University's Reading Experts in conjunction with MoE/RSEB/ZEB and CTE MT instructors.

This module has been field-tested by instructors in all CTEs teaching TMT 322 in the seven target languages. The FSU team monitored and evaluated the module implementation at CTEs in collaboration with MoE/RSEB/Zonal and CTE instructors. After learning how CTE instructors and their students were using the module, the team conducted two workshops to review and adapt the first edition of Module 4: Assessing Literacy Skills and Differentiated Instruction. The revision in these workshops addressed the issues that emerged during the monitoring and evaluation and during focus-group discussions.

The module has been revised and reproduced for final distribution to all CTEs in Ethiopia where there is a MT language program, in one of the mother-tongue languages, for student teachers. The seven target languages are: Af-Somali, Afan Oromo, Amharic, Hadiyyisa, Sidaamu Afoo, Tigrinya, and Wolayttatto.

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We hope this module will contribute to improving the reading and writing skills of fifteen million Ethiopian children in the near future.

Table of Content

ACKNOWLEDGMENTS ii
Table of Table xii
Table of Figure xiv
List of Acronyms xv
ICONS USED xvi
Introduction to the Module xviii
Module Learning Outcomes xix
Module Structure xix
Learning Activities, Modes of Teaching, and Time Required xix
Assessment Techniques xx
Teaching Resources xx

CHAPTER 1: OVERVIEW OF ASSESSMENT 1

1.1 Basic Concepts in Classroom Assessment 2
1.2. Roles, Principles, Types, and Tools of Assessments 3
1.2.1 Roles of Assessment 3
1.2.2 Principles of Assessment 4
1.2.3. Types of Assessment 6
1.2.3.1. Norm-referenced and Criterion-referenced Assessments 6
1.2.3.2. Formal and Informal Assessments 7
1.2.3.3. Formative and Summative Assessments 8
1.3 Tools of Classroom Assessment 9
1.3.1. Self and Peer Assessments 9
1.3.2. Observations, Checklists, and Collections 10
1.3.3. Rubrics 11
1.3.4. Portfolio 11
1.4. Classroom Assessment Techniques Used in the Primary MT Curriculum 12
1.5. Providing Feedback, Support, and Enrichment 14
Chapter 1: Summary 15
Chapter 1: Review Questions 16
Chapter 1: Self-assessment 17

CHAPTER 2: MEETING THE NEEDS OF DIVERSE LEARNERS..... 18

2.1. Diverse Learners 19
2.1.1. Types of Disabilities, Literacy Learning, and Specific Instructional Methods..... 19
2.1.1.1 Students with Speech and Language Disorders..... 20
2.1.1.2. Students with Learning Disabilities 21
2.1.1.3. Students with Autism 22
2.1.1.4. Students with a Visual Impairment..... 23
2.1.1.5. Students with a Hearing Impairment 24
2.1.1.6. Students with Physical Disabilities and/or Other Health Disabilities 25
2.1.1.7. Students with Intellectual Disabilities 25
2.1.2. Students Who Are At-Risk..... 26
2.1.3. Students who are Culturally and Linguistically Diverse 26
3.1.4 Students who are Gifted..... 27
2.2. Gender Sensitivity & Equity..... 28
2.3. Using Differentiated Instruction to Meet the Needs of Diverse Learners..... 29
2.3.1. Teachers' Characteristics and Practices that Meet the Needs of Diverse Learners 30
2.3.2. Using Assessment to Differentiate Instruction 32
2.3.3. Instruction Based on Diverse Student Needs 33
2.3.3.1 Planning for Instruction 35
2.3.3.2 Planning for Differentiated Instruction..... 36
2.3.4. Using Grouping to Differentiate Instruction 37
Chapter 2: Summary 40
Chapter 2: Review Questions 40
Chapter 2: Self-assessment..... 41

CHAPTER 3: ASSESSMENT AND INSTRUCTION OF EMERGENT LITERACY SKILL..... 47

3.1. Print Concepts..... 48
3.1.1. Print Concepts Assessments 48
3.1.2 Print Concepts Instruction 50
3.2 Phonological Awareness 51
3.2.1 Phonological Awareness Assessments 51
3.2.1.1 Informal Assessments..... 51
3.2.1.2 Formal Assessments..... 52
3.2.2 Phonological Awareness Instruction 56
Chapter 3: Summary 63
Chapter 3: Review Questions 64
Chapter 3: Self - Assessment 66

CHAPTER 4: GRAPHOPHONEMIC AWARENESS (GA): ASSESSMENT AND INSTRUCTION 69

4.1 Graphophonemic Awareness 70

4.2. Graphophonemic Awareness Assessments 71

4.2.1. Informal Assessments 71

4.2.2. Formal Assessments 72

4.3. Graphophonemic Awareness Instruction 75

4.4. Sight Word Knowledge 80

4.4.1. Sight Word Assessment 80

4.4.2. Sight Word Instruction 81

4.5 Primary MT Supplementary Materials 82

Chapter 4: Summary 84

Chapter 4: Review Questions 85

Chapter 4: Self-Assessment 86

CHAPTER 5: ASSESSMENT AND INSTRUCTION OF READING FLUENCY . 89

5.1 Components of Reading Fluency 90

5.2 Reading Fluency Assessments 90

5.2.1. Informal Assessment of Reading Fluency 91

5.2.2. Formal Assessments 92

5.3. Reading Fluency Instruction 99

Chapter 5: Summary 103

Chapter 5: Review Questions 103

Chapter 5: Self-Assessment 104

CHAPTER 6: ASSESSMENT AND INSTRUCTION OF ORAL LANGUAGE AND VOCABULARY 108

6.1. Oral Language 109

6.1.1. Oral Language Assessments 110

6.1.1.1. Informal Assessments 110

6.1.1. 2. Formal Assessments 111

6.1.2. Oral Language Instruction 113

6.2. Vocabulary 116

6.2.1. Vocabulary Assessments 117

6.2.1.1. Informal Assessments 117

6.2.1.2. Formal Assessments 120

6.2.2. Vocabulary Instruction 121

Chapter 6: Summary 126
Chapter 6: Review Questions 127
Chapter 6: Self-Assessment 128

CHAPTER 7: LISTENING AND READING COMPREHENSION ASSESSMENT AND INSTRUCTION 130

7.1.1. Listening Comprehension Assessment 132
7.1.2. Listening Comprehension Instruction 132
7.2. Reading Comprehension 135
7.2.1. Reading Comprehension Assessment 135
7.2.1.1. Informal Assessments 137
7.2.1.2. Formal Assessments: Content Area Reading Inventory 139
7.2.2. Reading Comprehension Instruction 143
Chapter 7: Summary 148
Chapter 7: Self-assessment 149

CHAPTER 8: ASSESSMENT AND INSTRUCTION OF WRITING 150

8.1 Spelling & Fidel Recognition 151
8.1.1. Fidel/Syllable Recognition Assessment and Instruction 151
8.1.2. Spelling 153
8.1.3. Spelling Assessments 154
8.1.3.1. Informal Assessments 154
8.1.3.2. Formal Assessments 155
8.1.4. Spelling Instruction 156
8.2. Writing Composition 158
8.2.1. Writing Composition Assessment 159
8.2.1.1. Informal Assessments 159
8.2.1.2. Formal Assessments 161
8.2.2. Writing Composition Instruction 163
8.3. Writing Conventions 168
8.3.1. Assessment of Writing Conventions 168
8.3.2. Writing Conventions Instruction 168
Chapter 8: Self-Assessment 171
Module Summary 173
REFERENCES 177
ANNEX A: GLOSSAR 180

Table of Table

Table 1 - Assessment Techniques xx
Table 2 - Learning Objectives and Related Assessments for Grades 5-8 5
Table 3 - Selected Assessment Techniques Presented in the Primary Mother Tongue Curriculum 12
Table 4 - Chapter 1 Self-Assessment 17
Table 5 - Assessments and Differentiating Instruction (Florida Center for Reading Research, 2007) ... 32
Table 6 - Teaching Methods 35
Table 7- Grouping Options for Reading Instruction 38
Table 8 - Chapter 2: Self-assessment 41
Table 9 - Checklist for Print Concepts 49
Table 10 - Directions for Phonological/Phonemic Awareness Assessment 53
Table 11 - Assessment of Phonological Awareness 53
Table 12 - Assessment of Phonemic Awareness: 55
Table 13 - Chapter 3/Activity 2: Chart 56
Table 14 - Instructional Guide for Phonological Awareness 62
Table 15 - Chapter 3: Self-Assessmen 66
Table 16 - Chart: strategies a teacher can use when teaching specific skills 82
Table 17 - Draft of Ministry of Education SRM Level Guidelines 83
Table 18 - Example of One-Minute Timed Reading 93
Table 19 - English Example: Oral Reading Fluency: Words Correct Per Minute (WCPM) 95
Table 20 - Modified Timed Reading Chart (Samuels as cited in Hudson, Lane & Pullen, 2005) 96
Table 21 - Checklist for Assessing Reading Fluency 97
Table 23 - Sample Oral Language Checklist 102
Table 24 - Evaluation of Speaking Skills 111
Table 24 - Instructional Guide for Fluency 112
Table 25 - Selected Oral Language Activities from Primary MT Text (MoE 2013, 2014) 113
Table 26 - Instructional Guide for Oral Language 116
Table 27 - Instructional Guide for Vocabulary 125
Table 28 - Evaluation Criteria For Listening Skills 131
Table 29 - Assessment of Comprehension Processes 136
Table 30 - Assessment of Student Use of Reading Strategies 141

Table 31 - Instructional Methods for Teaching Comprehension Strategies 143

Table 32 - Overview of where instructional methods and strategies are in relation the primary MT materials. 145

Table 33 - Instructional Decision Chart for Reading Comprehension 147

Table 34 - Stages of Spelling and Examples (characterization) 153

Table 35 - Checklist for Print Concepts: Writing 154

Table 36 - Checklist to identify student's stage of writing/spelling 155

Table 37 - Chart: Word Study Instruction 157

Table 38 - Checklist of Writing Skills 159

Table 39 - Assessment Techniques for Writing Composition Strategies 160

Table 40 - Checklist Assessing Qualities of a Good Paragraph 162

Table 41 - Chart: Types of Writing Instructional Methods 164

Table 42 - Chart: Story Map 165

Table 43 - Chart: Writing Strategies/Instructional Methods 165

Table 44 - Rubric for Assessing Writing Compositions Grades 5-8 172

Table 45 - Glossary of Technical Terms Used in the Module 180

Table of Figure

Figure 1 - Curriculum/Assessment/Instruction (CAI) Alignment 2
Figure 2 - Norm-Referenced Assessment and Criterion-Referenced Assessment..... 7
Figure 3 - Formal and Informal Assessments 8
Figure 4 - Formative and Summative Assessments 8
Figure 5 - Tools of Assessment 9
Figure 6 - A Guide for Planning Differentiated Instruction (Voltz, Sims, and Nelson, 2010) 31
Figure 7 - Model for Skilled Reading 34
Figure 8 - Phonological Awareness Progression 52
Figure 9 - Graphophonemic Awareness Continuum (Ralaingita, W. 2013) 71
Figure 10 - PROGRESSION FOR THE SABA SCRIPT 75
Figure 11 - General Progression of Acquisition of Fluency (adapted from Ralaingita, 2013) 90
Figure 12 - An example of a Concept Map..... 119
Figure 13 - Example of graded text reading assessment 141

List of Acronyms

COP	Chief of Party
CTE	College of Teacher Education
DCOP	Deputy Chief of Party
FSU	Florida State University
GA	Graphophonemic Awareness
ICT	Information Communication Technology
IP	Implementation Plan
IR	Intermediate Result
LSI	Learning Systems Institute
LTTA	Long Term Technical Assistance
MoE	Ministry of Education
MT	Mother Tongue
MTCDT	Mother Tongue Curriculum Development Team
MTTF	Mother Tongue Task Force
READ TA	Reading for Ethiopia's Achievement Developed Technical Assistance
RSEB	Regional State Education Bureau
RTI	Research Triangle Institute
SB	Student Book
SC	Save the Children
SCC	School Cluster Center
SIL-LEAD	Summer Institute of Linguistics - Language Education an Development
STTA	Short Term Technical Assistance
TF	Task Force
TG	Teachers Guide
TT	Teacher Trainers
USAID	United States Agency for International Development
ZED	Zonal Education Department

ICONS USED

Dear student!

Please note that the following icons or symbols are used in this Module for making reference easier for you. The table below lists all the icons used in this module followed by their meaning.

This tells you that there is an introduction to the module, unit and section.

This tells you that there is an introduction to the module.

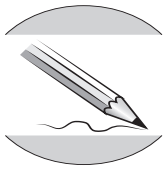
This tells you that there is question to answer or to think about in the text.

This tells you that there is an activity to do.

This tells you to note and remember an important point.

This tells you that there is a self-test for you to do.

This tells you that there is a checklist of the main points.



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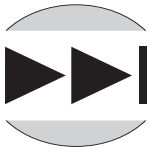

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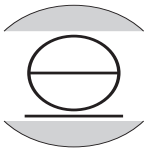
This tells you that there is an activity to do.



This tells you that there is a conclusion to the unit.

This tells you that there is an assignment to do.

This tells you that there is a video to watch.

This tells you that there is a student textbook or teacher's manual to use.

This tells you that there is time for silent reading.

Introduction to the Module

COURSE TITLE: ASSESSING LITERACY SKILLS AND DIFFEERENTIATED INSTRUCTION

Course Code: TMT 322

Credit Hours: 3

Introduction to the Module

We live in a rapidly changing world. Thus, the definition of literacy has changed. Students must learn the skills needed for the world of tomorrow (UNESCO, 2006). Twenty years ago, literacy was defined as reading and writing. To prepare students to meet the demands of the 21st Century, the definition has expanded. The definition of literacy now includes oral communication and technological skills (OECD, 1997; Short & Fitsimmons, 2007; UNESCO). Students need to graduate, prepared to be able to orally communicate in conversations, listen, evaluate, think critically, and respond to what has been said and read (CORE, n.d.). They will also be expected to use technology to access information and read electronic materials (PISA, 2015). The definition of literacy will continue to change because of new inventions and changes in the demands of the workplace (PISA). So, literacy includes listening, speaking, reading, and writing. It also involves critical thinking and responding orally and in written form.

The purpose of this course is to develop the knowledge and skills needed to assess literacy skills and meet the diverse needs of students in grades 1-8. The course is designed to develop student teachers' knowledge and skills of language assessment techniques. It is important to use relevant data or information from assessments to improve teachers' classroom practices and students' learning. The overall goal of assessment is to improve students' learning. Accordingly, this course discusses the general concepts of classroom assessments, the types of literacy classroom assessments and specific language assessment techniques for the different components of reading, writing, speaking and listening. Emphasis is given to those assessment tools that can be used to gather data about the literacy skills taught in the primary curriculum. Student teachers will have the opportunity to practice how to identify students' level of learning and select appropriate content and instructional techniques. Based on the identified needs of primary students, student teachers practice and use instructional methods that meet the diverse learning needs of primary students. You will explore teaching methods and strategies to use with students who are making quick progress, students on grade level, and for struggling and at-risk students. The overall goal is for student teachers to understand the role of assessment and to use assessment results when planning instruction. Many of these methods and strategies can be found in the MT Primary Curriculum and in MT 201, TMT 222, and TMT 224 modules. The course builds on foundational knowledge and skills you developed in the above modules; and the assessment and inclusive education courses completed in the second year. As part of the learning process, practice is provided in using assessments to determine what skills primary students need to learn and what instruction is needed for students to learn these skills.

Module Learning Outcomes

At the end of the course, student teachers will be able to:

- Discuss the basic types, principles, and uses of classroom assessments.
- Understand the roles of assessment in supporting classroom instruction.
- Understand the basic types of assessments that are used to support classroom instruction.
- Recognize the different types of disabilities and diversity in the primary school context.
- Use appropriate instructional techniques to meet the needs of diverse learners.
- Value that assessment involves both formal and informal components rather than mere testing and scoring.
- Use specific classroom assessment techniques to gather data on literacy skills taught in the primary curriculum (phonological awareness, graphophonemic awareness, fluency, oral language, and vocabulary, listening and reading comprehension, and writing skills).
- Use the results of classroom assessments to design instructional practices that meet the needs of diverse learners (PA, GA, fluency, oral language, and vocabulary, listening and reading comprehension, and writing).
- Apply differentiated research-based instructional practices in supporting students with different levels of language learning.
- Discuss and use practices that promote gender equity.
- Appreciate that primary school students vary in pace and style of learning.
- Appreciate the importance of applying different techniques of teaching literacy skills (speaking, listening, reading, and writing) to students at different skill levels.
- Demonstrate commitment to support students at all levels of learning.

Module Structure

This module contains 8 chapters. Each chapter of the module includes: contents of the chapter; introduction; learning outcomes; assessment, teaching and learning techniques; chapter summaries and self-assessment questions/checklist of the main points.

Learning Activities, Modes of Teaching, and Time Required

This module applies a student-centered approach and uses active learning techniques. Interactive lectures are used to explain new concepts and ideas of the module. As some of the contents have already been discussed in previous modules, student teachers will also have opportunities to integrate what has been learned through group work, practice, and reflection. Student teachers will learn how to assess students through developing appropriate assessment tools and items. Student teachers will also designin and implement micro-lessons to demonstrate differentiated instructional techniques to their peers. One of the teaching methods, used in the primary program, is explicit instruction (I/We/You Do). This teaching method is used to teach basic, foundation skills, and strategies for reading and writing. Hence, peer teaching, demonstrations, project work, homework assignments, presentations, and observations will be used in the module.

Assessment Techniques

Assessment methods are used that support continuous assessment of understanding of the content in this module. At the beginning of each chapter, the assessment methods are listed that will be used to measure the progress of pre-service teachers.

Table 1 - Assessment Techniques

Assessment tools	Percentage/Points
Quizzes	20
Class attendance and participation	10
Presentation of individual, pair and group work on activities and project work	20
Written report of some selected activities and project work	20
Exams	30
Total	100

Teaching Resources

This module should be used to (1) learn how to assess primary school students, and (2) how to use the information to identify the skills and strategies that support primary students in learning to read, write, speak, and listen. Reference materials are provided at the end of this module and should be used to enrich the content of the module.

We wish you an exciting time of study!

CHAPTER 1: OVERVIEW OF ASSESSMENT

INTRODUCTION

This chapter discusses the basic concepts and general types of classroom assessments. The role of each type of assessment, principles of assessment and how each can be used by classroom teachers is also presented. In addition, different assessment tools and classroom assessment techniques used in the primary MT curriculum, and the related suggestions for providing support, feedback and enrichment are discussed.

LEARNING OUTCOMES

At the end of this chapter, student teachers will be able to:

- compare the concepts of assessment, measurement, evaluation, and testing.
- describe the different types and principles of classroom assessments.
- discuss the roles and uses of classroom assessments.
- use assessment tools that gather relevant information related to the learning outcomes
- identify the purpose of providing feedback in improving student outcomes.
- discuss purposes and techniques of assessment in the Ethiopian Primary School MT Curriculum.
- decide which general classrooms assessments can be used to inform instruction, based on what is being assessed.
- appreciate the importance of using different assessments tools to measure student progress

Teaching and Learning Techniques

- Interactive Lecture
- Independent Study
- Project Methods
- Cooperative Learning and Peer Learning
- Group Discussion
- Question and Answer

Instructional Materials

- Primary Mother Tongue Curriculum Materials (1-8 grades)
- References

Assessment Techniques

- Classroom Observation with Prepared Checklist
- Individual, Pair, and Group Work
- In-class Activities
- Student Presentations
- Peer/Self Review

- Quiz/Test
- Oral Questions, including open-ended questions
- Project Work

1.1 Basic Concepts in Classroom Assessment

Assessment is a process of collecting information to make decisions about students and/or schools (Salvia, Yeseldyke, & Bolt, 2010). The Ministry of Education (2013) also defines assessment as a process of gathering information using different types of methods (i.e. tests, work samples, observations, and other measures). In addition, assessment is defined as "the process of collecting, synthesizing and interpreting information to aid the teacher in decision making" (Airasian as cited in Oosterhof, 2009, p.4). Assessment includes both qualitative and quantitative descriptions of students' behavior, progress on learning, and achievement of expected learning outcomes. So, assessment is broader than both testing and measurement. The following terms are often confused with assessment; however, each has a different meaning:

- **Testing** is using an instrument or systematic procedure for measuring selected behaviors or knowledge. Tests use a set of questions that are administered to a student or a group of students to obtain a score (Salvia, Yesseldyke, & Bolt, 2007).
- **Measurement** describes students' performance in numbers (Linn & Grunlund, 1998). It shows simple quantitative description of students' behavior versus the level of achievement of goals.
- **Evaluation** is the process of making decisions based on data collected through different assessment tools. It is the outcome of measurement after the types of behaviors to be observed have been identified; and gives value to what was observed (Oosterhof, 2009).

Continuous Assessment is a process of collecting information on students' progress throughout the school year. Using the continuous assessment process, teachers use formal and informal assessment tools to gather data on the ongoing progress of students. Continuous means that teachers are gathering information about students' progress daily; assessment is ongoing (MoE, 2014). Teachers assess students' engagement in activities, if they are using the skills that have been taught, and if they are learning the content. The assessment results help teachers make decisions about instruction and student needs. Teachers should record some of this information so that it is available when planning instruction. Assessments help identify who is doing well, who is struggling and who needs enrichment. You can also learn about the effectiveness of your instructional techniques and when to modify instruction to meet the needs of students.

Activity 1: Pair/ShareAnswer the following questions and then share with a classmate.

1. Summarize the concept of assessment in your own words.
2. Label the diagram below to demonstrate.
3. the interrelationship between assessment, testing, evaluation, and measurement.

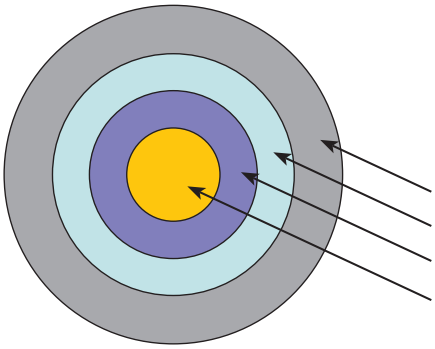


Figure 1-Curriculum/Assessment/Instruction (CAI) Alignment

1.2. Roles, Principles, Types, and Tools of Assessments

1.2.1 Roles of Assessment

Activity 2: Brainstorming

1. Why do we assess students in primary schools?
2. What should we do with the assessment results?

The information from assessments should be used by teachers to make educational decisions on what and how to teach. For example:

- What should be taught?
- How should the information be taught (e.g., instructional approaches)?
- Did the students learn what was taught?

Assessment serves many roles. At the beginning of the year, assessments help to identify students' knowledge and skills. Through preliminary assessment teachers can gather data on the background knowledge and skills of the students and use that information in planning and designing lessons. Throughout the year, assessments also help to collect data about students' progress in achieving the expected learning outcomes. Teachers can use assessments to monitor how well students are achieving or attaining learning objectives identified in the primary MT materials.

Assessment also provides information on the effectiveness of the instructional techniques and teaching practices used. Students' learning to some degree is affected by teachers' classroom practices. Teachers can assess whether their teaching adequately supports student learning through gathering data on students' behaviors in the form of observations and ratings. Teachers that have the highest effect on students' learning assess the effectiveness of their classroom practices. Teachers then use this information to plan the next set of lessons. Without the use of assessments, it will be difficult to plan for instruction, measure student progress, and to make good educational decisions.

Assessment can also be used to help teachers understand and address diverse student needs. The collected data and information should be organized and analyzed to identify how to group students and the appropriate interventions that meet the needs of diverse groups of students. Assessment is also used to make decisions on students' grades. Finally, assessments can also be used when meeting with a student's parents to show their child's learning progress over time.

Torgersen (2006) discusses four goals when using classroom assessments of literacy skills and concepts:

- Early in the school year, identify students who are "at risk" for learning literacy skills. These students need more instructional support and may require different instructional methods.
- During the school year, monitor students' progress to determine (a) if the "at risk" students are making progress in critical literacy skills and concepts, (b) to identify students who are falling behind and students who are working above grade level.
- Collect information that can be used to plan instruction for diverse learners.
- Determine if instruction is helping all students make progress in their literacy skills.

1.2.2 Principles of Assessment

Teachers use many different literacy assessment tools and procedures to monitor and document students' literacy development. In doing so, there are some principles that should guide decisions on what to assess, which assessment tool to use and how to interpret and make use of the data collected through assessment.

Reutzel and Cooter (2011) and others suggest principles to guide use of classroom literacy assessments:

- Teachers need to know what should be assessed. The primary MT syllabi and curriculum provide learning outcomes for literacy development and suggest specific assessment measures (MoE 2013, 2014). Begin with identifying what skills, strategies and concepts are to be taught. Next, use the primary materials to identify goals and objectives. Finally, identify what you want to know and select the related assessment(s).
- Assessment should inform instruction. Teachers should use daily classroom observations and examine student work as the first level of assessment. This information must be the basis in planning instruction.
- Teachers should also gather and have a variety of assessment measures that are quick and easy to administer and that measure basic skills, strategies, and concepts. The primary syllabi (MoE, 2013) provides suggested assessment techniques and measures for grades 1-4 and 5-8.
- The results (outcomes) of assessment(s) should support **If-Then** Thinking:

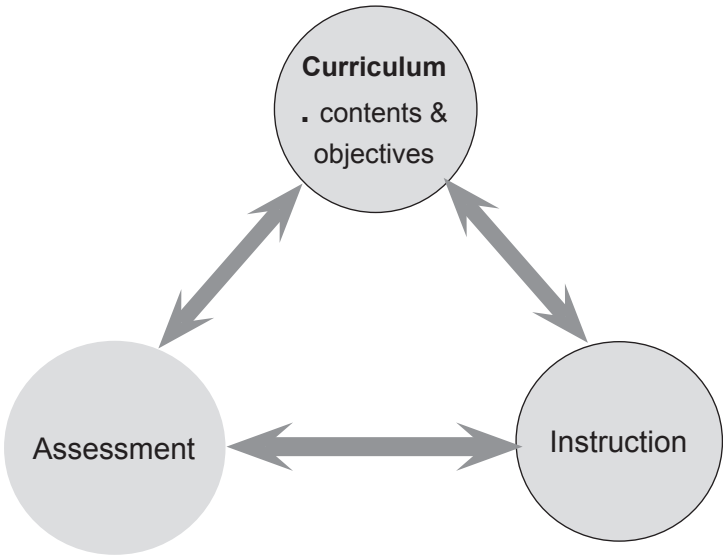
If the student is at a stage of development, then what should be taught next and how should it be taught?

  - What can the student do alone?
  - What can the student do with support of a peer, or teacher?
  - What needs to be explicitly taught?

- Student learning/growth should be monitored over time. Different types of assessments should be used throughout the year.

In addition to the above principles, teachers should use an assessment technique that is relevant to the purpose. For example, if the purpose of assessment is to gather data on a students' ability to analyze a text, teachers should use higher level questions rather than lower level questions. MT teachers should use a variety of assessment techniques rather than depending on one or two types of assessment. Lastly, it is very necessary that all MT teachers understand and appreciate that assessment is not an end by itself (Linn & Grunlund, 1998). The results should be used to make decisions about what to teach and how to select instructional methods.

The above principles can be summarized by examining what we call curriculum alignment or the Curriculum, Assessment, and Instruction (CAI) cycle. This cycle is ongoing and each part of the process works together to inform what and how you teach.



The three components must be aligned for effective learning to happen. In addition, selection and use of instructional techniques must be based on the objectives and contents of the primary school curriculum. Teachers need to use various techniques that match the learning outcomes or objectives. Teachers should assess whether the students met the objectives. When curriculum, instruction and assessment practices are integrated and positively affect students' learning and personal growth, it is called curriculum alignment. When assessment practices and tools do not match the objectives of the curriculum, this affects not only what has been measured but also what and how teachers teach and what students learn. It is essential that teachers use assessment techniques that help to gather data on whether the objectives of the curriculum are met. Table 2 below presents examples of learning objectives and related assessments found in the grades 5-8 MT Syllabus.

Table 2 - Learning Objectives and Related Assessments for Grades 5-8

Grade	Content/Objective	Assessment (s) Activities
1	Decoding: Use knowledge of morphology to read more unfamiliar words	• Systematic practice and monitoring student's progress • Guided review: students answer questions and the teacher uses to identify what should be taught in the current lesson
2	Fluency (accuracy & prosody): read grade level text with 95% accuracy; read dialogue with phrasing and expression that shows understanding	• Presentations: Students demonstrate to the teacher or to the class
3	Vocabulary: Apply newly acquired vocabulary in writing in different contexts	• Exit cards: students respond to a question and hand the response to the teacher when leaving the class • Informal Monitoring: circulating around the room to identify who understands and who needs support
4	Comprehension (expository): Compare the ideas of two different grade level texts	• Visual representations: Students use both words and pictures, or graphic organizers to demonstrate understanding • Rotating individual review: check students work as they complete each step of an assignment and give feedback

Activity 3: Small Group

Discuss Table 2 above. What are the content objectives? What are the recommended assessments? How do they align? Which of the assessments are easy to use and can be regularly used in the classroom?

Project 1 (Primary MT Teacher's Guide Analysis) Individual/Small Group

Read the following questions and first answer individually. Then compare your answers with your peers/ group and discuss the results of your analysis.

1. Identify one of the areas of reading or writing (each group might be assigned different area of reading or writing) from the primary school MT Teacher's Guide. You will be assigned a grade level (5-8). Select a three-week unit.
2. Identify the objectives of a specific lesson or topic from the primary school teachers' guide or syllabus and examine whether the proposed instructional and assessment techniques are relevant and assess the objectives.
3. Demonstrate the findings of your analysis using a chart or graph to show whether the objectives, the proposed instructional techniques, and assessment techniques are aligned or not.

1.2.3. Types *of Assessment*

Activity 4: Brainstorming

What are the assessment types and techniques that you experienced as a primary school and a college level student?

Types of assessment are general categories in which different assessment tools (i.e. tests, project work, observation, etc.) can be grouped. There are many types of assessments that can be used in the teaching and learning process. These include norm – referenced and criterion - referenced assessments, formal and informal assessments, and formative and summative assessments. The types of assessment are categorized based on different criteria. Assessment tools can be grouped in more than one type. The type is based on what kind of information is needed.

1.2.3.1. Norm-referenced and Criterion-referenced Assessments

Based on the criteria against which the assessment score is interpreted, classroom assessments can be categorized as a norm- or criterion-referenced assessment. **Norm-referenced** assessments measure a student's performance against other students. The results indicate if the student did as well as, or above/below average when compared to the students in the norm group. These types of assessment can be used to examine the overall progress of teachers, schools, and districts. However, these assessments usually address a wide range of skills and do not offer a lot of information that teachers can use to plan instruction.

In contrast, **criterion-referenced** assessments compare a student's performance with a target/ goal or benchmark. The question to be asked is what should the student know and be able to do? When we are interested in a student's progress in skills/knowledge, we can use criterion-referenced assessments. We compare the student's performance against an objective, what we want the students to learn. Setting an objective helps the teacher identify what she/he wants the students to do (i.e. fluently: reads the grade level text, answers questions with 80% accuracy).

Criterion-referenced assessments provide information that can help inform instruction and support students in meeting literacy goals. One issue is that, when setting the criterion for mastery, some strong students may only do what is needed to meet the criteria. Figure 2 provides a quick overview:

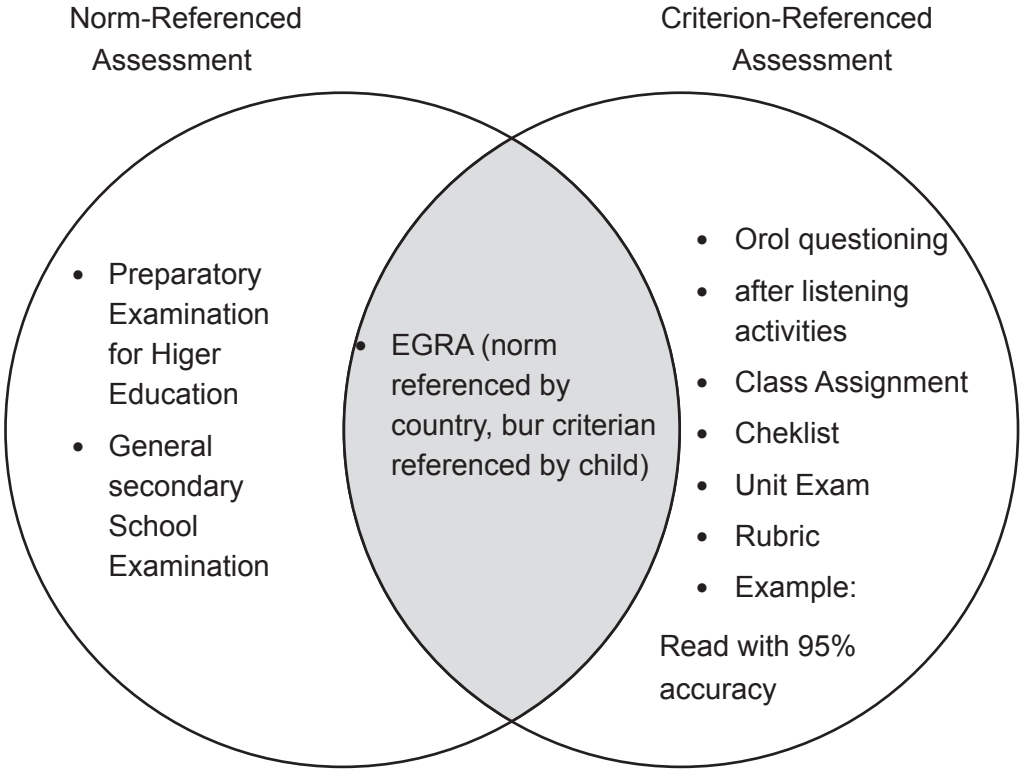


Figure 2- Norm-Referenced Assessment and Criterion-Referenced Assessment

In literacy assessment, teachers can learn more (obtain more information) from criterion-referenced than norm-referenced assessments. However, as a classroom teacher, it is important to understand how to identify the criteria. For example, when you want to assess comprehension, you should decide how many questions should the learners answer correctly (e.g., 4 out of 5, or 80%). For some skills, the primary MT curricula has listed the criteria for mastery. The criteria allow the teacher to directly measure students' progress against learning outcomes.

1.2.3.2. Formal and Informal *Assessments*

Assessment can be classified as formal and informal assessment based on the level of planning. Formal assessments are exercises or procedures that are well designed to measure a student's skills and knowledge (Brown, 2012). Formal assessments are systematic, and measure content knowledge in specific areas. The results give the teacher and student information about the student's achievement. Formal assessments are periodic, used at a point in time. Formal assessments are designed to give information about a student's competence in a specific area (i.e. reading fluency). In contrast, informal assessments are not thoroughly planned and systematic. They are interactive and include observations while listening to student respond and examining written work, asking questions, etc. They happen naturally within the classroom. Figure 3 provides a quick overview. Again, notice that one type of assessment may fit more than two types of assessments. For example, the General Secondary School exam is a **formal** assessment. It is also **norm-referenced**, a students' score is compared to the scores of other students who took the exam.

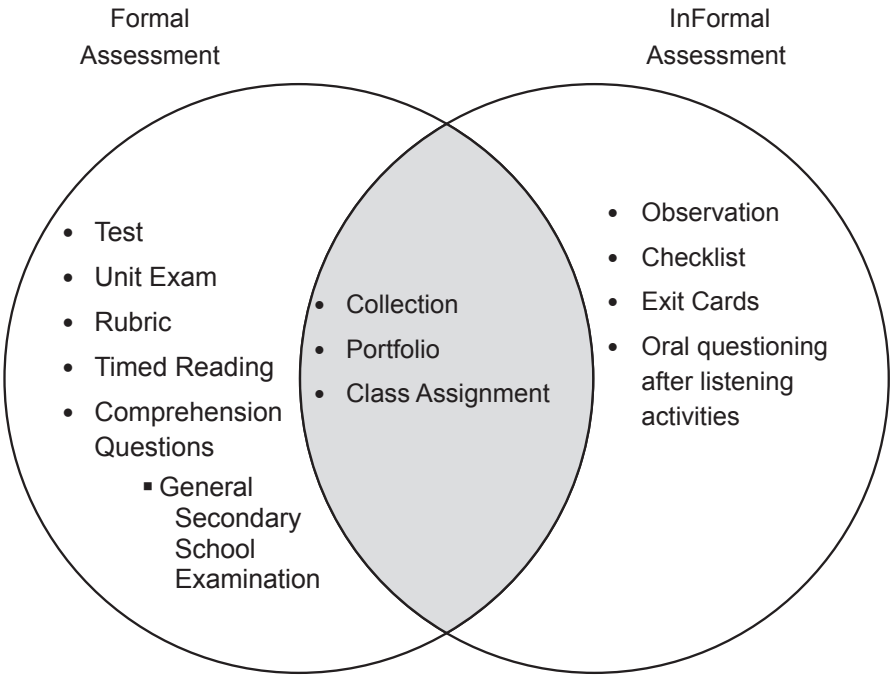


Figure 3 - Formal and Informal Assessments

1.2.3.3. Formative and Summative *Assessments*

Most classroom assessments can be identified as formative or summative assessments. They are identified based on the purpose or how the results will be used. Formative assessments are ongoing and are used to inform instruction while students are completing a series of lessons or a unit. These types of assessments can be remembered as the teacher is forming ideas about where the students are in learning skills and strategies.

In contrast, summative assessments provide information about students' progress at the end of a series of lessons, unit of instruction, semester, course, or year. These assessments measure, or summarize what a student has or has not learned. The teacher reflects on how well a student and the class have accomplished objectives. Figure 3 provides a quick overview:

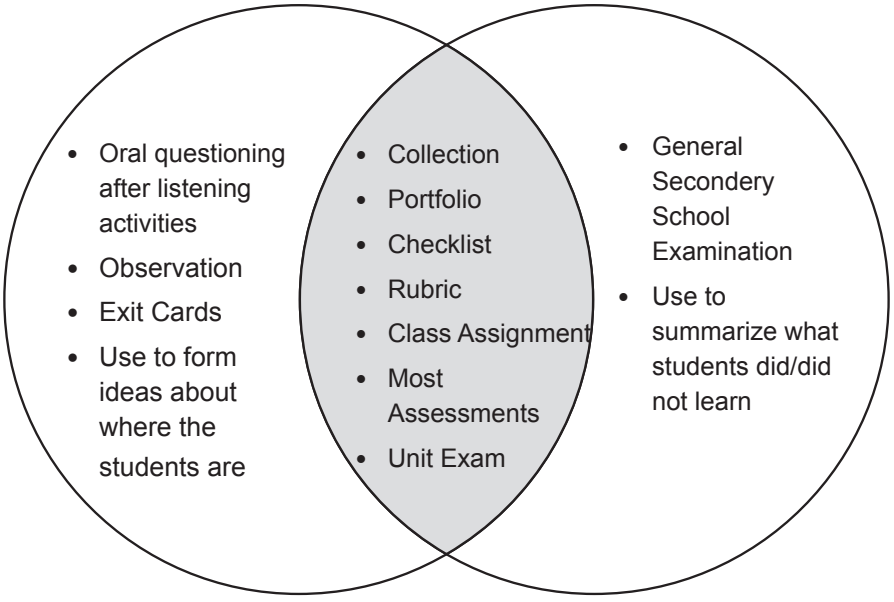


Figure 4 - Formative and Summative Assessments

NOTE: It is important to know that the same assessment instrument can be both formative and summative. It is the *way* the assessment is used that makes it formative or summative (Salvia, Yesseldyke & Bolt, 2013). The assessments listed in the middle are examples of assessment tools that are both formative and summative.

Activity 5: Think-Pair Share

Justify the following statements:

1. For all practical purposes, all kinds of informal assessments are (or should be) formative.
2. Periodic review tests and midterm exams, etc. are summative.

1.3 Tools of Classroom Assessment

Classroom assessment tools are specific instruments that are used to gather relevant data in the teaching and learning process. There are different assessment tools that can be used in the instructional process. Figure 4 provides an overview of different assessment tools. Each assessment tool is explained below.

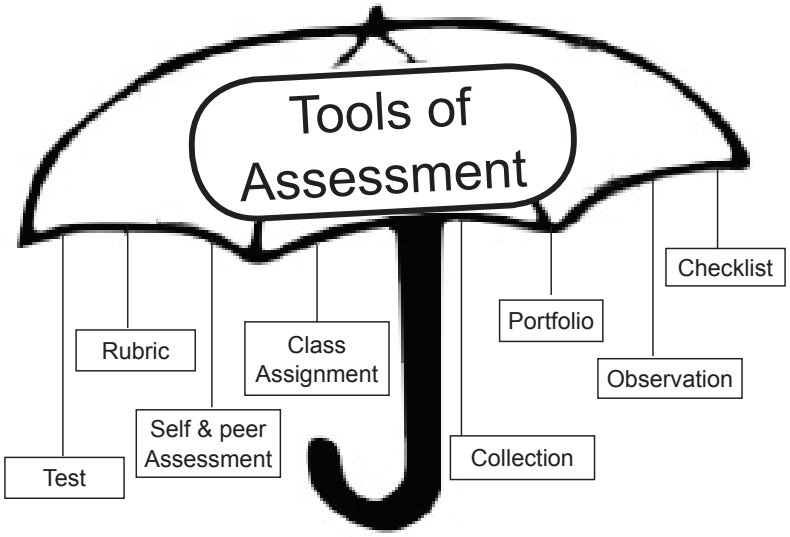


Figure 5 - Tools of Assessment

1.3.1. Self and Peer Assessments

Self -assessment means that a student is able to identify what needs to be learned and can set goals for herself or himself (Brown, 2012). Students can be taught to assess their own learning and progress. One way is to provide a student with a checklist, or a rubric, indicating what students should be able to do and the student checks his or her progress. The student can then use the checklist to monitor his or her learning (i.e. summarize a passage) and to set goals.

In contrast, peer assessment includes the use of cooperative learning to provide students opportunities to guide their learning (Brown, 2012). In addition, peer assessment can help students learn to share and exchange knowledge, skills, and experiences. Both self and peer assessments support the students being involved in evaluating their own work, and in being responsible for their own learning, which can increase motivation.

1.3.2. Observations, Checklists, and Collections

Teachers use observations and collections every day. All teachers continually observe their students in the classroom. From the first day of a new school year, teachers observe their students and form ideas (e.g., one is struggling, one looks tired, one looks distracted, etc.). Watching how each student responds can help the teacher to form certain ideas about her/his students. During literacy activities, teachers can observe children as they read, write, speak, and listen.

Collections include checklists and anecdotal notes. When a teacher observes students, it is important to note specific information. For example, which students can/can't blend sounds, which students are/ are not making progress in specific grade level skills, etc. Checklists can be developed to measure students' mastery of specific skills. For example, a checklist can be used to measure print concepts (i.e. knows print/picture difference, knows print is read/written from left to right, knows print page is turned from right to left, etc.). This helps the teacher remember students' progress in learning these skills.

Researchers have found that making observations without writing the information may not help when planning instruction (Salvia, Ysseldyke, & Bolt, 2011). The teacher may not remember the information correctly or not remember at all. Using checklists or rating scales, or writing notes in a notebook or on a piece of paper, can help a teacher remember information on students' learning. This helps when planning for instruction (i.e. what to re-teach, what to emphasize, etc.). In order to carry out classroom observation, Brown (2012) suggests the following important steps:

1. Determine specific objectives of the observation (what you want to see).
2. Decide how many students will be observed at one time.
3. Identify what time and what part of the lesson you want to observe, try to make it part of the lesson so that students do not notice that you are observing.
4. Design a way to record student behaviors
5. Do not over estimate the number of different behaviors you can observe at one time, keep the number of behaviors very limited. It is recommended to observe 5 or less elements at a time.
6. Plan how many observations you will make.
7. Determine specifically how you will use the results.

Project 2

In groups, identify one lesson in one of the primary textbooks, grades 5-8.

1. Identify what you want to observe students doing. For example, students completing a narrative story map. Identify the related behaviors to be observed (i.e. identified the main characters, setting, plot, etc.). Create a checklist to evaluate the students' work.
2. Evaluate the contents of your checklist, to determine if the behaviors are limited and can be used as a source of information for planning instruction. Are there too many items to be observed? Are there enough items to help you identify students' strengths and instructional needs?
3. Be ready to share your checklist with the rest of the class.

1.3.3. Rubrics

Rubrics provide a written description of what is expected at different levels of performance for the same behaviors. To help understand the expected behaviors/skills, there are usually descriptions and/or examples of what performance looks like at each level. Rubrics can be used to assess the literacy skills (reading, writing, speaking, and listening). Strong rubrics describe the key tasks that students must complete and/or the main elements that must be included to have high scores and well developed skills. Discussing the rubric with the class helps students know what they should do to complete the assigned task.

Unless the indicators in the rubrics are not strongly followed, the same performance can be assigned different scores from different teachers. Each teacher may have a different idea of what the final product should look like. Having a rubric and using it across classes can help reduce the differences in teacher's scores. In TMT 222, you learned about a rubric that measures reading prosody which is found in the primary MT teacher's manual.

1.3.4. Portfolio

Activity 6: Brainstorming

1. Have you ever prepared a portfolio for one of the courses you took at the college level? If you say yes, discuss the type, the contents, and for what purpose the portfolio was used.
2. How can observations and examining students' written products be used to determine what the students need to learn next?

A portfolio is a collection of a student's work and can help the students see their progress. It can also help a student in self-assessing what are areas of strengths and areas to improve. Students should be told what is to be collected and why (purpose). The collection of student work can include:

- Essays and compositions in draft and final forms
- Reports, project outlines
- Diaries and other personal reflections
- Note taking and note making from listening and writing sources
- Self and peer assessments, comments, evaluations, and checklists
- Audio and/or video recordings of presentations, demonstrations, etc.
- Tests, test scores, and written homework exercises

Gottlleib (as cited in Brown, 2012) suggests using the acronym CRADLE for considering the nature and purpose of portfolios. The acronym CRADLE designates six possible attributes of a portfolio: Collecting, Reflecting, Assessing, Documenting, Linking and Evaluating. Throughout the rest of this module, you will learn about literacy assessments that are designed to measure student progress. More than one assessment may need to be used to collect different types of information CRADLE stands for:

- Collecting: learners choose what to put in their portfolios
- Reflecting: Students use journals as self-assessment, to compare present and prior performance
- Assessing: Students self-evaluate and monitor their own progress

- Documenting: students incorporate various data into their portfolio, a variety of samples of work
- Linking: students' portfolios are used as a connection between student, teacher, parents, and classmates
- Evaluating: students' portfolios provide summary data that can be used to inform instruction; to make educational decisions

1.4. Classroom Assessment Techniques Used in the Primary MT Curriculum

When you plan for instruction, your assessment tools should be identified and collected. There are assessments in the primary texts, assessments found in your modules, and teacher made assessments. It is important to have assessments that can be used as a part of your lessons. Assessments should be based on your goals for what students should learn and be able to do. The assessments should be developmentally appropriate. Using these guidelines, you should have assessments that inform instruction and provide information on what should be taught next. It is also important to analyze the students' results and identify the next skills, concepts, and/or strategies that the students should learn. It is also important to have some documentation of students' learning progress over time.

Activity 7: Brainstorming

In small groups, discuss the following questions:

1. Based on your experiences in MT 201, TMT 222, and TMT 224, what areas of literacy should you assess in the classroom setting?
2. What types of assessments, from the ones discussed above, are easy to use when you have a large number of primary students?

The grades 1-4 and 5-8 Primary Mother Tongue Syllabi and teachers guide identify the skills, concepts, and strategies that students should learn (MoE, 2013). These materials also include instructional practices and related assessment strategies. Many of these assessment strategies can be used to measure more than one area of literacy. Remember that teachers learn a lot about students when listening to students read, and observing students read, write, and speak. Teachers should take time to talk to individual students about their progress in reading, writing, listening, and speaking. General assessment tools that can be used for many different purposes are discussed in the primary mother tongue materials (MoE, 2014). Table 3 provides information on different activities and suggestions on which types of assessment tools and procedures can be used.

Table 3 - Selected Assessment Techniques Presented in the Primary Mother Tongue Curriculum

1. Explicit Instruction (use assessment during systematic practice and guided review). Explicit instruction has an assessment component.
Systematic Practice: When providing explicit instruction, **monitor** students' responses during the "We Do" and "You Do" parts of the lesson and provide feedback.
Guided Review: Students respond to questions and share what was learned from previous lessons (i.e. which fidels/letters sounds have been learned). This information is used to determine the content and strategies of the current lesson and the next lesson.
2. Assessments: Observation, Anecdotal Records, Informal Monitoring
Observation: Teachers learn about students by watching how they learn. Observations include anecdotal notes and can be made during shared reading, reading and writing conferences, and when students are answering questions, etc.

Anecdotal Records: When observing and monitoring students, it helps to take notes to remember important information. It is sometimes hard to remember what was observed, especially in a class with a lot of students.
Informal Monitoring: The teacher circulates through the room and listens or watches students as they complete tasks (i.e. saying the sounds, listing words that have the same final syllable, etc.)
3. Assessments Through Performance Tasks
Physical Response: Students respond individually to questions with a physical response (i.e. have students role play, use physical movement). For example, when students hear the target sound, the students use an open or closed fist, put up a finger, or a culturally appropriate gesture.
Presentation: Students demonstrate their developing understandings of a concept, skill, and/or strategy by presenting to the class or teacher. For example, students may use expression when saying a poem or telling about themselves
4. Assessment Through Written Responses
Visual Representations: Students use both words and pictures to show connections such as matching sounds to symbol (letter or fidel), to a picture or sight word.
Summaries and Reflections: Students pause and reflect, make sense of what they have heard or read to show how they make personal meaning of what they have learned. The students discuss or write about their reflections.
Graphic Organizers: Students organize information about what they have heard and/or read through the use of a graphic organizer. Some examples are: story maps, Venn Diagram, and 5 Ws+ H (who, what, when, where, why, how)
Exit Cards: The teacher asks a question or has the students write a short summary of a topic, what they have learned, etc. Each student writes their response on a small slip of paper. The students hand the response to the teacher as they leave the class. For example: Students write an example of one way to stop people from polluting their water supply.
Rising Words: The students write the answer on a small slate, or piece of paper, and place it in front of them for the teacher to see how each student responds. For example, write the symbols for a given word.
5. Assessment Through Group Work: Whole Class, Small Groups, and Pairs
NOTE: During small group and pair activities it is IMPORTANT that the teacher monitors the groups and provides feedback and support. Also, group work should not take the place of instruction led by the teacher. Group work should be used after a skill, strategy or concept has been taught. Finally, students will need to be taught how to work in groups.
Turn and Talk: Students take turns and share their responses with one or two students nearby. For example: sharing how they spell a word. The teacher circulates through the room to monitor progress.
Peer Review: After completing an activity, students exchange papers and check/correct each other's work based on the teacher's instructions. The teacher can then collect the papers and review each student's responses.
Group Production: The teacher gives an assignment to be completed in small groups and monitors to make sure all students are participating. Students should be given specific roles (e.g., leader, recorder, etc.). Students should also be told the goals of the task.

Rotating Individual Review: This is a good instructional strategy to use in classrooms with a large number of students. It can help in reviewing written work.

1. This is used when students are completing several steps in an assignment. The teacher talks to each student, one by one, when they have completed the step. The teacher reviews and provides feedback before the students move to the next step.
2. When students have completed the written assignment, the teacher reviews one half of the students' work closely and scans the work for the other half of the students. The teacher gives feedback to the class on the ones that were closely reviewed. Next time, switch which half of the class whose work is closely reviewed and what work is just skimmed.

As you learn about and discuss specific assessments for each of the areas of literacy, think about which of the above strategies can also be used to assess student progress. Chapters 3-8 focus on specific literacy components; assessing students, and differentiating instruction.

Activity 8: Reflection

1. Which of the above assessment techniques are new to you?
2. You have completed several courses about literacy instruction and activities. Discuss how you will use the above ways to assess student progress in your classroom.

1.5. Providing Feedback, Support, and Enrichment

An important part of instruction is giving feedback. Informal class assessments can give a teacher information about the type of feedback to use. As teachers observe students responding, completing assignments, and using new skills and strategies, specific feedback must be given. Feedback helps students understand what should be learned and how they performed. When giving feedback, teachers should:

- tell the student if their response is correct or not correct.
- tell the student what they have done correctly, or describe why the response is not correct.
- describe what they need to do to correctly complete the task or strategy.
- provide timely feedback
- provide feedback in a constructive manner, starting with saying positive things a child attempted to do.
- provide positive feedback when the student corrects the error.

This strategy supports the student in knowing what to do and how to correctly complete the task. Support means that the teacher says and uses actions that encourage learning the content and helps students struggling to understand (MoE, 2013). Continuous assessment helps the teacher identify the students who need more support and corrective feedback. For example, when the students are completing tasks during the "We Do" and "You Do" parts of a lesson, the teacher can assess learning. Some students may need additional support to help them make progress. One way is to go back to the "I Do" part of the lesson. Or use more examples of the content, strategy, or skill being taught.

Enrichment can be used for students who quickly achieve the intended outcome. It may be hard to keep their attention and to keep them actively learning (MoE, 2014). Using additional activities can help students stretch their understanding and increase their skills. Teachers can give students more information or challenging tasks to increase what they know and help students use information in new

ways. Again, using ongoing assessment can help a teacher identify students who find the tasks easy and need more challenging assignments. If the teacher does not challenge these students, they may become bored and act out in class. Students can be assigned additional reading and/or writing. If there are several students who need enrichment, they can share their findings and writings with each other.

NOTE: In each of the following chapters, you will learn about literacy assessment and instruction. You will learn about how to meet the needs of:

a. On lesson learners, learners who are ready for the lessons for the assigned week/semester.
b. Struggling learners, who are not ready for the assigned lesson and need support, and
c. Above lesson learners, who already know what is to be taught and need enrichment.

Chapter 1: Summary

In this chapter, concepts and types of assessments were discussed. Classroom assessments play an important role in the teaching-learning process. Teachers can obtain many different types of information based on the assessment(s) used. Assessments can give important information about how students learn and their progress. Assessments also help the teacher and the students know strong areas and weak areas and where students need help. There are many types of assessments available. As you read the rest of the chapters, think of the assessment information you may need. Assessments that you use should be based on what is going to be taught and provide information to help you meet the needs of the different types of learners. Continuous assessment should be part of the planning process and a part of your lessons. In addition, it is important to give students feedback to help them improve their skills, strategies, and knowledge. When deciding what assessment tools to use, begin with the primary teacher's manual to identify assessments that can be used. As you need additional information, other assessments that are presented in the following chapters can be used.

Teachers should also use assessment results to identify the type of feedback that should be used. For example, teachers can examine students' responses, completed assignments, and students' use of new skills and strategies. To provide supportive feedback, the teacher uses both verbal feedback and, when needed, examples of completed products. Specific feedback is important for students struggling to understand concepts and master new skills. In addition, enrichment is provided if students find the tasks easy and need more tasks.

As you read the rest of the chapters, think of what to be taught and identify the assessment information you may need. This can help meet the needs of the different types of students you will teach. Popham (2011) summarized what teachers need to think about when creating and using assessments.

- Select the assessment(s) that measure what is learned.
- Select the assessment that gives you the type of information you need about a student or students.
- Select assessments that will inform what and how you teach.
- Select assessments that are easy to use and understand.

Chapter 1: Review Questions

Briefly answer the following questions individually and then share your answers with a partner:

1. What are the types of classroom assessments?
2. Explain the roles of classroom assessment.
3. How can you use classroom observations to assess your students?
4. What is the difference between norm- referenced and criterion - referenced assessments?
5. Summarize the basic principles of assessments that are defined and explained in this chapter.
6. Explain the differences in the terms: test, measurement, assessment, and evaluation.
7. What type of classroom assessment would you use if you want to look at students' progress at the end of a unit or a semester? _____
8. For the following statements, write ***F***, if the description is an example of a **f**ormative assessment. Write ***S*** if the assessment is an example of a **s**ummative assessment.
    a. While learning a lesson on writing complete sentences, the students are asked to write three complete sentences. ____
    b. The National Exams given to Grade 10 students at the end of the school year. _
    c. Semester final exams. ___
    d. Students write the answer to 5 comprehension questions while reading a story. _

1. Why do teachers use assessments? In your exercise book, write the types of information that assessments give and how this information can be used by teachers:
    a. Types of information
    b. Uses (Purposes)

Chapter 1: Self-assessment

Read the following statements and put a tick "√" under either Agree or Disagree to show if you agree or disagree with the statements. If you mark disagree, please write and explanation and what questions you still have.

Table 4 - Chapter 1 Self-Assessment

	I can…	Agree	Disagree
1	Describe the different types of classroom assessments.		
2	Compare the concepts of assessment, measurement, test, and evaluation.		
3.	Identify the purpose of providing feedback in improving student outcomes.		
4	Discuss the roles and uses of classroom assessments.		
5	Discuss the purposes and techniques of assessment in the Ethiopian Primary School MT Curriculum.		
6	Use assessment tools that gather relevant information related to the learning outcomes.		
7	Decide which general classrooms assessments can be used to inform instruction, based on what is being assessed.		
8	Appreciate the importance of using different assessments tools outcomes.		

CHAPTER 2: MEETING THE NEEDS OF DIVERSE LEARNERS

Introduction

This chapter discusses diverse learners found in a primary MT classroom. The first section introduces definitions of diverse learners. The second section provides research based strategies designed to address students with special needs. The third section provides an overview of the types of disabilities (i.e. speech & language disorder, learning disabilities, autism, visual impairment, hearing impairment, physical disabilities & other health impairments, intellectual disability). This chapter also discusses gifted students, students who are at risk, and students who are culturally and linguistically diverse. This section also presents instructional strategies that promote gender equity. Finally, a definition for differentiated instruction and information on how to group students to differentiate instruction, based on their needs are provided. In the remaining chapters, you will learn about literacy strategies, related to the five areas of reading, and writing that support all learners.

Learning Outcomes

By the end of the chapter, student teachers will be able to:

- appreciate that there are diverse learners in a classroom
- discuss the types of disabilities and diversities which can affect a student's literacy learning in a classroom
- summarize research-based strategies designed to address students with special needs
- discuss effective instructional methods to differentiate instruction based on student needs
- value teachers' classroom environment/characteristics that support differentiated instruction
- use different types of grouping students to differentiate instruction
- discuss the different types of assessment that can be used to differentiate students according their needs and abilities
- discuss how to support gender equity

Teaching and Learning Techniques

- Different instructional groupings: small, large, peer, cooperative
- Field work
- Use of real world examples
- Written responses, discussions
- Individual work

Instructional Materials

- Diagrams, Pictures that depict (Braille paper, slate, stylus, wheel chair, crutch, and white cane)
- Primary MT Curriculum Materials
- Audio-visual Materials

Assessment Techniques

- Observation
- Pair work
- Quizzes
- Projects
- Oral responses; including open-ended questions
- Self – reflection

2.1. Diverse Learners

Teachers not only face the challenge of large class sizes, but also the diversity of the learners in the classroom. Children are diverse in many ways including cultural, linguistic, gender, physical, and intellectual differences. Children are also diverse in their background knowledge, their interests, abilities, and the ways they learn. And, students grow more diverse as they progress through school. The purpose of this chapter is to quickly review the high-incidence disabilities (i.e. visual and hearing impairments, physical disabilities, and students with intellectual disabilities). High-incidence disabilities are those that happen most often to the greatest number of children.

Teaching so many diverse students and range of learning needs can be a challenge. Teachers may ask, "How do I teach a classroom of diverse students and how can I plan for effective instruction for the needs of all children?" It is important to remember that diverse learners bring a lot of different experiences, perspectives, and ideas to the classroom. Diversity can be appreciated for how it can help all students expand what they know and think. Therefore, teachers can use diversity as a powerful classroom resource.

There are many types of diverse learners. In the course 'Inclusive Education in Primary Schools', you learned about students with disabilities, the types of disabilities, the indicators, and recommendations for instruction. It is important to remember that not every child with a specific disability is the same. Each child is unique and it is important to focus on what each child can do. The question is: "What does this child need to learn to be able to function in life?" It is important to think of the student as a child first and the disability next; a student with a disability. In addition to the disabilities, there are other types of diverse learners related to culture, gender, and socio-economic status, which are discussed in this chapter.

2.1.1. Types of Disabilities, Literacy Learning, and Specific Instructional Methods

Activity 1: Brainstorming

1. What kinds of students with disabilities do you see in your community (i.e. visual or hearing disability, physical/health disability, intellectual disability, etc.)?
2. Do these students go to school?
3. In the schools, you have visited, how do the teachers treat these students? What support do the teachers provide?

2.1.1.1 Students with Speech and Language Disorders

Activity 2: Work in pairs and share your idea with your classmates.

1. When you were in primary school, what differences did you observe among students in your classroom?
2. How did your teachers teaching methods support these differences?

Some students may have speech (articulation) and/or language disorders (Vaughn, Bos, Shumm, 2003). Speech disorders include the inability to produce (articulate) speech sounds correctly or fluently; voice problems; and/or weak receptive language (MoE, n.d.). Students with speech disorders may not be able to say certain sounds of the language, or may say some sounds incorrectly. Articulation is the largest category of speech disorders in children worldwide and is evident in the primary grades, especially when students are first learning to read and say sounds of the language (Mastropieri & Scruggs, 2010). Some articulation differences are remedied over time as part of language development as children learn to speak the sounds of their language. Also, some sounds of the language are harder to say than other sounds and need to be practiced. At the time when most children enter school, they are still developing their ability to say the more difficult sounds and tones of the language. However, for children who have a true speech disorder, some sounds will continue to be difficult. Voice includes volume, pitch, and quality of the person's voice.

In contrast to a speech disability, students with a language disorder have difficulty in one or more of the following: understanding what is being said, speaking, and/or writing. Language disorders include weaknesses in semantics or word meanings; form (i.e. morphology); and syntax (i.e. organizing words to say sentences).

Students may have a combination of a speech and language disorders, with symptoms of both. Students with both a speech and a language disorder can have additional challenges in learning to listen, speak, read, and write. Indicators of speech and/or language disorders, related to literacy, are:

- Trouble sharing thoughts and ideas.
- Using shorter spoken or written sentences than peers of the same age, gender, culture, and language background.
- Weak in phonological awareness, even with explicit instruction.
- Difficulty saying sounds in words, may substitute/omit/add/distort sounds and or words.
- Unable to say certain sounds for letters/fidels that other children can say correctly.
- Difficulty of rate or flow when talking, the child may say "um", "you know" and may have trouble finding and saying the right word.
- May stutter or "block" when talking; pause and then continues.
- May use words incorrectly; grammar/syntax may not match the structure or the mother tongue language; weak in knowing how to repair communication when the listener doesn't understand.
- Difficulty explaining himself, or herself, so that others can understand.
- Weaknesses in comprehension, lack of understanding the meaning of concepts, especially: academic words; identifying relationships between concepts; understanding complex sentences; and discussing abstract concepts.

- Difficulty in completing assessments of speed and accuracy on tests that measure the ability to say specific sounds/words of the language. There may be some sounds that the student cannot say.
- Some students may appear to have speech and/or language disorders. However, it is important to identify the students who do not speak the language of instruction. They will have difficulty both with understanding and communicating while learning the new language. Therefore, these students should not be considered as language disordered.

When providing instruction, the following practices are recommended:

Students with speech and language disorders may benefit from sitting at the front of the room. They also need to be able to see the teacher to watch how words are said and to watch body language. Supporting materials include technology if needed and available (MoE, 2013). To help students with speech and language disabilities teachers can do many things (Mastropieri & Scruggs, 2010; Vaughn, Bos, & Schuum, 2003).

Teachers can:

- speak slowly, give visual cues, and provide step by step directions.
- repeat important information, and use gestures/visual models/graphic organizers to support understanding.
- pronounce the sounds and words clearly.
- when introducing new sounds, make sure to show students where the sound is formed in the mouth. It helps to talk about how we form certain sounds of the language using the tongue, lips, teeth, and other parts of the mouth cavity. Use very basic language, for example “my tongue touches my teeth when I say the /t/ sound.” Also, demonstrate to show the student how it looks.
- older students need practice in use of antonyms, synonyms, words with multiple meanings, and words with morphemes. Vocabulary deficits are common, help students see the relationship between new words and what they already know.
- use conversations, discussions, open-ended questions, talk aloud, and model comprehension strategies.
- adjust the pace so that information is delivered slowly and chunk information into meaningful parts. Some students who have a speech or language problem may also have a hearing impairment and may benefit from sign language as a way to communicate.
- lessons and activities should be well-organized and clear; include frequent questions and feedback.
- if a student stutters, ask the student questions that can be answered in a few words. Students should also be given time to practice oral presentations. The students should feel that the classroom is a safe environment for talking and learning. Provide many opportunities for students to communicate, using what is called expansion (helping students say longer sentences) and elaboration (explaining more about the topic) can build language skills.
- finally, provide time for the student to think before responding (wait time).

2.1.1.2. Students with Learning Disabilities

Students with learning disabilities have a disorder in one or more of the basic psychological processes (think of the brain and how it processes information) that are used to understand language; to speak, listen, think, read, spell, and/or write. Torgersen (2006) and the International Dyslexia Association (n.d.) have found that students with learning disabilities exhibit weaknesses in reading, beginning at the phonological level.

Remember that many children may seem to have learning disabilities when not given the right instruction. Students who have not been provided developmentally appropriate instruction (explicit instruction and scaffolding) may appear to have learning disabilities. Be careful in making the decision that a student has a learning disability. When provided the correct instruction at the right time, especially in phonological awareness, many children can learn and are not learning disabled (Torgesen, 2008).

The following literacy indicators do not always mean that a student has a learning disability. First, the teacher should assess the students and identify instructional needs. If a teacher has used effective methods and the student is still struggling, the cause may be a learning disability. Characteristics include:

- weaknesses in phonological awareness and in letter/sound or fidel/syllable correspondences;
- confuses letters, or fidels that look and/or sound alike;
- trouble decoding, hearing rhyming words;
- low academic performance; weak processing information: listening, speech/language, memory;
- may have weaknesses in receptive and expressive language;
- weak in handwriting and spelling, organizing and writing a sentence/paragraph/essay (Graham & Harris, 1997);
- trouble remembering basic abstract words (i.e. like, and, the, them, there);
- may read slowly, ignore punctuation, guess words, make words up; lack effective strategies for fluent reading;
- disorganized, weak attention and memory which makes it hard to organize information, build schema, in the brain; and
- weak comprehension.

When providing instruction, the following practices are recommended:

It is important to help students with learning disabilities organize their notebooks, desks, and materials. They respond well to structured routines, schedules, and rules. Teaching the strategies needed for comprehension, such as graphic organizers can help build long-term memory.

Instructional methods include explicit instruction, scaffolding, and teacher think aloud. Students will need periodic review, extended practice, and opportunities to apply what has been learned. Comprehension should be measured with multiple methods (i.e. oral, projects, writing, etc.). Finally, students benefit from knowing how to monitor their own learning. A checklist of items to complete is one example of how to teach self-monitoring/self-regulation. Students with a learning disability may need additional time to complete assessments; however, the research is not conclusive that extra time helps (Greg & Nelson, 2012).

2.1.1.3. Students with Autism

The World Health Organization defines autism as a spectrum disorder that covers a range of complex neurological disorders (MoE, n.d.). Children with autism may have mild to profound impairments in their learning development, communication, and social and self-help skills. They may be able to use speech to communicate, although not all students do. Students with autism spectrum disorders may have limited communication skills and may talk about something not related to the topic. They are limited in their ability to function socially. The following behaviors can affect literacy learning:

- may avoid eye contact and may resist when the teacher or others make physical contact (i.e. hand on shoulder, holding hand when moving child to a new activity).
- use echolalia language; repeats something over and over that they have heard.
- speech may be robotic (sounds like a robot).
- difficulty communicating, in social situations and oral language activities.
- may have restricted interests and repetitive movements called stereotypic movements.

When providing instruction, the following practices are recommended.

- Structure classroom routines and daily schedule (set a pattern of activities, reading happens at the same time every day, etc.). If there is a change, the student needs to be told ahead of time.
- Provide visual support to the day's routine and expectations in the classroom. This can include a visual schedule, or a picture, and using reinforcement for focused and on-task behavior.
- Provide support by using technology.
- Use explicit instructions.
- When grouping students, first initiate one to one communication, and carefully select the members of the group. You may find one or more students who can communicate well with the student with autism.

2.1.1.4. Students with a Visual Impairment

Students with visual disabilities will have functional limitation in use of their eyes or visual system (MoE, n. d.). A student is legally blind when she/he can see at 20 feet what a normal person can see at 200 feet. This criterion is with eye correction in the best eye. There is also a small group of individuals that have partial sight, 20/70 to 20/200, (Mastropieri Scruggs, 2010). Students with visual disabilities can reach developmental milestones but may be delayed in doing so (Vaughn, Bos, and Schumm, 2013). Literacy indicators that a student may have visual disabilities are:

- Difficulty reading, writing, and/or copying notes.
- Makes many omissions when reading (sounds and/or words).
- Difficulty tracking when reading; may move head instead of eyes.
- Students with partial sight write either in small or big letters.
- May be weak in understanding concepts (e.g., color).

When providing instruction, the following practices are recommended:

There are many instructional methods that support students with limited sight. Instructional methods can vary depending on the degree of the disability. In general, some methods include:

- when teaching concepts, use objects that students can touch.
- allow the students to hold smaller objects and touch the parts of a larger object (MoE, n.d.).
- use explicit instruction and avoid using words such as: over here, almost, this, that, etc.
- allow extra time for students to complete tasks and tests; providing a tape recorder for responding can also help.
- allow a peer to take notes that make sure the student doesn't miss important information.

- for students with partial sight, seat the student near the board so they can see what is written. For students, whose vision is above 20/200, or no vision, talking books, braille accessories, books in braille, and other technology supports are needed.
- lessons that promote group work can also provide support.
- use braille to write and read for blind students.
- finally provide visual, tactile, and auditory parts to the lesson.

Materials needed to support literacy learning are braille readers, large print books, technology that reads aloud text found on the web (i.e. screen reader), abacus, magnification lenses and braille. There are other types of assistive technology that may provide support, depending on availability of technology resources.

2.1.1.5. Students with a Hearing Impairment

Students who have a hearing impairment may not be able to hear some sounds in one or both ears. An audiologist can measure the level of hearing loss by using an audiometer. Classroom observations may also help you identify the extent of the hearing loss:

- Mild: The student may be able to hear in most settings; but there may be some of the sounds of the language that they do not hear
- Moderate: the student may miss up to 50% of class discussion. He/she will have trouble hearing consonant sounds.
- Severe: The student may only hear and understand when the person talks loudly and may have a limited vocabulary. He/she may only hear loud voices that are less than a foot away. Speech may be impaired.
- Profound: The student may not be able to hear sounds, or only very loud sounds (more likely to sense vibration and merely depend on vision rather than hearing as a primary vehicle of communication). Speech and expressive vocabulary may be limited (MoE, n.d.; Mastropieri & Scruggs, 2010; Vaughn, Boss, and Schumm, 2013).

Literacy indicators that a student may have a hearing loss are: asking for directions and information to be repeated; misunderstanding what is said; and having difficulty with spoken/oral activities. Students may also have weak vocabularies and poor articulation with sounds. They may also have difficulty with high frequency sounds (i.e., /s/ /t/ /k/) which impacts ability to decode sounds to read new words. Comprehension may also be weak.

When providing instruction, the following practices are recommended:

If the student has partial hearing, environmental accommodations include having the student sit in the front row of the class. When the teacher or others are talking, make sure to face the student when speaking. If possible, use amplification technology. For students who are unable to hear, the use of sign-language is needed. It may also help to provide peer classroom tutors and note takers, especially in the upper grades. Materials that should be used include visuals, diagrams, pictures, models, graphs, and language cards (vocabulary, concepts, visual presentations), and personal dictionaries.

There are many instructional strategies that can support literacy learning. Using real world experiences that are related to the culture and neighborhood help. Repeat information that is presented orally and that other students are saying. You can use signals (Mastroiperi & Scruggs, 2010) to alert students when they should listen: listen (teacher puts hand up to signal the student should watch you), look

(look at the materials), listen (hand on your ear). Sign language, gestures, and body language also help. Finally, when teaching sounds/syllables, be very clear in saying the sounds, point to where in the mouth the sounds/syllables are said. Discuss how to make the sound (i.e., tongue touches the teeth).

2.1.1.6. Students with Physical Disabilities and/or Other Health Disabilities

Physical impairments are related to skeletal and/or the nervous systems. These disabilities may be genetic, due to disease and other reasons. Other health impairments include illnesses, allergies, etc. (MoE, n.d.). This area covers a broad range of disorders. Physical and other health impairments can have an effect on mobility and/or the ability to communicate. Students may also be regularly absent from school and miss important instruction. Each child will need adaptations depending on the degree of the disability. It is important to plan for and recognize when the child is tired. Many students use a lot of energy on physical endurance. It is important to know that many students with physical disabilities have average or above abilities. Student with physical and/or health impairment don't mean a limitation in intellectual functioning.

Indicators of physical and health impairment are usually quite easy to see. Students are in wheel chairs, use crutches, and/or may need regular medications. However, there are some illnesses that may not have signs easy to see. Some indicators include:

- weak endurance that affects attention and concentration, can easily become tired.
- weak communication skills (speaking and listening).
- weak in speech and language development.
- limited eye-hand coordination and also, have weak motor skills.
- May have learning difficulties.

When providing instruction, the following practices are recommended:

Providing physical accommodations that plan for fatigue and identifying alternative ways of responding are important. At the basic level, two cards one with 'yes' and one with 'no', allow the child to respond to questions. Other devices that are easy to use are: hand grippers, large pencils, pencils with plastic tubing (for gripping), boards for anchoring books, and large paper with extra spaces between lines. There are also many types of technology (MoE, 2013) that may, or may not be available. One type is software, available on most computers, reads text. Make room for the child to be able to move (i.e., if in a wheelchair).

Instructional strategies include using others as resources to help the student (i.e., turn the pages). Help other children understand the disability and ways they can help. Have a set schedule, provide extra time to respond if the child has trouble speaking and/or writing. Technology supports include adaptive switches and devices, and speech recognition programs (MoE, 2013).

2.1.1.7. Students with Intellectual Disabilities

Students who are developmentally delayed will have delays in one or more of the basic skills including social interactions and communication. Students who are mildly delayed can acquire reading, writing, and living skills. Students who are moderately delayed need support in developing skills to function and will need support as an adult. They may be able to do simple math, read some basic words (i.e. on signs), and can learn some basic living skills. Students who are profoundly delayed usually have many medical conditions and are unable to learn basic skills. Indicators include (MoE, n.d.; Mastopieri & Suggs, 2010):

- slow in learning speech and language; receptive and expressive skills are weak.
- slow in completing tasks.
- may learn to do an activity or task in one setting but are unablt to do the task in other settings.
- weak in attention, memory and thinking.
- vocabulary concepts and words need to be concrete.

Materials & Instruction: The curriculum will need to be modified. For example, life skills materials can be used to teach the basic skills that the child needs to learn (MoE, n.d.). The skills which are important for daily living should be identified. A functional curriculum that teaches basic skills (i.e. communication, reading simple signs) may need to be used to teach basic reading, writing, and oral communication skills for daily living. For students, weak in communication, use of assistive devices can help. Using yes/no cards can allow the student to respond and to participate.

2.1.2. Students Who Are At-Risk

There are students who are at-risk of academic failure. These students may appear to have a disability; however, their learning difficulties are related to other factors. At-risk students may be neglected, abused, and/or are living in difficult circumstances. They live in conditions that put them at-risk for their life and for survival. They may be living in/on/off the streets; exposed to substance abuse, and/or refugees that have been displaced. The family may be pastoralists. Students are:

- frequently absent from school.
- slow in reading and writing.
- weak reasoning skills.
- exhibit developmental delays (i.e. language, motor, social).
- have learning difficulties.
- are easily distracted.

When providing instruction, the following practices are recommended:

Be aware that at-risk students may lack the basic needs for survival: food, shelter, water, and rest that are needed to be able to pay attention and learn. Instruction should use concrete examples and information, and include interactive and engaging activities. At-risk students will need a lot of support and positive interactions. It is important to assess which basic skills are missing and identify ways to teach and support learning of these skills. Teachers also need to recognize that the student may have limited background knowledge of the world and of concepts/topics. Instructional materials may need to be adapted and methods used to build background knowledge. Pastoral students are sometimes beyond the age to go to school. They need an open and inviting classroom and opportunities for an education to be provided.

2.1.3. Students who are Culturally and Linguistically Diverse

There may be students in your classroom who do not speak the language of instruction, who are from a different culture and/or ethnic group, and/or may speak a regional dialect. In addition, the concepts and supporting pictures in the primary materials may represent another culture or part of the region. It will be important to provide support to these students. TMT224 provided some information and examples. In addition, it is important to provide an accepting environment that makes all students feel welcome and respected.

When providing instruction, the following practices are recommended:

To support diverse students, include multicultural books and stories that represent their ethnic groups and/or culture. Make sure the materials support positive images of the cultural groups and avoid stereotypes. Teachers should be sensitive to the developmental levels related to the cultural expectations for children, for that language and/or region. Culturally responsive teaching practices include cooperative learning, small group work, use of concrete and familiar examples, and hands-on activities. Other types of instruction are Total Physical Response (TPR), having students draw pictures to illustrate meaning, having students arrange pictures to tell a story that was read aloud. Also, be aware of stereotypes and cultural diversity. Eliminate examples with stereotypes in pictures, texts, and classroom instruction.

The students need to feel safe when first practicing the new language. Remember, when students learn a new language they may be silent at first. Their communication skills increase as they move through the stages of learning the language. In the beginning, it is important to respond to what the student is saying and not correct how the student says the words. Language can be simplified by using cognates, manipulatives, pairing a student with students who speak the language of instruction, and using the student's prior knowledge.

3.1.4 Students who are Gifted

You will have students in your class who already know the information in the current lesson, or can learn new information quickly. Gifted students have a high level of intellect and/or creativity; they are also highly motivated, and excel in one or more academic area (MoE, n.d.). These students will need to be challenged or they may become bored and act out in class.

Indicators of students who are gifted:

- have skills, concepts, and knowledge that are above others in their class.
- enjoy reading books written for older students.
- critically evaluate facts and arguments.
- have an advanced vocabulary and reasoning skills.
- enjoy the challenge of subject-area concepts and reading materials.
- like to be the leaders.

When providing instruction, the following practices are recommended:

There are two ways to provide support using materials. Students can be provided with materials and activities that go beyond the normal classroom activities to accelerate the level of learning (enrichment). An example is having students work on a related project. Or, the students can be given activities found in subsequent lessons (acceleration).

Instruction that uses both acceleration and enrichment should be provided for the students. Students may need only a brief explanation of new concepts and may not need the explicit instruction that other learners need to understand the concepts. Teachers can use inquiry, creativity, problem solving and require connections be made across the curriculum. Students will need instruction that uses the higher levels of Bloom's to build higher order thinking and depth of knowledge. These students can be taught to evaluate their learning and to identify creative ways to increase knowledge.

Project Work

1. Work in groups of three.

   a. Look at the information in the front matter of the primary MT teacher's manual that is related to diverse students and inclusion.

   b. Using the knowledge, you gained in this chapter and the information found in the front matter of the primary text, develop a checklist that can be used to observe primary students. Include some of the indicators discussed for students with different disabilities and for diverse learners.

2. Work with your group to visit two primary schools close to your college. In each of the primary schools, observe two classes and try to identify students that show some of the indicators on your checklist.
3. Are there students that have easily identifiable disabilities (i.e., speech, hearing, physical and/or visual)?
4. Are there diverse learners (students with disabilities, students who do not speak the language of instruction, etc.)?
5. Assess whether the MT teacher is trying to meet the needs of these students using some of the instructional techniques discussed in this chapter. If you were an MT teacher in these classes, what interventions would you use to meet the needs of these students?
6. Select one grade and a topic from the primary MT text. Identify the illustrations, pictures and texts that show diversity and examine instructional methods that can be used to support students with disabilities.

2.2. Gender Sensitivity & Equity

Students experience many barriers to education that are gender related, socio-economic, cultural, and institutional (i.e., classrooms). There are effective practices that teachers can use to create a gender sensitive environment. The International Research and Exchanges Board (IREX, n.d.) has developed a toolkit for developing gender responsive learning environments including guidelines and checklists. In addition, the primary materials provide guidelines (MoE, 2014). The recommendations include:

- Value equally both the females' and males' abilities to learn and support their learning.
- Be aware of negative attitudes that students may have and create an awareness and discuss ways to prevent these attitudes.
- Recognize both males and females and balance the number of times you call on students to answer or write on the board; present their work; assign class tasks, and assign similar tasks to both groups.
- Create a gender sensitive environment in classroom materials, displays of work and seating arrangements.
- Provide guidance and counseling to all students in continuing their education.
- Be aware and use language that is gender sensitive (i.e. equal examples of females and males, use language that describes the character as favorable) and avoids stereotypes.
- Use gender that is fair language: use of pronouns (i.e. she/he, him/her, his/hers, etc.) is balanced between female and male examples

- Stereotypes: avoid showing men and women in "traditional roles." For example, avoid examples that show women always working in the kitchen. Positive examples include: selecting materials and discussing men and women sharing household chores; women in leadership roles; etc.

Activity 3: Individual and Group Work

1. The new primary MT materials were reviewed for gender sensitivity. As a result, it is expected that there is a balance in representation, language, and roles for both males and females (READ-TA, 2015). For example, in the grade 6 Amharic primary text, there are both female (p. 192) and male (p. 201) role models. However, through the project work you are assigned to complete, it is essential that you examine whether the texts, pictures, illustrations, and other sections of the primary school textbooks are responsive to different types of diversity. Complete the checklist in Appendix A and reflect on your practices. Share your findings with others in your group.
2. Select a section of one of the primary MT textbooks and examine if the contents (i.e. pictures, illustrations, texts, other activities, etc.) are gender responsive. Note: use the checklist in Appendix B.

2.3. Using Differentiated Instruction to Meet the Needs of Diverse Learners

Differentiated instruction (DI) is matching what is taught, and how the information/skills/strategies are taught to meet the needs of different learners in a classroom (Reutzel & Cooter, 2011). Differentiated instruction is moving away from using the same instruction for all students and using different instructional methods and strategies to meet the needs of diverse learners. One of the challenges is that the range of learners' needs may be large. Walpole & McKenna (2007) discuss characteristics of differentiated instruction including:

- Classroom based literacy instruction that helps students accomplish challenging tasks.
- Instruction based on student needs; the isntruction may be temporary and based on the support given the student is able to learn the skill, strategy, concept.
- Uses a developmental model; identifies where students are in the stages of learning (i.e. reading, writing, sight words, etc.).
- A belief that ALL students will learn when instruction is matched to needs.
- Requires teachers to understand reading and writing development.
- Uses informal and formal assessments to identify student needs.
- Follows a sequence of instruction and is based on a plan that the teacher can use

Academic growth is related to the quality and quantity of instructional time (Field, Kerr, & Rosier, 2007). Teachers need to use good assessments before instruction to identify the needs of the diverse learners and to design appropriate instruction. Even with a diverse classroom of students, most problems can be prevented by providing effective literacy instruction in the primary grades (Snow, Burns, & Griffin, 1998). Students need to be taught the skills, strategies and concepts needed to be successful in learning to read and reading to learn (Denton, 2015).

Activity 4: Individual & Group Work

1. When you are studying, what kind of setting do you prefer (i.e. quiet or noisy)?
2. What strategies do you use when studying to understand what you read? Do you summarize, or outline? Can you remember from just reading?
3. What kind of personality do you have (emotional or objective, introvert or extrovert, intuitive or principled)? Do you think these things influence your study strategy preferences?
4. Share your thoughts with your group.
5. How are your learning habits alike? How are they different?
6. Use a Venn diagram to list the similarities/ differences in responses.

One of the traditional ways of classifying students' diversity is by using the concept of learning styles. It has been thought that each person has preferred modalities for learning (i.e. visual, kinesthetic/ touch, etc.) [Gardner, 1983]. However, there are few studies that support the concept of using learning styles to teach (Pasher, McDaniel, & Bjork, 2008). To date, the research findings do not consistently support the teacher attempting to match the needs of each learner to these types of learning styles. Assessments, used to identify students' learning styles have not been effective. In addition, Pasher et al., suggest that teachers should focus on educational practices that are research-based and have been found to support academic growth. Nelson (2012) suggests that all human beings are born with the capacity to learn and that effective practices will support their learning capacity. It is more important for a teacher to plan multiple ways of providing instruction and for students to be given opportunities to respond. The focus should be on matching teaching methods to the concepts, skills, and strategies that are to be taught (Nelson, 2010). The question is how can we design classroom activities that use multiple instructional methods and response types to help students' process information and acquire skills? Some examples:

- Role play, drama
- Different instructional groupings: small, large, peer, cooperative
- Field work and field trips
- Use of physical models, graphic organizers, flowcharts, diagrams, graphs, pictures
- Use of real world examples
- Written responses, discussions
- Mind/semantic maps
- Providing students opportunities to create models, etc. (i.e. model of the solar system

2.3.1. Teachers' Characteristics and Practices that Meet the Needs of Diverse Learners

Research-based instruction that is developmentally appropriate can help all children learn. There are effective instructional methods and learning strategies that work for all students (Hasbrouck, 2012). These practices can be used as the first level of instruction. However, after using these practices, some students will need additional instructional techniques. It is important to note that the research findings suggest that instructional practices that improve the outcomes for students with disabilities can help all students (Snow, Burns, and Griffin, 1998).

Many researchers have identified similar research-based instructional practices that support all learners (Denton, 2015; Cole, 2008; Hasbrouck, 2012). Successful teachers of diverse classrooms:

- are aware of their own cultural identification, how they learn, and that the way they learn/teach may not meet the needs of all students and are able to adjust teaching methods.
- expect and believe all children can learn and communicate this to their students.
- believe teachers can make a difference in a child's learning.
- provide academically challenging curriculum and support higher order learning (think top levels of Bloom's taxonomy).
- help students make meaning of the information through interactive and collaborative activities.
- when appropriate, use explicit, systematic instruction with feedback and practice over time
- provide opportunities to apply reading and writing skills with meaningful text and teacher support.
- monitor student progress and reteach as needed.
- make connections between the classroom and the real world where students live.
- teach essential skills, strategies, and concepts.

Figure 6 identifies the types of materials, supports, and questions to be asked to meet the needs of diverse learners. The diagram has been adapted:

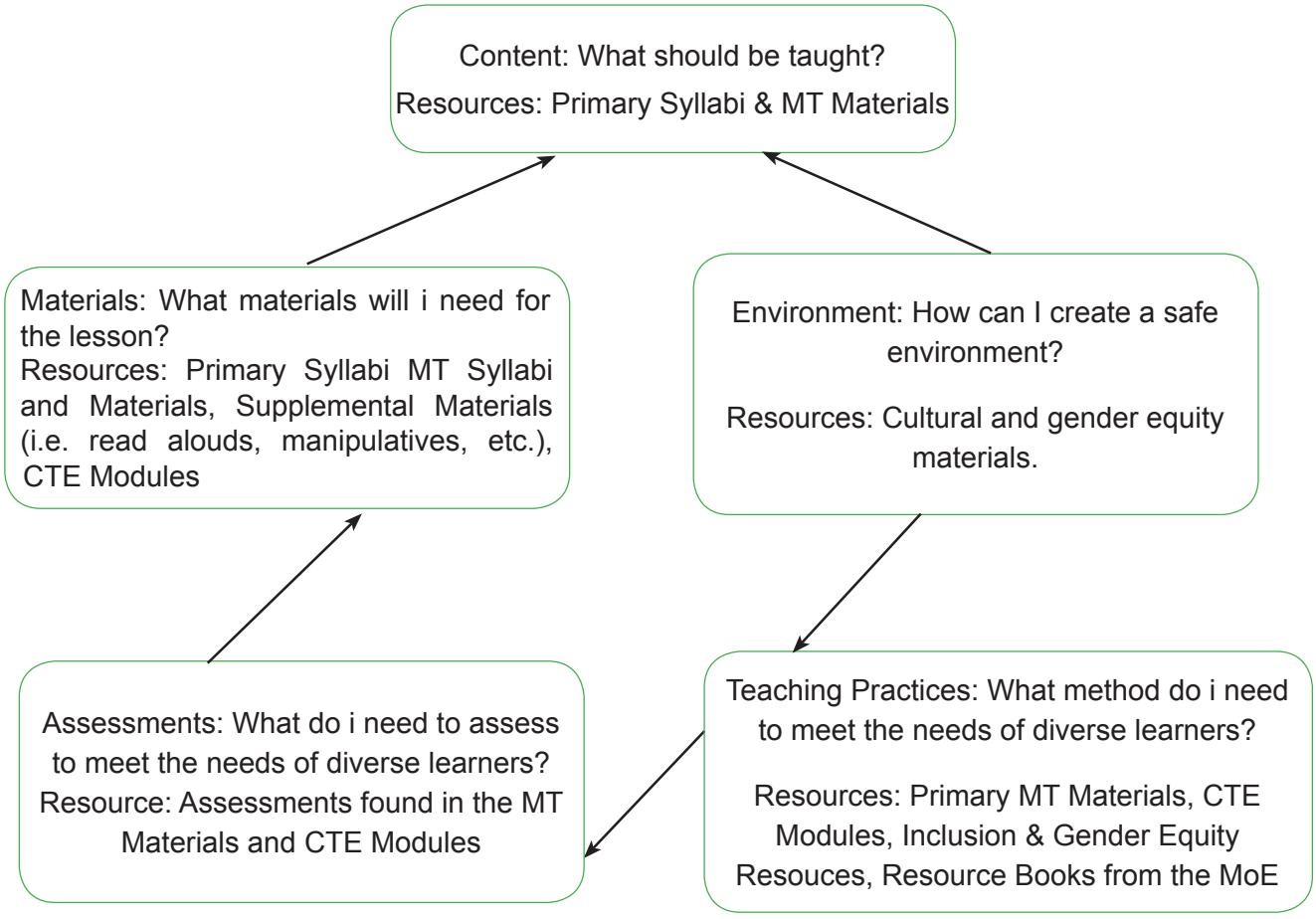


Figure 6 - A Guide for Planning Differentiated Instruction (Voltz, Sims, and Nelson, 2010)

2.3.2. Using Assessment to Differentiate Instruction

One of the basic elements of differentiated instruction is that student needs are determined by using assessment. In chapter 1, you read about many types of assessments. Many of these assessments can be used in classrooms with a large number of students [i.e., observation, turn and talk (the teacher monitors the conversation), response cards, ticket out the door, and graphic organizers]. It is important to monitor students' progress throughout the school year; called ongoing progress monitoring.

Ongoing Progress Monitoring

The concept of using ongoing progress monitoring assessments is relatively new in education. There are four basic types of assessments that are used at different times in the learning process. The purpose is to complete these different types of tests throughout the year to inform instruction.

a. Screening assessments are used at the beginning of the school year and all students in the class complete the assessment. These are usually short measures that help identify who is on lesson level, above lesson level, and who is at-risk of not being on grade level at the end of the year.

b. Diagnostic assessments can be used to identify the source of the problem(s) if there are students who are found to be at-risk or not making progress. A diagnostic test is designed to diagnose a specific aspect of language (i.e. sounds of the language).

c. Progress monitoring assessments are benchmark assessments that are used at certain times in a school year, as student learn new skills, concepts, and strategies. They provide information on "how" the students are doing.

d. Outcome Assessments can be used to determine the overall effectiveness of literacy instruction for all students in a class, grade, school, region, etc. Outcome assessments are used at the end of the year. The chart below provides an overview of how progress monitoring is used during the school year.

Table 5 - Assessments and Differentiating Instruction (Florida Center for Reading Research, 2007)

Assessments and Differentiating Instruction		
Questions Teachers Ask About Student Learning	Reading Assessments	Purpose for Assessing
• What students are struggling? • What students are ready for the lesson? • Which students are working above the content of the lesson? • Which students need to be watched to make sure they are making progress?	Screening Assessments: 1-2 Minutes	Identify where students are in learning the grade level skills, strategies, and concepts.
• Who needs extra support? • What specific skills, strategies, and/or concepts need to be taught? • How should students be grouped to teach skills, strategies, and/or concepts?	Progress Monitoring Assessments: Short Assessments	Identify which students are meeting the grade level requirements, who is struggling, and who needs enrichment.

• Which students are struggling? • What is the student's strengths and weaknesses? • Are there other students who have the same strengths and weaknesses?	Diagnostic Assessments	In-depth assessments of specific skills (i.e. blending sounds to read words); used when students are struggling.
• Did the students meet the learning goals for the year? • What worked? • What are things to change for the next year?	Outcome Assessments	Assess if goals for the year were met.

Many of the assessments can be built in as part of lesson activities (i.e., summaries, narrative story maps, oral responses to questions, etc.). In each of the following chapters, you will read about the types of assessment that best measure the reading and writing skills and concepts that are in the primary lessons. Using a lot of assessments is not necessary to determine student needs. When choosing assessments, Walpole and McKenna (2007) suggest that teachers should ask:

- What is needed to identify students' needs? Who needs additional instruction? Who needs enrichment?
- What skills, strategies, concepts, and area(s) of reading and writing do students need additional instruction or enrichment?
- Did the instruction meet the needs of the students?

2.3.3. Instruction Based on Diverse Student Needs

Dodson (2012) cautions that, when students are experiencing difficulties in learning to read and write, there may be several reasons. It is important to try and identify the reasons and provide targeted instruction. There may be an underlying skill(s) that is weak. For example, when a student is having difficulties comprehending, it is important to assess and provide instruction in basic skills that need to be learned. In addition, it is important to remember that some, but not all children who are weak in foundational skills may have a disability. Explicit instruction, with the correct type of scaffolding and feedback, should be used before deciding that the student has a disability. Lack of progress may be due to:

- phonological processing weaknesses (hearing and using the sounds of the language).
- weak vocabulary
- lack of prior/general knowledge related to the topic and/or reasoning skills needed to comprehend.
- use of instructional practices that are not aligned with developmental levels of the students and/or the concept/skill being developed.
- lack of automaticity in foundational skills (decoding, encoding, reading fluency, etc.).
- lack of motivation due to continued failure in learning to read.

However, it is also important to know that there are many factors that may contribute to lack of progress. There may be student factors (i.e. motivation), text factors (i.e. complexity of the text), and the purpose for reading (i.e. enjoyment or to complete an assignment). In addition, the type of text structure (i.e. narrative/expository), level of understanding, prior knowledge, and how the student is assessed are additional factors. Finally, it is possible for a student to perform well on an assessment and appear

to have high comprehension but s/he may lack foundational skills and have weak comprehension. This is especially true if the student has prior knowledge of what is being tested. Using the correct assessments to identify the underlying causes is important. As a reminder, the Scarborough Model (2001) in Figure 7 uses the concept of a rope to show all the skills needed to be a strong reader. If one strand of the rope is weak, comprehension will be weak (Scarborough, 2001).

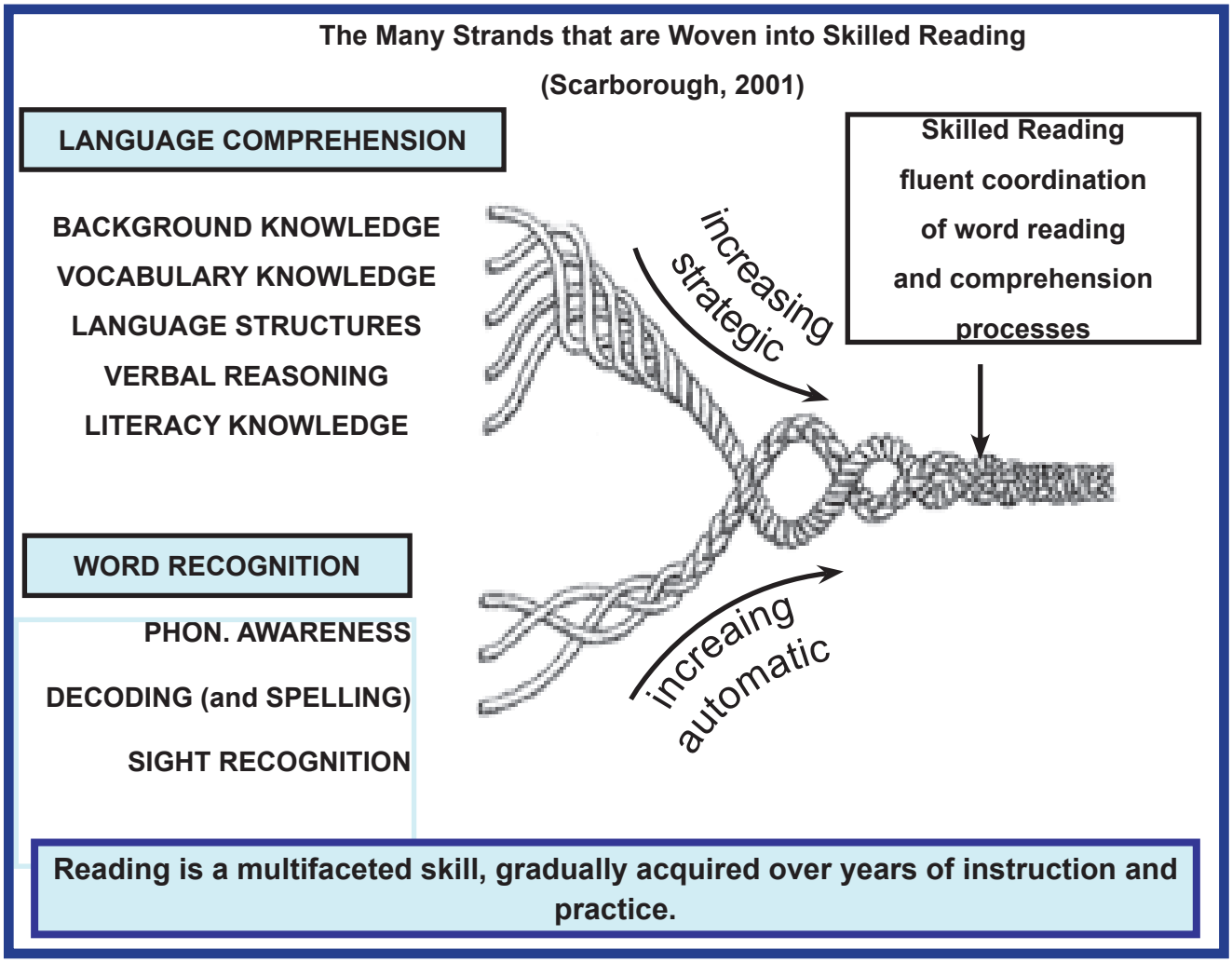


Figure 7- Model for Skilled Reading

In summary, students first need to build their reading accuracy and fluency in the basic skills needed for reading comprehension. Students should also know the related vocabulary (academic, basic, content). Finally, students need the strategies that support comprehension, and know what to do when they do not comprehend.

For students in grades 1-3, the table in Appendix C is a quick review of the foundational reading skills students need to master (MoE 2013, 2014). This table may help to identify which skills students need to learn related to the content of the lessons being taught. When thinking about a lesson; the skills, concepts, and strategies that were taught; this chart can be used to identify what the students can/cannot do. Table 6 below shows how a teacher can use a variety of teaching methods for each type of learner needs. The student's area of weakness is determined from the results of assessments completed prior to instruction. These methods can be used in grades 1-8 (MoE, 2013, 2014).

Table 6 - Teaching Methods

Student's Areas of Strengths or Weakness	Teaching Methods/Techniques
Few to no areas of weakness; strong reader	Focus on high-level reasoning skills, vocabulary, comprehension: • 2-column note taking • Activate background knowledge • KWL (what I know, what I want to know, what I learned) charts and other graphic organizers • Think-Pair-Share • Text features • Metacognitive strategies (rereading to fix areas of confusion, clarify unfamiliar vocabulary words, select appropriate reading strategy for the text)
Some difficulty with high-level reasoning skills, vocabulary, and/or reading comprehension	Same strategies as Category 1, plus: • Explicit comprehension strategy instruction • Opportunities for extended discussion of text build meaning and interpretation. • Increase student motivation and engagement in literacy learning.
Spelling weakness not impacting reading; needs instruction in orthographic patterns and affixes/roots	• Letter-sound correspondence • Spelling generalizations or patterns • Affixes/roots to help with reading for meaning
Student may spell words wrong, but reads correctly	• (vocabulary) and writing accuracy (use graphic organizers, etc.)
May read slowly, word by word (comprehension and fluency); instruction in building automaticity at the phrase, sentence, and paragraph level	• Affixes/roots to help with reading for meaning (vocabulary) and writing accuracy (use graphic organizers or shades of meaning continuum); • Sentence or paragraph level comprehension instruction • Text features • Repeated readings with variety of genres

2.3.3.1 Planning for Instruction

Across modules, you have learned about planning for instruction. When beginning to plan for instruction, the teacher should gather and examine the primary MT syllabus, the scope and sequence for grades 1-4 and 5-8, for the grade level she/he teaches and the teacher's guide. Next, locate assessments discussed in the front of the primary MT teachers' manuals. The primary MT teacher's manuals also discuss methods for meeting the needs of students who are struggling, students who are performing on level and those who need enrichment.

2.3.3.2 Planning for Differentiated Instruction

Differentiated instruction is a new topic and the research is ongoing. However, there are some aspects of differentiated instruction that have been proven to be effective, such as: grouping students for instruction, teaching small groups of students the skills that are specific to their needs, and using explicit instruction (Gibson & Hasbrouck, 2007). Assessment helps the teacher determine student needs and answer the following questions: who is making progress, who is below level, and who has mastered the strategies, skills, and/or concepts. Hasbrouck (2012) states that differentiated instruction can be used in whole group and small group instruction to support diverse learners.

Students also need to learn the strategies and skills necessary for learning. When you teach a new strategy, use a short passage, and focus on a selected learning strategy. As a review, there are specific steps to be used when teaching students a new strategy (Gunning, 2013):

1. Introduce the strategy: the name of the strategy, why you are teaching.
2. Discuss how/where it will help comprehension.
3. Demonstrate and model the strategy: how to use it; use think-aloud to demonstrate (I do).
4. Provide guided practice: practice and, if needed, provide corrective feedback (We do).
5. Provide independent practice and opportunities to apply to reading tasks: use across different subject areas (You do).
6. Assess and re-teach if the students are having trouble using the strategy.
7. Provide ongoing reinforcement: Even though students have learned a strategy, you may need to remind the students of the specific strategy and when/how to use.

There are effective instructional methods and learning strategies that work for all students (Hasbrouck, 2012). However, some students will need additional instructional techniques and differentiated instruction. Intervention and differentiated instruction need to begin early in the learning to read process. Juel (1994) found that poor readers in first grade are at risk for long term academic difficulties:

- A weak reader in first grade has an 88% chance of being a weak reader in grade 4.
- An average reader in first grade has an 87% chance of being an average reader in grade 4.

The gap between good and poor readers can be closed by delivering the right instruction at the right time. Not only should a teacher use the correct instruction that supports learner but also make sure struggling readers and writers have access to challenging materials and higher level questions.

Even after using differentiated instruction (i.e. explicit instruction, scaffolding, gradual release, etc.) there may still be students who are struggling to learn to read and write. This can include students who have a disability, or do not speak the language of classroom.

Activity 5: Group Work

Select a strategy to be taught (i.e. how to complete a story map) from the primary textbooks and use a lesson to teach the strategy, assuming that there are various students with diverse need. Use the first four steps recommended by Gunning (2013) listed above to develop the activity. The next section provides information on planning for students who are at different levels of skills, knowledge, and abilities. Mastropieri and Scruggs (2010) provide an acronym to help guide planning for differentiated instruction: PASS *(prioritize, adapted, structured, systematically):*

1. First, **prioritize** instruction based on the specific objectives of the scope and sequence of the primary materials. Think about the pace of instruction and ask, "Does the pace meet the needs of most students?"
2. Next, decide if the instruction, materials, and/or environment need to be **adapted** to meet the needs of learners. You will have learners who are performing above, on, and below level. Think about the focus of the lesson and determine what skills, strategies, or concepts will be taught. Many of these strategies can easily be used and are part of the lessons in the primary materials. Where are the students in the stages of learning? Are they just beginning to learn, or have they been able to complete some of the tasks independently? How much explicit instruction and support is needed?
3. Lessons need to be **structured** and content **systematically** taught. The primary materials have provided an overall structure and sequence for the lessons. Questions to ask include: Are the materials matched to student needs, is the skill level appropriate, and did I teach the lesson the way it was supposed to be taught? Teachers also need to make sure that lessons maximize the amount of time students are engaged in the tasks. During lessons, student responses will also give information about the level of support needed. During the lesson, it is also important to keep the focus and purpose of the lesson in mind and avoid getting off topic. Finally, students need helpful feedback and praise.
4. After the lesson, teachers need to **systematically** evaluate the outcomes. Do the students' responses and written products indicate that they understand the content? Do they need clarification or review of specific parts of the lesson? Do the students all have the skills to progress to the next lesson?

You learned about meaning, types and roles of assessment in chapter 1. In addition, each chapter of this module identifies assessments that can be used with large groups, small groups, and for use when there is a concern about an individual student who is not making progress. Appendix D provides suggestions to use when implementing differentiated instruction practices.

Activity 6: Pair/Share

Work in pairs to answer the following questions.

1. What is differentiated instruction?
2. How can you support students with diverse learning needs?

What are some of the instructional methods that support diverse learners? Share your reflections with your classmates.

2.3.4. Using Grouping to Differentiate *Instruction*

Finding ways to group students and use groups as part of daily instruction is basic to using differentiated instruction. Teachers can use both whole and small group patterns. In Ethiopia, the emphasis is on heterogeneous or mixed skill level groupings. However, there may be times when students can be grouped by a skill they need to learn in order to improve learning. Remember, when all the students in the class are getting the same instruction for the entire lesson, the lesson is not differentiated.

The teacher may first teach the basic lesson to the whole group and then use differentiated instruction to meet the diverse needs. As suggested by (Gibson & Hasbrouck, 2013), grouping patterns depend on:

- assessments that show what students can and can't do.
- Observations of students and how well they work together in collaborative groups.
- The reason for instruction (practice, enrichment, assessment).
- Which activities best support what is being taught.

Each class will have students at different skill levels. Students can be grouped heterogeneously or homogenously. Homogenous grouping works best for students who are struggling and need focused support. Mixed skill, or heterogeneous grouping provides opportunities for students to collaborate and share in learning. Examples are peer collaboration, partner reading and peer tutoring.

It is possible to provide differentiated instruction in a whole group lesson. After the teacher introduces the information, the group can be divided into pairs, trios, etc. for differentiated activities. The teacher should explain how to work together: what the students are to do and the roles of group members. The teacher should walk around the room and monitor student responses. Other large group methods are:

- Students responding by signaling (thumbs up or culturally appropriate sign).
- Students turn to a partner and respond.
- Small groups are assigned a problem to solve or a concept to discuss.
- Students participate in peer guided practice.

Table 7 provides an overview of grouping options (adapted from Reutzel & Cooter, 2013, p. 41).

Table 7- Grouping Options for Reading Instruction

Group Type	What is it?	Advantages	Disadvantages	When to use
Whole Group	The teachers work with all the learners	Efficient use of time to address common needs that all students have	Limits student interaction and difficult to have all students respond (for assessment)	When most students need to learn skill, strategy, and/or concept
Small Group	Two or more students work together to learn a skill or to complete a task. May be with the teacher or other students.	Provides specific instruction to meet the needs of learners, provides differentiated instruction. Other students can work independently to practice skills that have been learned	Students may stay in same group too long; after they have learned the skill. Students in the class may label a group as slow, struggling, etc.	When a portion of the class has a common learning need
Collaborative Group	Learners with varying abilities work together, using literacy skills to solve a problem and present a product that demonstrates their understanding.	Students are motivated; improves language and discussion skills	Students must be taught how to work with peers. Tasks must be clearly explained and the outcomes explained.	When students have some knowledge of a new concept and need time to apply; also, build language interactions

Individual (1:1)	Students work one-on one with a teacher or more able peer to complete the task	Provides focused in instruction or practice for both learners in the needed skills within a structured setting		When a student needs additional instruction on a skill, strategy that other students have mastered
Buddy/ Partners *	Students are paired to complete the assigned task.	Provides focused instruction or practice for both learners in s needed skills within a structured setting	Classroom management is important. Students need training on the task and how to give positive correction	When students need additional practice.

*** Buddy/partners works best when low/average or average/high readers are paired.**

For example, after reading a passage, students can be grouped by:

- The students who need enrichment can complete a graphic organizer comparing and contrasting two characters and write a summary, or answer questions that require reasoning and critical skills.
- The students who are on level can complete a story map and write a summary.
- This frees up the teacher to work with struggling readers in skills needed to complete the passage and comprehend what was read (i.e., reading big words, using strategies to read, etc.). These students could also work with the teacher to complete the story map and give oral summaries.

Activity 7: Group Work

Practice different grouping patterns by grouping your classmates. You will be assigned a grouping pattern.

1. Each group uses the same lesson from the primary text, grade 5 or higher.
2. Each group identifies the grouping pattern assigned and how they could use that specific type to teach, provide support, for the skills, concepts, and/or strategies taught in the lesson.

Chapter 2: Summary

There are many types of diverse learners in primary classrooms (i.e., students with speech & language disorder, learning disability, autism, giftedness, risk factors, culturally and linguistically diverse, etc.). To meet the needs of all learners, teachers will need to be able to differentiate instruction. There are both general and specific instructional methods and materials that can be used in a classroom. Remember that assessments are needed to identify learning needs and to use research-based instruction to support learning. Using differentiated instruction and using grouping to differentiate the instruction can help you meet the needs of all learners.

As a teacher, it is important to be aware of one's own gender biases. There are ways to support gender equity and to create an open, supportive learning environment. For example, make sure that there is equal representation of males and females in stories, pictures, etc. Also, make sure that men and women are both shown in jobs that are not stereotypical (i.e., women in the kitchen, men at work). You have learned how to review classroom materials for gender equity. Supporting gender equity is another way to meet the needs of all learners.

Chapter 2: Review Questions

1. Explain student diversity from a cultural, cognitive, and developmental perspective.
2. Discuss the general teacher characteristics and practices that help to meet the needs of diverse learners.
3. In a table, categorize and explain the different types of disabilities and the corresponding instructional strategies.
4. Discuss differentiated instruction and how teachers can use assessment data to differentiate instruction.
    a. Explain the major types of groupings that can be used to differentiate instruction.
    b. Justify the need to create a gender sensitive classroom practice and examine whether the teacher in this course builds a gender sensitive classroom.
    c. Explain this statement: Teachers must appreciate diversity and demonstrate their internalization through instructional practices.
5. Provide examples of a teacher who does not appreciate diversity and another teacher who values diversity.

Chapter 2: Self-assessment

Check if you agree or disagree with each statement below. If you disagree, write why, and list any questions you still have.

Table 8 - Chapter 2: Self-assessment

	I can…	Agree	Disagree
1.	appreciate that there are diverse learners in a classroom	☐	☐
2.	discuss the types of disabilities and diversities which can affect a student's literacy learning in a classroom	☐	☐
3.	summarize research -based strategies designed to address students with special needs	☐	☐
4.	across effective differentiated instructional and strategies, compare the characteristics that support students with special needs	☐	☐
5.	value the teachers' classroom environment/characteristics that support differentiated instruction	☐	☐
6.	use different types of grouping to differentiate students	☐	☐
7.	discuss how to support gender responsive pedagogy in the classroom.	☐	☐
8.	discuss the different types of assessment that can be used to differentiate students according their needs and abilities	☐	☐

APPENDIX A: REFLECTIONS OF GENDER EQUITY PRACTICES (IREX, 2010)

Many teachers use gender-biased actions without realizing it. Read the following questions and think about which teaching actions you might use without being aware:

1. When I ask a question and students raise their hands: Who do I call on, boys or girls? Do I address them in the same way?
2. Do I ask both boys and girls higher level questions?
3. Do I give enough wait time for the student to think and answer a question before moving on to another student?
4. Do I have the same expectations for all my students?
5. Do I provide equal amounts of help, feedback, encouragement, and praise to all students?
6. Do my verbal and non-verbal interactions vary based on gender? Are they biased?
7. Do I use gender-free language in the classroom? (see 2.2: i.e. equal examples of females and males, use language that describes the character as favorable).
8. Do I use examples of both genders, from different ethnic groups, and different religions when teaching a lesson?
9. Do I provide examples and activities in class which reflect girls' interests and experiences as well as those of boys? That reflects different ethnic groups, speakers of other languages, religions, and social-economic status? Do I use active learning?
10. Do I think about the seating arrangement in my classroom and classroom interactions?
    a. Do boys sit at the front and dominate? Are the girls huddled in a corner and left alone?
    b. Are students from different ethnic groups, socio-economic status, and/or religion seated at different places in the classroom? Or, are they encouraged to interact?
11. Do I implement a zero-tolerance policy with clear interventions for gender-based teasing and violence in the classroom and outside the classroom?
12. Do I equally reprimand both genders when students are misbehaving?

APPENDIX B: GENDER EQUITY CHECKLIST

The following is a Checklist to Evaluate Gender Equity in Teaching Materials and Resources (adapted from USAID).

Examine the teaching material or resource and record the number of times females and males are represented according to the indicators listed below.

i. Representation in Passages and/or Illustrations:

	Indicator	# times female	# times male
Story	Number of times female/male characters appear in the story title		
	Number of times female/male characters appear in the story		
	Number of times male/female characters are shown in non-traditional roles		
	Number of times female/male characters are engaged in physical activity		
	Number of times male/female characters are shown in cultural settings, traditional clothes, etc.		
	Number of times unnamed characters represented as female/male		
Illustrations	Number of times male/female characters appear		
	Number of times male/female characters are shown in non-traditional roles		
	Number of times female/male characters are engaged in physical activity		
	Number of times male/female characters are shown in cultural settings, traditional clothes, etc.		

ii. Equitable Language

Indicator	**# times female**	**# times male**
Number of times females/males are referred to in occupational roles		
Number of times males/females are referred to domestic roles		

iii. Gender Equitable Characteristics/Transformational Roles

Indicator	# times female	# times male
Number of times charts, visuals, etc. indicate gender bias		
Number of times males/females are shown as having a range of personality traits, including non- traditional traits.		
Number of times male/female characters are treated in non-traditional and traditional ways	# Times Traditional: Non-Traditional:	# Times Traditional: Non-traditional:
Number of times females/males are shown as having many skills, knowledge, and accomplishments.		
Number of times females/males are referred to in occupational roles		
Number of times males/females are referred to domestic roles		

In the above sections, count the number of times for each indicator and compare the male/female results. Divide the smaller number by the larger number. If the percentage is 80% or higher, the material or resource is relatively bias free. You can look at this by totaling all the female and male columns, or by indicator. If the total is less than 80%, looking at each indicator can help identify areas of concern.

iv. Interactions

Indicator	# Times Female	# Times Male
Number of times males and females are portrayed as equals (i.e. working together in the fields).		
Number of times females and males work together and there are positive results (i.e. the family situation is improved)		
Number of times that there is non-violent conflict resolution.		

For the indicators in the last table, add up the number of times the indicator is found and the number of times the information doesn't represent the indicator. Divide the smaller number by the larger number. If the percentage is 80% or higher, the material or resource is relatively bias free.

APPENDIX C: FOUNDATIONAL READING SKILLS

Phonological Awareness (Oral Skill, taught in grade 1)	Phonics	Fluency (Rate & Accuracy)	Vocabulary	Comprehension
Rhyme * Sentence Segmenting SABA Syllable identification, blending, segmenting, & manipulating LATIN phoneme identification blending Segmenting	Sight word recognition SABA *fidel/sound correspondences * syllable identification, blending, segmenting, manipulating Latin *Letter name & Letter/sound correspondence phoneme identification, blending, segmenting manipulating BOTH Reading multisyllabic words and words with morphemes	Rate and accuracy with grade level text (90%) * Sight word recognition Phrasing and reading with expression	Morpheme Elements word knowledge Words in context Word analysis Word Meaning	Expository text Structure Narrative text structure Main idea/ supporting detail Summarizing *Monitoring for understanding Text analysis Answering recall, comprehension questions Using analysis, synthesis, and evaluation to answer questions summarizing

APPENDIX D: GETTING STARTED: DIFFERENTIATING INSTRUCTION

(Adapted from Gibson, 2012)

Create a Management System:

1. Develop a daily schedule; the primary materials present lessons in a set sequence
2. Assign roles and train responsibilities (change assignments regularly so all children have a chance)
3. Make sure students know where to put completed work, etc.

Organize for Instruction

1. Observe students and collect information to identify their strengths and needs
2. Set reasonable goals and pace for instruction
3. When possible use grouping, based on assessment information
4. Use assessment to identify instructional needs
5. Use activities for practice after instruction
6. Preview materials to be read and think about the difficulty level and your students' skills
7. Plan how you will adapt instruction, provide for review

Enhance Instructional Effectiveness:

1. Provide student-focused instruction using grouping patterns.
2. Teach at the student's instructional level (remember how to identify this from timed readings, observation, etc.). Model and provide constructive feedback
3. Pre-teach new, important vocabulary words; link to background knowledge
4. Use graphic organizers to build schema and make connections
5. Encourage interaction and collaborative groups to build oral language
6. Re-teach or provide additional guided practice (during the we do) as needed

Monitor Progress:

1. Monitor student's responses during instruction
2. Record important observations for later use
3. Use data to assign students to groups
4. Adjust instruction, curriculum, group members as needed
5. Review work sample to determine student progress

Tips for Successful Implementation

1. Use role-play, model and teach your expectations
2. Be clear, consistent, and follow through with expectations
3. Encourage students to be responsible; teach them how to monitor their own learning
4. Praise efforts and achievements, post student work.

CHAPTER 3: ASSESSMENT AND INSTRUCTION OF EMERGENT LITERACY SKILLS

Introduction

In grade 1, students are learning basic literacy skills needed to read and write. Students learn about print concepts: that print carries meaning and print is written words. Students also need to learn to identify the sounds of the language and to be able to link the sounds to fidelss. Even before grade 1, children begin to build the foundational skills needed to learn to read and write. Some of the print in their environment may help children recognize fidels/sounds of their mother tongue. Children also hear the sounds of their language and learn to use these sounds to say words. However, many children may not enter school with an awareness of print: how it works, what it means and that print is words that are written. Assessments are presented that can help you identify students who have print awareness and those that do not.

This chapter also discusses formal and informal assessments of phonological awareness. The assessments are aligned with the levels of the phonological awareness continuum. And, the assessments and instruction are aligned with the primary mother tongue curriculum and MT 201 & TMT 222. In addition, instructional techniques for meeting the needs of diverse learners are included in this chapter.

Learning Outcomes

At the end of this chapter, student teachers will be able to:

- Use assessment techniques to measure print concepts
- Use assessment techniques to measure phonological awareness.
- Explain appropriate differentiated instructional techniques for print concepts
- Explain appropriate differentiated instructional techniques for phonological awareness.
- Analyze the results of assessments of print concepts and use the results to identify instruction
- Analyze the results of assessments of phonological awareness and use the results to identify instruction
- Use appropriate instructional techniques for teaching concepts of print and phonological awareness to meet the needs of diverse learners.

Teaching and Learning Techniques

- Explicit Instruction (I/We/You do)
- Project Work
- Microteaching
- Group Work
- Writing Summaries
- Demonstration

Instructional Materials

- Primary MT Curriculum Materials (Grade 1-8)
- Audio-Visual Materials
- Picture Cards
- Story books Containing Pictures

Assessment Techniques

- Oral Questioning and Answering
- Informal Monitoring
- Presentation
- Project Work
- Microteaching
- Group work and Reflection
- Observation Checklists
- Pair Work
- Peer Assessments

3.1. Print Concepts

Children need to learn print concepts: the importance of print and its functions. They need to understand that print carries meaning and provides information about the text called print awareness. This knowledge helps in the development of language, reading and writing. For example, print awareness supports phonics and word reading (Honig, Diamond, & Glutlohn, 2006, Roberts, 1992). As a part of learning to read, children also need to learn the basic conventions of print (Burns, Griffin, & Snow, 1999). Conventions include understanding that words are separated by spaces, and that text runs in a specific direction (i.e., left to right), etc. A student's knowledge of these concepts is called print awareness. Print concepts are taught in the grade 1 primary tex

3.1.1. Print Concepts Assessments

As you teach these skills, you can make observations about which students use their awareness of print concepts and which students do not. You can also use a checklist to record students' skills. Table 7 is a checklist that can be used to measure students' awareness of print concepts:

CHECKLIST FOR PRINT CONCEPTS

Name of the student_____

Table 9 - Checklist for Print Concepts

Basic Concepts	YES ☐	NO ☐	Students Needing Additional Support
Book Handling: How to take Care of a Book	YES ☐	NO ☐	
Book Orientation	YES ☐	NO ☐	
Front/Back Cover	YES ☐	NO ☐	
Left-Right Direction of Print	YES ☐	NO ☐	
Top-to-Bottom Reading	YES ☐	NO ☐	
Points to fidels	YES ☐	NO ☐	
Points to Words		YES ☐	NO ☐
Points to Picture		YES ☐	NO ☐
Talks About a Picture		YES ☐	NO ☐
Uses Vocabulary About a Book (title, cover, back, page)		YES ☐	NO ☐
More Advanced Print Concepts			
Points to Punctuation (period, question mark)		YES ☐	NO ☐
Points to First/Last Part of a Story		YES ☐	NO ☐
Points to Title		YES ☐	NO ☐
Points to Author's Name		YES ☐	NO ☐

This checklist can be used to observe student responses when teaching print awareness lessons. Or, you can use the checklist to measure the skills of individual students. It is important to identify students who lack print concepts in first grade, especially after semester 1. The following is a script that can be used when assessing print concepts (McKenna & Stahl, 2009, Reutzel & Cooter, 2011):

Directions for assessing print concepts. Use the responses to complete the observation checklist.

1. Use a MT primary grade 1 textbook or an easy storybook. Ask, "What are books for?" "Can you read this book?"
2. Say, "I'm going to read this story, but I need your help."
3. Give the student the book with the back cover facing the student. Say, "Show me the front of the book."
4. Open the book to the first page. Say, "Show me where to start."
5. Point to the first word in the story. Say, "Which way should I go to read?"
6. If the student doesn't show the correct direction, point to the first word, and sweep under the words in the first line.
7. Point to the last word in the first line. Say, "Where do I go next?"

8. Say, “Point to a fidel.”
9. Say, “Point to a word.”
10. Say, “Point to the picture.”
11. Say, “How can a picture help you know what the story is saying?”
12. Say, “Show me how you hold a book” and “Tell me how you take care of a book.”
13. For students who have strong print awareness, you can also ask the following questions:
14. Point to a full stop and say, “What is this?”
15. Point to a question mark and say, “What is this.”
16. Say, “Show me the first part of the story.”
17. Say, “Show me the last part of the story.”
18. Say, “Show me the title of the story.”
19. Say, “Show me the author’s name.”

Activity 1: Role Play in Pairs

Use the above questions, the checklist, and a page from a grade 1 MT student textbook that has a picture to assess print concepts:

(One CTE student is the teacher and the other CTE students are the primary school students**)**

1. The teacher gives one of the students the primary text, opened to a page with a story that has a picture.
2. Ask the questions listed above. Record the responses on the checklist. If you are the primary student, answer some of the questions correctly and make some errors for other questions (i.e. say an incorrect sound for one of the fidels)
3. Discuss your findings with your classmates.

3.1.2 Print Concepts Instruction

Print awareness skills are taught early in grade 1. Teaching concepts of print makes it easier for children to understand how books work and supports learning to read. Instructional techniques include interactive reading and writing activities, modeling

turning the page; identifying fidels and words, and writing sentences on classroom charts.

In the primary materials, print concepts are taught when the teacher is reading aloud. For example, students point to the direction of the print, point to a picture, and show how to handle a book, etc. Teachers can also use the primary text and have the students answer questions that require them to point to fidels, words, etc., in the book. Children who are weak in concepts of print need a lot of reading and writing activities. Teachers and parents can help students become aware of print. Some effective instructional methods are:

- **Using print that children see in their environment, called environmental print. Putting labels on the items in the classroom (desk, chair, table, etc.).**
    - You can also use items that have print on them: charts on the wall; labels from cans, bottles, and packaging (i.e., gum wrappers, etc.).

- Children can “read the room.” The teacher points to a label and the students read the label, such as “table.”
- The children walk around the school campus and identify words they know.
- The children and teacher discuss the words they have seen in the environment.
- The children also tell a story about their experience and the teacher writes one or more sentences on the blackboard. This can help them see how words can be written down and the direction of print.
- The teacher and students read the story. While reading, the teacher discusses print concepts and points to examples (i.e. fidel, word, full stop, etc.).

- **Marking print helps children look at print and what to look for on the page of a text.**
  - A textbook, big book or text written on the board can be used. If sentences or a short story is written on the board, the students can be asked to mark the item (i.e., draw a box around or draw a line under). The teacher asks a student to identify one of the print concepts (i.e., fidel, word, punctuation, etc.). If using a textbook or big book, the student can come up and point to the requested item. Note: A big book is a large book with large print that can be used so that all the students can see the words, sentences, pictures, etc.

3.2 Phonological Awareness

Phonological awareness is the ability to hear, identify and manipulate the sounds of a language. Phonological awareness does not involve print. It is the student’s ability to hear sounds and manipulate these sounds to make words and to communicate. Phonological awareness is necessary for linking sounds to fidels. It is estimated that up to 20% of young children are weak in phonological awareness (Torgesen, 2006). This research was conducted in the United States. However, similar findings are being reported from other countries. Remember, that in the primary text, the word syllable is also used in place of the word fidel. Therefore, the explanations in this module use “sounds of fidel/syllables.”

3.2.1 Phonological Awareness Assessments

3.2.1.1 Informal Assessments

Many of the assessment techniques used in the primary MT materials can be used to assess phonological awareness. For example:

- Turn and Talk: The teacher can use this assessment while teaching students strategies for the different levels of phonological awareness. The teacher can circulate and listen to students as they repeat the syllables, or words, and complete related activities (e.g., blend syllables to say a word). The teacher can then listen as the students blend the syllables to say the word.
- Physical Response: Students physically respond to questions, one by one. For example, a teacher can say three words, two of which begin with the same sound (cat, put, can). The students hold up a finger, or a culturally correct gesture, to identify which two words begin with the same sound (cat = thumbs up, put = no response, can = thumbs up).
- Informal Monitoring: The teacher goes around the room and listens to the children as they say the sounds/syllables. The teacher holds up a picture card or orally says a word and gives the students an activity (e.g., say the syllables or phonemes in the word). For example, hit and bit.

DURING ADAPTATION USE MT WORDS and culturally acceptable responses.

- Informal Monitoring: The teacher goes around the room and listens to the children say the sounds of fidels/ syllables. The teacher holds up a picture card or orally says a word and gives the students an activity (e.g., say the sounds of fidels/syllables in the word). For example, the teacher says a word and asks the students to say the sounds of fidels /syllables in the word (water: wa/ ter)
- Observations and Anecdotal Notes: The teacher listens to students completing a blending or segmenting activity and writes notes about the students' responses (MoE, 2013, p.12).

3.2.1.2 Formal Assessments

When a teacher is concerned about a student's lack of progress in hearing the sounds in words, a formal assessment can be used to identify the problem. Teachers can also use specific activities and a checklist to measure students' mastery of the progress in phonological awareness. As a reminder, Figure 7 shows the progression for the Saba scripts:

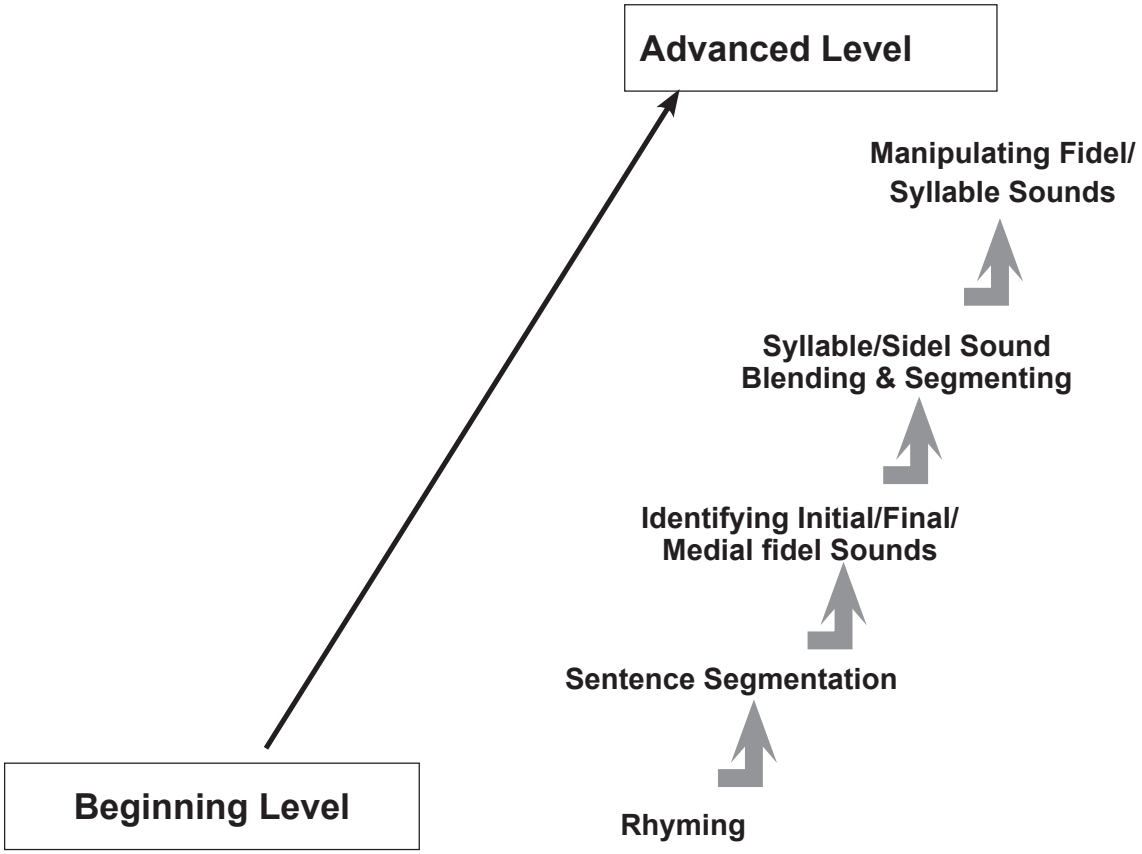


Figure 8 - Phonological Awareness Progression

Assessment: Levels of Phonological Awareness Continuum

The assessment below measures students' ability to use strategies for each of the levels of phonological awareness (McKenna & Stahl, 2009). Note, not all levels are taught in the primary materials; therefore, nor all levels in the progression are included in the assessment.

Assessment: Levels of Phonological Awareness Continuum

Tables 10 and 11 provide a formal assessment that can be used to measure each of the levels of phonological and phonemic awareness (McKenna & Stahl, 2009).

Table 10 - Directions for Phonological/Phonemic Awareness Assessment

Directions for each task:
1. Give the practice test items. Tell the student what they should do (i.e., "I am going to say two words, say yes if these two words rhyme."). Remember, you do not show the student any written fidels/syllables or words. ▪ Provide practice and feedback with examples • For the rhyming task, use two examples of two words that do rhyme and one example of two words that do not rhyme • Give the student feedback (yes, these two words rhyme big and pig: no, these two words do not rhyme; pig and pot. In the beginning, you may need say the last sounds in each work loudly to show that –ig and –ot do not sound the same) ▪ The student should get 4/5 correct for mastery ▪ If the student's score is below 4/5 for any part of the test, stop testing. The part BEFORE, where the student scored 4/5, is the student's skill level where he/she can independently use the strategies.
REMEMBER: This is an oral activity, do not use written fidels or words. During the practice items, you can provide feedback. During the test items, no feedback can be given. If you re-test a student later, change the words that you say.

Scripts, for what the teacher should say when assessing phonological awareness, are given in Table 11 below.

NOTE: During adaptation, all items need to be taken from the grade 1 primary text.

Table 11 - Assessment of Phonological Awareness

Task	Task Description	Guidelines for Feedback for Practice Items	Mastery (yes/no) +/ -Observations/ Notes
Rhyme			
	The teacher says two words and asks the student if the two words rhyme or do not rhyme ("Tell me if these two words rhyme or do not rhyme."): Practice: wetet, biet, (insert two more that rhyme and then two more words that do not rhyme) (yes) (yes) (no) Test: cat/hat, rat/ran, sit/hit, hot/pot, sack/sick	Practice: The teacher can repeat the words i.e. pig and pot, saying the –ig and –ot loudly). Then ask if –ig and –ot sound the same. The teacher can also say –ig and –ot and say these sounds are not the same. The teacher does not give any help on the test items.	

Sentence Segmentation			
	The teacher says a sentence (from grade 1 of the primary text) and asks the student to repeat the sentence and clap for every word that is said Practice: The man ran the race. (the student should clap 5 times) We go to school in the morning. Test: (Select short sentences from the grade 1 primary text) Test: (Select short sentences from the grade 1 primary text)	Practice: If the student does not clap for each word in the sentence for the practice item, the teacher can say the sentence and clap for each word. Then have the student do the task.	
Sounds of fidel Identification (First, Last, Middle)			
	The teacher asks the student to "Say the word _____." (use the words below). Next the teacher says, "Say the sounds of fidels/syllables in the word _____." (Note: In class instruction, if the students hold up a finger to count the number of sounds of fidels/ syllables during instruction, the student can also hold up a finger for the sounds of fidels/syllables during assessment.) Practice: helper banana Test: teacher apple winter retested reporting	Practice: If the student does not segment the word into sounds of fidels /syllables, for the practice item, the teacher models how to do this for the first item.	

Note: Students are learning to hear and use the sounds of the language at the same time they are learning concepts of print and the fidels. In grade 1, semester 1, students will be learning print concepts. When selecting which words to use, make sure that the words are ones the students haven't already practiced blending and segmenting during class instruction. You are testing the student's ability to use strategies (i.e., identify the first sound in a word; blend sounds to say words, etc.). You want to see if they have learned these strategies and can apply these strategies when hearing sounds and words.

Table 12: lists the words the teacher should SAY, these words are NOT written, they are presented orally.

Table 12 - Assessment of Phonemic Awareness:

Task	Task Description	Guidelines for Feedback for Practice Items	Mastery (yes +, no -)
Phoneme Identification (developmental progression: First, Last, Middle)			
	The teacher says the word and then asks the student to "Say the word." AND "Tell me the (first, middle, last) sound in the word." a. First sound in the word Practice: ran girl Test: list 5 words with 3 sounds. b. Last sound in the word; Practice: sun hat Test: list 5 words with 3 sounds. c. Middle sound in the word Practice: ball put Test: list 5 words with 3 sounds.	Practice: If the student does not correctly identify the initial sound for the word in the practice word, the teacher can say the word again, saying the first/last/middle sound loudly. Then, ask the student what is the first/last/or middle sound in the word. For example: "Tell me the sounds of the first sound in the word."	
Phoneme Blending			
	The teacher says the sounds in a word. The teacher asks the student to "Say the sounds ____." AND, "Blend the sounds, and say the word". Practice: list 2 words with 3-5 sounds. Test: list 5 words with 3-5 sounds.	Practice: If the student does not blend the phonemes for the practice item, the teacher models how to do this for the first item.	
Phoneme Segmentation			
	The teacher asks the student to "Say the word AND "Say the sounds in the word." NOTE: If you have the students count the number of sounds during instruction, the student can also hold up a finger for each sound and then say the word during assessment. Practice: list 2 words with 3-5 sounds. Test: list 5 words with 3-5 sounds.	Practice: If the student does not segment the word into sounds, for the practice item, the teacher models how to do this for the first item.	

Note: Students are learning to hear and use the sounds of the language at the same time they are learning concepts of print and the letters. In grade 1, semester 1, students will be learning print concepts. Throughout grade 1, students learning a Latin script will be learning the letter sounds. When selecting which words to use, make sure that the words are ones the students haven't already practiced blending and segmenting during class instruction. You are testing the student's ability to use strategies (i.e., identify the first sound in a word; blend sounds to say words, etc.). You want to see if they have learned these strategies and can apply these strategies when hearing sounds and words.

Activity 2: Small Group Work

Part 1: Complete the chart below using the information for students 1 and 2

1. Look at the following test results and
   a. Identify the highest level of phonological awareness the student mastered.
   b. The next section, not mastered by the student, identifies where the student is in developmental stages. This is where instruction should begin. For each student, list where instruction should begin (i.e. rhyming).
2. Discuss some strategies you have learned in other classes for teaching this level of phonological awareness. List at least two strategies in the last column.. Share your answers with the class.

Table 13 - Chapter 3/Activity 2: Chart

Student	Test Results	PA Developmental Level	Instructional Strategies (2)
1	Rhyming: 5/5 Sentence Segmentation: 5/5 Blending sounds of Fidel/Syllable: 4/5 Segmenting sounds of Fidel/Syllable: 3/5		
2	Rhyming: 5/5 Sentence Segmentation: 3/5 Blending Sounds of fidel/Syllable: 2/5 Segmenting Sounds of fidel/ Syllable: 0/5		

3.2.2 Phonological Awareness Instruction

Phonological awareness is a beginning literacy skill and most students should be able to demonstrate phonological awareness by the end of grade 1. Even though some of the more complex fidel/sounds are taught in grade 2, the students should have mastered phonological awareness skills and strategies. Students should be able to apply what they learned in grade 1 when learning the complex sounds of the fidels in grade 2. Phonological awareness is not found in the lessons for the second semester of Grade 2–Grade 8. However, there may be some students that need instruction and/or review. It is important that the student(s) be given the opportunity to learn these strategies.

The mother tongue Grade 1 text teaches phonological awareness blending and segmenting the sounds of fidel/syllables. There are scripts that can help you teach phonological awareness. Take time to look at and use these scripts when teaching. As a quick review, in Appendix A at the end if this chapter, you will find the script for sound fidel/syllable blending to practice. It is important to use the scripts to support all students. Remember that, for most students, explicit instruction in phonological awareness is important. Also, if a student is having trouble with blending, he/she may need instruction in the easier levels of phonological awareness (i.e. sentence segmentation). In the primary text, across the semester/year, there are phonological awareness activities above, and below, the level of the lesson currently being taught. These activities can be used to differentiate instruction. Based on the language, activities for the other levels may or may have not been included when developing the primary MT materials.

Activity 3: Group Work

In Appendix A, at the end of this chapter, find the model script for blending sounds of fidels/Syllables.

1. In small groups, practice the script, with one person as the teacher.
2. The classroom teacher hears that some students are not able to blend the sounds. Discuss what assessments (formal and informal) could be used to determine if students are able, or unable, to blend the sounds of the fidels/syllables.
3. Share your ideas with the class.

Project Work 1

1. Using the primary textbook (teacher's manual) identify a lesson that teaches phonological awareness: blending the sounds of fidels/syllables.
2. Work in groups. Go to a nearby primary school and, using informal monitoring techniques, observe several grade-1 students. Assess whether they can orally blend the sounds of fidels/syllables
3. Identify students who can and cannot say the sounds of fidels/syllables correctly.
4. Write a short report on both activities and reflect with your classmates.

Note: If it is not possible to go to a school, assess a younger brother/sister, neighbor's child, or relative's child in ability to blend sounds of fidels/syllables to say words. You will need to select a child that is at grade 1 level.

Instruction for Diverse Learners

Enrichment

Students, that have mastered the level of phonological awareness being taught, are ready to learn higher level skills. If there is a group of students who can identify the sounds of fidels /syllables in a word, they are ready for blending. As an activity, the teacher can say the sounds of fidels/ syllables/of a word (an object that can be drawn). The students must figure out the word and then draw a picture of the object. Or, if they can quickly blend sounds of fidels/ syllables, move to segmenting. For the students who are ready for segmenting, give the group a set of pictures. The students can segment the sounds of fidels/syllables for the object in the picture and, on a small piece of paper, write the number for how many sounds of fidels/ syllables/are in the word. After each student has written a number, they can turn the picture over to see the correct number of sounds of fidel/syllables.

Activity 4: Group Work

The following activity provides instruction on deletion/ substitution using student's names.

Ask the students to sit in a circle. One student is the teacher. The teacher selects one student and change his/her name by removing the first sound of the name. For example, change "Dawit" to "Wit" Say "Wit" and the students identify who you are talking about. As they master identifying the student's name without the first sounds of fidel/syllable, encourage them to try deleting the beginning sounds of fidel/ syllables of other words and then pronounce the words. After they learn how to delete sounds of fidel /syllables, teach them to substitute the beginning sounds of fidel/ syllable in their name with a new sound of fidel/syllable. The teacher can model this, beginning with easier words with common sounds of fidels /syllable/ advancing to more complex sounds of fidels /syllables.

Note: (In adaptation, insert your own example from grade 1 MT textbook or common names in your region.)

Support

In TMT 222, you practiced a script that included how to provide corrective feedback and support to students who are having trouble hearing sounds of fidels/ syllables and blending/segmenting the sounds of fidels /syllables/. A sample script for providing corrective feedback can be found in Appendix B at the end of this chapter. It is also important that struggling readers receive specific feedback on their errors and are given extra time to practice.

Activity 5: Group Work

Work in small groups to practice the correction and feedback script found in Appendix B. One person is the teacher and the rest are students.

1. Several students make the errors noted in the script.
2. The teacher practices providing feedback to correct the errors.
3. Reflect on the activity. Discuss with your classmates.

Additional Instructional Methods for Diverse Learners

Some of the teaching techniques from the primary materials can be used to provide support for struggling readers. There are also additional instructional methods that can be used to support at-risk and struggling learners:

Rhyming

- Read stories that have a pattern that repeats phrases, have children can predict what will happen
- Tell nursery rhymes and sing songs
- Clap the word parts that rhyme
- Use word play with words that rhyme; say a word and students say a word that rhymes

Counting Words in a Sentence

Students clap the number of words in a sentence, sounds of fidels /syllables in a word (MoE, 2013, p.12).

Sound Identification

- When teaching students to identify the first/last/middle sounds of fidels/syllables in a word, make sure the students know the concepts of first, final/last, and middle. Elkonin boxes can be used to support students in learning these concepts. Each box represents the sound(s) of a fidel/syllable. One teaching method for teaching the concepts/words first, last, and middle is:

  - Boxes can be drawn on the board:
  - Point to the first box and say “this is the first box” have the students say “this is the first box” with you.
  - Point to last box and say “this is the final or last box” and have the students say the words with you.
  - Note: say final or last and use that same word when you teach. It will confuse struggling readers if you change the word.
  - Point to the middle box and say “middle box” and have the students say “middle box” with you. Point to different boxes and have the students say if the box is the first, last, or middle box.

- Next, play a game where you say a word and draw a symbol in each box (i.e., *) as you say the sounds of fidel for the symbol (remember no fidels are used) and:
  - Ask the students to say the sounds of fidel for each of the symbols with you.
  - Next, ask them what sounds are for the fidel in the first box. When they can say the sounds of fidel for the first symbol, move to the last sounds of fidel, then the middle sounds of fidel. Point to the box as they say the sounds of fidel.

- If they have trouble, emphasize the target sounds of fidel and say it louder than the other sounds of fidels: banana, banana, banana. You can also touch the side of your face as you say the target sounds of the fidel. You can also use Elkonin boxes when teaching blending and segmenting.

Blending Strategies

Some additional strategies that help students who are struggling with blending words are:

- Use manipulatives (e.g., coffee beans). Students can put coffee beans on their desk for the sounds of each fidel/syllable. These should be in a row. They can start at the left and touch a bean as you say the sounds of fidel/syllable sounds. Students then sweep a finger under all the beans as you say the word.
- After you have blended the sounds for the fidels show a picture when you say the word.
- Use physical movements. For example, hold out your left arm and place your right hand at the top of your left shoulder. Move your right hand slowly down your shoulder as you say the sounds of each fidel. Then start back at the top of your shoulder and quickly sweep your right hand down your arm as you say the word).

Segmenting Strategies

Hold up a picture and have the students say the name of the object in the picture and then say the sounds of fidels/syllables in the word. It helps to have the students say the number for how many sounds of fidels/syllables are in the word (e.g., banana = /ba/ /na/ /na/ = 3 sounds of fidels/syllables). Hold up a picture and have the students count the number of sounds of fidels/syllables (e.g., feyel= 3 sounds of fidels/syllables) and then have them say the sounds for the fidels/syllables in the word.

Blending with Elkonin Boxes

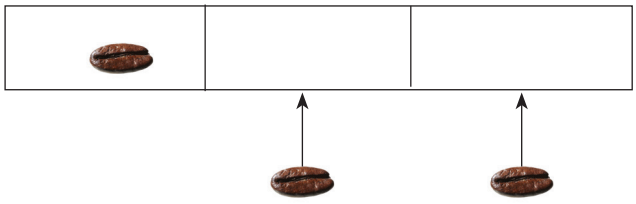
- The teacher says each sound/ in the word (i.e. /f/ /a/ /n/) and draws a star, circle, or happy face in the box as the sound is said:

/baaa/ (hold the sounds)

/naaa/ (hold the sounds)

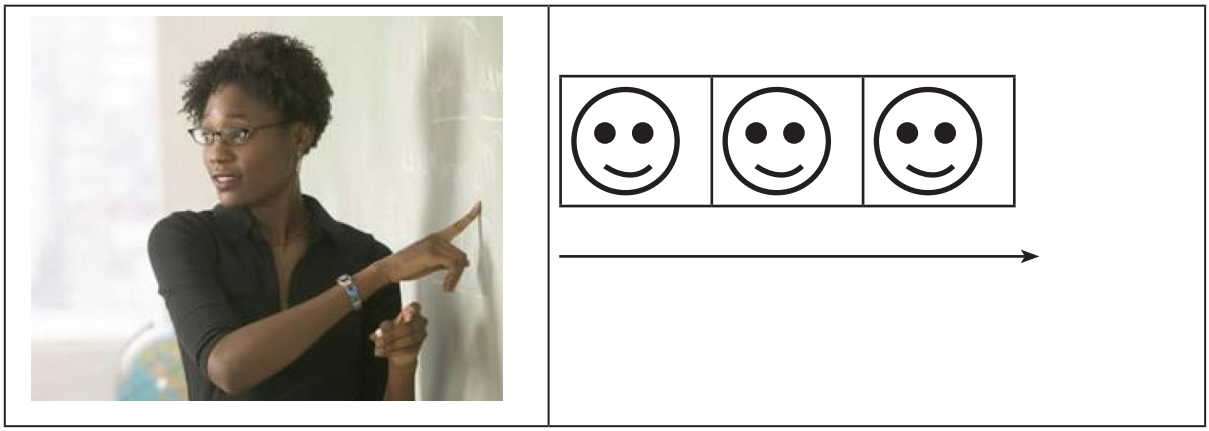
/naaa/

For example: As each sound is said, the students can move up coffee beans, small stones, or some other object. It is recommended that you have the students draw 5 connected squares so they can be used with words of different lengths.



Teacher says /baaa/. and each student moves a bean as the sounds of fidel is said.

- After all the sounds for the fidel/syllables in the word are said, the teacher starts at the left and sweeps across saying the word fast. The students also put their finger under the first box and sweep their fingers as they say the word fast.



Segmenting with Elkonin Boxes

- First, the teacher says the word: banana.
- Next the teacher says the sounds for each fidel/syllable in the word (i.e., /ba/ /na/ /na/ and draws a star, circle, or happy face in the box as the sounds of fidel is said:

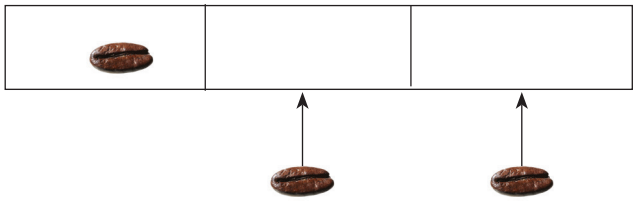
Say Banana

/ffff/

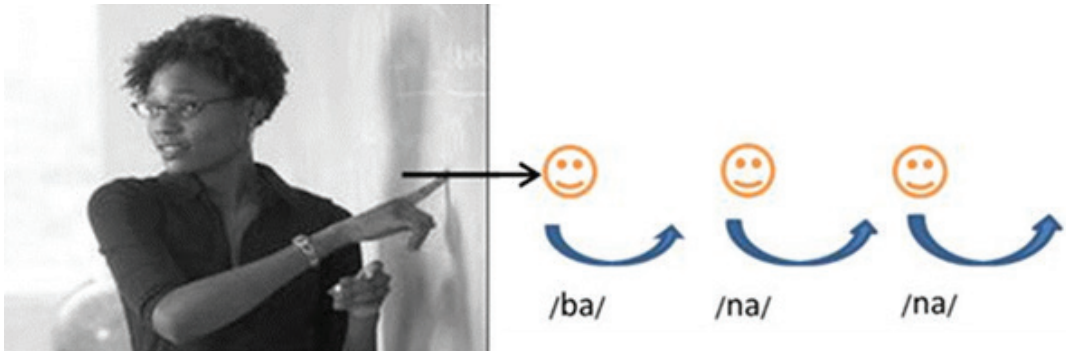
/aaaa/

/nnnn/

At the same time, students move up coffee beans, small stones, or some other object.



- After all the sounds of the fidel /syllables in the word are said, the teacher sweeps under the sounds for each fidel/syllable as she says the sounds of fidel. The students are then asked how many sounds of fidels /syllables are in the word. The students count the beans as the teacher counts the happy faces and say “3.” The teacher provides feedback by saying “that is correct, there are 3 sounds of fidels /syllables in the word banana.”



- When the students understand the activity, the teacher can give the students a new word. And the students then move the coffee beans up and count the number of sounds for fidels/syllables.

IMPORTANT: when the students understand the task, use 4-6 boxes together. And vary the number of sounds of fidels /syllables. If you draw three boxes together and the word has three sounds of fidels/ syllables, the students know the answer. Draw 4-5 boxes and use words with 3-5 sounds of fidels / syllables.

Using the information from formal and informal assessments, and the primary teacher's guide, you can plan for instruction. The instructional chart below can help you make instructional decisions and identify the correct instruction to teach what the students need to learn next. For example, assume that you have several students who are weak in syllable blending. You can look at the chart below to identify the possible activities.

Table 14 - Instructional Guide for Phonological Awareness

If the student is ready to learn ↓	→ Then select one of the related instructional approaches below to teach the skill (marked with an X)							
	Sing songs	Using Scripts	Clap words or sounds/ syllables in words	Using objects or pictures	Using manipu latives (no letters: use beans, etc.)	Physical movement	Concept of first/ last/ middle	Elkonin boxes
Rhyming words	X		X	X		X		
Sentence Segmentation	Read	X	X			X		
Identify initial/ final/ medial syllable/ sound	poetry	Use Scripts	Clap words or sounds/ syllables in words	Use objects or pictures	Using manipu latives		X	X
Blending syllables& sounds	(no fidels,	X	X	X	X	X		X

Using the Chart to Make Instructional Decisions:

If there are students weak in fidel/syllable blending, there are 6 possible activities listed above. You may want to begin with the activities found in the primary text. If students need explicit instruction, you could add Elkonin boxes and use of manipulatives. In addition, students enjoy physical movement and clapping/singing.

Activity 6: Group Assignment

You have assessed the students in your grade 1 class and you have the results. The class lesson is blending the sounds of fidels/syllables. Also, discuss how Elkonin boxes can be used. Discuss what instruction you would give to each group of students described below. This will help you decide if your target group of students is above, below, or on lesson level.

1. There are three groups of students in your class. The descriptions below help identify the level for each group. Use the information and the developmental levels to determine where each group is in relation to the current lesson (above, below, on skill level). List the level for each group.

   a. A group of students still can't identify a word, nor demonstrate the direction to read print. The rest of the class can do this.

   a. A group of students can blend the sounds of fidels/syllables and are ready for instruction at the next level (the lesson focused on teaching)

   a. A group of students can't blend the sounds of fidels/syllables after 4 weeks of instruction.

2. Identify what type of instruction you could use for each group (list at least 2)

Chapter 3: Summary

This chapter discussed emergent literacy skills necessary for learning to read: concepts of print and phonological awareness. Concepts of print are the student's awareness of how books work (i.e., concept of fidel, word, etc.). A checklist for assessing students' knowledge of concepts of print was practiced. Instructional methods that support students in learning concepts of print, include read aloud and interactive activities.

Phonological awareness is the ability to hear and understand the structure of the MT language. It is an oral skill and is used in oral language and in mapping the sounds of the language to fidels. Students move through a developmental progression from hearing and identifying the sounds to blend and segment the sounds to read and spell. There are informal assessments that can be used to monitor the progress of all the students. There are also more formal assessments that can be used to identify individual student's strengths and weaknesses. You learned how to assess students and practiced using the information to help identify instructional techniques to teach phonological awareness. You also practiced two scripts that teach phonological awareness: blending, and how to provide correction/ feedback. Emergent literacy skills build the foundation needed to be successful in learning to read and reading to learn.

Chapter 3: Review Questions

For this chapter review the two case studies and the questions to answer. The first chart shows the checklist of Mike's assessment of knowledge of print concept. The next chart is the phonological awareness assessment results of Ruth. Next, answer the questions based on each student's assessment results.

1. Examine the print awareness assessment results for a grade 1 student (below).
   a. What can the student do? What needs review? What does the student need to learn next?
   b. Using the primary MT text and the information in this chapter, what instructional methods and activities would you use?

Mike: Checklist for Print Concepts

Basic Concepts	YES	NO	Comments
Book Handling: How to take care of a book	X		
Book Orientation	X		
Front/Back Cover	X		
Left-Right Direction of Print	X		
Top-to-Bottom Reading	X		
Points to fidels	X		
Points to Words		X	
Points to Picture	X		
Talks About a Picture		X	Uses 1-2 words to talk about the picture (boy plays). Did not describe in detail what is happening, etc.
Uses Vocabulary About a Book (title, cover, back, page)		X	
Uses Vocabulary About a Book (title, cover, back, page)			
More Advanced Print Concepts			
Points to Punctuation (period, question mark)			Did not assess this part as he needs instruction in basic concepts
Points to First/Last Part of Story			
Points to Title			
Points to Author's Name			

2. Ruth: Assessment of Phonological Awareness

The teacher is concerned that a grade 1 student, Ruth, is having trouble in orally segmenting the sounds of fidels/syllables in a word. Use the assessment results (below) to answer the following questions:

   a. Where is the student in the developmental progression of phonological awareness?
   b. What can the student do? What needs review? What does the student need to learn next?
   c. What instructional techniques and activities would you use (use the primary MT textbook and this chapter)?

Task	**Task Description**	**Mastery (yes/no +Notes)**
Rhymes	**Practice:**	Practice: Ok Test: 5/5 mastery
Sentence Segmentation	**Practice:**	Practice: OK Test: 4/5 (did not say 1 word in a sentence) mastery
sound of fidel/Syllable Identification a) first b) last c) middle	a. Sounds of the first fidel/syllable in the word Practice: mesa wetet Test: (write 5 words, each with 2-3 fidels) b. Sound of the last fidel/syllable in the word Practice: wuha abat Test: (write 5 words, each with 3 Fidels) c. Sound of the middle fidel in the word Practice: enat abat Test: (use 5 words, each with 3 fidels syllables)	a. Practice: ok Test: 5/5 b. Practice: ok Test 5/5 c. Practice: ok, but needed feedback Test 4/5 (struggled with identifying middle sounds) mastery
Sounds of fidel/ Syllable Blending	Practice: pen-cil teach-er Test: fast-er soc-cer re-test-ing kit-ten ap-ple	Test 3/5 Said cat for kitten Discontinued: did not meet mastery
Test: (use Sounds of fidel/Syllable Segmenting	Practice: helper understand Test: reader singing recite pineapple laughed	Test: 4/5 (missed laughed) mastery

Chapter 3: Self - Assessment

Below are self-assessment statements. Put a "√" checkmark or tick indicating if you agree or disagree with the statement on the left. Make sure that you read again those sections with which you disagree and write the reason you disagree. Also, write any questions you may have.

Table 15 - Chapter 3: Self-Assessment

	I Can…	Agree	Disagree
1.	use assessment techniques to measure print concepts.	☐	☐
2.	use assessment techniques to measure phonological awareness.	☐	☐
3.	explain appropriate differentiated instructional techniques for print concepts.	☐	☐
4.	explain appropriate differentiated instructional techniques for phonological awareness.	☐	☐
5.	analyze the results of assessments of print concepts and use the results to identify instruction.	☐	☐
6.	analyze the results of assessments of phonological awareness and use the results to identify instruction.	☐	☐
7.	use appropriate instructional techniques for teaching concepts of print and phonological awareness to meet the needs of diverse learners.	☐	☐

APPENDIX A - MODEL SCRIPT BLENDING SYLLABLES (SOUNDS OF FIDELS) GRADES 1 & 2

Teacher Explains Task
We are going to blend sounds of fidels /syllables, to make words. This can help when you are trying to read a word you do not know, you can blend the sounds of fidel /syllables, to be able to read and say the word.
I DO
T: Now we will practice blending sounds of fidel /syllables to make words. First, I will say the sounds of fidel /syllables and then say the word. Listen: I am going to say the sounds of fidel /syllables and then say the word. The sounds of fidel/ syllables in the first word are pen cil (hold up a finger for each syllable in the word). The word is pencil (drop your hand as you say the word pencil). REPEAT Saying the sounds of the fidels/syllables and the word.
WE DO
T: Let's do together. (use a new word so that they practice versus memorize) T: The sounds of fidels/ syllables are ba by (hold up a finger for each sounds of fidel /syllable) Let's say those sounds of fidel /syllables T/S: ba by (hold up a finger for each sounds of fidel /syllable,) T: The word is? (drop your hand as you say this, it signals for all students to respond) T/S: baby If the students are not fluent and accurate in blending, repeat the We Do and then have them say the sounds of fidels/syllables, and word used in the I DO section.
YOU DO
T: now you will say the sounds of fidel /syllables in a word and blend the sounds of fidels /syllables to say the word. The sounds of fidels/syllables are: soc cer (hold up a finger for each syllable, or fidel) Say these sounds.
S: soccer (hold up a finger for each sounds of fidel /syllable) T. the word is: (drop your hand to signal for the students to say the word) S: Soccer T: yes, the word is soccer Use other words for practice.
Independent Practice
Provide individual turns for students to blend the sounds of fidel/ syllables to say these words and other words. Call on students around the classroom; include students who are making errors.
Scaffolding Suggestions
Make sure that all the students can complete the task. Provide additional practice if needed. If they still have problems and if you are using words that have 3 – 5 sounds of fidels /syllables), practice first with words with 2 – 3 sounds of fidels/syllables (. If possible, it helps struggling readers to show a picture or the object after they say the word.

APPENDIX B - MODEL SCRIPT: CORRECTION TECHNIQUE

Phonological Awareness: Blending sounds of fidels /**Syllables Grade 1 & 2)**

When students say the sounds for a fidel**/syllable, or the word wrong**, the teacher should stop and correct the error. The following is an example of a correction technique when some of the students say the sounds of the fidel/syllable wrong.

Note: Use words from the MT primary textbook. Identify a lesson that teaches specific sounds of fidel(s)/words and present orally (as phonological awareness is an oral activity)

Teacher Explains Task
We are going to blend sounds of fidels /**syllables, to make words. This can help when you are trying to read a word you do not know, you can blend the** sounds of fidels /**syllables to be able to read and say the word.**
I DO
T: **Now we will practice blending** sounds of fidels /**syllables to make words. First, I will say the** sounds of fidels/ **syllables and then say the word. Listen: I am going to say the** sounds of fidels /**syllables and then say the word.** **The** sounds of fidels /**syllables in the first word are "pen cil"** *(hold up a finger for each* sounds of fidel/*syllable, or fidel, in the word)* **The word is pencil.** *(drop your hand as you say the word pencil)* *REPEAT Saying the syllables, or sounds of the fidels) and the word.*
WE DO + Correction Technique
T: **Let's do one together**. *(use a new word so that they practice versus memorize*) T: **The** sounds of fidels /**syllables are "ba by"** *(hold up a finger for each* sounds of fidel/*syllable*) **Let's say those** sounds of fidels /**syllables,** **T/S: "*ma by"*** *(hold up a finger for each syllable, or fidel*) ***(Several of the students say ma instead of "ba")*** *At this point, the teacher stops and corrects the students using I/We/You do)* **T. Listen the** sounds of fidels /**syllables, are "ba by"** (you may need to say the ba louder) **Say that with me** **T/S: ba by** ***T: your turn to say the*** sounds of fidels/***syllables*** S: ba by T: **The word is?** *(drop your hand as you say this, it signals for all students to respond*) T/S: ***baby*** *If the students are not clear, repeat the We Do and then have them say the* sounds of fidels/ *syllables, and word used in the I DO section.*
YOU DO (after correcting the error, go on to the you do section)

CHAPTER 4: GRAPHOPHONEMIC AWARENESS (GA): ASSESSMENT AND INSTRUCTION

Introduction

In MT 201, you learned about Graphophonemic Awareness (GA) and, in TMT 222, the teaching-learning techniques. In this chapter, assessment methods that can be used to measure graphophonemic awareness are introduced and discussed. You will also learn how to administer and use the information from the assessments to differentiate instruction. There are instructional methods for students who need support, are on lesson level, or need enrichment. Finally, you will learn how to assess and provide instruction in sight word knowledge. The chapter also introduces you to leveled books, new supplementary materials, and the leveling system. These books are designed to support the primary MT textbooks.

Learning Outcomes

By the end of this chapter, student teachers will be able to:

- use assessment techniques to identify developmental levels of students in their learning of graphophonemic awareness.
- use the assessment results to identify student needs and to differentiate instructional methods appropriate for the various level of learners (i.e. on/above/below lesson level).
- practice instructional methods and strategies, including techniques for meeting the needs of above level and struggling learners.
- appreciate the importance of supporting students in accordance with their needs by demonstrating various learning activities in class.
- demonstrate effective feedback techniques that help students improve learning of the developmental levels of graphophonemic awareness.

Teaching and Learning Techniques

- Explicit instruction
- Task-based Learning
- Demonstration
- Pair/Group Work
- Discussions

Instructional Materials

- Flash cards
- Sight Word Charts
- Primary MT 1-8 Curricula
- Manipulatives
- Materials for Assessment of Primary Students

Assessment Techniques

- Informal (i.e. oral questions/answers including open-ended questions, classroom participation, & reflection)
- Observation with prepared checklists
- Microteaching
- Checklists/Recording Sheets
- Case Studies
- Individual, Peer, and Group work

NOTE: During adaptation, use appropriate examples from your mother tongue.

4.1 Graphophonemic Awareness

Activity 1: Brainstorming

Answer the following questions:

1. Based on what you learned in previous course modules, define graphophonemic awareness.
2. List the components of the graphophonemic awareness continuum (developmental levels).
3. What is the difference between phonological awareness and graphophonemic awareness?

Graphophonemic awareness is the ability to match written fidels/syllables, to their corresponding sounds. The continuum begins at the basic level with print awareness and fidel/syllable recognition. Students also learn the sounds of fidels/syllables with the correspondence of written fidels/syllables. This knowledge is used to decode (to read) new words and encode (to spell and write) words. At the most complex level, students learn to read multi-syllable words and words with morphemes. Phonics/ decoding instruction and explicit instruction are the methods used in the primary MT textbooks to teach students how to blend syllables and sounds of fidels/syllables to read words. As students begin to read, they learn to decode, or sound out words that they do not know. The early primary textbooks are structured so that many of the words to be decoded use the sounds that have been taught. These lessons also include a few words that they learn to read by “sight”. These are words that are needed for the sentences and passages to make sense. The ability to decode and read words is one strong predictor of later success in literacy (Reutzel & Cooter, 2009). Encoding involves segmenting sounds of fidels/syllables. This helps students when spelling and writing. As a review, Figure 8 provides an overview of the general progression of skills for graphophonemic awareness.

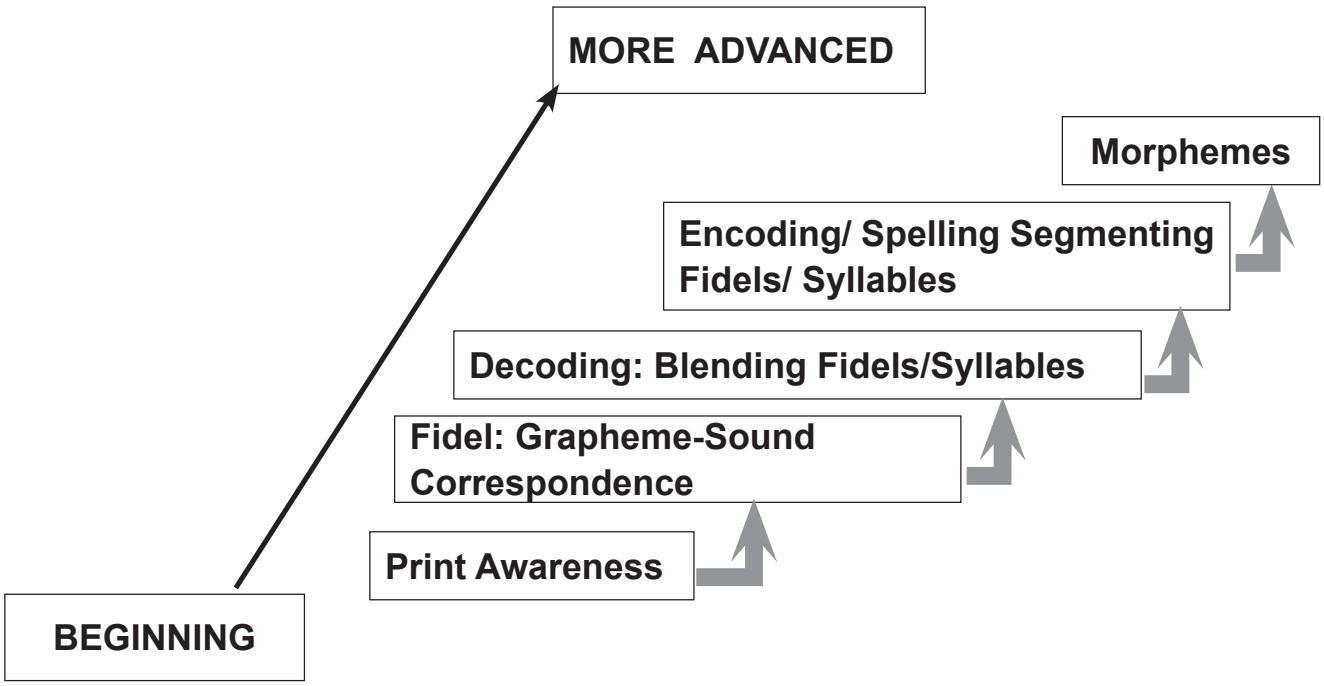


Figure 9 - Graphophonemic Awareness Continuum (Ralaingita, W. 2013)

When reading, students who can't decode will skip fidels/syllables and words, add words, misread the middle part of words, and guess at words based on the content. These students will also struggle with multisyllabic words. It is important to assess and determine if students (1) have awareness of the fidels and their sounds, and (2) have a basic understanding of how to decode words. You will be able to hear errors when students read aloud. Note: Assessments and Instruction for fidel Awareness (ability to write the correct fidel in a word) and for encoding will be presented in Chapter 7, as these assessments measure spelling and writing skills.

4.2. Graphophonemic Awareness Assessments

This section provides you with assessment methods you can use to evaluate skills within the levels of the developmental progression. You will also learn about methods you can use to teach these skills. Assessments can help you identify where your students are in the developmental progression of learning graphophonemic skills.

4.2.1. Informal Assessments

As a reminder, many of the general assessment techniques found in Chapter 1, and the Primary MT Teacher's Manuals can be used, (turn and talk, observations, rising words, etc.). For example, observations of student responses are quick and easy to use. Theses assessments help monitor students' progress in blending sounds, syllables, and morphemes to read words. During "You Do," monitor to make sure that students are saying each syllable, morpheme, or word part (root word, prefix, suffix, infix) before blending them into a word. Or the sounds for each fidel when segmenting a word. Select individual students to show the class how to blend or segment a word. The student might come to the board and do this, so the whole class can see. You can observe students and listen to how they blend the word parts to make words. Additional types of informal monitoring include:

- During You Do, make sure that students are writing word parts and the complete word correctly in their exercise books (e.g., de-forest-a-tion)
- Ask students to say or write other words with the same word part (e.g., the root word forest, the prefix de-, or the suffix –tion; e.g., protection, concentration, evaluation)

- The teacher then asks students to say what the relevant word part means (e.g., de-; to do the reverse of something; e.g., deactivate, deconstruct, devalue).
- Have students work alone or in pairs or small groups to segment words into root words and affixes (e.g., activate/de-activate; construct/de-construct; value/de-value; build/re-build; call/re-call; claim/re-claim)

Another method for assessing students' ability to blend sounds to read words is to have them make words. Making words is a strategy found in the primary text:

Note: During Adaptation, insert fidel examples.

- Fidels/Syllables students have learned can be listed on the board and students make words with the fidels/syllables and write the words in their exercise book. For example (in English), the teacher can write: a i l o d n s r u
- Say, "I want you to make two-fidel words."
- Students use the fidels to make words. Have the students say the words they have made, you write them on the board (on, an, do, so…) and they can write the words in their exercise book.
- Then, have the students make three fidel words (and, sun, ran, run.)
- Next. Have them use the fidels to make four fidel words (said, loan, runs.).
- Early in grade 1, students may need to work in small groups to write four fidel words
- You can check their exercise books to assess progress. Or, students can also write on a piece of paper and hold up for the teacher to see.

4.2.2. Formal Assessments

When collecting information about students' progress in decoding skills, more formal assessments can be used. You can use assessments that measure the ability to say the correct sounds for fidels/syllables. Assessments can also measure the ability to blend fidel/syllables and morphemes to say and read words. These assessments can be used with the whole class and for students who need enrichment. Individual students should be assessed when a teacher is concerned about progress. Since there are approximately 270 fidels, three different measures should be used: grade 1, first semester; grade 1, second semester; and grade 2, first semester. Use "√" if correct, "X" if the student can't say the word. The checklist below can be used at the beginning of each semester to see what students already know. The checklist can also be used at any time during the year with struggling readers. In the notes section, the teacher can write information that can help when planning instruction. For example, the student confuses fidels that look similar; the student confuses the sounds for the different order/position in a row.

Directions and Teacher Score Sheet

Teacher: Hand a sheet of paper with the fidels to the student and say, "Tell me the sounds of these fidels/syllables. Start here (point to the first Fidel) and read the rest. Start here and go across each row (sweep hand from left to right). To Score: √ = said sound(s) correctly X = incorrectly said sound(s), unable to say sound(s), or did not say the sounds for the fidel within 3 seconds.

The student should be able to say the sounds for the fidel/syllable in 3 seconds.

If the student has a speech disability and can't say certain speech sounds, the fidel is not marked wrong. Make a note of any sounds that the student can't say due to a speech disability.

Student Name _____

1st Order	√ X	2nd Order	√ X	3rd Order	√ X	4th Order	√ X	5th Order	√ X	6th Order	√ X	7th Order	√ X

Notes:

Assessment of Sounds of Fidels/Syllables

During adaptation, three charts need to be developed using the sequence the fidels are introduced.

The fidels, to be taught, are each written in a row, all 7 positions in a row. Make sure to use the sequence in the primary MT textbook to list the fidels. The fidels are introduced according to frequency they are used in reading. However, when a fidel is introduced, all 7 positions are taught in consecutive days.

Decoding Assessments

Assessments can also be developed to measure the ability of a student to blending syllables and sounds. The EGRA assessment uses nonsense words to measure this skill. Nonsense words are not real words in the MT language. If real words are used, it is hard to know if the student recognizes the word or if it is really a new word.

Directions for Administering Decoding Assessment

REMEMBER: for this assessment, nonsense words are written and the student sees the words to complete the assessment.	
Teacher Directions:	
Task	**Task Description**
Blending Sounds	Give the student a copy of the decoding assessment form. Say, "**I am going to show you some words and I want you to blend the sounds of the fidels /syllables to say the word."** **Practice**: For each of the three sections, the first two words are practice words. If the student cannot say one of these words, model for the student. After you model, have the student say the **fidels** /syllables and blend the **fidels** /syllables to say the word. If the student still can't do the practice items for a section, stop testing. **Assessment:** For the 5 test items in each section, the student should be able to quickly blend the **fidels** /syllables and say the word. If the student cannot do this, point to the next word and say "what is this word." The student should be able to correctly say 4/5 words in the section for mastery. If the student masters the first section, move to the next section, etc.
Student Form: fidels /Syllable/Morpheme Blending Assessment	

Simple Words: **Practice**: mip taf **Test:** pab tad lum dop tes
More Complex Words: **Practice:** wrunkin latim **Test:** nashesh telbin ridnip wapir yinter
Words with Morphemes: **Practice:** tadding yadder **Test:** nipping silers wabored refesting manhiped
Notes on student's responses:

Assessing Morphemes

Morpheme knowledge can also be assessed by providing the student with a list of words that have morphemes. This is best used with the grades 4-8 primary text and words that are related within units. Using this type of assessment, and using words introduced at different times of the year, you will be able to identify students who are working at different levels (above, on, struggling). You can also measure progress throughout the year.

Say, "Read the words below." If the student takes more than three seconds to read the word, point to the next word. The student should say the word quickly. If the student fist says the word parts and then says the word, the word was not read fluently and is marked wrong. If the student takes more than 3 seconds before saying the word, or doesn't say the word, it is marked wrong.
During adaptation, a sheet of about 20 words, with morphemes, should be selected and typed in the box. The grade-7 textbook will be used: Use words that are within a series of lessons, at different times of the year.

Activity 5: Group Work

1. In groups, complete the following activities. Create an assessment to measure students' ability to read longer words and words with morphemes. For this activity, each group will be assigned a grade level: 4, 6, or 8.
   a. Find lessons in the primary text, for a grade levels 4, 6, or 8, that teaches morphemes. Make a list of words from the beginning, middle, and end of the text. Select 10-15 words, across the year that has more than one morpheme.
   b. Think of the guidelines for Tier 2 words. Also, identify what words the students will need to read the passages (think content area topics).
   c. Ask students, from another group, to read the words your group wrote.

2. Discuss: What words were easiest to read? What words were harder? Why?
3. Share your group's reflections with the class.

Project Work 2: Field-based Activity

Using the list of morphemes, you created:

1. Visit a primary school and assess two students, for the grade related to the list words you wrote. If possible, ask the teacher if she/he has a strong reader and a struggling reader.
2. Have each student read the words on the chart that your group made. If you are not able to go to a school, the instructor may have other suggestions (i.e. using a family member or a neighbor's child who is in the class at the assigned grade level Have the student read the words.
3. Review the students' responses and ability to decode and read words with morphemes.
4. Write a reflection of what you observed. Were some words easier for the student to read? What made them easier to read?

4.3. Graphophonemic Awareness Instruction

Explicit instruction is an effective way to teach decoding and to help students understand and use words in spelling, vocabulary, and reading. Nagy (2007) suggests that explicit instruction is a way to narrow the gap between strong and struggling learners. Graphophonemic Awareness is developed by teaching how to recognize and how to say the sounds of fidels/syllables. Students need practice with decoding. Graphophonemic awareness also includes teaching students how to blend morphemes and parts of words to improve both reading (i.e. reading fluency) and writing. Figure 10 below is a quick review of the developmental progression for learning graphophonemic awareness skills:

Fidels	Word: Patterns and Syllables	Morpheme(s)
ቤ ት	ቤት	Compound Word ውጥ ቤት
		Root Word with Affixes (2+ Morphemes) ቤቶች ቤት ኦች

Figure 10 - PROGRESSION FOR THE SABA SCRIPT

Multisyllabic Word Reading

Even though the Saba languages are syllabic, it can be very hard for some students to read words that have many fidels/syllables. It helps when students have strategies to decode words with many fidels /syllables and/or with morphemes. Understanding the meaning of prefixes, suffixes, and root words improves comprehension of what is being read.

Using Knowledge of fidels /Syllables to Read Unfamiliar Words

When students are reading long words with many fidels/syllables, they can be reminded and can practice blending the words by the sounds of the fidels/syllables. The types of fidels /syllable patterns are dependent on the language structure of the MT. Instruction in word study teaches students how to blend "chunks" of a word to be able to read long words. Students begin to identify and use morphemes

in grades 2 and 3. Morphemes are the smallest unit of meaning in a word. This includes the parts of a word that can stand alone (i.e. run, test, etc.) and have meaning. There are also word parts, affixes, that have meaning but are not a word and cannot stand alone (i.e. er, ing, ed). Affixes are added to a word to change the meaning (i.e. port = report, reporting, reported).

The primary text includes lessons that teach students to look at the word parts to read words. There are also suggestions for ways to assess students' ability to use morphemes to read long words. The front pages of the Primary MT Teacher's Manuals provide information on Graphophonemic Awareness (MoE, 2014): The following instructional methods and strategies students learn to use are found in the primary textbooks to teach graphophonemic awareness (MoE, 2013):

Grades 1-4: Methods/Techniques

- The teacher shows the fidel and says the sound(s) of the fidel/syllable
- The teacher demonstrates how to blend fidels to say words, students practice saying each sounds of fidels/syllables, and then blend the sounds to say the word. Students learn to decode beginning with simple words with 2-3 fidels/syllables. Physical movements can be used when blending.
- Provide explicit instruction is provided in analyzing and reading words with morphemes
- As new words are learned, they are written on a word wall/chart
- Students practice matching the graphemes and sounds
- Students learn where the sounds are made in the mouth
- Students create word families with words that rhyme
- Students use fidels, to make words
- Students move to decoding words with 2-6 fidels/syllables and morphemes

Grades 5-8: Methods/Techniques

- Word Hunts: students look for target words in the passage and for other words with the same morphemes
- Word Sorts: sorting a list of words by structure or pattern, or making a list of words by structure or pattern
- Explicit instruction in understanding the morphological structure of words
- Decoding: the teacher discusses complex word parts and shows how to blend the parts

Activity 6: Group Work

Find the practice script in Appendix A, at the end of this chapter:

1. Divide into small groups and practice the blending fidels /syllables script. One student is the teacher and the others are primary students.
2. Discuss what assessments could be used to see if students are able to blend fidels /syllables.
3. Discuss what activities can be used to teach fidels /syllables. Share with the class.

Project Work 2: Field Based Activity

Visit an upper primary class, from grades 5-8. Find out when the teacher will teach a lesson that includes instruction in reading words with morphemes. Observe the class session and write a short summary of your observation.

Providing Feedback

In TMT 222, you also practiced correction techniques. Do not forget to provide correction as one type of feedback. For example, if students say sounds of fidels /syllables(s) incorrectly, say the correct sounds of fidel /syllable(s). Have the students repeat the sounds of fidels /syllable(s) and the word again. You practiced the script for providing feedback in Chapter 3.

Activity 7: Class Reflections

As a class, discuss the following questions:

1. Discuss how observation and listening to students, completing the lesson/activity above, can be used to identify the students who do not say the sounds of fidels /sounds correctly and/or cannot blend fidels/syllables/sounds to say words.
2. Discuss how a correction strategy can be used to provide feedback when you have a large class of primary students.
3. Discuss reflections with the whole class.

Instruction for Diverse Learners

The following instructional practices are discussed in the Primary MT Textbooks for providing enrichment and support (MoE, 2014):

Enrichment

If students can blend and segment the given fidels/syllables, morphemes, or word parts easily, provide them more words to try (using fidels/syllables, morphemes, and word parts). You can use longer words with the morphemes they have learned, or words with new morphemes.

Support

Provide students practice with easier words, with morphemes they know, and then try new words. If students have difficulty with easier words, you may need to review some fidel-sounds with them to make sure they know the sounds of fidels/ syllables.

In MT 201 and TMT 222, you read about the strategies found in the primary materials that are used to teach graphophonemic awareness. There are strategies that can provide support for at-risk students and students who are struggling in learning to read.

Blending Fidels/Syllables

- Separate fidels that look and/or sound similar.
- Make a line under each fidel to show the students what parts of the word to blend.
- Show sounds that some words have a similar pattern (e.g. fat, rat, hat, sat).

- Have fidel manipulatives for small groups and have them touch the manipulatives as they say the sounds of fidels/syllables. Next, ask the students to say the word.
- Have students use the manipulatives and change one fidel to make a new word (e.g. have f, r, h, and s and have them put the -at together, then say “make the word fat, change the word fat to rat….”
- Provide extra small group practice

Segmenting Fidels/Syllables

- Have them write each word part as it is said and then read the whole word.
- Use fidel manipulatives; say the sounds of the fidel /syllable and move up each fidel as you say the sound(s). Next, have students do the same thing in small groups.
- Give each student, or a small group of students, a set of fidels. Ask the students to see identify how many words they can make (e.g. f, r, h, s, a, t: far, fat, hat, has, as, at, etc.). The students should write the words.
- Explicitly teach morphemes, affixes, and other language structures (e.g. geminate).
- Provide extra small group practice.

Morphemes

Morphology can be taught as a cognitive strategy. Students can be taught to segment a word into morphemes using the following steps:

- Students need to first identify that they do not know the word
- Students can be taught to look at the word and identify word parts that are prefixes/suffixes and the root words. Next, students divide the word into parts. Students then blend the parts and say the word.
- Next the students think of the meaning for the word that was said.
- Finally, the students read the word in the sentence to decide if the sentence makes sense.

Explicit Instruction: Using Elkonin Boxes

Blending & Segmenting with Elkonin Boxes: When using explicit instruction, Elkonin boxes can help many students (Hasbrouck & McKenna), 2009). This teaching method is very important to use for children that are very weak in blending and segmenting words. This strategy helps struggling readers, students with learning disabilities and with language delays. The teacher can draw boxes on the board and the students can draw boxes in their exercise book. The teacher writes each fidel, as she/he says each sounds of the fidel / or syllable.

Blending with Elkonin Boxes

- The teacher says the sounds of each fidel in the word (i.e. /ba/ /na/ /na/and writes each fidel, in the box as the sounds of the fidel is said:

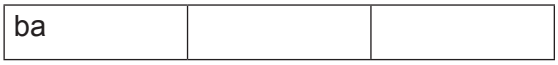
Explicit Instruction: Elkonin Boxes

Blending & Segmenting with Elkonin Boxes: When using explicit instruction, adding Elkonin boxes can help many students (Hasbrouck & McKenna, 2009). This teaching method is very important to use for children that are very weak in blending and segmenting words. It is a strategy that also helps students with

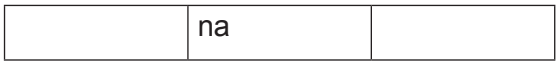
learning disabilities. The teacher can draw boxes on the board and the students can draw boxes in their exercise book. The teacher writes each letter/syllable, as she/he says each sound, or syllable:

Blending with Elkonin Boxes

- The teacher says each sound in the word (i.e. /f/ /a/ /n/and writes the letter, in the box as the sound is said:



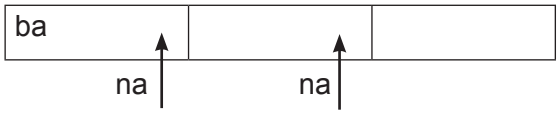
/baaa/ (hold the sounds)



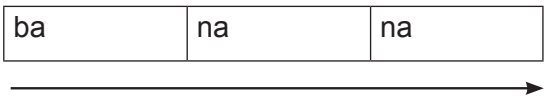
/nnnaaa/

/nnnnaaa/ (hold the sounds)

At the same time, students can use pieces of paper with the fidels. As the teacher says and writes each fidels, the students can move the same fidel into the correct box. The students say the sounds of the fidel/syllable. For example, the teacher says /baaa/ and each student moves the piece of paper with written fidel, or writes the fidel.acher says /baaa/ and each student moves the piece of paper with written fidel, or writes the fidel.



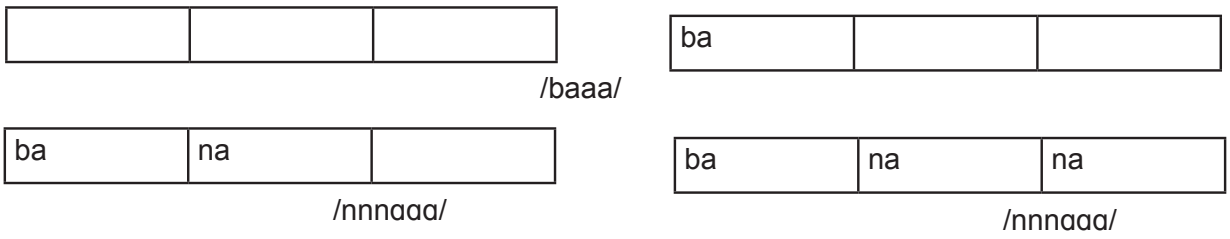
- After all the sounds of the fidel /syllables in the word are said, the teacher starts at the left and sweeps across saying the word fast. The students also say the word fast.



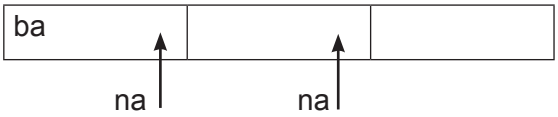
- When the students understand the task the teacher can say the sounds of the fidels/syllables and the students write the fidels. Next, they put their finger at the left of the word and sweep under the boxes and say the word fast.

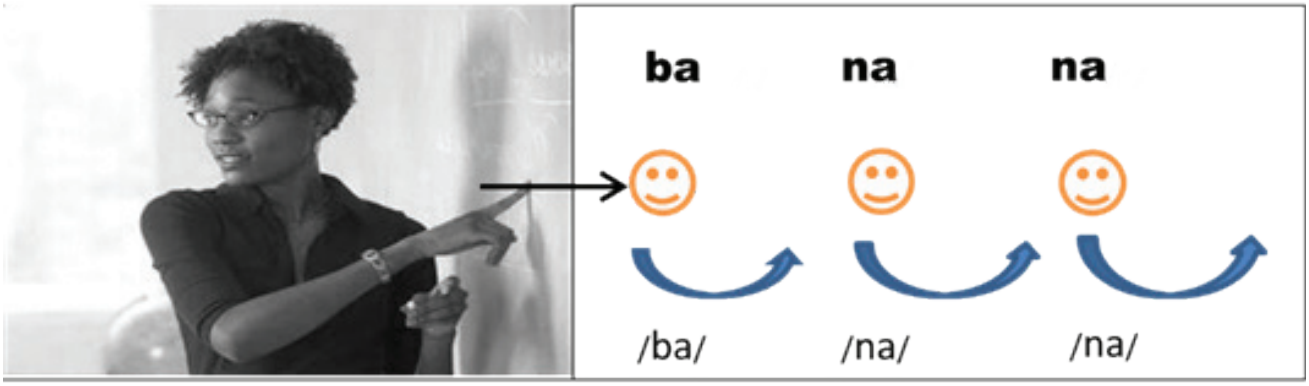
Segmenting with Elkonin Boxes

First, the teacher says the whole word: banana. Next, the teacher says the sounds of the fidels in the word (i.e. /ba/ /na/ /na/and writes fidel in the box as the sounds of the fidel is said:



- At the same time, students can be moving up fidels on paper, or writing the fidels in the boxes





- When the students understand the activity, the teacher can give the students a word .
- And the students move the fidels, or write them and count the number of fidels/syllables.

IMPORTANT: when the students understand the task, use 4-6 boxes together. And vary the number of fidels /syllables. If you draw three boxes and the word has three sounds that represent three fidels/ syllables/ s, the students have the answer. Draw 4-5 boxes and use words with 3-5 fidels /syllables.

4.4. Sight Word Knowledge

Monitoring the development of students' sight word knowledge is one of the most important tasks in grades 1-4 and for struggling readers in grades 5-8 (McKenna & Stahl, 2009). A sight word is any word that a child can see and say quickly. In the primary MT text, sight words are defined as words that do not have the sounds students have learned. The student would have difficulty saying the sounds for the fidels and in decoding the words. There are also additional definitions for sight words. A broader definition is that sight words are words that occur often in print and are usually learned by memorizing the words (Reutzel & Cooter, 2011). These may be words that the child first learned to decode, or words that were taught to help when reading a passage. In addition, throughout life, we learn many new words that we recognize by "sight." As many as 90%, of the students struggling to read have weak sight word vocabularies (McKenna & Stahl, 2009). If the student has to decode many of the words, there is very little memory left for comprehension.

4.4.1. Sight Word Assessment

Words that can't be decoded, but are found in the passages of the primary MT textbooks are the first sight words young students learn. In the primary text 1-4, words are identified as sight words. These are words that the student has not yet learned but are needed to read and write. Sight words also include words that students see, hear, and write a lot. These may be words that they have learned by decoding (reading and blending the word parts) and read a lot. The student can recognize by sight.

There are many ways to assess students' sight word knowledge. You can write a list of words on the board and have the students turn and **talk**, with each taking a turn to read the words. You can also have the words on cards and have each of the students say a word as they leave the room. You can have 10 different students read several of the words each day of the week. By the end of the week, you would have heard 50 students.

Another strategy is to make sure all students have a chance to read aloud (this may take several weeks in a large classroom) and listen to how well they read. Remember you are measuring sight words, the student should be able to read the word in 1-3 seconds. The task is to develop a list of words that are critical for the children to learn by "sight." In the primary text, the sight words for each lesson are identified.

Activity 8: Group Work

Using the primary texts, work in groups to make two lists of words.

1. Each group will be assigned one of the grade levels 1-8.
   a. Look at the sight words taught at the beginning of each lesson for semester 1 and select a list of words (for grades 1-4, look at the icons in the textbook).
   b. For grades 5-8, there are words that the students need to learn by sight to build fluency and to understand the passages. For these grades, look at each three-week unit and select the content area words related to each unit (e.g. forest + reforestation, deforestation…).
2. Make an assessment by using these words, no more than 20 -25 words. When making this list, look at the focus of the passages and select Tier Two words. These words are critical to the lesson and the students should be able to read quickly.

Note: during adaptation, it will be important to work with the primary text and select sample words. A form can be developed at the same time that lists the words for the student to read.

It is important to measure students' progress in being able to read many words by sight, quickly and accurately. Having students read the list of words you made is one quick way to assess students' sight word knowledge.

4.4.2. Sight Word Instruction

Instructional practices include:

- Writing sight words on flash cards: discuss these words and their meanings, identify the words when reading aloud, and practice in reading passages
- Posting the words on a word wall and/or written in the students' exercise books.
- Providing many opportunities to read sentences/passages with the new sight words.
- Providing opportunities to write sentences/passages with the new sight words.
- For older students, providing opportunities to use (orally, read, write) new words that students should learn to recognize by sight

Instructional Strategy Guide for Graphophonemic Awareness & Sight Words

The following chart provides information on which strategies a teacher can use when teaching specific skills:

Table 16 - Chart: strategies a teacher can use when teaching specific skills

If the student is ready to learn	Then select one of the related instructional approaches below to teach the skill (marked with an X)						
	Explicit instruction Using Scripts	Fidel cards Sight word cards	Word Walls Fidel charts	Physical movement Talk about where sounds are made in the mouth	Making Words	Word Sorts & Word Hunts	Elkonin boxes
Fidel/: Sound Correspondence	X	X	X	X	X		X
Identify initial/ final/ medial syllable/ fidel	X	X	X	X	X	X	X
Blending fidels/ syllables	X	X	X	X	X		X
Deleting fidels/ syllables	X	X	X	X	X		X
Identifying Word Families	X	X	X		X	X	
Blending & Segmenting Morphemes	X				X	X	
Reading Multisyllable Words	X		X		X	X	
Reading Sight Words		X	X				

The following examples are ways to use the Instructional Strategy Guide:

1. A student in grade 5 continues to have difficulty reading words with morphemes. Looking at the chart, you may want to select explicit instruction. This method was selected because reading words with morphemes has been taught since grade 2. For small group work, word sorts could be used. If there is a group that is struggling, they could practice sorting words by the root word, or by affixes.
2. When blending fidels /syllables to read words, you may use several explicit instruction lessons. This could be supported with a class activity on making words.

4.5 Primary MT Supplementary Materials

Leveled Books and Leveling Books: Evaluating Text Complexity

Leveled books are available for specific cities in five (5) regions where READ CO works (MoE, SAVE, 2016). READ CO is also developing decodable text, for beginning readers, and books teachers can use to read aloud. The leveled books are called supplementary reading materials (SRM) that use both narrative and expository text representing multiple genre and are developmentally appropriate. Each

school, in the selected areas, will have at least 60 titles in both the language of instruction and in the local mother tongue. The leveling system, created by the Ministry of Education for grades 1 -4, is based on four levels that have two categories: Level 1, Level 2, Level 3, and Level 4, each with categories of a and b.

Leveling text allows the teacher to match the reader with materials that are at the student's independent reading level. Books can be leveled from easy to more difficult. Using leveled books, teachers can provide books that are at different levels of reading ability so that all students can read successfully.

"Leveled books are not usually directly aligned with specific lessons or programs. Rather, they provide important information to teachers and children about the skills required to read various books, allowing for a more accurate match between a student and a book. In addition, leveled books can be effectively used to build vocabulary, develop comprehension skills, learn the structure of narrative or expository text, and develop fluency skills (Davidson, 2013, p.15)."

By using a leveled text and assessing the words a student reads correctly, a teacher can quickly identify the correct level that matches each student's reading ability. These books can then be used for students to read independently. Teachers should also use continuous assessment to monitor students' progress. Teachers can monitor progress as students move through the levels to more complex books. Observations can include listening while the student reads and noting mistakes, asking the student questions about what is read, and having the student write about what was read, etc. Table 13 presents the guidelines for leveling the supplemental books developed by the Ministry of Education (SAVE, 2016, p. 16).

Table 17 - Draft of Ministry of Education SRM Level Guidelines

Characteristics	Level 1	Level 2	Level 3	Level 4
Font Size	Very large (32 point)	Large (24 point)	Medium (18 point)	Small (12 point)
Use of Illustrations	Meaning is fully conveyed by the pictures	Strong support of reading on most pages	Few pictures, light support of reading	No, or very few pictures with no/minimal support of reading
Word Repetition	A lot of word repetition	Some word repetition	A little word repetition	Almost no word repetition (except most common words)
Word Complexity	Simple words only (i.e. most common syllable structures; primarily one syllable)	Simple structure (i.e. more than one verb, additional tenses, etc.)	Mostly simple structure with some more complex sentences (Compound sentences, more complex verb forms, etc.)	Mix of simple and more complex sentence structures (numerous compound sentences, range of verb forms, etc.)
Sentence Complexity	Very simple structure (i.e. one verb, simple tense)	Simple structure (i.e. more than one verb, additional tenses, etc.)	Mostly simple structure with some more complex sentences (Compound sentences, more complex verb forms, etc.)	Mix of simple and more complex sentence structures (numerous compound sentences, range of verb forms, etc.)
Text/Page Density	A few words or 1-2 sentences per page	A short paragraph of 3-5 sentences per page	1-2 paragraphs per page	Multiple paragraphs per page

Note: The final estimate can be determined by examining where the rankings are in the above rubric. For example, if all the indicators are in Level 1, the level is 1a. If indicators are mostly in level 1, with one or more in level 2, select 1b, etc. If the indicators vary widely across the levels of the rubric, select "No Level: Consider for Read Aloud."

Examples of text at the different levels are:

1a	**My pet is big. She is my friend.**
1b	I like to play with my pet. She runs and jumps and rolls the ball.
2a	My two friends missed school today because they were both sick.
2b	The hyena was seriously hurt when he ran into the street and was hit by a fast-moving car.
2b	The hyena was seriously hurt when he ran into the street and was hit by a fast-moving car.

Note to developers: insert examples from MT leveled readers.

Activity 9: Small Group

In small groups, select 2-3 of the supplementary text, each at a different level.

Using the rubric above, compare the three text to the indicators.

1. Does each text accurately reflect the indicators for the assigned level?
2. If the text is a Level (grade) b, what indicators are above the given level? For example, are there simple words (1a) and repetition of words (1b).
3. Is it easy, or is it difficult to identify the levels using the rubric? Why?
4. How can you use leveled books to support student's reading?

Once a student has read a leveled reader, she or he can reread the same text several times to improve fluency and comprehension. Also, the student can be given the next higher level text to read. Reading more books at the higher level helps students to continue to move toward independently reading more complex material. Leveled readers are one resource that can be used to differentiate instruction. Leveled readers support students in reading and comprehending a wide variety of text types, genre, and topics. Leveled readers also help students practice the reading and writing skills/strategies that have been taught.

Chapter 4: Summary

This chapter has addressed the GA continuum: assessment and instructional strategies/methods. Both formal and informal assessments are available for assessing graphophonemic awareness skills. When assessing blending skills, syllables, and morphemes, it is important to use words that the child has never seen. However, it is difficult to identify which words are new for each student. Therefore, one way is to use nonsense words. Formal assessments can be used for identifying students who are struggling and are above level in developing graphophonemic awareness.

In addition, this chapter has discussed instructional techniques and strategies that can be used with the whole group to build graphophonemic skills. This is the first level of providing instruction. At the next level, there are techniques and strategies that can provide enrichment and support.

Students need to learn a basic set of sight words and to learn to read by "sight" words that they have decoded. Learning the sounds of the fidels/syllables is part of the foundation of learning to read. Decoding skills used to blend syllables and morphemes helps students move beyond learning to read to reading to learn. There are supplemental readers available that can provide opportunities for students to read. These books can also be used to differentiate instruction.

Chapter 4: Review Questions

Case Studies: In groups, discuss the following case studies and what the teacher can do to help each student (each group could discuss one of the cases). Identify the instructional methods needed to teach the student.

1. Samuel is a student in first semester, grade 1. The teacher assessed the student and founded that Samuel is confused with the sounds for fidels/Syllables that look similar. He is also having trouble blending sounds of fidels/syllables to say words. The teacher has tried many strategies and wants to become more explicit in how she teaches the student.
2. Sara is a student in first semester, grade 1. The teacher assessed the student and he concluded that she can read all the sounds of the fidels/syllables taught in grade 1, say the sounds of the Fidels/syllables and blend to read words. However, when looking at writing samples, the student is unable to spell words correctly.
3. Zehara is a student in grade 5, semester 2; the teacher was worried about her lack of progress. The formal assessment of blending sounds of fidels/syllables to read words was given. She can read easy words, but has trouble reading words with morphemes.
4. Ahmed is a student in grade 5, semester 2. The teacher observed that he was able to read well. She gave him a list of morphemes that are taught in grade 5. Ahmed was able to read all the morphemes

Chapter 4: Self-Assessment

Below are self-assessment statements. Put a "√" checkmark or tick to indicate if you agree or disagree with the statement on the left. If you disagree, write the reason. Also, write any questions you may have.

No.	I Can…	Agree	Disagree
1.	Use assessment techniques to identify developmental levels of students in their learning of graphophonemic awareness.	☐	☐
2.	Use the assessment results to identify student needs and to differentiate instructional methods appropriate for the various level of learners.	☐	☐
3	Practice instructional methods and strategies, including techniques for meeting the needs of above level and struggling learners.	☐	☐
4	Appreciate the importance of supporting students in accordance with their needs by demonstrating various learning activities in class.	☐	☐
5	Demonstrate effective feedback techniques that help students improve learning of the developmental levels of graphophonemic awareness.	☐	☐

APPENDIX A - MODEL SCRIPT: GA BLENDING SYLLABLES GRADES 1 & 2

Note: For Saba Languages, use words from the MT primary text.

Teacher Explains Task
We are going to blend syllables (or the sounds of fidels) to make words. This can help when you are trying to read a word you do not know. You can blend the syllables, or sounds of the fidels, to be able to read and say the word.
I DO
T: Write the word 'pencil' on the board. Now we will practice blending syllables, or the sounds of the fidels, to make words. Listen: I am going to say the syllables (sounds of fidels), and then say the word. The syllables, or sounds of fidels, in the first word are 'pen cil' (point to each syllable, or Fidel, as you say the syllable, or Fidel sounds))
The word is pencil. (sweep your finger under the word as you say it smoothly) REPEAT Saying the syllables, or sounds of the fidels, and the word.
WE DO
TT: Write the word' baby' on the board. Let's do together. (use a new word so that they practice versus memorize)
T: The syllables are ba by (point to each syllable, or fidel, as you say the syllable, or sounds of the fidels)
Let's say the syllables, or sounds of the fidels
T/S: ba by (point to each syllable as you say the syllable, or fidel)
T: The word is?
T/S: baby (sweep your finger under the word as you say it smoothly)
If the students are not firm, or fully understand, repeat the We Do and then have them say the syllables, or sounds of the fidels, and word used in the I DO section.
You Do
T: Write the word 'soccer' on the board. Now you will say the syllables, or sounds of the fidels, in a word and blend the syllables to say the word.
The syllables, or fidel sounds, are soc-cer (point to each syllable, or fidel, as they the syllable, or sounds of the fidels)
Say the syllables, or sounds of the fidels.
S: soc-cer (point to each syllable, or fidel, as they say the syllable, or sounds of the fidel)
T. the word is:
S: Soccer (sweep your finger under the word as they say it smoothly)
T: yes, the word is soccer
Use other words for practice.
Independent Practice
Provide individual turns for students to blend the syllables, or sounds of the fidels, to say these words and other words.
Call on students around the classroom; include students who are making errors.
Scaffolding Suggestions
Make sure that all the students are able to complete the task. Provide additional practice if needed. If they still have problems and if you are using words that have 3 – 5 syllables, or fidels, practice first with words with 2 – 3 syllables, or fidels. If possible, show a picture to help struggling readers, after they say the word.

Model Script

Graphophonemic Awareness: Blending Morphemes

Teacher Explains Task
When you are trying to read a big, long word that you do not know, you can break the word into parts called morphemes. Morphemes are the parts of the word that have meaning. Once you have the word separated by morphemes, you can blend these parts to say a word.
I DO
T: Write the 'singer' on the board. Now we will practice blending word parts, morphemes to say words. First, I will say the word parts and then the word. We will talk about what the word means The word parts are 'sing er' (point to each word part as you say it) The word is 'singer' (sweep your finger under the word as you say it smoothly) We know the word 'sing' and I added 'er' to make the word 'singer'. A singer is someone who sings. REPEAT
WE DO
T: Write the 'teacher' on the board. The word parts are: 'teach er' (point to each word part as you say it) Let's put the word parts together to make the word. What is the word? T/S: 'teacher' (sweep your finger under the word as you say it smoothly) T: We know the word 'teach' and we added 'er' to make the word 'teacher'. A teacher is someone who teaches. Who can tell me a sentence with the word teacher? If the students are not firm or fully clear, repeat the We Do and then have them say the syllables and word used in the I DO section.
You Do
T: Write the 'player' on the board. *Your turn. Say the word parts* *S: 'play er' (point to each word part as they say it)* *T: Put the word parts together to make the word. What is the word?* *S:' player' (sweep your finger under the word as you say it smoothly)* *T: You know the word 'play 'and we added 'er' to make the word 'player'. What does the word player mean?* *S: Someone who plays* *Who can tell me a sentence with the word player?* *Use other words for practice. In the beginning, you may want to use words with only 2-4 syllables, or fidels that end with the same morpheme -er*
Independent Practice
Provide individual turns for students to segment the word into morphemes. Practice with the words used above and with other words. Call on students around the classroom; include students who are making errors. Go around the room and not by rows.
Scaffolding Suggestions
Make sure that all the students are able to complete the task. Provide additional practice if needed. If they still have problems talk about the meaning of the words and see how many words can find that have the –er ending (walker, runner…)

CHAPTER 5: ASSESSMENT AND INSTRUCTION OF READING FLUENCY

INTRODUCTION

Assessing fluency is one way of identifying if the students can or cannot read with understanding. There are three basic components of fluency that can be assessed. These are speed/rate, accuracy, and expression. In addition, comprehension of the passage can be assessed. It is important to include assessment of comprehension when assessing components of fluency. Based on assessment results, there are methods and strategies for whole and small group instruction for diverse learners.

LEARNING OUTCOMES

At the end of this chapter student teachers will be able to:

- define fluency and its components
- use various techniques to assess the components of fluency
- use formal and informal reading fluency assessment to identify what instructional methods and strategies will meet students' needs
- demonstrate instructional strategies for building reading fluency
- use the instructional guide to decide what type of instruction the students need
- appreciate that students in primary schools demonstrate different levels of reading fluency

TEACHINGAND LEARNING TECHNIQUES

- Interactive Lecture
- Peer and Group Work
- Presentations

INSTRUCTIONAL MATERIALS

- Charts
- Primary MT 1-8 Curriculum
- Assessments to be used with Primary Students

ASSESSMENT TECHNIQUES

- Observations, with structured checklists
- Questioning, with open-ended questions
- Presentations
- Reflections
- Writing Summaries Rubrics
- Test/ Exam
- Microteaching

5.1 Components of Reading Fluency

Activity 1. Brainstorming Questions

How fluent is your reading? Are you more fluent when reading for pleasure than when reading CTE course modules? Why, or why not?

Fluency is the ability to read words quickly, accurately, with clear expression and comprehension. Students are fluent readers when they can read a passage accurately and at a quick pace so they can remember what has been read. Fluent readers can focus on comprehending what is being read. To identify whether students are fluent readers or not, it is important to conduct assessments of the components of fluency. Early in first grade, fluency activities can focus on rapid, quick recognition of letters, or fidels, and their sounds.

Figure 10 below shows the progression of developing fluency and comprehension.

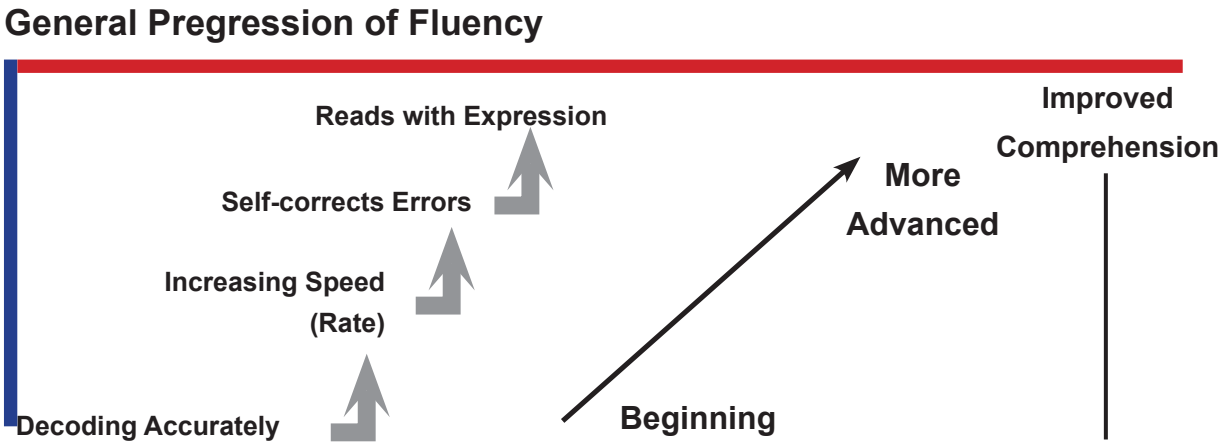


Figure 11 - General Progression of Acquisition of Fluency (adapted from Ralaingita, 2013)

5.2 Reading Fluency Assessments

Activity 2: Brainstorming

In TMT 222, you learned about how to assess reading fluency (timed readings, cloze passages, etc.). Discuss how these assessment procedures can help you identify what type of instruction to use.

When assessing reading fluency, it is important to measure speed and accuracy at the same time. Students who are assessed on only speed often skip the words they do not know so that the number of words read correctly is higher. They are not able to summarize (comprehend what has been read) unless the topic is familiar and they can retell what they already know. Some fluency assessments not only measure speed and accuracy, but also require the student to summarize what has been read. This method not only measures rate and accuracy but also gives information on how well the student comprehended what was read.

Assessing Components of Reading Fluency

❖ **Speed**

Reading speed assessments measure the student's ability to read as quickly as possible in relation to the corresponding grade level reading rates. Measuring reading rate provides a way of determining student's automaticity. Fast reading and accurate reading require quick word recognition (Timothy, 2011). Draft target reading rates have been identified for each grade level for each MT (MoE, 2014); however, teachers should use these numbers cautiously because reading speed is affected by many factors. For example, background knowledge about the topic, knowledge about the genre, text structure, text layout, and knowing the words in the text can influence reading speed and accuracy either positively or negatively. In addition, students with disabilities often need extra time to complete reading fluency assessments. Finally, when the text is more complex, a student's reading rate may be slower so the student may comprehend.

❖ **Accuracy**

Reading accuracy indicates the students' ability to decode words in a given text without making errors or with few errors. Accuracy is determined by the percentage of words a reader can read correctly. Measures of accuracy have been shown to be valid measure of reading proficiency (Fuchs & Deno as cited in Rasinski, 2005).

❖ **Expression**

Expression is the ability to read a given passage with proper phrasing and expression, with suitable volume and tone. Tone includes stress, pitch, and intonation. Another word used for expression is prosody. Assessment of expression includes checking whether students are using appropriate oral expression while reading.

❖ **Comprehension**

Current research indicates that some students may read quickly and accurately but do not comprehend what they have read (Center on Teaching and Learning, n.d.). It has been proposed that comprehension should be a component of fluency (Gunning, 2006). And, the new EGRA includes comprehension as part of oral reading assessments.

5.2.1. Informal Assessment of Reading Fluency

The front mater of the primary teachers' guides suggests the following assessment procedures for measuring fluency (MoE, 2014):

- Students read orally from different texts, listen to how fluent the students are in reading (i.e. the reading text for the week or one of the text for the unit).
- Students work with a partner, in a small group, with the whole class, or alone with the teacher (individual assessment). The partner or teacher, etc. listens to the student(s) reading to identify reading rate, accuracy, and expression.
- Take notes as you listen to students reading to identify instructional needs. The most informal way is to listen to a student read aloud.

5.2.2. Formal Assessments

To systematically track students' development in oral reading fluency, it is important to assess each student individually. The text may be a reading text that will be read later that week but the class has not yet read. It is important to have the students read a passage they have not read. The primary MT materials suggest that each week a certain number of students are selected. Show the student a short passage that she/he has not read and ask the student to read it aloud. This might be completed with a small group of students, with each student taking a turn reading 4-5 sentences. Or, you might assess a student individually while other students work on other assignments. If teachers assesses each student at least three times per year, the data would show the progress for each student and help identify those at-risk. If 10 different students are assessed each day of the week, 50 students could be assessed in the week. For struggling readers, assessment of fluency should be completed more often than three times. Measurement of reading speed is most typically accomplished through timed readings (Hudson, Lane, and Pullen (2005).

Timed Reading of Rate & Accuracy

One method of assessing fluency is using timed readings, discussed in the primary materials, MT 201, and TMT 222. You can check students' progress in oral reading fluency by timing a student for 1 minute while he/she reads the passage out loud. Timed readings (Samuels as cited in Hudson, Lane and Pullen 2005) can be used to monitor student progress and also increases both word-reading rate and accuracy. The student's performance (number of words read correctly per minute) can be compared with identified Oral Reading Fluency Targets (ORF) (Hasbrouck & Tindal, 1992), especially targets set for your MT. Calculate the number of words read correctly in one minute (WCPM). Remember, you should measure rate and accuracy at the same time. The following procedures, or steps, explain how to conduct timed readings:

Steps in Conducting Timed Readings:

1. Select two or three grade level texts from the primary grade level student book. Remember that assessment of oral reading begins in grade 2. For strong readers, you may want to select passages from the next grade level text. You will need a copy of the text for the student to read and one copy for yourself (to mark words read incorrectly). Or, you may write the students name and write a mark for each word the student missed on a piece of paper. You will also need some way to time for one minute (i.e. second hand on a watch, stopwatch, etc.).
2. Ask the student to read the passage out loud for one minute. Mark the last word the student read.
3. On your copy, mark the words read incorrectly. Count the total number of words read incorrectly and the total number of words read.
4. Subtract the number of words read incorrectly from the total words read to find the number of words read correctly in one minute (Words Correct Per Minute: WCPM). Use the chart, for your language, that lists the grade level goals for number of WCPM.
5. You can also divide the number of words read correctly by the total number of words read to find a percentage.

a. Total Words Read Correctly Total Number of Words. For example, Marta read a total of 40 words, out of 50 words: 40 words read correctly/50 total words = .80 x 100% = 80%

b. In grade 2, semester 1, of the MT primary text, the goal is 90% of words read correctly in a minute. In grade 2, semester 2, the goal increases to 95% of the words read correctly in a minute (WCPM).

c. You have learned about the goals for number of words read correctly in your mother tongue language. In addition, a student must read 90% of the words correctly to be able to read the passage independently.

Directions for Conducting Timed Reading:

T: Say, "I am going to listen to you read; so, I will know how you are doing. When I say start, you will begin. If you come to a word you do not know, I will tell you the word. When I say stop, you will stop reading."

Hand a copy of the passage to the student. You will also need a copy, or a way to record the results. As the student reads, follow along and draw a line through words that are incorrect on your copy of the passage. Or, on a piece of paper, write a mark for each word missed.Tell the student when to start and time him/her reading for 1 minute and then tell the student to stop.

T: Say, "Ready Start." And, start timing for one minute.

T: At one minute, say" Stop."

Later in this section, you will learn how to calculate WCPM if the students read the passage in less than one minute.

Table 18 - Example of One-Minute Timed Reading

Key: The highlighted words are the words that were not read correctly.	
TEXT	**Cumulative # of Words**
It all started last year. Our class decided to find a pen pal	13
from another country. I chose a girl my age from Korea. I wrote	26
to her and she wrote back! We found out we like a lot of the	41
same things. We both like our family. I told her all about my	54
little brother and how he makes me laugh. She told me about her brother who	70
takes her on the bus to the movies.	78

N.B.F For adapters, make sure that the sample text is long enough for one minute reading. Insert a passage from your MT primary textbook, from grades 5-8.

Scoring Guidelines Rate:

1. IF the student does not finish the text or finishes at the 1 minute mark, use the following guidelines:
   a. Note: The student's oral reading assessment (above) is used in this example:

The student above did not finish the passage in one minute, it is possible to calculate the number of words read correctly in 1 minute.

- Rate: Words Correct Per Minute (WCPM): Total number of words read in 1 minute = 66
- Words Read Incorrectly = 8
- 66 – 8 = 58 Words read correctly in one minute

   b. There may be students who read the passage in less than one minute. It is possible to compute a student's reading rate or WCPM (Words Correct [read correctly] Per Minute) for one minute. You will use the number of seconds it took the student to read and the number of words read correctly.
   c. Rate: Multiply the number of words read correctly times 60 seconds and divide by the seconds it took to read the selection.
   d. For example, if another student read 34 words correctly in 45 seconds the child could read 45.3 words per minute:
      - WPM= words read correctly x 60 (seconds) ÷ time in seconds
      - 34 x 60 seconds ÷ 45 seconds = 45.3 words per minutes

Scoring Guidelines: Accuracy

1. Accuracy is measured by percentage: words read correctly/total number of words read x 100.
   a. The results of the student above are used in the following example:
      - Total number of words read = 66
      - Number of words read wrong = 8
      - Word read correctly = 58
      - Accuracy = 58 ÷ 66 words X 100 %
   b. For this student, Accuracy = 88% (the passage is too hard for the child to read independently).

If possible, also write the words the student reads incorrectly. Look at your notes to see if many students are making the same errors. If so, the word and its meaning should be re-taught.

Note: When you are listening to the student, remember students who are struggling in decoding skills, will skip words, add words, misread the middle part of words, and guess at words based on the content. Listen for these errors when the student is reading. If the student makes these errors, use the graphophonemic assessments in Chapter 4 to see if the problem is decoding 1-2 syllable words, or more complex words. After the student reads, discuss any errors with the student. You can also have the student re-read the parts that were difficult and/or complete additional word-study activities.

Initial benchmarks were set for the number of words read correctly for the 7 MT languages. These benchmarks provide some information for what reading fluency goals to set for students.

Table 15 presents the oral reading goals for your region, as measured in words correct per minute (WCPM).

Note: During adaptation, developers should use the MT benchmarks for reading fluency.

Oral Reading Rates

NOTE: insert the name of your language and delete the chart below, insert the table from the original TMT 322. This was given to you in the first adaptation workshop and are the guidelines from RTI).

Table 19 - English Example: Oral Reading Fluency: Words Correct Per Minute (WCPM)

Grade	End of the Year
	60 – 75 WCPM
	80 – 100
	100 – 120
	120 -140

It is recommended that teachers assess students' oral reading fluency throughout the year (MoE, 2013). The goals above list three levels of oral reading fluency for each grade 1-4 (MoE, 2014). The numbers indicate how many words the student reads correctly in a minute (WCPM). The last level: *Reading fluency and with full comprehension* is the goal for the end of the school year. It is important to monitor student progress in meeting these goals. Based on students' needs, teachers should also use instruction that provides support and enrichment.

Activity 3: Pair Work

Select two texts from the primary mother tongue textbook from grades 5-8.

1. Partner 1 is the student and he/she reads one of the texts for one (1) minute, reading some words incorrectly. Partner 2 is the teacher and he/she
   a. Times the student reading for one minute recording errors and the total number of words read.
   b. Computes the student's reading rate and accuracy according to the example above.
2. Partners 1 and 2 switch roles, then the Partner 1 becomes the teacher and Partner 2, the student. Partner 2 should also read some words incorrectly. Complete steps A & B above for reading text 2.
3. Report your work to your classmates.

Graphing Student Progress

Teachers can help students set a goal for the next reading to build fluency. For example, the teacher can ask the student to read five or six more words in the text, or the next line in the passage. The goal should be a reasonable one that can be attained within the next few timed readings. If the student made three or more errors in the first attempt, the first goal may be to decrease the number of errors to increase the correct word per minute (WCPM). If the grade level goal is much higher than the student's reading rate, begin by setting a lower goal. This goal for WCPM can be raised when the student's WCPM increases. Mark the goal on the graph with a highlighter or marker. For the next assessment, time the student again for one minute and record the WCPM and errors. Discuss the errors and repeat the process within a set time (i.e. next week); keep the goal (if not met) or set another goal.

Sample Graph of Student Progress:	
Student's Name:	Timed Reading Record
Grade:	GOAL: WCPM
Teacher:	
School:	

Table 20 - Modified Timed Reading Chart (Samuels as cited in Hudson, Lane & Pullen, 2005)

# WCPM	Week 1						Week 2						Week 3				
	M	T	W	Th	F		M	T	W	Th	F		M	T	W	T	F
100																	
95																	
90																	
85																	
80																	
75																	
70																	
65																	
60																	
55																	
50																	
45							Student's number										
40																	
35							Student's number of WCPM for 5 days.										
30																	
25																	
20																	
15																	
10																	

WCPM End of Year Goal

Note: First WCPM Goal. When student meets goal, set new goal.

Assessment of Reading Expression

Activity 4: Brainstorming Questions

1. Have you ever noticed a person using expression when giving a speech? When telling about something that happened?
2. Did you hear her/him use tone (stress), pitch and intonation?

According to Hudson, Lane and Pullen (2005) reading expression can be assessed through listening to a student orally reading a passage. A teacher can set different indicators to identify student's expression during reading a passage. Oral expression can also be assessed when a student is making a presentation.

The following checklist can be used for documenting oral reading expression during observations:

Table 21 - Checklist for Assessing Reading Fluency

Level	1	2	3	4
	Criteria			
Expression	The student uses a monotone voice (no expression)	There is some expressiveness when the student reads. (i.e. stops at punctuation)	There is expressiveness in punctuation and parts of the passage that tap into prior knowledge.	The student's use of expression matches the intent of the passage. The student is able to use emphasis, phrasing, and punctuation.
Phrasing	Word-by-word Reading	Choppy reading (may read part fluently and some parts slowly)	Reasonable chunking of phrases and use of intonation	Effective phrasing
Volume	Very soft voice, (hard to hear what the student is saying)	Soft voice (sounds like whispering)	Appropriate voice (listener can hear)	Can hear what is being said, sounds like talking
Smoothness	Frequent pauses that make it hard for the reader to understand	Some pauses that make the reading choppy	A few pauses or breakdowns; stops at a new word, stops in the middle of the sentence	Smooth rhythm (sounds smooth, like talking)
Pacing	Laborious reading, takes a long time to read and stops to figure out words, skips words	Slow reading, reading very slowly	Uneven combination of fast and slow reading	Appropriate conversational pace, reading sounds natural

Activity 5: Group Work

Work in groups and:

1. Select a narrative text from a primary MT textbook or a supplemental read aloud.
2. Practice reading with expression.
3. Work with a partner to evaluate each other's expression per the checklist given above. Your college instructor may also evaluate your (the students') use of expression.

In summary, remember an Oral Reading Fluency Assessment, or ORF, measures the number of words correct per minute (WCPM) that the student reads. You can use the chart for your language, to compare the students WCPM to the expected WCPM goal for the grade level. You can also use a rubric to help identify the specific skills students can do and students that need extra support and instruction. As you listen to the student(s) read aloud, think about the following questions:

1. Is the reader able to read most of the words, or does she/he need to decode many words?
2. Does the student read hesitantly or quickly enough to understand what is being read?
3. Does the student read word by word, or chunk words into phrases?
4. Does the student read with expression (like talking) or monotone with no expression?

It is important to identify which components of fluency need additional instruction. If the student is unable to read most of the words correctly (90%), the passage may be too hard and the student may first need instruction in graphophonemic awareness. Appendix A, at the end of this chapter identifies the fluency norms and expectations for primary students in Grades 1-4 and Grades 5.

Assessing Reading Comprehension

Reading comprehension is the ability to read a given text with understanding. There are some students that appear to read fluently, but do not understand what was read. For reading fluency, the three components (rate, accuracy, and expression) should work in connection with comprehension. As a result, comprehension has been added as an element of fluency. New fluency assessments include the student retelling (summarizing) what was orally read (Dynamic Measurement Group, 2011). Reading comprehension should be assessed after the student reads the passage. Comprehension can be assessed by using different kinds of formats (i.e. asking the student to retell, or summarize, what was read). When assessing reading rate, accuracy and expression, teachers shouldn't forget to check student's reading comprehension. An easy way is to ask the student to retell what was read. Additional ways of assessing comprehension will be discussed in detail in chapter seven.

Project Work

Go to a near by school and use a grade level passage for the grade you are assigned (grades 2-8). Listen to a student read for one minute. If you can't go to a school, you can have a family member or a neighbor's child read the passage.

1. You will be assigned to one of two activities: measuring expression or assessing reading rate and accuracy (timed reading).
   a. Half the class will use the rubric for measuring expression. (Table 16).
   b. Half the class will conduct one minute timings of rate and accuracy, and compare to the benchmark for words correct per minute.

It may be possible for one student teacher to administer the timed reading, and other student teachers watch. But this may make the primary student not want to read.

Also, the primary teacher may have several students she/he would like to have tested. This will allow several student teachers an opportunity to practice.

1. Write a short summary of your observations based on the questions given below. Use the assessment results and the questions below to write your summary.

a. For Rate/Accuracy:
   i. How many errors does he/she make while reading? Calculate the learner's reading accuracy in percentage using the reading accuracy formula.
   ii. How many words does he/she read correctly in one minute? Calculate the learner's reading rate per minute.
   iii. How does the students number of correct words per minute, or expression, compare to the grade level goal for your language?
b. Using the checklist above for assessing expression, circle /underline the learner's reading expression while the learner is reading. What indicators of expression are strengths for the student? What skills need practice?

5.3. Reading Fluency Instruction

Reading fluency is important, because when reading is automatic and the student is not struggling to pronounce words, she/he can focus on comprehending the passage. *Oral and Writing fluency* refers to being able to express oneself well. This includes using the language correctly and communicating ideas clearly when speaking or writing.

Reading fluency is developed by giving students many opportunities to practice reading aloud, and providing specific feedback. Oral and writing fluency can be also developed by giving students many opportunities to express themselves, orally and in writing. It is important to document student progress. Based on the results, the teacher can identify students' needs and related instructional methods and strategies (i.e. choral reading, partner reading, etc.) Targeted instruction can include working with small numbers of students needing the same type of instruction (i.e. accuracy/decoding; expression, etc.). Instruction of reading fluency should be aligned with the WCPM norms for the MT to help the students reach their targeted reading fluency goal.

The instructional techniques for building fluency are discussed in MT 201 and practiced in TMT 222. For example, in MT 222, Phrase Cued Reading was practiced. Using this strategy, students mark where sentences end with // and mark where in the sentence to take a pause with /. Phrase-cued reading helps students decide how to segment sentences into phrases so they can read smoothly. You also practiced scripts that can be used to teach reading fluency strategies. A brief description of these techniques and strategies are:

- **Read Aloud**: the teacher reads a story aloud by modeling fluent reading including expression.
- **Gradual Release**: the teacher first reads a passage using echo reading, the students are given more responsibility as they become fluent, independent readers. The chart below presents the levels of instructional support.
    - Choral Reading: the teacher and students read parts of a passage together using expression.
    - Echo Reading: the teacher reads part of a passage using expression, and then the students read the same part.
- Partner Reading: one partner reads a part of the passage. The second reader reads the same part. The first reader then asks: "Who or what was this part about? What was the most important part, the who or what?"
- Repeated oral reading: the student reads the passage several times to improve rate and accuracy. Remember, if the student has made no progress in 5-7 readings, the passage is too hard.
- Sentence Tunes: one sentence is read several times

- Look for Signals: Teacher explicitly discusses punctuation
- Reader's Theater and Radio Reading: the story is re-written as a screen script, or a reader's theater script is used. The students practice and then act out the story.
- Timed Oral Reading: The student is timed for one minute and the teacher marks errors. The words correct per minute are determined. The teacher and student set a goal for improvement. This is also used for assessment. The story should be new to the student.
- **Phrase-Cued/Chunking by phrases**: In MT 222, you practiced marking poems to determine when to pause and when to stop. This strategy can help students learn to chunk phrases.
- The chart below shows the level of support that is provided by different reading methods

(Hasbrouck & McKenna, 2007)

Echo Reading	Choral Reading	Partner Reading	Whisper and Independent reading
Most Support Least Support Teacher support decreases as the students become more fluent.			

Instructional Strategies for Diverse Learners

Enrichment

Students, who have exceeded the words correct per minute goals for the grade level, may not need repeated oral reading. Regular timed readings are also not critical. Students needing enrichment can be given texts, or poetry to practice phrase-cued reading. They can also be assigned to work with a group of students to practice and present a Reader's Theater story (they will need to be taught how to do this). Teacher should challenge these students, usually by differentiating the reading program for them. The teacher can provide alternative activities when other students are learning something these students have already mastered. This can include helping them find books and children's literature to practice reading skills.

Support

All the teaching methods discussed above can help struggling readers. In addition, Fluency Oriented Reading Instruction (FORI) can help (Walpole & McKenna, 2007). Using FORI, includes a 5-day set of activities:

- Day 1: The teacher reads the passage aloud and have discussions about the text, including asking Questions.
- Day 2: Use Echo Reading.
- Day 3: Use Choral Reading
- Day 4: Use Partner Reading
- Day 5: Use extension activities (i.e. writing about the story, summarizing, answering inferential questions). Also, complete a timed reading with struggling readers (at least 1 x per month.)

Activity 6: Group work

Read the following cases and answer the questions below.

Amarech, Tola and Kasech are grade 5 students. When they are given a reading passage to read, they read with different fluency levels. Amarech reads a text very slowly but without making an error. Tola reads a text slowly and has to decode most of the words. Kasech reads the given text with an appropriate speed, accuracy, and expression.

1. What do you think is Amarech's area in need of instruction to build fluency? Identify and discuss and instructional method that can be used to build Amarech's reading fluency.
2. What do you think is Tola's area in need of instruction to build fluency? Identify and discuss and instructional method that can be used to help improve Tola's reading fluency.
3. Identify and discuss and instructional method that can be used to enrich Kasech's reading fluency.

One type of instruction doesn't fit all, so a teacher should be prepared to adapt instruction, both content and methods. Students with reading difficulties also can be taught using the following effective instructions:

- To help the learner, provide support (scaffold) when teaching basic skills and strategies.
- Provide explicit and systematic instruction with lots of practice—with and without teacher support and feedback, including cumulative practice over time.
- Provide opportunities to apply skills and strategies in reading text with teacher support. Students need to be taught what to do when they are trying to read a difficult word.
- Don't just "cover" the content. Be sure students learn the skills, strategies, and content to improve fluency.
- Monitor student progress regularly and reteach as necessary. Adjust teaching instruction accordingly to accelerate student learning (Denton, n.d.).

When designing lessons to build oral reading fluency, Walpole and McKenna (2007) provide the following suggestions:

- Make sure that your students know enough words by sight so they can improve using the different types of instruction.
- Try different levels of support and match your support to the student's developmental level.
- Try passages of different levels of difficulty. When using timed reading assessments, calculate the percent of words read correctly. If it is below 90%, the text may be too hard.
- If the students are having trouble reading fluently, check their level of sight word knowledge and their ability to decode new words. There may be students that need instruction in sight words and/or decoding skills.

After you assess students and identify what they need to learn, you can use the following chart. This chart can help you identify what needs to be taught next and which methods work best for teaching the skills.

Table 22 - Instructional Guide for Fluency

Then Try If the	Modelling Fluent Reading Read Aloud, etc.	Echo and Choral Reading	Partner Reading	Repeated Oral Reading	Reader's Theater; Sentence Tunes; Radio Reading	Chunking Sentences into Phrases; Phrase Cued Reading: Look for Signals	Timed Oral Reading
student is ready to learn							
Accuracy	X	X	X	X			X
Reading Rate and Speed	X	X	X	X			X
Expressive Reading	X	X			X	X	
Mark the Text for Phrasing	X	X			X	X	
Monitoring Fluency & Setting Goals	X		X	X			X

Example of Instruction Decisions for Struggling Readers: Case Study 1 & 2:

Maritu and Mustafa are grade 5 students. They both have different reading rates, accuracy, and expression.

Case 1: Maritu reads the passage very fast without making the appropriate pauses (i.e. full stops). Even though Maritu is fast in her reading, she has a problem with expression. The highlighted punctuation marks are the ones she did not read. A teacher can use the assessment results and the information in course work, primary materials, and the chart above. Using this information, the following instructional methods can be used to help Maritu build her reading fluency:

- Modeling – A teacher can be a model by reading with expression, including where to pause (i.e. full stop, comma, etc.). Echo and choral reading can provide practice.
- Phrase-Cued Reading – The teacher can give Maritu a short text to mark the punctuation and phrases and then have Maritu read the text.
- Radio reading – The teacher can select or write a model speech and help Maritu listen to it. Maritu then reads, focusing on when to pause.

Case 2: On the other hand, Mustafa reads a passage and misses some letter sounds and repeats letter sounds and syllables many times in long words with morphemes (i.e. /r/ /r/ /r/ /re/ reread). Mustafa is weak in decoding words (accuracy and rate problem). In the case of Mustafa's word decoding problems, it is possible to use the following instructional methods to help Mustafa improve his reading fluency.

- First, re-teach decoding words with morphemes.
- Repeated reading
- Timed Reading

For example, **in repeated reading**, the teacher provides a reading text to Mustafa and asks him to read the given passage several times, he can practice this with a partner who needs the same instruction. The teacher gives feedback.

Chapter 5: Summary

You have learned about assessing the components of fluency: rate, accuracy, and expression. It is also important to measure comprehension. There are both informal and formal procedures for assessing reading fluency that are used in the primary materials. It is important to assess students' rate and accuracy at the same time. After reading the passage, the students should be asked to retell what was read. If students are struggling in fluency, there may be foundational skills that should be taught (i.e. decoding, sight words, etc.). However, the difficulty of the passage may also be a factor. The student's number of words correct per minute can be compared to the MT norms for the grade level. Students need to be able to read automatically and accurately to understand texts. Based on student needs, there are many different types of instructional strategies. In TMT 222 you learned about instructional strategies that can be used to build fluency for enrichment and for struggling readers. These strategies are found in the primary mother tongue materials and in MT 201 and 222. In addition, the 5-day cycle presented in this chapter can help build fluency for struggling readers. The decision chart can help you decide what type of instruction the students need to continue to improve fluency.

Chapter 5: Review Questions

Write answers to the following:

1. List and briefly explain the components of fluency.
2. Why is it important to assess rate and accuracy at the same time?
3. What is the role of reading fluency in comprehension?
4. Differentiate the strategies that can be used to support students weak in reading fluency and those strong in reading fluency.
5. How can using a timed oral reading fluency assessment help teachers identify instructional methods and strategies to differentiate instruction?

Chapter 5: Self-Assessment

Please, put a tick (√) or checkmark to indicate if you agree or disagree with the statement on the left column, based on your assessment of your knowledge. If you check disagree, please explain the reason. Also, write any remaining questions you have.

I can…	Agree	Disagree
1) define fluency and its components	☐	☐
2) use various techniques to assess components of fluency	☐	☐
3) explain instructional strategies for building the components of reading fluency	☐	☐
4) use formal and informal reading fluency assessment to identify what instructional methods and strategies will meet students' needs	☐	☐
5) demonstrate instructional strategies for building reading fluency	☐	☐
6) use the instructional guide to decide what type of instruction students need	☐	☐
7) appreciate that the students in primary schools demonstrate different levels of reading fluency	☐	☐

APPENDIX A: MT PRIMARY TEXT FLUENCY GUIDELINES

Grades 1-4 and Grades 5-8

Note: For grades 1-4, the rubric gives scores. For example, a student in grade 2, semester 1 is expected to read **semester 1** words with 95% accuracy. For grade 2, semester 2, the student is expected to read **semester 2** words with 95% accuracy. An example of how to use this rubric is looking at a grade 3 student's reading accuracy. The student is not able to read grade 3 semester's words with 95% accuracy. The student can read grade 2, semester's words with 95% accuracy. So, the rubric score is 4. The goal is for a student to have a score of 8 at the end of grade 4.

Score	Description	Note
1	• Decoding individual words (saying the individual sounds in the words). • Able to re-read word smoothly. • Reads at least 90% of the words correctly at grade level (may be slow) • Reads a short sentence with decodable and sight words with 80% accuracy • Begin to read with a pace that is word by word	Students are expected to reach this level by the end of Semester 1 of Grade 1.
2	• Reads mostly word-by-word. • May read two-or-three-word phrases (but may not follow • meaningful phrasing) • Some use of pausing and intonation for end punctuation (may be inconsistent) • Reads at least 90% of the words correctly (may be slow) • Reads a grade level short paragraph with decodable and sight words with 80% accuracy • Read with a pace that is word by word	Students are expected to reach this level by the end of Semester 2 of Grade 1.
3	• Reads mostly in two-word phrases, some three-or four-words phrases. • May be some word-by-word reading • Word groupings may seem awkward, may not connect to the meaning or context of text. • Some use of pausing and intonation for end punctuation (may be Inconsistent). • Reads at least 90% of the words correctly at grade level • Reads gradually longer sentences with decodable and sight words with 90% accuracy at grade level • Reads a grade level short paragraph or story with 90% accuracy	Students are expected to reach this level by the end of Semester 1 of Grade 2.

Grade	Description	Notes
4	• Reads mostly in three-or four-word phrase groups. • Most phrasing is appropriate for the text. • Some of the story is read with appropriate stress, intonation, and pausing. • Reads at least 95% of the words correctly. • Reads a grade level gradually longer sentences with common words with 95% accuracy • Reads a grade level short paragraph or story with 95% accuracy	Students are expected to reach this level by the end of Semester 2 of Grade 2.
5	• Reads mostly in large, meaningful phrase groups. • May have some small mistakes or repetitions, but they don't impact the meaning. • Most or all the story is read with appropriate stress, intonation, and pausing. • Reads at least 95% of the words correctly. • Reads a grade level gradually longer sentences with common words with 95% accuracy • Reads a grade level short paragraph or story with 95% accuracy	Students are expected to reach this level by the end of Semester 1 of Grade 3.
6	• Reads in large, meaningful phrase groups. • May have some small mistakes or repetitions, but they don't impact the meaning. • The story is read with appropriate stress, intonation, and pausing. • Reads at least 95% of the words correctly. • Reads a grade level gradually longer sentences with common words with 95% accuracy • Reads short grade level paragraphs or stories with 95% accuracy	Students are expected to reach this level by the end of Semester 2 of Grade 3.

7	• Reads the text as sentences and paragraphs – almost like talking.
	• Reads the text fluently and with ease, even if sometimes slowly.
	  • Reads at least 95% of the words correctly.
	  • Reads a grade level gradually longer sentences with common words with 95% accuracy
	• Reads a grade level short paragraph or story with 95% accuracy
		Students are expected to reach this level by the end of Semester 1 of Grade 4.

8	• Reads the text as sentences and paragraphs as like when talking.
	• Reads the text fluently and with ease.
	  • Reads at least 95% of the words correctly.
	  • Reads a grade level gradually longer sentences with common words with 95% accuracy
	• Reads a grade level short paragraph or story with 95% accuracy
		Students are expected to reach this level by the end of Semester 2 of Grade 4.

Grade	Description
5	• Reads at least 90% of the words in a grade-level text correctly. • Pronounces all the sounds in the words correctly. • can re-read words and phrases smoothly. • Tries to use appropriate expression and intonation per the punctuation used in the text.
6	• Reads at least 90% of the words in a grade-level text correctly. • Reads words and phrases smoothly. • Uses correct expression and intonation per the punctuation used in the text. • Uses expression that matches the meaning of the text and the type of text (including dramatic readings in the units on Drama).
7	• Reads at least 90% of the words in a grade-level text correctly. • Reads words and phrases smoothly. • Uses correct expression and intonation per the punctuation used in the text. • Uses expression that matches the meaning of the text and the type of text: poetry, dialogue, and variation that shows understanding of characters and events
8	• Reads at least 90% of the words in a grade-level text correctly. • Reads words and phrases smoothly. • Uses correct expression and intonation according to the punctuation used in the text. • Uses phrasing expression that matches the meaning of the text and the type of text: poetry, dialogue, variation that shows understanding of characters and events, speeches meant to persuade the audience, oral interviews, dramatic Production

Note: Some of the students may reach the fluency norms for their grade level and may need to be compared to above grade level norms.

CHAPTER 6: ASSESSMENT AND INSTRUCTION OF ORAL LANGUAGE AND VOCABULARY

Introduction

Oral language and vocabulary skills support children's reading and writing development. This chapter provides information about assessments to measure oral language and vocabulary growth. It also discusses how to use the assessments to identify students' instructional needs. Instructional methods and strategies found in the primary MT materials and course modules are reviewed. In addition, instructional methods that support diverse learners are discussed.

Chapter Learning Outcomes

At the end of this chapter, the student teachers will be able to:

- explain assessments of oral language and vocabulary used in the primary MT curriculum
- discuss how to use oral language and vocabulary classroom activities to assess student learning.
- use diverse assessment techniques to assess primary students' oral language and vocabulary.
- examine the results of informal and formal oral language and vocabulary assessments to identify instructional techniques for diverse learners.
- appreciate the role of oral language and vocabulary in learning to read and reading to learn.
- use research-based strategies for teaching oral language and vocabulary to students with diverse needs.

TEACHING AND LEARNING TECHNIQUES

- Interactive Lecture
- Large group and Small Group Discussion
- Cooperative and Peer Learning
- Independent Study and Projects
- Explicit Instruction

INSTRUCTIONAL MATERIALS

- Primary MT 1-8 Curriculum materials
- Graphic Organizers

ASSESSMENT TECHNIQUES

- Class Participation
- Individual, Pair, and Group-work
- Student Presentations
- Peer Review
- Quiz

Glossary:

As a quick reminder, the components/features of language related to oral language and vocabulary are:

- Syntax: how words are used to construct sentences
- Semantics: the meaning of words
- Pragmatics/Discourse: how the words are used to communicate

6.1. Oral Language

Activity 1: Think, Pair, Share

Think individually about the following questions, discuss with your peer, and reflect on your ideas with the class:

1. What type of words do children need to learn in grades 1-4 and 5-8?
2. Explain how your own oral language and vocabulary skills help you learn as a student in this CTE course.

Oral language is a basic skill for learning to read and write (Hart & Risley, 1995; Honig, 2007). Weaknesses in oral language can affect a child's literacy progress. Young children first learn vocabulary of the MT language through hearing and speaking the language. In school, students continue to learn many new words through listening and speaking. For example, they learn words such as characters, setting, and plot. Students use these words when reading and writing. There are many factors that support how well a child listens, speaks, reads, and writes the MT language. This includes environmental factors, the language used when talking to the child, and how people respond to what the child says. As a result, children enter school with significant differences in their language development (Hart & Risley, 1995). By grade 1, there are children with strong oral language skills and children with weaker oral language skills. This difference continues to widen as language "rich" children learn more words in the MT language than language "poor" children.

As students engage in activities, you may find that they are at different levels in oral language development. Researchers suggest that all children develop language in a developmental pattern (Reutzel & Cooter, 2011). These phases are:

Phase	Description
Preproduction	• Children do not speak but are listening to the language they hear
Early Production	• Children begin to say single words and short phrases
Emergent Speech	• Children/Students can talk in sentences and tell stories (i.e. about their lives)
Developing Fluency	• Children/Students can have longer conversations and are beginning to read and write
Advanced Fluency	• Students can speak at an age appropriate level. They can use their oral language vocabulary when reading, and writing

6.1.1. Oral Language Assessments

Assessments of oral language provide information about the learners' oral language skills and helps identify their levels of development. Assessment of oral language can be difficult and may require several different types of assessments (Cregan as cited in, Cregan & McGough, & Archer, 2012).

6.1.1.1. Informal Assessments

Children's oral language can be assessed when listening to students answer questions and when engaged in oral language activities. Teachers can use an observation form that lists specific behaviors to record information. It is important to conduct more than one observation. There are a range of informal assessments that teachers can use to assess oral language and vocabulary skills in Grades 1-8:

- Circulating around the class and listening as students are orally interacting, to hear if they are saying sounds and words correctly.
- Listening to students giving oral summaries to see if they understand passages.
- Asking students to say (or write) the five most important words they learned in a day/week.
- Asking students to also say a student-friendly definition of the word.
- Asking the students use new words in class activities and oral presentations.

The Primary MT Curricula for grades 1-4 and 5-8 (MoE, 2013, 2014) list the skills, concepts, and strategies that students should learn. These materials also include assessment strategies to be used by teachers. The chart below summarizes some of the recommended oral language and vocabulary informal assessments for teachers of grades 1 through 8.

Grades 1-8
• Students can use both words and pictures to demonstrate ability to make connections between words and their meanings.
• Teacher informally monitors student understanding of vocabulary words during class lessons and activities.
• Students provide a physical response. For example, they can provide thumb up or thumb down to show whether the name of a word belongs in a certain category.
• Students share information about a new word through a class presentation.
• During a guided review activity, students respond to questions and share learning from previous lesson. Teacher uses this information to determine what is next in the lesson (e.g., further review of a word or move on to the next word).
• Students turn to a peer and share their response and reactions to a question about a word or a vocabulary lesson while the teacher circulates through the room to monitor their understanding.

Anecdotal Notes

When using anecdotal notes, it is recommended that the teacher complete three to four observations of the students. Choose 1-2 language behaviors to observe (i.e. using complete sentences, staying on topic, etc.) so that students can be carefully observed on these skills and/or concepts. For example, if pupils are telling the news, assessment might focus on (a) the ability to use descriptive language to describe something that has happened, (b) ability to talk about a topic related to what is being learned, and/or (c) use of appropriate non-verbal behaviors such as facial expression or

gesture. Sheil and Murphy (as cited in Sheil, Cregan, McGough, & Archer, 2012) provided suggestions for using anecdotal notes:

- Observe and document the ways a student uses oral language, Include comments and examples of students' language skills
- Record any target benchmarks, identified in the primary MT syllabus, that have been achieved.
- Record concerns and issues, you want to use when planning instruction
- Maintain objective records that can be shared with other teachers or with parents.

Language Samples

Samples of oral language can be used to identify the students' language skills. The teacher can plan an activity to collect a language sample. For example, the student can be given a picture, a sequence of pictures, or a story starter and asked to describe or explain. Oral language skills that can be observed include: discussing the picture(s), discussing a sequence of events, use of figurative language, and ability to tell a story. Language samples can often provide information that cannot be obtained using formal tests, and may allow teachers to gather additional information.

6.1.1. 2. Formal Assessments

Dunphy (as cited in Sheil, Cregan, & McGough, & Archer, 2012) suggests that teachers observe, and record information, when students use narrative text structure in oral presentations and in summaries. When students are presenting, the teacher can document use of both oral language and vocabulary. In addition, the teacher can document which story elements are used. Teachers can record observations of students talking as well as standardized measures of performance. These assessments include anecdotal notes, checklists, rating scales, and scoring rubrics.

- Observation Checklist

Based on the lesson plans and what is to be taught, checklists can be developed to observe specific skills and strategies. Teachers can make a record of student's achievement by using a simple yes/no checklist. It is important to assess students who appear to struggle in using oral language to communicate. Table 19 is a sample checklist.

Table 23 - Sample Oral Language Checklist

Question	Yes	Some-times	No
1. Does the student understand what is being said?	☐	☐	☐
2. Does the student have difficulty understanding directions? When one direction is given at a time?	☐	☐	☐
3. Does the student understand a series of directions given at the same time?	☐	☐	☐
4. Does the child have trouble using specific vocabulary words and/or in using new vocabulary words that have been taught?	☐	☐	☐
5. Does the child seem to have trouble saying words (takes time to remember and say the word, or is unable to remember and say words)?	☐	☐	☐

6. Does the child have trouble staying longer words (multisyllabic)?	☐	☐	☐
7 . Does the child say words incorrectly (i.e. wing for ring)?	☐	☐	☐
8. Can the child clearly tell what happens in a story?	☐	☐	☐
9. Can the child communicate nonverbally (i.e. eye contact, gestures)?	☐	☐	☐
10. Does the child speak the MT language used for instruction?	☐	☐	☐

(Adapted from NASP, 2013)

Note: Yes/No measurement has limitations to identify exactly where the student is functioning. It is also possible to add other behavioral indicators (i.e. often, not at all, frequently, etc.) to help identify students' oral language development.

- Rubrics

Rubrics use rating scales that are similar to checklists. The difference is that a rubric lists behaviors and levels of progress (indicators) for each behavior. During an observation, a rubric can be used that indicates levels of learning specific skills. These indicators can include comprehension, vocabulary, fluency, grammar, and pronunciation. The teacher marks a tick (√) by the student's behavior that best describes each indicator. While observing, teachers should be listening to the specific language the student question correctly complete the rating. For example, if the focus of a rubric is on how well children retell stories, teachers might listen and record how students tell oral stories at different levels of complexity, and mark the indicator. In TMT 224, you practiced a rubric that measures speaking skills. Table 20 is the rubric for evaluating speaking skills.

Table 24 - Evaluation of Speaking Skills

Compo-nents	1	2	3	4	5
Comprehension	Cannot understand and respond (talk) in simple conversations	Only understands and responds to conversations that use everyday language that is spoken slowly	Can understand most of what is heard and responds to most conversations, the student's speech is slow & includes repetitions	understands and responds to almost everything that is presented in normal talking speed, but the teacher may need to repeat what is said	understands and responds to class conversations & discussions without difficulty
Fluency	Often silent or hesitant (gives clues to language limitations)	Speech is halting & fragmented, it is extremely difficult to have a conversation The student may speak in incomplete sentences (My __ went.), speak slowly – word by word	Often the student stops talking while searching for the right word or expression	Generally fluent in class discussions. At times, may hesitate to select the right word to use.	Fluent & effortless conversation

Vocabulary	Knows very few vocabulary words; conversation is nearly impossible	Limited vocabulary & often misuses words	Frequently uses incorrect words, and conversation is limited by lack of vocabulary	Sometimes uses inappropriate words or must rephrase, has limited vocabulary	Fully capable in using vocabulary & idioms
Pronunciation	Difficult to understand (may have trouble saying certain sounds in the MT language)	Saying sounds incorrectly makes it necessary to have the child repeat what is being said a great deal	Saying sounds incorrectly causes listeners to have to listen closely; some misunderstandings on part of listener	Always intelligible but may have heavy accent or inappropriate intonation patterns	Able to say sounds and words correctly Uses intonation
Grammar	Significant problems with grammar & syntax making speech nearly unintelligible	Grammar & syntax problems, repetition when talking and/or use of simple or familiar patterns	Frequent errors with grammar & syntax that sometimes alter meanings of words and sentences	Sometimes makes grammar or syntax errors	Appropriate grammar & syntax

(Adapted from California State University Department of Education)

For students that speak another language, remember that the errors may be due to different sounds in the student's MT language, different sentence structure, and lack of vocabulary in the language of instruction, etc. In addition, struggling readers and students with disabilities may have difficulty in specific oral language areas and may need support (I.e. Syntax: sentence structure). A checklist can help identify the areas in need of support. Students need a large oral language vocabulary to be able to understand content-area information, and to communicate what has been learned. Oral language skills are also important beyond the school years.

6.1.2. Oral Language Instruction

Oral Language focuses on **a**) hearing a read aloud text on the unit's theme and topic, understanding it, and being able to engage in oral and written activities about it; and **b**) organizing and expressing ideas orally, which may be based on the texts, theme, and topic, etc. Some of the instructional methods found in the primary texts are:

- Connecting to students' prior knowledge about the topic and the theme of the text
- Making predictions about the text before it is read
- Discussing and learning important words in the text
- Having students answer text-based and inferential questions about the text, using questioning
- Discussing the text in whole-class or group conversations
- Preparing for and taking part in discussions and debates about the theme/topic
- Preparing and giving presentations

Table 25 - Selected Oral Language Activities from Primary MT Text (MoE 2013, 2014)

Grades 1-4 and Grades 5-8
• Provide multiple opportunities during lessons and classroom activities to use oral language in the classroom.

• Directly teach selected words and word meanings followed by opportunities to use these words (e.g., making choices; discussing examples and non-examples of the vocabulary word).
• Have students work in pairs and within small groups.
• Ask students to discuss new vocabulary words with the class (i.e. use in a sentence, give a student friendly definition)
• During vocabulary lessons, ask the students more “open-ended” questions than questions that have a “yes/no” answer

In your CTE coursework you practiced many of the methods and strategies from the primary MT curriculum. You have also learned additional strategies that can be used:

- Daily Oral Language

Students work together or independently to say complete sentences using new words that have been taught. Students can also draw a picture representing a word or phrase and discuss with the class or the group (Blachowicz & Fisher, 2000).

- Telling Riddles and Reciting Poems

Students in all grades can work independently, or in groups to memorize and say a poem. In addition, riddles not only support oral language development but also require higher level thinking. Riddles are statements or questions that have a hidden meaning; a puzzle to be solved. Teachers can say riddles for younger students to answer. Older students can be encouraged to write and present their own riddles.

- Debates and Expressing Opinions

Even young children can give opinions. For example, why they should be able to go out and play with their friends, etc. Students can say what they think about a story or topic (i.e. did they like it, what did they like, etc.). Older students can be assigned to debate about a topic and present to the class. The debate should include two teams presenting both sides of the topic. When debating, opinions should be supported with evidence.

\Oral Language Instruction for Diverse Learners

Enrichment

These students can be provided a variety of instructional activities to help them increase their oral language. These include:

- Encouraging higher level thinking through questioning and giving students a chance to talk with a partner who is on the same level.
- Encouraging students to read a more complex story and retell the story, events, etc**.**
- Ask students their views and opinions about the topic.

Below is a case study that discusses how to enrich student’s skills by providing differentiated instruction.

Enrichment: Case Study

Anita is a grade-4 student. She has very strong oral language skills. She tells her ideas in a logical manner. Her word knowledge is also good. She is fluent when she speaks in her mother tongue. Some examples of instruction that enriches her oral language are:

- Encourage higher level thinking through questioning. Ask her to give a speech on a topic, or read a poem, with expression. Anita could also write a story that several students can role play.
- Anita and several students could pick a topic and debate for the class. The students need to present views and opinions, with supportive evidence. The rest of the students should be encouraged to share their thoughts on the information presented.

Support

Instruction should involve students in asking and answering questions. For example, students can work in groups to develop a play to be performed (i.e. reader's theater from MT 222). All students need the opportunity to present or perform with a partner or small group. Also, working in heterogeneous groups can build oral language skills for all students. Prince (2006) suggests some strategies that promote oral language development. These strategies are:

- **Respond and Expand**

When a child says something to the teacher, the teacher responds. As a part of responding, the teacher can add to what the student said. This can be done by adding more information about the topic, or asking a question. For example, if the child says, "I like apples," the teacher/parent might say, "I like apples too. What kind of apple do you like best?"

  - Restating and elaborating (adding) information to the answer. Then asking the student to repeat what the teacher said.
  - Provide encouragement. Let the student continue talking, and giving him/her support whenever necessary.

- **Talk About What the Class is Doing**

Daily activities such as cleaning the blackboard, weekend activities, or things happening in the community, provide many opportunities for language development. Talk with children about what they are doing.

- **Tell Stories**

Tell stories every day about things from the past or things that happen. The teacher can talk about something the class might do that day etc. Use prompts to encourage storytelling. For example, "What happened next?" and "When did that happen?" or "Tell me what you did at school today." Have them retell a story read aloud or independently.

- **Use Appropriate Levels of Vocabulary**

When speaking with children, be careful not to use too many new words or too few new words. There is no a clear-cut formula for the correct number of words, so teachers and parents must be aware of each child's abilities. However, as early as grade 1, it is important to use more complex words and words that increase a student's oral vocabulary. For example, instead of using the word "said" students can be encouraged to use: state, exclaim, report, whisper, remark, reply, etc. The following instructional guide can help you plan instruction to meet the needs of your students:

Table 26 - Instructional Guide for Oral Language

Then try these strategies **IF** the student needs instruction	Opportunities to engage in oral language activities with feedback (i.e. retell a story, explain a concept, etc.)	State opinions, prior knowledge, etc. Debates (for older students)	Directly teach words and their meaning	Scaffold student responses: questioning, Restating, and/or Elaborating on the Answer	Answering different levels of questions	Shared Book Reading (teacher and students take turns reading the text aloud)
Speak in sentences that can be understood	x	x		x	x	x
Talk fluently and with expression	x	x	x	x	x	x
Say words correctly	x	x	x	x		x
Use the correct words for the meaning of the sentence	x	x	x	x		x
Use correct sentence structure (syntax)	x	x	x	x		x
Follow directions	x	x	x	x	x	x
Organize and say ideas/ thoughts	x	x	x	x	x	x
Include supporting details	x	x		x	x	x
Give the meaning for a word	x	x	x	x	x	x

Example: A grade-3 student can hear a story and state the main ideas. However, when asked if he finished his math assignment, some of the words he said did not match the context of what was being said. The student said, “I finished the distraction problems.” He confused distraction with subtraction. Instruction could include providing feedback. The teacher could also restate his answer using the correct word “subtraction.” The difference between the two words could also be explained.

6.2. Vocabulary

Vocabulary is the knowledge of words and their meaning. A student’s knowledge of words and their meanings is important when listening, speaking, reading, and writing. Students who have limited vocabulary will have difficulty in completing classroom assignments, making meaning of texts that they read or hear, and communicating what has been learned, etc. Vocabulary knowledge is important, because it enables students to:

1. Figure out and understand the words and phrases in a text, improving reading fluency and comprehension.
2. Understand what is presented orally and what is read.
3. Communicate their ideas clearly, both orally and in written form.

6.2.1. Vocabulary Assessments

Assessing children's vocabulary knowledge is difficult because there is a lack of grade level standards to indicate which words students should know for the grade level. It is also difficult to identify how many words they need to learn. Also, assessing vocabulary is difficult because children learn words gradually, moving to deeper levels of ''knowledge'' about a word. Teachers typically use informal measures to evaluate students' word knowledge. There are also several tests that measure children's vocabulary knowledge (Tompkins, 2015).

6.2.1.1. Informal Assessments

Teachers can use informal assessment to evaluate a learner's progress in vocabulary knowledge.

The informal assessment strategies, presented in the oral language section, can also be used to assess vocabulary. In addition, the front matter in the primary materials includes suggestions for assessment of vocabulary knowledge (MoE, 2013):

- Ask students to write the 5 most important words they learned that day or that week. Students may also be asked to write the words and a brief definition of each word and/or and a sentence using each word.
- Ask students to use the words learned that week, or in the unit, in a written composition or oral presentation. For example, they may be asked to write a short summary using words listed on the board.
- Students work in small groups to complete a vocabulary activity
- Students use the new words when writing. After a writing activity, students exchange papers and check for use of new vocabulary words related to the topic
- After a writing activity, students reflect on what they have heard or read, make meaning of what has been learned and identify new vocabulary that has been used. Students may also write a summary of their reflection.
- Each student gives the teacher an exit card as they leave the classroom. On the card, each student has written his, or her, response to a vocabulary exercise.

Additional types of assessments include:

- **Student Self-Assessment**

Using a self-assessment, the student evaluates how well he or she is doing in learning new words and their meanings. When self-assessing, the student must think about strategies they used to learn the word and how well these strategies are working. The student should identify which strategies work best. This information can be helpful to the teacher when planning vocabulary lessons. The following student self-assessment activity is designed for students in grades 5-8. After a vocabulary lesson or reading activity, the student completes the checklist by circling " yes" or " no" and/or writing a short response for the two questions on the checklist.

I CAN….	Yes	No
Easily learn the new words.	Yes	No
Use what I already know about other words to learn a new word.	Yes	No
Use information from the reading passage to understand the meaning of a new word.	Yes	No
Questions to Answer		
When I see/read/hear a word I do not know, I _____.	Yes	No
A new word I learned in today's lesson was _____.	Yes	No

- **Personal Word List/Journal/Personal Dictionaries**

Students can also keep a list of new words they are learning and the meaning of each word, in their exercise book. This might be a chart that lists new words, writing each word might mean, and then checking to see if the meaning is correct (MoE 2013). The student may also copy the sentence in the text that uses **the** word. Or, write a sentence with the word. You read about personal dictionaries in TMT 222. For example, one student's journal page may look like the one below:

New Word for Me	**Maybe It Means**	**Yes, This Is What It Means**
dishonest	not telling the truth, not keeping a promise	cheat, lie, etc.
My use: In the story, the kids took the book from the new student. The students asked to borrow the book but did not give it back. **Sentence using the word**: The ***dishonest*** person kept my book and did not give it back to me.		

- **3-minute Meetings**

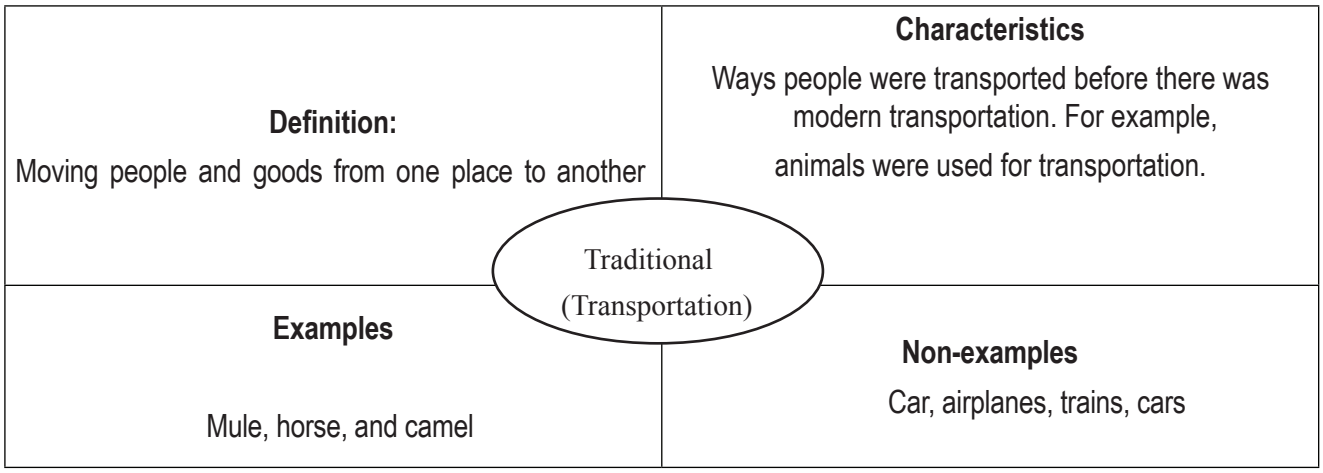
Students can be assigned to write new words in a list, personal dictionary, or on a word wall chart. A teacher can have periodic **3-minute meetings** in which he/she selects 10 words from the list and asks students to use them in a meaningful way (i.e. in a sentence). Teachers can choose a few students for meetings each day, or weekly, so that each student can have a conference during a 1- to 2- week period. Students can also have 3-minute meetings with one another. The teacher walks around the room and monitors conversations, recording what is observed.

- **Graphic Organizers**

There are many ways graphic organizers can be used to assess students' vocabulary knowledge. Graphic organizers help students see relationships between words. Looking at completed organizers, a teacher monitor word learning and use the information when planning further instruction. The following graphic organizers are found in the primary MT texts and were practiced in TMT 222.

- Word Maps

A word map lists the word to be learned in the middle: traditional (transportation). The students write a definition, characteristics of the word, example, and non-example. This type of word maps can also be used to teach antonyms and synonyms.



NOTE: During adaptation, use an example from your MT.

Concept Maps

Concept maps can help a teacher identify how well students know a word: Do students see a word in its relationships to other words? Creating a map for the identified word or concept can provide information about students' depth of knowledge. An example of a Concept Map is shown below:

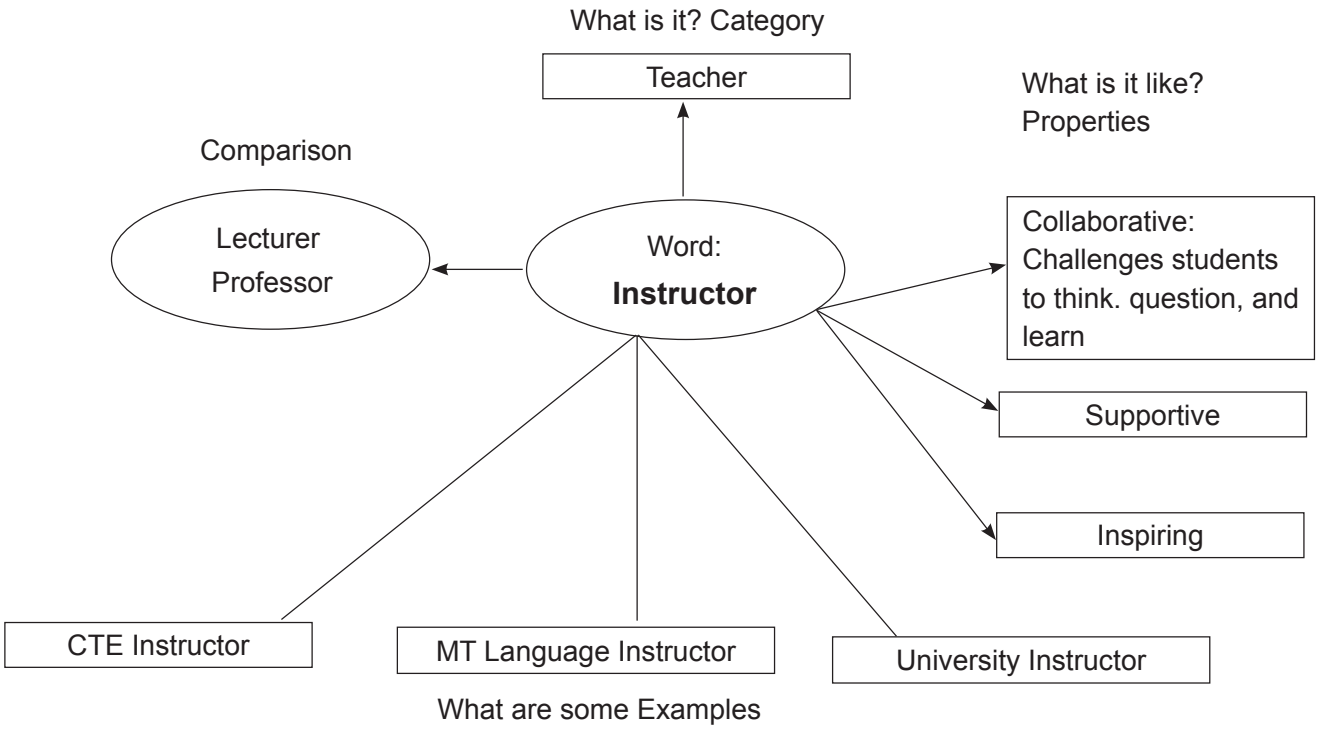


Figure 12 - An example of a Concept Map

NOTE: During adaptation, insert an example from your MT language.

- **Word Sorts**

Teachers can also give the students a list of words and have them sort the words by concepts under different categories, listed at the top. In this example, the categories are plants and animals.

Plants	Animals
• Leaf • Root • Flowers • Stem	• Bone • Vertebrae/non-vertebrae • Reproduce • Multicellular

- Semantic Feature Analysis

Semantic feature analysis can be used across many grade levels to build content-area vocabulary and comprehension. This strategy helps students understand how specific vocabulary words are related, focusing on what is special about each word. Semantic feature analysis uses students' prior knowledge and class topics to learn about the meanings of the words. This strategy can be used with narrative/stories and expository text. Semantic maps are found in the primary MT curriculum. The words and features are written on a chart, and the chart is completed by individual students or in groups of students (Walker, 2008). The chart helps them organize and identify the major characteristics of the vocabulary words. The chart is completed by putting a '+' or '-' sign in the sections of the chart. Use the + if the word fits the category, a – if the word does not. A teacher can see how the student categorize/understand words by characteristics.

Words	**Tame Animal**	**Wild Animal**	**Herbivore**	**Carnivore**
Lion	**--**	**+**	**--**	**+**
Cat				
Goat				
Tiger				

6.2.1.2. Formal Assessments

Observation Guides

Observing students' uses of words in discussion, in lessons, and in writing is a way of evaluating their vocabulary usage in the most authentic way. Many teachers compose their own structured ways of looking at vocabulary and rating usage.

Class Discussions	YES	NO
• Demonstrates background knowledge		
• Uses vocabulary to make predictions about the text		
• Adds more information about a word (i.e. describes, uses in an oral sentence, etc.)		
• Uses vocabulary to discuss elements from the passage to write a summary, retell, answer questions and give responses		
Overall Use of Vocabulary		
• Offers reasonable word associations and word choices in writing		
• Can classify words by the word's characteristics		
• Can define words correctly		
• Can identify the words meaning using the context		

• Uses the correct vocabulary words to state ideas and communicate information		

Teacher-Constructed Assessments

A short teacher-made test can be used to assess students' abilities to associate a new word with a synonym or general meaning. The test can take many forms. The example below shows how to assess different types of vocabulary knowledge. The teacher says a word and asks the student(s) to complete one of the following:

• Say a synonym for the word (fine = good)	• Identify the classification for the word (A crocodile is a reptile)
• Give example(s) (*flowers* are plants like daisy, rose)	• Explain of how something (i.e. object) is used (a *shovel* is used to dig holes)
• Say a word that means the opposite (nice – mean)	

6.2.2. Vocabulary Instruction

Vocabulary development requires more than listing words and writing the definitions. Most vocabulary is learned indirectly. Students learn vocabulary indirectly when they hear and see words in many different contexts (e.g. conversations with adults, daily routines, being read to by adults, etc.). However, some words must be taught directly. Direct vocabulary instruction is very important when students are learning content area words that represent complex concepts. These words are not usually part of daily language. Direct instruction of vocabulary also supports comprehension

Explicit instruction can help students learn the meanings of words and build depth of knowledge of words. Depth of knowledge includes: knowing that a word may have more than one meaning, that a word can mean different things across content areas, etc. This type of knowledge helps students read words and select the correct meaning for the context.

- Selecting Words for Explicit Instruction

The following checklist can help when choosing which words to teach through direct instruction:

Selecting Tier 2 Words:	Yes	No	Word(s)
• Words students will hear, read, write, and say across grades			
• Words that are important for understanding the concepts in text (i.e. reaction as in chemical reaction, etc.)			
• New words or a known word that has a new meaning			
• New words for known concepts (delicious – tastes good)			
• Words that cannot be understood through context clues in the passage; important for comprehension			
• Words related to abstract versus concrete concepts			
• Words that reflect complex concepts that students will need to understand			
• Words that are difficult (for students) to pronounce			

• Words that need additional information (have different meanings across subject areas)			

Note: Write each selected word by the indicator checked. The next activity provides practice in using this chart.

Activity 2: Group Work

Using a passage from the MT primary teacher's manual grades 5-8, select a three-week sequence of lessons. Select 5 words that your group identifies as Tier 2 words that should be directly taught.

1. Use the checklist above to decide if the words selected meet the criteria for direct instruction:
   a. Start with the first word. Read the description for each indicator. If the word meets the criteria in the indicator, tick yes. Write the word in the word column. If the word does not, tick no. Write the word in the last column for any indicator checked yes.
   b. Do this for the other remaining 4 words.
   c. Look at your chart. The words listed by the most indicators are the words that should be selected for direct instruction. The other words may also be correct for teaching, especially if the word is important for comprehension and will be used a lot across grades and subjects. For example, the word 'environment' may have been written by 5 indicators. The word 'cultivate' may have been written by only two indicators. The word 'environment' is the word with the most marks and should be explicitly taught.
2. Discuss your findings with your group and your classmates.

Activity 3: Group Work

1. Practice the script for explicitly teaching Tier 2 words found in Appendix A.
2. Next, use one of the words that had the most tick marks in the yes column, from your list for activity 2.
   a. Write a script, like the one in Appendix A to teach the word you selected.
   b. Pair with another group and each group selects one person to teach their script to the rest of the students in the group.

Teaching Academic Vocabulary

Academic vocabulary words are words that identify concepts and ideas that are specific to a content area. Academic language is often presented in expository text and in a language structure that is different from spoken language. Remember that words used in everyday conversation are the easiest to understand. Expository structure and the related content-area vocabulary words are the hardest. Guidelines for teaching academic vocabulary include:

1. Give a description, explanation, or example of the word
2. Ask the students to give a description, explanation, or example of the word
3. Ask the students to draw a picture, symbol, or find a graphic to represent the word
4. Have the students participate in activities and record information about the words in a vocabulary notebook
5. Have the students discuss the new word with other students (i.e. Pair-Share).

Project Work 1

Using one of the primary textbooks from grades 5-8:

1. Identify a unit that includes an expository passage.
2. Identify an academic vocabulary word that is important for the topic of the passage and the unit.
3. Complete all 5 steps of teaching academic vocabulary with a partner, or small group.
4. Present your mini-lesson to another group.

In the primary materials, there are a variety of teaching and learning strategies that teachers can use to support vocabulary growth. Many of these have been presented in your CTE coursework. Also, the graphic organizers discussed in the assessment section should be used as part of instruction. The following instructional strategies are found in the primary textbooks and used to teach both oral language and vocabulary skills (MoE, 2013):

Grades 1-8
Preview key vocabulary before the lesson begins and identify words to teach.
Provide multiple opportunities within lessons and classroom activities to practice using key vocabulary and engaging in oral language in the classroom.
Directly teach selected words and word meanings followed by opportunities to use these words (e.g., making choices; discussing examples and non-examples of the vocabulary words). Example: the word is “like”: I like parties. Non-Example: I do not like being sick.
Incorporate a total physical response, prompting the students to pair a movement or gesture related to the vocabulary word.
Have the students work in pairs and within small groups to write the word’s meaning, to write sentences, etc. Also, ask students to present information about vocabulary words to the class.
Provide and ask students to develop visual aids (use charts, diagrams, graphic organizers, drawings, and labels when possible for vocabulary words).
Use activities for students to listen to texts & read aloud activities so they can apply their growing word knowledge.
Pair vocabulary instruction with writing activities (individual or group writing activities).
Pair vocabulary instruction with reading activities using grade level texts.
During vocabulary lessons, ask the students more “open-ended” questions than “yes/no” response questions.
Grades 5-8
Provide opportunities for independent reading to give students the chance to use their current vocabulary knowledge and strategies to learn new words they encounter in the text.
Have students develop a personal word bank of new words encountered, while reading and in class activities, for a quick reference.
Explicitly teach students a set of word-learning strategies using the gradual release model, including how to use contextual analysis, morphemic analysis, and dictionaries.

Vocabulary Instruction for Diverse Learners

Enrichment

The following strategies are discussed in the Primary MT textbooks for providing enrichment for those students who are excelling in vocabulary (MoE 2013, 2014):

1. If students easily complete the vocabulary exercises, ask them to write sentences with other related or more complex words or to write a paragraph or essay using as many of the vocabulary words as they can.
2. Ask students to complete a "Write-Around" in a group of 4-5 students. One student has a piece of paper and writes a word or phrase from the text and passes the paper to the student sitting on the right side. This student also writes a word or phrase from the text. This continues for each person in the group until the teacher says "Stop" (after about 1-2 minutes). The teacher reviews the words with the groups.

Support

Children with a weak oral language skills (1) may know only a small number of vocabulary words, and (2) say short sentences that do not give a lot of information (e.g. I walk. I go.). There are many reasons a child may have a weak vocabulary. For example, children who live in a home and community without literacy resources may have learned only a few words (Hart & Risley, 1995). If students are using words that don't fit the meaning in the text, give an incorrect definition, or use the word incorrectly, they do not understand the word. If students do not seem to understand a vocabulary word, the teacher can give more examples of the word and describe or explain it in a different way. Finally, students who do not speak the language of instruction may have more developed language skills in their primary mother tongue. Yet, they may have a difficult time understanding and/or speaking the mother tongue spoken in the classroom.

Teachers will need to use different learning strategies to review the hard to learn words.

In MT 201 and MT 222, you learned instructional methods to support improving vocabulary knowledge for learners who may be struggling. Below is a summary of some of the instructional methods:

- Before reading the text, teach important vocabulary, explain the meaning of these words
- Use interactive activities: raise your hand if (a tiger is tame, a dog is tame…) and clap if you agree (a tiger is tame, a dog is tame…)
- Use choral and echo reading techniques helps children who are weaker in oral language skills.
- Use activities that help students see the relationships between related words.
- Use many examples and non-examples of how a word should or should not be used in the context of the text (I am happy when I learn to read. I am not happy when I do not understand what I read).
- For students who have limited background knowledge, the teacher can use graphic organizers, ask questions before reading, provide examples, etc. When possible, objects and pictures can be used.
- Provide multiple opportunities and guided practice in recognizing the meaning of word parts (morphemes).

The instructional Guide below can help when using assessment results to identify instructional methods and strategies that can be used to develop vocabulary:

Table 27: Instructional Guide for Vocabulary

Then try these strategies → / If the student needs instruction in: ↓	Read aloud and oral activities	Explicit instruction	Graphic Organizers	Opportunities to practice orally and in writing	Teach Word-learning strategies	Journals, Personal Dictionary
**Basic Vocabulary (Tier 1)	X		X	X		X
New vocabulary (Tier 2)	X	X	X	X	X	X
Academic Vocabulary	X	X	X	X	X	X
Concept/ Schema Organizing words that are related, etc.	X	X	X	X	X	X
Morphemic Analysis	X	X	X	X	X	X
Concept/ Schema Organizing words by similar morphemes	X	X	X	X	X	X
Sight words	X			X		X
Can explain what the word means in limited context	X	X	X	X		
Can give more than one meaning for a word	X	X	X	X	X	X
Technical Content-Area vocabulary	X	X	X	X	X	X

** Students who enter school with limited vocabulary, students who do not speak the language of instruction, and some students with disabilities may need to learn basic Tier 1 vocabulary.

The following case study provides practice in using the assessment results and selecting instruction using the chart above:

A student in grade 7 is struggling with content-area vocabulary words and their meanings.

Instruction: Instructional Methods can include explicit instruction in reading words with morphemes and discuss their meanings, and in vocabulary needed to understand the text. The student will also need to learn strategies he/she can use to learn new words and their meanings (i.e. recognizing words that have the same root word/morpheme, etc.). The student could also keep a personal dictionary of new content-area words.

Project Work 2

1. Your instructor will assign the grade level for each group of student teachers. You will also be assigned to complete an assessment of oral language or vocabulary. Go to a nearby school and work with the teacher to select students from the assigned grade.
2. Use an assessment to measure either oral language or vocabulary knowledge. Use one of the checklists or other assessments that have been discussed in this chapter. Select the assessment based on the grade level and what you want to measure.
3. Using the instructional guide for either oral language or vocabulary and the instructional methods/strategies you have learned, identify which instructional methods/strategies you would use.
4. Write a summary of your observations and list your instructional recommendations.
5. Reflect with your classmates.

Chapter 6: Summary

Students need a large vocabulary to understand the meaning of the words they read, listen, speak, and write. Learning new vocabulary words is a life-long process. As students progress in school, vocabulary knowledge is a critical factor in comprehending subject area information. Knowing academic vocabulary supports understanding content area concepts and in using known concepts when learning new information.

Teachers must be able to assess and provide both oral language and vocabulary instruction throughout the school years. Teachers can assess the students' growing vocabulary knowledge in a variety of ways. Many of these strategies can be used both for assessment and for instruction. Most words are learned indirectly. However, it will be important to directly teach Tier 2 words. These are words that are important for understanding the text and words used across subjects and grades. Also, for older students complex content-area words (Tier 3). Tompkins (2015) suggests that teachers can regularly assess vocabulary and suggests the following steps:

- Step 1. Planning- Based on the needs of the students, teachers make a plan for instruction.
- Step 2. Monitoring—Begin with informally monitoring students' progress by listening to students talking and use checklists and rubrics to evaluate target behaviors.
- Step 3. Evaluating –also evaluate students' vocabulary knowledge using activities: summaries, graphic organizers, personal dictionaries, etc.

- Step 4. Reflecting— give students time to reflect on their learning of new words and their meanings. Teachers can also reflect on the effectiveness of the instruction by examining students' use of vocabulary in classroom activities, both oral and written, and by identifying how well students are learning new vocabulary words.

By having ways to measure students' progress with vocabulary, teachers can provide differentiated instruction. The methods and strategies provided in this chapter include many that can be used for differentiating instruction. A teacher can make a difference by using effective instruction in oral language and by supporting students' efforts in learning new words.

Chapter 6: Review Questions

Write your answers to the following questions:

1. Describe assessment techniques that can be used to measure both oral language and vocabulary.
2. Discuss oral language activities that can be used for both assessment and instruction.
3. List the types of graphic organizers (at least 3) that can be used to assess oral language and vocabulary. Provide an example for each of them.
4. Academic vocabulary
   a. What is academic vocabulary? Why is knowing academic vocabulary important?
   b. How can you directly teach academic vocabulary?
   c. What are some strategies you can teach students to learn academic vocabulary?
5. List two strategies that students can use to learn new words independently.

Chapter 6: Self-Assessment

Please put a tick mark (√) if you agree or disagree with the statement on the left. If you check disagree, explain. Also, list any remaining questions you may have.

	I can…	Agree	Disagree
1	explain assessment techniques of oral language and vocabulary used in the primary MT curriculum	☐	☐
2	discuss how to use oral language and vocabulary classroom activities to assess student learning	☐	☐
3	use diverse assessment techniques to assess primary students' oral language and vocabulary	☐	☐
4	examine the results of informal and formal oral language and vocabulary assessments to identify instructional techniques for diverse learners	☐	☐
5	appreciate the role of oral language and vocabulary in learning to read and reading to learn	☐	☐
6	evaluate lessons for use of research-based strategies for teaching oral language and vocabulary	☐	☐
7	use research-based strategies for teaching oral language and vocabulary to students with diverse needs	☐	☐

APPENDIX A: MODEL TEACHING SCRIPT PRE-TEACHING VOCABULARY

Teacher Explains Task
Today we will discuss some new words that are in the (text, story, or thematic words)
I DO
T: When we were reading the text, we read about different kinds of animals. We learned about wild and domestic animals. Now, we're going to learn some new words about animals. *(say the word).* **One word we use when we talk about animals is *tame*.** *(give a student friendly definition)* **Tame means that an animal is used to people and won't hurt you if you get close.** *(try to provide two different contexts that help demonstrate the word)* **I was afraid of my neighbor's dog at first, but my neighbor told me it was tame, so I pet it. However, I am very careful not to get close to wild dogs in the street, because I know many of them may not be tame.** *(notice that one is an example and the other is a non-example. If you do both, it helps students recognize the differences).*
WE DO
T: The word is tame. Let's say it. ***T/S: tame*** **T: Who can think of an animal that could be tame?** S: *(answers will vary)* **T: What is a word that we can use when an animal is used to people and won't hurt you if you get close?** S: tame
YOU DO
T: Our new vocabulary word is tame. What does tame mean? S: It won't hurt you. **T:** *(Prompt students to talk about a situation related to the word with each other)* **Try to think of what you would do if you met a tame animal, or what you would do if you met an animal that wasn't tame. Talk about it with your partner. Try to use the word when you tell it. You can start by saying, "If I met an animal that was tame…" or "If I met an animal that wasn't tame…."** *(Optional, after students have discussed, invite 2-3 to share their responses.)*
Independent Practice
Encourage students to consistently use the new vocabulary throughout the school day and at home. Provide individual opportunities to write and illustrate a situation where tame may be used.
Scaffolding Suggestions
Verify that students understand the word tame. If an error is made, repeat the steps by modeling, and provide other practice opportunities. If difficulties persist, provide other synonyms and additional situations where the word would be appropriate. For each additional word, follow the same sequence as above.

CHAPTER 7: LISTENING AND READING COMPREHENSION ASSESSMENT AND INSTRUCTION

INTRODUCTION

This chapter discusses assessments and instructional techniques for listening and reading comprehension. Listening and reading comprehension are important skills to be able to understand what has been taught; to be successful in school and life. Students who have weakness in comprehension will struggle to read content area information. This chapter discusses how to assess comprehension, types of comprehension, and strategies that students can use to support comprehension. Instructional strategies that meet the needs of diverse learners are also presented.

LEARNING OUTCOMES

At the end of this chapter, student teachers will be able to:

- Select assessment techniques that are appropriate to measure the various processes involved in listening and reading comprehension.
- Apply assessment techniques of listening and reading comprehension.
- Use assessment data to decide what type of instructional intervention is needed to build listening and reading comprehension.
- Apply appropriate instructional strategies and techniques for students who need support and enrichment.
- Develop higher level questions.
- Evaluate passages to identify the type of text structure, instructional methods, and techniques.

TEACHING AND LEARNING TECHNIQUES

- Questioning, including open ended questions
- Explicit Teaching
- Graphic Organizers
- Cooperative and Peer Learning
- Modeling

INSTRUCTIONAL MATERIALS

- Primary School 1-8 MT Curriculum
- TMT 222 and 224 Modules
- Audio-visual Materials
- Graphic Organizers
- Selected Passages and Texts

ASSESSMENT TECHNIQUES

- Observation
- Presentation
- Microteaching

- Individual and Group Work
- Case Study
- Oral Questioning
- Project Work

Listening comprehension focuses on hearing a read aloud or a text on a unit's theme, following directions, etc. Students should be able to understand what they hear, and to engage in oral and written activities. When teachers give directions, ask questions, and teach strategies to support comprehension, students must use their listening skills to understand the information. Listening comprehension helps students (MoE, 2013):

- Connect prior knowledge about the text topic and the theme.
- Make predictions about the text before it is read.
- Answer text-based and inferential questions about the text.
- Discuss the text in whole-class or group conversations.

In TMT 224, you learned to use a rubric that can measure listening comprehension. The rubric contains three sub components (comprehension, vocabulary, and fluency).

Table 28 - Evaluation Criteria For Listening Skills

Student's Name:					
Indicator	**1**	**2**	**3**	**4**	**5**
Comprehension	Cannot understand simple conversation. Unable to repeat what is heard.	Only understands conversational language spoken slowly. Needs information repeated.	Can understand most conversations if the speech is slow and the teacher repeats what is said. The student can repeat what is said and retell story heard.	Understands almost everything said at normal speed, may require some repetitions. Can summarize a text read aloud.	Understands class conversations and discussions without difficulty. Can identify main ideas and details, makes inferences from what is read.
Vocabulary	Understands and uses very little vocabulary; makes listening comprehension difficult.	Hears and uses limited vocabulary and often misunderstands words heard.	Frequently hears words incorrectly, and listening is limited by insufficient vocabulary.	Sometimes hears words incorrectly or needs repetition due to limited vocabulary.	Can listen and learn new vocabulary.
Listening Fluency	Needs information repeated.	Needs no information repeated.	Able to understand what is said but may not understand new vocabulary.	Able to listen to answers and write comments.	Able to listen and respond in writing. Fully understands what is said.
(Adapted from California State Department of Education)					

7.1.1. Listening Comprehension *Assessment*

Assessment of listening comprehension requires the teacher to make inferences from the actual performance of students (oral, written, role playing, etc.). Students need to discuss, or write the information for a teacher to be able to observe and measure listening comprehension. The primary MT curriculum includes the following assessment techniques for listening comprehension (MoE, 2014):

- Asking individual students to answer text-based and inferential questions about a text;
- Asking students to develop a graphic organizer, appropriate to the text type, to show their understanding of the text;
- Having students complete Exit Cards by writing: the key vocabulary words that they heard in the read aloud, 3 key points or main ideas, a summary, or 3 questions they would like to ask the author about a story read aloud;
- Asking students to list, in their Student Book or on an Exit Card, words, or key ideas they don't understand. Teachers collect student work and review it.

Project 1

In small groups, go to a primary classroom and:

1. Observe students engaging in an oral discussion about a lesson. Select 1-2 students to observe.
2. Use the rubric above to evaluate students' overall listening skills.
3. Examine students completed writing products as part of an oral activity (i.e. based on oral directions given by the teacher, hearing a story read aloud, etc., for fluency in expressing ideas).
4. As a group, write a short reflection of what you observed. Submit the group reflection to your instructor. Attach the rubrics completed by the group members.

7.1.2. Listening Comprehension Instruction

Listening is one of the basic language skills in the teaching-learning process. Listening includes the ability to understand what others are saying. Listening skills include hearing a text read aloud, understanding, and being able to engage in oral and written activities (MoE, 2013). Students must also be able to organize the ideas, based on what is heard. The listener must be able to understand what the person is saying, the vocabulary that is being used, and the message. In TMT 224, you learned about listening skills, which include (Willis, 1981):

- Predicting what the person is saying
- Figuring out the meaning of new words
- Using background knowledge
- Identifying the main ideas
- Recognizing words and phrases within a sentence that organizes segments of a sentence (well… another thing is.., finally…) and linking words that connect the words in a sentence (such as, which, linking words, etc.)
- Understanding what the person is trying to tell you

In TMT 222, you also practiced ways to teach students how to hear the sounds of the language. There are three states of listening activities: pre-listening, during listening, and post-listening.

Pre-listening

- Use pictures, maps, diagrams, graphs, and graphic organizers
- Discuss new vocabulary before reading aloud a passage
- Use supporting information
- Help students activate prior knowledge and make predictions
- Have students repeat directions or instructions

During/While Listening

During listening means that the students are engaged in the task/activity while the teacher is reading a text or explaining concepts. During-listening strategies should help the students focus on what is most important in what is being heard.

- Take time to re-read the passage to the students
- Help students focus on what is important: during the first reading identify key ideas and think about what the author is trying to say. During the second reading identify supporting details and use strategies to help students remember the information.
- When asking a question: give students “wait time” or “thinking time” (about 3 seconds to organize their ideas) before they respond.
- Discuss the vocabulary and structure of the text.
- Have students predict what comes next in the story and retell what has been heard.

Class discussions should focus on the text. For example, if the discussion is about a monkey doing something, discuss what is happening. Be careful to stay on-topic. For example, when students say they have seen a monkey on the road, in a zoo, and/or on television, they are off topic. Talking about things not in the passage will make it hard for students to remember the key information.

Post-Listening

The purpose is to determine what the students have learned and to make sure that the students understand what they heard. Using the right instruction, students can also learn to connect new knowledge with what they already know. This increases their knowledge of the subject and the topic.

- Ask students questions that require discussion, including what they think about the passage.
- Require students to analyze, and/or evaluate the information.
- Summarize/synthesize (orally or in writing) what has been heard. One way is Listening for Gist; main ideas and details (in TMT 222, you practiced this strategy). Ask the students:
    - Who or what is the passage about?
    - Say the most important thing about the “who” or “what”.
    - In 10 words or less, tell the main idea.
- Assign reading and writing activities including graphic organizers

Post-listening instruction should engage students in making meaning and summarizing what has been heard.

Meeting the Needs of Diverse Learners

The primary MT curriculum discusses instructional methods that can be used for diverse learners (MoE, 2014).

Enrichment

- If students find it easy to answer text-based questions, ask them to write out their answers or ask more complex, and thought-provoking questions (i.e. inferential).
- If students complete oral comprehension exercises quickly and easily:
  - Ask students to develop questions of their own about the text, with the answers, for other students to answer.
  - Ask students to write about their favorite part of the text, their opinion about the text (strengths, weaknesses, information and/or details that could be added). Or, have the students compare the text with another text that discusses the same concepts.

Support

If students have difficulty in making predictions before hearing the text read aloud, point out key words in the title and headings or items in the pictures that can help them make predictions.

- Help students make during reading predictions by stopping and asking questions about what has happened.
- If students struggle to answer oral questions:
  - Use key vocabulary in the question, especially specific terminology (like "character," "setting," "plot," "challenge or goal," "dramatic elements") to make sure that the students understand what is being asked;
  - Ask the students to find parts of the text, or clues in the text, that may help them to answer the question. If students cannot find the parts of the text, point out the relevant parts.
- If students are struggling with giving oral or written summaries of a text or part of a text read aloud, model this for them. For example, repeat the student's answer and include additional information.
- If students have trouble following oral directions, have them complete one step at a time.

Instruction for Speakers of Other Languages

Many of the strategies and methods listed above that support struggling readers (i.e. using pictures, re-reading a passage, repeating directions, etc.) also support language learners. These methods are discussed in the primary curriculum and practiced in TMT 224. In addition, TMT 224 provides instructional suggestions for students whose MT is not the language of instruction.

Activity 1: Microteaching

1. In small groups, discuss the instructional techniques used before, during, and after listening. Then, share your answers with your classmates.

2. Select a text that can be read aloud from a primary MT Teacher's Guide, grades 4-8. Identify the before, during, and after questions and comprehension strategies that help answer the questions. (Remember: a listening passage read aloud also works for students in the upper grades.)
3. One student is the teacher and demonstrates using instructional techniques to build listening comprehension. Include instruction that focus on before, during, and after listening (hearing the story read aloud).
4. Discuss how you could differentiate the lesson to meet the needs of struggling readers and for readers above lesson level.

Remember, many students will need scaffolding (support) in learning to listen, to remember what has been read aloud, to follow directions, and to understand complex subject-area text. Students whose MT is not the language of instruction will need extra support if they are to learn the skills, and concepts being taught.

Activity 2: Individual Work

Use the text that you used in Activity 1. Examine the text and answer the following questions.

1. Is the listening text narrative or expository?
2. Are there listening comprehension skills being taught (i.e. predicting, figuring out the meaning, etc.)?
3. What instructional techniques are used to teach these listening comprehension skills?
4. Are there any questions that require the students to synthesize, analyze, summarize, and evaluate the information in the listening texts? If not, list two higher level questions?

7.2. Reading Comprehension

Reading comprehension is the ability to understand and interpret written texts. It is also the ultimate goal of reading. Strong readers can understand the meaning of what is being read, relate new information to what is known, and construct meaning. Good readers use comprehension strategies, to better understand and interpret texts. Comprehension is important, because it enables students to:

- Understand oral and written language to learn different subjects, topics, and text types.
- Become independent readers and be able to use these skills throughout their education and life (MoE, 2013).

7.2.1. Reading Comprehension Assessment

Shanahan (2013) suggests that reading comprehension tests do not provide much information about reading comprehension. There are many literacy skills that must be mastered for a student to comprehend what is being read. These skills include both linguistic and cognitive skills, the 5 components of reading, prior knowledge, experiences, and use of strategies, etc. The challenge is to identify which strategies and skills the student(s) need to learn to comprehend the information. It is also important to provide instruction to teach these strategies and skills. There are assessments of comprehension that measure a student's overall ability to comprehend (i.e. recall, inferential questions). Reading comprehension assessments should assess the components of comprehension, including:

1. Literal comprehension, or recalling information stated in a text;
2. Inferential comprehension, or understanding information that is not stated directly in the text;

3. Critical comprehension which requires readers to analyze, evaluate and make judgments about a text;
4. Affective comprehension refers to a reader's personal and emotional reaction to a text;
5. Lexical comprehension is related to knowing the meaning of key vocabularies in a text (Salvia, Yesseldyke, and Bolt, 2010).

Activity 3: Peer Work

1. In your own words, write a student friendly definition for each of the five reading comprehension components listed above.
2. Exchange your definition with a peer and discuss each other's definitions.
3. Decide if you want to change your definitions or keep them. Remember that your definition should be easy for you and your peer to understand and remember.

When reading, there are many things the reader can do to comprehend what is being read (Irwin, 1991). Irwin identified 5 processes that support comprehension and provided suggestions on how to assess. You will find examples of these types of assessments in the primary curriculum and TMT 222 module. The table below describes these processes and ways to assess each.

Table 29 - Assessment of Comprehension Processes

Process	Assessment
• Chunking ideas into phrases to fluently read phrases.	• Listen to students reading aloud to see if they are chunking sentences into phrases.
• Identifying connecting words used between phrases, sentences, and paragraphs (i.e. also, however, but...).	• Ask questions to check the use of connectives to understand the relationships between words in a text (For example: ask students to compare the impact of a new dam to increase hydroelectricity).
• Organizing and summarizing ideas. Use knowledge of narrative and expository text structures and graphic organizers.	• Examine completed graphic organizers; summaries and story retellings.
• Using background knowledge to make connections between their lives and what is being read. Making predictions, identifying the author's message, and identifying with characters.	• Observe students as they talk in the large group, small groups, and in pairs as they answer questions and discuss what has been learned. Do they discuss what is already known about the topic? Do they discuss characters and which ones they like and why? etc.
• Students monitoring how well they understand. If they do not understand, using strategies to fix-up or repair= comprehension	• Observe students as they read and ask them to "think aloud" and tell you the strategies they are using to read; after reading ask students to think about the strategies they used while reading.

7.2.1.1. Informal Assessments

The primary MT curriculum provides suggestions for informal assessments of reading comprehension (MoE, 2013). Some of these assessments are like measures of listening comprehension.

Reading Comprehension Assessments:

- Ask individual students to make predictions about the passage they are going to read (use the title, headings, pictures, labels, tables, etc.).
- Ask individual students to retell and answer questions (text-based and inferential) about a text while and after reading.
- Ask students to develop a graphic organizer (appropriate to the text type) to show their understanding of the text. Be sure to use both narrative (story maps) and expository graphic organizers. NOTE: you learned about these types of graphic organizers in MT 201 and TMT 222.
- In their exercise book or on an Exit Card, ask students to list key vocabulary words in the passage, 3 key points made in the passage, a brief summary of the passage, and or 3 questions they would like to ask the author about the topic.
- Collect student work and review it.

There are other ways that comprehension can be assessed using the general strategies found in the primary syllabi. Many of these assessment techniques were presented in chapter 1 (e.g. oral and written summaries, ticket out the door, turn and talk).

Assessing Narrative and Expository Text Structure

There are ways to measure students understanding of both narrative and expository text. Listening to students retelling narrative and expository text can also be used to assess story/content comprehension (Reutzel & Cooter, 2011).

Narrative Text Structure Assessment

As young children, students hear oral stories and tales. They are familiar with narrative structure before grade 1. Therefore, narrative structure is easier for students to understand than expository text structure. Teachers can ask children to retell a story including summarizing the story elements and story sequence, recalling important details of the plot, making inferences, and noticing relevant supporting information. The teacher listens to the responses for main idea and detail, and story elements (character, setting, etc.).

Using a Story Map to Assess Narrative Text Structure

A student's understanding of the elements of narrative text can be measured using a story map. The elements include:

- Characters
- Setting
- Sequence of Events/Plot: beginning, conflict or goal and actions, and a resolution of the conflict or achievement of a goal
- Theme: Ask older students to identify a theme or message. (Climax can also be added for older students)

Story grammar can help build story schema, a detailed picture that readers carry in their minds (Duke & Pearson, 2002).

Activity 4: Group Work

In small groups, read the narrative text below.

In adaptation, insert a story (narrative text) from the primary MT textbook.

1. Read the text by yourself.
2. In groups of 3-5, each group completes the graphic organizer found below.
3. Assess how each group performed on completing all the story elements.
4. Discuss which elements need instruction. Which ones were difficult for the group?

Story Map

Main Character	Setting (time and place)
First Event	
Second Event	
Third Event	
Conflict/Problem OR Goal to be Reached	Resolution

Expository Text Structure Assessments: Graphic Organizers

Asking children to retell an expository text involves organizing the contents of the text, including the key ideas and the supporting details. Students also need to recognize the text structure used to present the ideas: compare-contrast, cause-effect, description, sequence, and problem-solution.

Graphic organizers can also help students structure their oral retelling. Teachers can examine completed expository graphic organizers to determine student progress. Examining completed expository graphic organizers can also help teachers assess many factors: can the students identify the text type and use the correct graphic organizer? Can they correctly complete the graphic organizer? In MT 201 and TMT 222, you learned about the types of graphic organizers used in the primary MT textbooks.

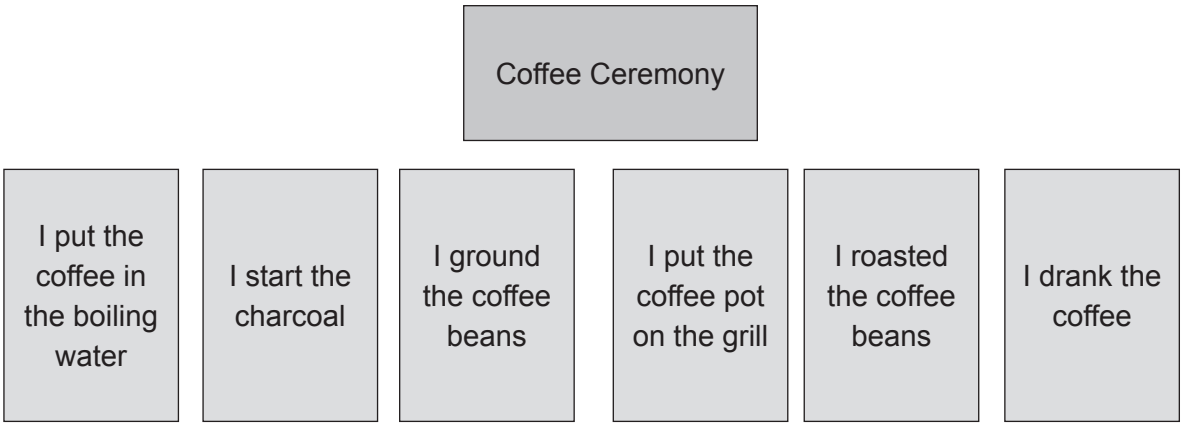
Note to Instructor: review the 5 expository graphic organizers practiced in TMT 222, they are on the DVD for TMT 222.

Activity 5: Pair-Share

After carefully reading the paragraph below, look at the graphic organizer that a primary student completed to represent the paragraph you read. Complete the steps below:

1. Did the student use the correct expository graphic organizer for the passage that was read?
2. Did the student complete the sequence correctly?
3. What was the student able to do? What needs additional instruction?
4. Complete the graphic organizer yourself.
   a. Compare your completed graphic organizer with one completed by another student.
   b. What is alike? What is different?
5. Be prepared to share your assessment findings with the rest of the class.

I like to watch my mother prepare coffee for the coffee ceremony. Today, she let me make the coffee. I started the charcoal and fanned it to make it hot. Next, I roasted the coffee beans and ground them. They smelled very good. When the grill was hot and the beans ready, I put the pot of water on the grill. When the water was hot, I put the ground beans in the water. When the coffee was ready, I drank the coffee.



In adaptation, select an appropriate expository passage from primary school (5-8) MT students' textbook and complete the graphic organizer. Make errors in the sequence so the students can analyze the organizer.

Using Questions for Comprehension Assessment (Narrative & Expository)

In MT 201 and TMT 222, you learned about Bloom's Taxonomy. Questions should be developed that measure understanding from the lower level recall, to higher level questions such as analysis, synthesis, and evaluation. Also, in TMT 222, you learned that there are four types of questions that can be asked using the QAR strategy (right there, think and search, on my own, and author and me). QAR can be used to help students identify where to find the answer. In the primary materials, there are also questions provided for before/during/after a student reads a passage, and QAR. You can assess students' responses to QAR questions and ask them to identify the type of question.

7.2.1.2. Formal Assessments: Content Area Reading Inventory

Content-area reading inventories are one type of reading comprehension assessment that can be used. A content area reading inventory indicates if the students will be able to master the content. It also assesses students' knowledge of important vocabulary and skills, such as context clues, and comprehension skills important to understanding expository texts (Reutzel & Cooter, 2011). One type is the Cloze Procedure. McKenna and Stahl (2007) recommend using this procedure in grade 4 and above.

How to Develop:

- Start with a grade 4 or higher text. Do not take out any words in the first 2-3 sentences. Students need to read all the words in these sentences to have a basic understanding of the topic.
- Beginning with the 3- 4th sentence, choose a word in the sentence to be deleted. Then, depending on the length of the text, delete words (one word per sentence) until there are 10-20 words deleted.

- Replace each word with a line for the space where the student should write a word. The word the student writes should help the sentence make sense.

How to Administer:

1. Tell the students that there is only one word for each space that is blank.
2. Explain that they are to write a word in each blank that completes the information in the sentence.
3. Stop the student after 4-5 minutes if she/he has not finished.

In TMT 222, you practiced using the cloze assessment. Below is a passage that has been adapted (Nam, 2010, pp12-13). Ten key words are omitted from the passage, one key word from each sentence. Give this extract to student teachers and let them write a word that is appropriate for the sentence. The text below is a sample of a Cloze assessment:

Example: What Can You Do to Save Water?

You can help preserve and save water. Use these helpful tips at home and school. Don't leave the water running while you're _____ your teeth or washing the dishes. Take _____ showers. See who in your family can _____ their time taking a bath or shower. _____. Help your mom or dad fix a dripping _____. Did you know that a dripping faucet _____waste 20 gallons of water a day? Also, fill a _____ with tap water rather than running the water every time you want a cold drink. Clean sidewalks and driveways with a _____. You can help save _____ by not using the garden hose. You can help the _____ by saving water.

Scoring and Interpretation:

1. Identify what word should be in each blank. Give credit for correct answers.
2. Add up the total number of blanks for the words deleted, and the number of words correctly written. For example, there are a total of 10 blanks in the text above. A student missed two words. So, the student had 8 correct answers.
3. Divide the total number of words correct by the total number of words to find the percent correct: 8 ÷ 10 = 8 X 100% = 80% correct
4. Use the following guide for determining the student's ability to read the passage. Notice that this is different from the fluency guidelines:
   a. Independent Level (students can complete reading passages at this level on their own) = above 60%
   b. Instructional Level (the teacher will need to provide support) = 40-60%
   c. Frustration Level (the passage is too hard for the student) = below 40%

Graded Text

Finally, graded texts can be used to measure a student's comprehension. Using graded text the teacher can identify the grade level at which the student reads. These texts should include both narrative and expository texts. Students can read them orally or silently. At a minimum, there should be 7 texts, one for each grade level, Grades 2-8. There are many ways these texts can be used:

5. One of the easiest ways is to place the texts in order from grades 2-8. The student is asked to read each text in order of grade levels (the student can read to a friend, or teacher). The student, or teacher who is listening, raises a finger for each word missed, or that the student did not know. Once the student, or teacher, holds up 5 fingers, s/he writes the number on the text (representing the grade level). The text read just BEFORE the current grade level passage is the grade level

recorded for the student's reading level. For example, the student held up 5 fingers while reading text 4 (grade 4). The teacher records the number 3 (grade 3) as the text that can be read independently. For Example:

Grade Level	Number of words missed and/ or words not known	Reading Level
2		Raised 3 fingers. Could not say, or did not know three words. The student reads the next passage.
3		The student raised 2 fingers. The student reads the next passage.
4		Missed and, or did not know 5 words. Stop here. Grade 3 is recorded as the grade level of text the child can read.

Figure 13 - Example of graded text reading assessment

1. Another way is for the teacher to listen to the student read a passage in the text. If the student misses 10% of the total words, the teacher tells the student to stop. The teacher writes the grade level of the text the student read just before. The teacher can also note the types of errors (decoding errors, reading words wrong, reading slowly, etc.) to help determine instructional needs. After reading, the teacher can have the student retell what was read or ask questions at different levels of Blooms.

Teachers need to know if the students (a) can read on grade level, and (b) can answer questions or retell the information. The challenge is to identify what supporting skills and strategies struggling readers need to learn and what all readers need to continue to make progress in literacy skills.

Assessing Students' Use of Reading Strategies:

As you have learned in previous courses, metacognition refers to a student's knowledge of how well s/ he is comprehending a reading text. This includes the student's ability and awareness of how well the the student used comprehension strategies to improve comprehension. (Reutzel and Cooter, 2011). Many readers' comprehension difficulties arise from not knowing strategies that can be used, not using the strategies, and/or not monitoring if the strategies worked. One type of comprehension assessment involves identifying the reading strategies the students use and how well and often they use these strategies. Based on the assessment results, the primary school teacher can provide support using the six stages of explicit strategy instruction (reviewed in the next section: Comprehension Instruction). This process for students who do not have the required mastery of reading strategy use. Below is a table that you can use to assess your students' use of reading strategies.

Table 30 - Assessment of Student Use of Reading Strategies

• uses prior knowledge: thought about what I already knew about the topic	☐ Never	☐ Sometimes	☐ Often
• uses the chapter/content outline and headings	☐ Never	☐ Sometimes	☐ Often
• makes predictions about the topic and what he/she would learn	☐ Never	☐ Sometimes	☐ Often
• generates questions while reading the materials (i.e. do I understand? What are the authors' trying to tell me? etc.)	☐ Never	☐ Sometimes	☐ Often
• makes inferences (identified what was not discussed in the text but could be identified and understood from the information in the text)	☐ Never	☐ Sometimes	☐ Often
• uses basic skills (i.e. decoded words, used word parts to figure out the word)	☐ Never	☐ Sometimes	☐ Often
• uses strategies to help comprehension (re-read, took notes, used text structure, etc.) and also strategies when he/she did not understand	☐ Never	☐ Sometimes	☐ Often
• uses the glossary	☐ Never	☐ Sometimes	☐ Often
• uses other strategies (e.g. dictionary, talked to a classmate, used other resources, looked up information on the internet, etc.): • List what the student uses:	☐ Never	☐ Sometimes	☐ Often
• summarizes what is learned (orally or written)	☐ Never	☐ Sometimes	☐ Often
• uses graphic organizers	☐ Never	☐ Sometimes	☐ Often
• reflects and states personal views about what is read	☐ Never	☐ Sometimes	☐ Often

Using Questions to Assess Comprehension

As it has been discussed in previous courses, primary school textbooks have comprehension questions to assess students' understanding. Based on what you learned in previous courses and the discussion in this chapter, the following activity will provide an opportunity to reflect on the comprehension questions in the primary school's textbooks and your ability to develop appropriate higher level questions.

Activity 7: Group Work

Content Analysis of Comprehension Questions and Developing Comprehension Questions:

Select a grade 8 primary school passage and look at the comprehension questions for the passage; then complete the following activities:

1. Analyze if the comprehension questions assess higher order or lower order thinking and state strengths and weaknesses you noted about the questions
2. Develop some questions of your own, both higher order and lower order (one for each level of Bloom's).
3. Next, compare and contrast the questions from the textbook and your questions. Use the following descriptions of the types of comprehension to determine if the questions your group wrote and the questions from the text using the following:

a. Literal comprehension: are recall questions, the information is stated in the text;
b. Inferential comprehension: the information is not directly stated in the text;
c. Critical comprehension: the reader must analyze, evaluate, and make judgments about a text;
d. Affective comprehension: the reader must use personal and emotional reactions to the text, and
e. Lexical comprehension: the reader must know the meaning of key vocabularies in a text.

Activity 8: Group Reflection

In small groups, answer the following questions.

1. How could you use observations and examination of written summaries or graphic organizers to determine student comprehension?
2. What type of information is provided by using more formal assessments?
3. Which type of assessments would give the best information about a struggling reader in grades 5-8? Why? Which types of assessments for students who are strong readers in grades 5-8? Why?
4. Share your answers with the rest of the class.

7.2.2. Reading Comprehension Instruction

Comprehension is the most complex part of the reading process. Successful instruction in comprehension requires the use of explicit instruction, gradual release of responsibility, and teaching students cognitive strategies and metacognitive strategies (Hasbrouck & McKenna, 2007). Metacognitive strategies mean that students monitor their own learning, identify when they are not learning/comprehending, and use fix-up strategies to be able to comprehend. Based on instructional needs of the students, the next table identifies instruction to help your students learn to use these processes (Irwin, 1991).

Table 31 - Instructional Methods for Teaching Comprehension Strategies

Five Processes	Instructional Techniques/Methods
1. Chunking ideas into phrases to fluently read phrases.	Choral reading and text marking/phrase cue marking (see fluency chapter in TMT 222).
2. Identify connecting words used between phrases, sentences, and paragraphs (i.e. also, however, but…)	Ask questions that help students see the connections (what was Ariel trying to do?). Tell the students to look for key words and tell them that these words help them find the part that tells about the problem. Teach connecting words, post these words on a chart (and, but, so, however, etc.).
3. Organizing and summarizing ideas. Use knowledge of narrative and expository text structures and graphic organizers.	Teach the structural patterns of different genres (i.e. poetry, fable…). Teach narrative text structure and the elements. Teach expository text structures, and the types. Teach different graphic organizers and how to use. Talk about how organizers help to visually see and remember the information.

4. Using background knowledge to make connections between their lives and what is being read. They make predictions, identify the author's message, and read and identify with characters.	Teach students how to make text-to-self, text-to-world, and text-to-text connections as they talk about stories, etc. Teach the QAR strategy. Have them write in reading logs / diaries or journals/ and include this information when writing about what has been read.
5. During and after reading, readers monitor how well they understand; if they do not understand strategies are used to fix-up or repair comprehension.	Model how to use strategies by "thinking aloud" and talk about the strategies you use. Remind students to use these strategies (i.e. re-read, summarize, generate questions, look for key words).

Teachers need to also model by using think aloud to show students what strategies the teacher uses to comprehend. The teacher models the strategies s/he uses to comprehend a passage. For example: asking questions before, while, and after reading. Questions to be asked include: Do I understand this part? Do I need to re-read? etc. The teacher must also explain the strategy so that all the students can understand. As a quick review, Gunning (2013) discusses 6 steps for teaching strategies:

1. Introduce the strategy, tell them what it is and when it should be used
2. Demonstrate and model the strategy
3. Provide guided practice
4. Give opportunities for independent practice to use the strategy with feedback
5. Assess and re-teach if students do not understand
6. Remind students to use the strategy and positive statements when they use

Teachers must challenge ALL students by asking higher level Bloom's questions if the students are to become critical thinkers. Primary teachers also need to spend time teaching narrative and expository text structures, the related graphic organizers, and key words for each type. Many of the texts in grades 4 and above are expository. Students will need instruction from grade 1 to be ready to learn content area information.

Instruction Before, During, and After Reading

Instruction that is used before, during, and after reading to help students comprehend what is being read, focuses on:

Before Reading:

- Set a purpose: why are they reading the passage and what they will learn, making predictions.
- Help students recall prior knowledge.
- Teach important vocabulary.
- When they are first learning text structures, tell students if the passage is expository or narrative.
- Use brainstorming and graphic organizers.

During Reading:

- Encourage students to stop and summarize parts of the passage.
- Remind the students that, if they do not remember a part, stop, and re-read.

After Reading:

- Discuss the main ideas and summarize what has been read.
- Use/Complete Graphic Organizers.
- Help students make inferences (what would you do? What else do you think should happen?), analyze and evaluate what has been read.
- Help students discuss the text structure.

Narrative Text Structure

In the assessment section, you practiced reading a narrative passage and completing a story map or developing a graphic organizer. Completing story maps can also be used for instruction.

Expository Text Structure

Students will need a lot of instruction in expository text structure. This structure will not be as familiar but this knowledge is very important when students read to learn. They will need to practice identifying the type of expository text structure. It is also important that they recognize the key words that help identify which type of structure. Finally, instruction using the correct graphic organizer will be necessary.

Summary of Comprehension Instructional Methods and Strategies:

The following chart provides an overview of where instructional methods and strategies are discussed and practiced for the primary MT materials and in the CTE Coursework:

Table 32 - Overview of where instructional methods and strategies are in relation the primary MT materials.

Instruction	When to Use Instruction			Location in Materials			
Strategy	Before	During	After	1-8 MT Texts	Grades 1-8 Front Matter of Texts (support)	MT 201	TMT 222
Model Strategies/Think Aloud	X	X	X	X	**	X	X
Direct, Explicit Instruction	X	X	X	X	X	X	X
Activate Prior Knowledge	X			X	X	X	X
Answering Text-based Questions	X	X	X	X	X	X	X
Answering Inferential Questions	X	X	X	X	X	X	X
Make text-to-self connections	X	X	X	X	X	X	X
Use QAR Strategy		X	X	X	X	X	X
Student-generated Questions	X	X	X	X	X	X	X
Summarize		X	X	X	X	X	X
Evaluate and Analyze Information		X	X	X	**	X	X
Story Retell			X	X	X	X	X
Discuss topic	X	X	X	X	X	X	X
Write About Topic			X	X	**	X	X
Use Graphic Organizers	X	X	X	X	**	X	X

** Even though not discussed in the support section of primary MT manuals, these methods are very important when providing support to struggling readers.

Note: If you have students make predictions about the text before they read, you must go back and discuss if their predictions were correct or not. It is important for students to revisit predictions and identify which ones were correct and why.

Project 2: Microteaching

In small groups:

1. Discuss the instructional techniques used before, during, and after reading. Then, share your answers with your classmates.
2. Select a reading passage from the MT textbook. Locate the related lesson in the teacher's manual. Assign one student teacher to read the passage aloud.
3. Based on the selected passage, demonstrate instructional techniques that should be used. Use more than one type of instructional technique to build comprehension before, during, and after reading.

NB: When doing this, half of the class students will use an expository passage, and half of the class will use a narrative passage.

Meeting the Needs of Diverse Learners

Many of the strategies and teaching techniques already presented meet the needs of diverse learners (Honing, Diamond, & Gluthlon, 2006; Vaughn, Bos, & Schumm, 2011). Diverse learners will need direct explicit instruction, scaffolding, and many opportunities to practice with feedback. The strategies listed below are the same ones taught in the primary curriculum and practiced in the CTE modules. The front matter of the primary teacher's materials suggests the following instructional strategies. In addition, students can be provided additional information about the topic, or read a text that is related to the topic (i.e. supplemental materials).

Enrichment

The strategies listed in the oral language comprehension part (Chapter6) of this module are also recommended for students needing enrichment.

Support

- Use explicit (I, We, You Do) instruction for new concepts, strategies, and learning text structures.
- Remind students to summarize frequently while reading.
- Provide scaffolding and support for higher-level questions.
- Frequently monitor student comprehension.
- If students have difficulty in making predictions before reading the text, point out key words in the title and headings or items in the pictures that can help them.
- To help students make predictions during reading, ask questions about what has happened so far. Ask questions that will help them answer, etc.
- If students struggle to answer questions: Review the vocabulary used in the question, especially specific terminology (i.e. "character," "setting," "plot," "theme,") to make sure that the students understand what is being asked.

- Ask the students to find parts of the text, or clues in the text, that may help them to answer the question. If students cannot find the parts of the text, scaffold instruction.
- If students are not using appropriate self-checking strategies, read parts of the text aloud and model these strategies. If students are struggling with giving oral or written summaries of a text or part of a text, model summarizing. One effective strategy is getting the gist (saying in 10 words or less) that has already been discussed.

Instructional Guidelines for Comprehension

The following Decision Chart can help in deciding which instruction best supports development of specific skills.

Table 33 - Instructional Decision Chart for Reading Comprehension

Instructional Methods If the student is ready to learn	Making Predictions	Blooms Questions: Low & High Level Questions	Story Map	Expository Text Structure & Clue Words	Graphic Organizers	Summary	QAR
Background Knowledge	X	X			X		
Text Structure		X	X	X	X		
Recall main Ideas & Details		X	X	X	X	X	
Sequence information			X	X	X	X	X
Answer Recall Questions		X	X	X	X	X	X
Make Inferences	X	X	X	X	X	X	X
Comprehension Strategies	X	X	X	X	X	X	X
Self-generated Questions	X	X	X	X	X	X	X

Project 3: Group Work

Two different case studies are presented below. You will be assigned one of the case studies.

Case Study A

A grade-7 student is struggling in identifying the difference between cause /effect and problem/solution. The student knows the passage is expository. The student is reading a passage about what happens when the rivers are polluted and the effect on the environment and people.

Case Study B

A student in grade 3 is reading a narrative passage. The teacher asks all students to identify the elements of the story and write a summary. The student identifies the characters, setting, and

sequence of what happened. However, the student does not identify the goal to be achieved and how the main character achieved the goal. What can the teacher do to help the student?

1. Read the case studies and write answers to the following statements/questions:
   a. Identify each student's strengths and areas in need of instruction.
   b. Identify comprehension strategies the student needs to learn.
   c. Use the decision chart above, to identify instructional methods you would use.
   d. Complete a summary of your findings and recommendations.
2. In class, find other students that have the same case study and share your findings and recommendations. How are findings and recommendations the same? Different?
3. Report your findings to your classmates.

Chapter 7: Summary

Students throughout their school life , especially in the lower grades , need to be strong in listening comprehension. Ongoing assessments of students' progress in listening and reading comprehending are critical to identify the needs of the students, and related instructional methods and strategies. There are many informal assessments that can be used. Examining completed graphic organizers and listening to students retell what was read are two strategies that are effective assessment procedures.

Students will also need to use many skills and strategies for listening and for comprehending what they have read, especially as they move through the grades and read to learn content area concepts. It is important that adequate instruction is provided in these areas. Students will also need to be able to recognize narrative and expository text structures, key words, and related graphic organizers. These were explained in detail in TMT 222 and can also be found in the primary MT materials. Finally, ALL students need practice in answering all levels of Bloom's questions. The matrix, in this chapter provides an overview of the teaching methods and procedures and where they can be in the primary MT materials and in CTE coursework.

Chapter 7: Review Questions

1. In your own words, summarize the types of formal and informal listening and reading comprehension assessment techniques.
2. In grades 5-8, there are three week units. In small groups, examine a 3-week set of reading text. Look at the information in the teacher's manual, and answer the following questions:
   a. Is the lesson topic narrative or expository?
   b. What are the reading comprehension skills being taught?
   c. What instructional methods are used?
   d. Are there any questions that require the students to synthesize (summarize), evaluate, and/or analyze the information (i.e. Do you agree? What would you do? What is the source of the problem? What are other solutions? etc.)?
      i. List each question, and identify the level of question (comprehension, knowledge, application, analysis, synthesis, evaluation).
      ii. If there are no higher-level questions (analysis, synthesis, evaluation), write two questions.
   e. What are some instructional methods you would use for enrichment and to support struggling readers?

Chapter 7: Self-assessment

Below are self-assessment statements. Put a "√ "checkmark or tick to indicate if you agree or disagree with the statements on the left. Make sure you read again those sections related to the statements with which you disagree. Then, write why you disagree with the statement and list any questions you may have.

I can…	Agree	Disagree
1. Select assessment techniques that are appropriate to measure the various processes involved in listening and reading comprehension.	☐	☐
2. Apply assessment techniques of listening and reading comprehension.	☐	☐
3. Use assessment data to decide what type of instructional intervention is needed to build listening and reading comprehension.	☐	☐
4. Apply appropriate instructional strategies and techniques to students who need support and enrichment.	☐	☐
5. Develop higher level questions.	☐	☐
6. Evaluate passages to identify the type of text structure and to identify instructional methods and techniques.	☐	☐

CHAPTER 8: ASSESSMENT AND INSTRUCTION OF WRITING

Introduction

This chapter focuses on assessment and instruction of writing skills and strategies: spelling, writing composition, and conventions. Writing conventions includes punctuation, capitalization, and grammar rules for the MT language (i.e. syntax). Usually, spelling is considered a part of conventions. However, in the Ethiopian context, spelling is treated separately from writing conventions. The assessments and instructional methods are based on developmental levels of spelling and of the writing processes. There are opportunities for student teachers to practice assessments and instruction methods of writing skills and strategies (i.e. editing).

Learning Outcomes

At the end of this chapter, student teachers will be able to:

- Use assessments to identify students' stages of learning to spell
- Use the results of assessment of students' progress in spelling stages to identify appropriate instructional techniques
- Practice how to give constructive feedback on writing compositions
- Apply strategies for assessing compositions
- Discuss strategies for providing writing instructions
- Use methods for teaching spelling and writing to students who are above, on, and
- Group and Pair Work
- Individual and Group Work
- Presentations
- Microteaching

Instructional Materials

- Grades 1-8 Primary MT Materials
- Rubrics
- Microteaching

Assessment Techniques

- Observations with pre-prepared checklist
- Informal Monitoring
- Guided (peer and individual) review
- Presentation, Group Production
- Quizzes and In-class Exams
- Rubrics

8.1 Spelling & Fidel Recognition

Spelling is the code that uses the sequences of fidels and their sounds to represent words in writing, Orthography is the term that describes the symbols that the mother tongue uses for written language. The first step is for students to be able to recognize the fidels and to be able to write fidels. However, memory of the fidels and of words does play a big part in spelling. A student's knowledge of the structure of written language is important.

When first learning to spell, students attempt to write using the fidels and words they see. It may be difficult to figure out what the student has written. But, the student can usually tell the teacher the fidel or the word written. Students' first writing represents the print they see in their environment. As students improve in writing fidels and in spelling, it becomes easier for the teacher to read what is written and understand the message. When the student learns more about his/her mother tongue, he/she is able to spell more words correctly. The words spelled become more complex and include multisyllabic words and words with morphemes (McKenna & Stahl, 2009).

8.1.1. Fidel/Syllable Recognition Assessment and Instruction

Activity 1: Pair/Share

Answer the following questions in pairs and then share with the whole class:

1. Look in the primary MT student's book for grade 1. What is the order that the fidels are introduced in the grade 1 MT text?
2. How is this different from the way you learned the fidels? Explain.
3. Do you think all the students in a class develop Fidel recognition at the same time? Why or why not?
4. How do you teach children to recognize the fidels/syllables?

For students learning a Saba script, it will be important for them to be able to recognize the shapes of the fidels. Students must be able to correctly write the fidels in a row and select the correct fidel when spelling words. They will need support in learning the differences between fidels that look similar. The grade 1 primary MT text provides instruction in the shapes of the fidels. Children need to have concepts about the fidels:

- The shape of the fidel and how it is formed
- How it looks different from other fidels (e.g. difference between and)

(Note insert two fidels that could be confusing for the students)

- Ability to match the fidel with the correct sounds for the syllable.

In school, children learn how to identify the fidels and how to write them. As young children, they see fidels in the environment (sign, food labels, etc.), and recognize some fidels. They may have also heard a song about the fidels. Some students may already recognize and write some of the fidels. Others will need support in learning to recognize and write the fidels. They will also need support in identifying the differences in fidels in the 7 positions in a row. Assessment of fidel/ syllable identification can be completed by observing students writing the fidels, words, and sentences.

Fidel Recognition Instructional Techniques

Activity 2: Group Work

1. List some of the teaching-learning techniques of fidel recognition you learned in TMT 222.
2. Look in the primary MT text and teachers' manual, grade 1/semester 1. Find an example of a lesson teaching how to write a row of fidels. Discuss how students are taught to recognize and write the fidels. You will use this lesson as an example in Activity 3.

Developers: Look in the grade 1 primary text and see if there is a lesson on recognizing and writing the shape of a fidel (it will be in the writing section) and insert it here.

The primary MT teacher's manual provides techniques for teaching fidel recognition. Below are additional techniques:

- Build on students' interests: provide activities that children like to do, talk about fidels.
- Discuss the features of the fidels when you are reading aloud or when the students are writing the fidel.
- Tell students that fidels are used to read and write.
- Talk about the syllables/sounds of the fidels and how this knowledge can be used to write words
- Sing fidel songs.
- Use "real world' examples: use children's names and point out print in the classroom. Write the words for objects in the classroom and put the words on the objects (i.e. chair)
- Use books about the fidels, Fidel cards, and posters showing the rows for each fidel.

Meeting the Needs of Diverse Learners

Enrichment

There may be students that already know the fidels. If the teacher does not challenge these students, they may lose interest or act out. These children will need more challenging activities. For example, they may be ready to combine fidels/syllables to write words they see every day.

Support

Some students have difficulty with fidels that look the same (e.g. in saba se/le, we/me, ha/be, etc). In the primary text, different rows of fidels that look similar are not taught in the same lessons. However some students will still have trouble. It helps if the students can feel the shape of the fidels and trace with their finger (i.e. tracing in sand). Cardboard can also be cut into the shapes of the fidels. Skywriting, used in the primary text, is also a good strategy.

Activity 3: Case Study and Small Group Work

Read the case studies below

Case Studies

Student 1: Saba is a student in grade 1. When she is asked to write the Fidel " ሀ " , she writes the Fidel" ሃ"

Student 2: At the beginning of grade 1, Hana can write all the fidels that are taught in grade 1, semester 1. She can write all 7 positions for each of these fidels.

1. Identify which student needs support and which student needs enrichment.
2. Using the same lesson that you taught in Activity 2:
   a. Discuss what type(s) of support can be provided to the student who needs support.
   b. Discuss what type(s) of enrichment can be provided to the other student.
3. Present your suggestions to the class.

8.1.2. Spelling

Students learn to spell in a predictable series of developmental stages and these stages build on one another. The types of spelling errors students make are common for all students (Chomsky 1970; Read 1971; Henderson & Beers as cited in Honig et al. 2006). The spelling errors change as students develop their knowledge of the language and of the fidels. At more advanced levels, strong readers and writers use their knowledge of sound/spelling patterns, syllable types, and word structure (Hughes & Searle as cited in Honig et al., 2006). Strong spellers use their knowledge in many ways to spell unknown words. As students improve their spelling skills, they also rely on the visual features of words (i.e. length, order/patterns) and knowledge of parts of speech and word meaning.

When students are learning about print awareness, instruction should focus on writing fidels. In grade 1, students also learn to write words and simple sentences. Bear, Invernezzi, Wolf, and Templeton (2004) describe student spelling skills in five stages of spelling development:

- pre-literate, learning to write
- fidel name
- within word: patterns of fidels that are used often,
- syllables, including affixes
- derivational relationships (words that have the same base word: port, portfolio, report, etc.).

One way of understanding these stages is by looking at the spelling skills students use at each stage. When assessing, questions to ask are: (1) what can students do correctly, (2) what students use but confuse, and (3) what is missing in the student's spelling? Knowing the stages and using this information helps a teacher understand where the students are in learning to spell words.

The stages are:

Table 34 - Stages of Spelling and Examples (characterization)

Stages of Spelling	Example (characterization)
Preliterate Spelling	Scribbles, drawings, arbitrary numbers, and fidels. Some children understand that printed symbols and words carry meaning.
Fidel Recognition: Beginning writing of words (Early Writing)	• Some fidels are used to represent the word • ''cat'' might be written as ''CT''or "kt", cookie is written ke • "Money'' might be written as ''MUNE'', or as ''MONYE'' or ''MONIE'

Within Word Spelling Pattern		• Can write one-syllable words ''cat'' • They might write words with similar patterns (hat, bat, mat, etc.) • They may try to write longer words, but may confuse the sequence of fidels and spell girl "gril", spell from "form"
Syllables and Affixes	Syllables	• Students can spell 1-2 syllable words and use what they have learned about 1-2 syllable words to spell longer words, • "pencil" has two syllables /pen/ /cil/. Know how syllables fit together to make words, longer words: i.e. consonant, experiment
	Affixes	• use morpheme analysis to make words, know how to add affixes to words and how to spell these words • singer: the main word is /sing/ and when /er/ is added as a suffix it becomes /singer/ which means someone who sings • "re-select-ed" can be broken into three morphemes, each with a meaning: re – to do again, select – to identify, choose, -ed – already happened
Derivational Relationships		• Students use relationships between words; use known words that are related to spell new word: • inspire, inspiration, etc. • report, deport, reporting, etc.

8.1.3. Spelling Assessments

8.1.3.1. Informal Assessments

In Chapter 3, you learned about assessments of concepts of print. Beginning writing skills are also part of concepts of print. The following observation checklist can be used to assess beginning writing skills:

Table 35 - Checklist for Print Concepts: Writing

Basic Concepts			Students Needing Additional Support
• Holds pencil/pen correctly	☐ YES	☐ NO	
• Writes from left to right	☐ YES	☐ NO	
• Prewriting: scribbles	☐ YES	☐ NO	
• Draws basic pictures	☐ YES	☐ NO	
• Can write lines and circles	☐ YES	☐ NO	
• Copies fidels	☐ YES	☐ NO	
• Copies words	☐ YES	☐ NO	
• Writes some fidels from memory	☐ YES	☐ NO	
Harder Skills			
• Identifies Punctuation	☐ YES	☐ NO	
• Moves to the next line to continue writing	☐ YES	☐ NO	
• Writes from top to bottom	☐ YES	☐ NO	

In addition to the above assessment checklist, the teacher can also examine students written assignments. Finally, the teacher can circulate around the room and observe, use peer review of written assignments and rotating individual review (MoE, 2013).

8.1.3.2. Formal Assessments

As students learn to write fidels, they are learning to write words. Students also learn to write phrases, sentences, paragraphs, and compositions. The checklist below can be used to look at a student's writing to identify the stage of spelling based on what the student has written.

Note to adaptors: Give examples in your MT

Table 36 - Checklist to identify student's stage of writing/spelling

Stage	Indicators			
Emergent (preliterate)	The student scribbles on the page, may write fidelrs and draw circles	□ Yes	□ Often	□ Not Observed
	The scribbles, fidels go from left to right	□ Yes	□ Often	□ Not Observed
	The student writes some fidels and numbers, and some may be backwards. For the fidels in a row that look alike may be confused.	□ Yes	□ Often	□ Not Observed
	Some fidels begin to represent sounds in the word	□ Yes	□ Often	□ Not Observed
Beginning Writing of words (early writing)	Words are written with the correct beginning fidels usually linked to sounds	□ Yes	□ Often	□ Not Observed
	Some of the words are spelled correctly (fidels)	□ Yes	□ Often	□ Not Observed
	Student understands the purpose for writing	□ Yes	□ Often	□ Not Observed
	A fidel is used for each thought or for each syllable	□ Yes	□ Often	□ Not Observed
	Word spacing is consistent	□ Yes	□ Often	□ Not Observed
Within Word	Single syllable words are spelled correctly	□ Yes	□ Often	□ Not Observed
	More complex single syllable words are spelled correctly	□ Yes	□ Often	□ Not Observed
	Longer words are written as they are heard	□ Yes	□ Often	□ Not Observed
	Correct fidel: sound(s) patterns are used known words are spelled correctly	□ Yes	□ Often	□ Not Observed
Syllables and Affixes	Affixes and Prefixes are added to words (representing tense, gender, etc.) and spelled correctly	□ Yes	□ Often	□ Not Observed
	Infixes are added to words and spelled correctly	□ Yes	□ Often	□ Not Observed
	Compound words are spelled correctly	□ Yes	□ Often	□ Not Observed
	A wide variety of words are spelled correctly	□ Yes	□ Often	□ Not Observed
Derivational Relationships	Most multisyllabic words, with the same root word, are spelled correctly	□ Yes	□ Often	□ Not Observed
	Words are spelled correctly that have the same base word (i.e. please, pleasure)	□ Yes	□ Often	□ Not Observed

Group Project:

Student teachers work together to collect Primary Students' Written Products from Schools. Students also complete an analysis of the written products.

1. Divide the class into 7 groups. Each group takes a piece of paper from the table. The pieces of papers should have a number: 2 to 8. The number the group picks is the grade level where they should complete the assignment.
2. Each group collects and brings to class the writing products of five students from the assigned grade level.

3. In class, each group examines and analyzes the writing products they collected. The group should use the checklist above to assess the spelling skills. If the student spells word(s) correctly (i.e. with affixes), check yes by the description for the type of word (i.e. syllables). If the related words are sometimes spelled correctly, check often. If you do not observe the spelling skill described, check not observed. The last section/level, where yes is marked for most behaviors is the student's level of spelling development.
4. List the grade level you were assigned and the stage of spelling development for each student.
5. Write a short summary of your findings and attach the writing samples.

Note: If you are not able to go to a school, look at writing samples of brothers/sisters, a young relative, or a friend's child.

NOTE to Instructors: other options are (1) ask teachers at a nearby school to collect and share writing samples, (2) save the writing samples collected and use in the following semesters, and/or (3) have teachers who enroll in summer courses bring writing samples of primary students. The work samples will be used throughout this section.

8.1.4. Spelling Instruction

Being able to spell with automaticity means that the writer has enough skills and strategies to be able to organize ideas and write. A student's cognitive development plays an important role. If a student is aware that words are made of sounds and these sounds can be represented by fidels, it is easier to spell words (Honig, Diamond, & Glutlohn, 2006). As students advance through the grades, they learn about meaningful word parts (morphemes) and the sound/fidel patterns used to spell longer words. The skills identified in the 5 stages of spelling development were discussed above (Bear, Inverenizzi, Templeton, & Johnston, 2004). For instance, we would expect a second-grade student to be able to spell train and float, but not conceive or profitable. A sixth grader should be able to spell more complex words.

Primary students will be at different levels in learning these skills. Spelling skills can be improved by teaching words that are frequently read and/or written and by discussing patterns in words that are used often (i.e. build, building, rebuilt, etc.). Students can write new words and words they do not spell correctly in their exercise book. Teachers can also write new words on a chart and post on the wall (called a word wall).

Spelling skills can be strengthened through explicit instruction and teaching decoding skills. In TMT 222, you practiced how to teach spelling using explicit instruction. Other ways of improving spelling skills include: using word sorts, and using many reading and writing activities. For example, students can sort words by similar spelling patterns. Based on the stages of learning to spell, Bear et al. (1996) suggest that spelling words should match the student's developmental stage. Choose words from the reading lessons. Use word lists that are grouped by sound and/or syllable patterns. When planning for instruction, additional instructional methods are:

- Use fidel cards to make words. The making words activity was discussed in chapter four: Graphophonemic Awareness.
- Encourage students to find the new word in their environment (e.g. find the word that begins with the fidel).
- Use word study notebooks and personal dictionaries.
- Use word walls. Post words that are often misspelled when students write.

Phonics, vocabulary, and spelling instruction are all needed to spell and write words correctly. Instruction that focuses on studying word parts encourages students to look closely at words and to recognize the patterns and conventions of spelling (John, 2002). Word writing instruction includes the following:

- Introduce the spelling pattern by choosing words that have the same word parts.
- Encourage students to discover word patterns in their writing. For example, when writing about trans**port**ation, show students that they can spell words that have the same word part (i.e. "*port*": transport, import, export, etc.).
- Use feedback to discuss the patterns found in words that students write

The chart below shows the types of words that should be taught (i.e. content words) and how to group words for instruction (i.e. by derivatives: forest, reforest, deforestation, etc.). The left side of the chart discusses the three types of words that need instruction. The right side discusses how to organize these words.

Table 37 - Chart: Word Study Instruction

Word Study Instruction Should Include: See Snowball & Bolton (1999)	When Planning for Instruction: Group Words by the following characteristics:
Personal Words: words that the student has difficulty spelling and/or match the student's stage of spelling development.	• Spelling patterns - sound patterns • Compound words • Base words, prefixes, and suffixes • Derivatives, words that have the same base word • Homonyms, antonyms, synonyms • Abbreviations, contractions • Possessive apostrophes • Words with gender markers, etc.
Content Words: words that are important to the text, concept, topic being read and for writing responses to what has been read.	
High Frequency/ Core Words: common words in the students' MT.	

Note to developers: delete the characteristics not in your MT language.

Instruction for Diverse Learners

The primary mother tongue teacher's manuals provide instructional suggestions (MOE, 2014):

Enrichment

- If students are spelling the target words correctly, have students spell more difficult words (that include the many syllables or include morphemes).
- Ask students to review their own or each other's work for specific writing conventions (spelling, punctuation, syntax, etc.). Tell them what to look for (i.e. are the words spelled correctly) and how to correct spelling errors. Also, teach students how to give feedback to other students when finding spelling errors.

Support

- If specific students are having difficulty when spelling words, review basic spelling rules and give the students some words to practice. Focus on specific spelling features (e.g., double consonants or vowels: gemination or elongation); which fidels to use for specific sounds; and use of prefixes, suffixes, or infixes.

In MT 222, you also learned about instructional techniques that support students who are struggling spellers.

Teachers can:	
• Separate fidels that are visually or auditory similar (i.e. there are rows of fidels that look similar). • Support students who have weak motor skills by putting your hand over the student's hand as she/he writes each fidel. Wrap clay or tape around the pencil so it is easy to hold. • Show fidels that look alike and discuss how they are different • Review words that have been taught • Use explicit instruction	• Use fidel manipulatives and change one fidel to make a new word (e.g. write each fidel on a piece of paper: f, r, h, s, a, t and have students make words that end in –at), the students write these words (for example - at family: fat, hat, sat). • Provide extra small group practice • Provide immediate feedback on errors; tell the student which fidel is incorrect, or which word is spelled incorrectly • Praise students for words spelled correctly, especially new words

Activity 1: Group Work

Divide students into 5 groups, and number the groups 1-5. Each group answers the question below that corresponds to the group number. For large classes, more than one group may be assigned the same question. Also, a carousel activity can be used to complete this activity. Have the students list the questions and the responses on the chart that matches the group number. Use what you have learned in MT 201, TMT 222, TMT 224, and this module to complete the activity. Answers may be different for each group working on the same number.

1. You are a grade-3 teacher and many students are in the alphabetic stage of learning to spell, what assessments would you use? What instructional methods and activities would you use?
2. You are a grade-3 teacher and many students are in the within words stage of spelling, what assessments would you use? What instructional methods and activities would you use?
3. You are a grade-4 teacher and several students are struggling at the within word stage, what assessments would you use? What instructional methods and activities would you use?
4. You are a grade-5 teacher and many students are in the syllable and affixes stage of spelling. What assessments would you use? What instructional methods and activities would you use?
5. You are a grade-7 teacher and most students are at the derivational relationship stage of spelling, spelling words that have the same base word (port: portfolio, report, etc.). What instructional methods and activities would you use?

8.2. Writing Composition

Writing composition includes writing paragraphs, essays, and the use of conventions. Writing conventions are discussed in the next section. When writing compositions, students learn how to use the writing process (brainstorming, draft, editing, revising, and producing a written product). Students first learn to write fidels, words, phrases, and simple sentences. As their skills increase, writing focuses on discussing many different topics. Writers also learn to use different genre (narrative, argumentative, etc.).

Students need many opportunities to write and to have feedback on their written products. Teachers can assess both the process students' use as they write and the quality of what has been written. However, when students are writing first drafts, it is important to focus on the **process**. If the teacher begins to grade spelling and convention errors when students begin to write, students may write less. It is important that students first focus on writing their thoughts on paper. Teachers can grade conventions and spelling when students are editing and revising.

8.2.1. Writing Composition Assessment

There are many ways to assess writing skills. Teachers can observe students using the writing processes when completing compositions. When students are ready to edit and revise their writing, teachers can focus on assessing writing conventions. Students should be using (1) earlier stages of writing (from brainstorming to the first draft) and (2) later stages (revising and publishing), ending with a written product (MoE, 2014). Good writers are always assessing what they have written. It helps to monitor and observe students writing to see if the students are using the stages of writing process. In addition, the following checklist provides a way of assessing overall writing skills (MoE, 2014):

Table 38 - Checklist of Writing Skills

Composition:	**Sentence Formation:**
☐ Write on the assigned topic ☐ Present a clear main idea. ☐ Give enough details to support your main idea. ☐ Present your ideas in a logical order where one idea follows the next. **Style/Audience**: ☐ Write for your audience (the person or group interested in the topic). ☐ Use vocabulary that expresses your meaning well. ☐ Use sentences that your audience can understand.	☐ Write in complete sentences **Usage:** ☐ Write using appropriate subject-verb agreement, verb tenses, word meaning, and word endings. **Mechanics:** ☐ Write using correct punctuation. ☐ Write using correct capitalization. ☐ Write using appropriate paragraph indentation. **Spelling:** ☐ Write using correct spelling.

8.2.1.1. Informal Assessments

The following are some of the informal assessment techniques that can be used to measure students' writing composition skills:

- Circulate as students brainstorm ideas for writing to make sure that they are on topic, help them identify information that supports the topic
- Observe how students are using graphic organizers to write and organize ideas before they start writing.
- Ask students to review each other's papers and give feedback (peer review). The teacher circulates to see how they are doing and if they are using the skills that have been taught.
- Review final writing products for completeness, organization (beginning, ending, and logical development of ideas and details), coherence, and appropriate text features according to the topic and text type (narrative, expository, etc.).
- Rotating review of student work: Talk with individual students as they complete one step of the writing process; or review papers of one half of the class for one assignment and then of the other half of the class for another assignment.

In addition, picture cards can be used to assess students writing composition skills:

- Assessments using Picture Description and Picture Sequence: Use a drawing or picture showing a simple action. Based on the grade level, students can be asked to write a sentence or paragraph for the picture. Or, a sequence of pictures can be used and the students write a story. This type of assessment is one that can be used with students who do not speak the language of instruction. The written product can be used to assess writing composition.

Note: during adaptation, use culturally appropriate pictures.

Assessing Writing Strategies

Writing **products** focus on many different topics and different text types. Students will need to use strategies for writing, based on the task, topic, and text type. They will also need strategies to use during the writing process. Irvin (1997) discusses strategies students need to master when learning to write and suggests ways of assessing the use of strategies:

Table 39 - Assessment Techniques for Writing Composition Strategies

Strategy	Assessment
Chunking ideas into phrases to fluently write phrases	• Observe students as they write, notice if they write fluently or slowly. Are the words written correctly? Are sentences written so the reader can understand?
Using connecting words between phrases, sentences, and paragraphs	• Examine students' writings: Are sentences connected to each other? Do the students use connecting words to lead the reader through what is written (i.e. and, so, also, next, etc.)?
Organizing and summarizing ideas. Using knowledge of narrative and expository text structures and graphic organizers	• Look at the student's graphic organizers and related writing products. Did the student use the information on the graphic organizer to summarize and write about the topic? Examine the organizer to see if the ideas are organized around a central idea and supporting details. • If the writer uses a narrative text structure, are all the elements included? If the student used an expository text structure, is it possible to identify which type (descriptive, etc.)?

Using background knowledge to make connections between their lives and what is being read. Making predictions, identifies the author's message, and write s about how they identify with characters	• Look at summaries of what was read or heard: Did the student make corrections when the information is not clear or incorrect? After reading did the student correct predictions that may not be correct? Look at writing products: Did readers provide enough detail so that the reader can understand what the writer is trying to say? Did the student make connections to his/her own life? Discusses what the author is trying to say.

As they write and after writing, readers monitor how well they are understanding; if they do not understand, strategies are used to fix-up or repair comprehension.	• Look at journals and student logs: Did the student make corrections when the information was not clear or incorrect? Look at writing products: Did the writer provide enough detail so that the reader can understand what the writer is trying to say?

Activity 2: Think Pair/Share

1. For each of the writing strategies, provide examples of how you will assess primary school students' use of strategies. Be specific in describing how you would assess each strategy.

   For example: To assess students' skill in using identifying connecting words, examine students' writing to look for words that connect thoughts (i.e. and, but, also…).

2. Share with your partner.

8.2.1.2. Formal Assessments

Rubrics

There are four ways that students' writing develops: ideas, organization, language, and mechanics. Farr and Tone (as cited in Tompkins, 2003) suggest that teachers use rubrics or scoring guides to measures students' growth. Rubrics can help make assessments are reliable. It is important that different teachers and different writing assignments are evaluated correctly. Some rubrics are designed to provide general information about any writing assignment. Some rubrics are designed for specific writing assignments. Teachers use rubrics to assess student understanding of the specific writing components and qualities of writing that have been taught. Primary students can learn to use checklists and rubrics to self-assess their writing. Teachers will need to model how to assess the qualities of good writing. Students need to examine examples of other students' writing and discuss the qualities of strong, average, and weak compositions. A sample rubric that can be used to assess student's writing in grades 5-8 can be found in Appendix A at the end of this chapter.

Activity 3: Individual and Group Work

1. Use the rubric in Appendix A to score the writing products you collected from primary students. Do this individually.
2. Compare your findings with others in your group. Talk about the writing and the specific indicators. Using the overall scores does not give information about the strengths and areas in need of instruction.

3. Join new groups with members from different grade levels so that each group has a writing sample and representative from each grade. Share your findings across grade levels. How are students' writing products the same/different across the grade levels? How does the writing products of primary students change across the grades?
4. Share your findings with the class.

Checklist

It is also possible to assess a written product through a checklist. The writing checklist at the beginning of this section can be used to formally assess student progress in writing compositions. Students can be taught to use the checklist. Students can work together to complete the checklist when reviewing their writing products. As indicated earlier, when you are assessing writing products of early grade students, the focus must be on how the students use the writing process: revising, editing and publishing). This was discussed in TMT 222. Depending on the qualities of the writing product you want to assess, you may want to develop a checklist to assess students' work. The assessments should help to identify which aspects of the writing that you need to support or to provide enrichment. The following is an example of a checklist that you can use to assess a student's written paragraph.

Table 40 - Checklist Assessing Qualities of a Good Paragraph

Qualities of a Good Paragraph **(Check yes, if the quality is evident)**	Yes	No	Comments
Topic Sentence:			
• Is there a topic sentence?	Yes	No	
• Does the topic sentence tell the reader what will be discussed in the paragraph?	Yes	No	
Topic Development:			
• Are ideas clearly written/stated?	Yes	No	
• Is there a logical sequence in the sentences written, are the sentences connected by topic, thoughts, and/or examples?	Yes	No	
• Is the reader able to identify the topic?	Yes	No	
Main Ideas and Supporting Details:			
• Did the writer include the topic, main idea, or principal purpose?	Yes	No	
• Do the supporting ideas/details relate to the main idea?	Yes	No	
• Do the supporting ideas/details relate to the main idea?	Yes	No	
• Does word choice help move the reader through what has been written?	Yes	No	
• Is there variety in the types of sentences used and the ideas/details presented?	Yes	No	

Activity 4: Group Work on Analysis of Students Written Paragraphs

1. Use the writing products or samples you collected for grades 4 to 8 that have at least one or more paragraph.
2. Based on the number of paragraphs collected, work in groups of six or less.
   a. Assess the paragraphs using the checklist above.
   b. Write a summary of your findings.

3. Carousel:
   a. Post the paragraph(s) you assessed and the written summary on a chart. List the grade level for the student. Post on the wall.
   b. Compare the findings across grade levels and of primary students at the same grade level

8.2.2. Writing Composition Instruction

Writing is putting our thoughts on paper. Writing supports both the learning process and comprehension. Students write to explain what they have learned, using different genres to communicate with others.

The front matter of the primary MT texts provides the following information (MOE, 2014): Writing compositions focuses on writing about many different topics, using different text types. The writing lesson should use the theme, topics, and text types taught in the unit. Writing includes writing composition and writing conventions. You learned about the writing process and activities in MT 201 and TMT 222. As a quick review, the process and activities are summarized below.

Writing Composition

Process and Related Activities:

- Prewriting: Discussing a topic and theme after reading or hearing one or more texts, developing a graphic organizer to organize thoughts about the topic or theme, developing key ideas for writing about the topic or theme
- Drafting: Putting ideas together into a text with a beginning, middle, and end, according to a specific topic, theme, and text type
- Revising: Reviewing the ideas, organization, completeness of the text, and transitional words and phrases used, to ensure that text is clear, interesting, coherent, and complete
- Editing: Reviewing the writing conventions in the text (marking and correcting errors in spelling, punctuation, use of capital fidels, grammar, word use, and organization of sentences in paragraphs and of paragraphs)
- Publishing: Making the writing piece public, written or oral presentation

Some examples of writing activities, from the primary MT reading materials, include:

- Setting a goal and a purpose for writing
- Writing to express oneself
- Copying and writing words, sentences, one paragraph, and multiple paragraphs
- Composing stories, poems, etc.
- Using expository text structure (compare/contrast, problem/solution, etc.) to write
- Describing information found in charts, graphs, etc.
- Writing about/responding to, and evaluating what has been read
- Writing notes, fidels, to persuade, etc.

Teachers should provide opportunities for students to practice writing and provide support (Tompkins, 2003). Fountas and Pinnel (1996) recommend that instruction begin with a gradual release process. In the beginning, teachers should provide a lot of support/scaffolding. The instructional methods include modeled writing, shared writing, interactive writing, guided writing, and independent writing. You also learned about these teaching methods in TMT 222. Thompkins (2013) provides a chart of these types of instruction:

Table 41 - Chart: Types of Writing Instructional Methods

Instructional Method	Modeled Writing	Shared Writing	Interactive Writing	Guided Writing	Independent Writing
What is it?	The teacher writes the information on the board or chart, creating a set of sentences or a short paragraph.	Together the teacher & students create a set of sentences or a short paragraph; the teacher does the actual writing	The teacher and students create a set of sentences or short paragraph and share the pen to do the writing	The teacher presents a structured writing lesson and supervises as students write.	Students use the writing process to write a paragraph. The teacher rotates around the room giving feedback.
Who writes?	Teacher	Teacher	Teacher/ Students	Students	Students
How much support?	The most: the teacher does both the thinking and writing	Teacher and students do the thinking together, but the teacher writes	Teacher and students do thinking and writing together	The teacher provides the structure; but the students do the thinking and writing.	The students do both the thinking and the writing
MOST TEACHER SUPPORT Least Teacher Support Note: Teacher support decreases when moving from modeled writing to independent writing.					

(Tompkins, 2003, p.22)

One example, of how to teach a shared or interactive lesson is using a partially completed story map. The chart below provides an example. The teacher works with the students to answer the questions and the teacher writes the answers. The example on the left is an example of shared writing. The students provide the answer and the teacher writes their answers in the blank. The students then copy the sentences in their exercise book. The example on the right side can be used for an interactive lesson. The teacher and students work together to write sentences that answer the questions, or summarize. The sentences can be written on the board and the students copy them in their exercise book. The teacher invites different students to come up and help her complete the sentences.

Table 42 - Chart: Story Map

Story Map	
Shared Writing (the teacher asks the questions and writes student answers)	Interactive Writing (the teacher and students created the following sentences. The blanks indicate where the students write)
1. Where did the story take place? (setting) 2. Who were the people in the story? (characters) 3. What happened first? And then? And then? ... (sequence of events)	_____ wanted to _____ her friend. So, she _____ her friend _____ the plants. They had _____ working together. They learned that _____ together gives them more _____ to _____. (Mary wanted to help her friend. So, she helped her friend water the plants. They had fun working together. They learned that working together gives them more time to play. (The information includes: characters, and theme.)

Note: for interactive writing, adapters should insert a story from the primary school textbooks.

Activity 5: Jigsaw

1. Divide students into 5 groups. Each group will be assigned one of the instructional methods listed above (modelled writing, shared writing, interactive writing, guided writing, and independent writing).
2. Each group will prepare a short writing lesson using the assigned method.
3. The groups will then form new groups. Each new group should have at least one person for each of the instructional methods above.
4. The new group will practice each instructional method. The person who helped develop the assigned type of writing instruction is the teacher for that lesson.

Students will also need to learn strategies to be effective writers. Irvin (1991) discusses the instructional methods that can be used to teach the strategies that writers use when writing:

Table 43 - Chart: Writing Strategies/Instructional Methods

Writing Strategy	Instructional Methods
• Chunking ideas into phrases to fluently read phrases	Use interactive writing and quick-writes (quick write_ in 3 minutes, write your thoughts and ideas about the topic)
• Use connecting words used between phrases, sentences, and paragraphs (i.e. also, however, but….)	Use activities to teach how to combine sentences and to use connecting words: both orally and during writing activities
• Organize and summarize ideas. Use knowledge of narrative and expository text structures and graphic organizers.	Teach the structures of different genre, graphic organizers, and text structure Have students orally retell what they have written; have them write summaries

• Writers use their background knowledge to make connections between their lives and what is being read. They make predictions, identify the author's message, and read and identify with characters	Teach students to make text-to-self, text-to- world, and text-to-text connections (what has been read before about the topic). Encourage students to include this information in what they write and in reading logs. (QAR is the strategy taught in the primary text)
• As they write and after writing, writers monitor how well they are understanding; if they do not understand, strategies are used to fix-up or repair comprehension	Use "thinking aloud" strategies to discuss what you do when you write. Use short lessons to model strategies and have students practice, remind students to use these strategies.

For students in grades 5-8, (Graham & Perin, 2007) recommend research based writing instruction that support adolescent writers. Some of these elements are:

- Teaching the writing process (i.e. brainstorm, draft, edit, etc.)
- Teaching students to summarize what they have read
- Providing time for students to work together to plan, draft, etc.
- Setting specific, reachable goals
- Helping students organize their ideas
- Providing opportunities to write for authentic purposes (argumentative paragraph about a topic important to the students)

In TMT 222, you read about how good writers identify and monitor their use of strategies when writing. They use these strategies to plan and write. Teachers will need to teach students how to be self-regulated writers. The following instructional methods can be used:

- Set goals for completion of the task (i.e. today, write topic main ideas)
- Believe and tell students that they will be successful learners
- Monitor student progress and ask them what strategies they used that helped and tell the students when they are successful (Luke, 2006).
- When students are editing, examine students' writing, and ask the students to make corrections and revisions when necessary.
- When editing, encourage students to revise when they should give more information (e.g. organization and a writing product that adequately addresses the topic) and correct convention errors (e.g. spelling and grammar) [Harris & Graham, 1999].

In MT 201 and TMT 222, you also learned about writing sentences and paragraphs. The following information provides a short review:

- Writing Sentences

Based on the function and structure, sentences are divided into major types. The types of sentences are: declarative, interrogative, imperative, and exclamatory. The types of sentence structures are simple, compound, complex, and compound complex.

- Writing Paragraphs

There are 4 main types of paragraphs that are written: descriptive, narrative, argumentative, and expository. In TMT 222 you learned about the types of paragraphs, practiced writing the different types, and evaluating the written paragraphs.

Instruction for Diverse Learners

The primary mother tongue teacher's manuals discuss instructional methods for providing enrichment *and support to diverse learners:*

Enrichment

- Ask students to review each other's work. Teach the student how to give feedback including how to help their partner correct errors: (i.e. completeness, organization (beginning, ending, and development of ideas and details), coherence, and appropriate text features according to the topic and text type.
- Show students how to review their own writing using the skills and strategies using the checklists in this chapter. Give supportive and specific feedback to the students. When necessary, ask the students to add more information.
- If students are bored with the types of writing they are doing, ask them to write about multiple texts on the same topic. This helps the students write additional information about the topic.

Support

- When you observe, students struggling with any part of the writing process, model the process. Give additional instruction with small groups, or with individual students to reteach and/or review (i.e. pre-writing, drafting, composing, or revising; effective introductions, providing sufficient detail, etc.)
- Use supportive, effective feedback, based on students' writing and published pieces (including oral presentations of written pieces) and ask them to practice giving feedback to other students.
- Make sure that students know how to use, and are using, the writing process and related strategies. Teach students to use a writing checklist.

Many struggling readers have difficulty with writing. Graham, Harris, and Larsen (2001) suggest the following principles that support improving students' writing skills (Graham, Harris, & Larsen, 2001). These principles are:

1. Identify and address reasons why students struggle to write. Ask yourself: What can the student do? What does the student need to learn? Does the student understand what should be done to complete the task? Does the student have enough knowledge of the subject to be able to write?
2. Expect that each student will learn to write. Tell the students they will become writers.
3. Intervene early - if the class is asked to write a sentence or paragraph and one or more students can't complete this task, provide explicit instruction in the (e.g. w riting fidel). You may need to provide extra support (e.g. Guided Writing).
4. Prepare a monitoring checklist and identify where the students are in using the stages of the writing process.
5. If a student is struggling to move to the next writing stage, check to make sure the student can use the current stage (i.e. brainstorming). Then use explicit instruction to teach the next stage.
6. When needed, provide extra small group activities to practice writing.

Explicit instruction in specific writing strategies is effective in teaching writing skills in an inclusive classroom (Luke, 2006). Graham and Perin (2007) recommend the following strategies to support writers in grade 5 to 8.

- Teach writing strategies for each stage in the process
- State goals/purposes, the reasons for writing
- Teach how to combine sentences
- Provide models of strong writing products

8.3. Writing Conventions

Dear students, there is a reason that writing conventions was placed at the end of this chapter. Often, teachers begin to correct spelling and convention errors when the students are first learning to write. This can also happen in the early stages of the writing process (i.e. brainstorming, drafting). It is important to first focus on the students learning how to write their thoughts on paper. So, the focus at the beginning must be on helping students master the writing processes and generate as rich ideas as possible. Teachers should wait until students are in the edit and revision process to mark errors in spelling and conventions. If teachers mark errors when students are beginning the writing assignments, the students will not write as much or as completely. Assessments of conventions include measuring spelling, which was discussed at the beginning of the chapter. Other conventions to be assessed include punctuation, grammar, and for Latin scripts capitalization. The next section discusses how to assess punctuation, capitalization, word usage, appropriate use of grammar rules, and other mechanics of a language.

8.3.1. Assessment of Writing Conventions

Writing Conventions involves learning the structures of the language and how these structures are used in writing. Knowledge of the conventions of writing are taught and developed over time (MOE, 2013). When observing, students writing and when examining written work, teachers should take notes on student progress in: spelling, punctuation, abbreviations, small fidels and, for Latin Script, capital fidels, etc. The primary materials include measures of writing conventions:

- Circulate as students write sentences and/or paragraphs to check student's writing for spelling, punctuation, capitalization, grammatical correctness, and other writing conventions (e.g. correct word use, etc.).
- Check for correct use of writing conventions in students completed compositions.
- Use a Writing Checklist to help students check for specific writing conventions. Teach students how to use the checklist.
- Ask students to review each other's work for specific writing conventions and give feedback for correctness.
- If students are having difficulty using specific writing conventions, remind the students to focus on the specific conventions that are not correct.
- When they are revising and editing; ask them to look for only a few conventions at a time.

Informal observations of students' written work and making notes on student progress can be used to determine what types of instruction are needed to improve writing and spelling skills.

8.3.2. Writing Conventions Instruction

Good writers know the conventions of writing and how to use them. The conventions of the MT language should be taught. Strategies include providing instruction when teaching students how to write sentences and when teaching how to edit and revise. In MT 222, you read about the conventions:

- Full Stop or Period (.) Addis Ababa is the capital city of Ethiopia.
- Question Mark (?) What is your name?

- Exclamation Mark (!) She shouted at him, “Go away! I hate you!”
- Comma (,) My favorite sports are jumping, running, and swimming.
- Semi-Colon (;) Tomas likes coffee; Aster likes tea.
- Apostrophe (‘) T h e boy’s ball.
- Quotation (“ ”) Daniel said “I like coffee.”
- Colon (:) There are four countries in the Horn Africa: Ethiopia, Eritrea, Djibouti, and Somalia.

And, in Latin scripts, capitalization is also used. There are rules for capitalization such as capitalizing the first fidel of the first word at the beginning of a sentence and names of people, places, buildings, etc.

Instruction for Diverse Learners

Writing Conventions activities involve students’ learning about the structural features of correct writing that are grade appropriate: Spelling, Punctuation, Abbreviations, and Capital (Latin scripts) and small fidels.

Enrichment

- Ask students to review their own or each other’s work for correct use of specific writing conventions. Tell them what to look for when correcting their own work.
- Review the writing conventions that have been taught.
- Discuss the conventions used in the texts they are reading.

Support

- If students are having difficulty using specific writing conventions, focus on those conventions in instruction and in their writing. Emphasize when students are editing and revising their writing assignment.

Chapter 8: Summary

Primary students need support in learning how to spell words and use words to write sentences. Students begin by learning the fidel/sound correspondences and use this knowledge to write words. They also learn to write simple sentences. Next, they begin to write complex words using morphemes, prefixes/suffixes, and syllable patterns. At the same time, they begin to move to writing complex sentences and paragraphs.

The assessments discussed in this chapter provide information about students’ spelling, writing composition, and writing convention skills. These assessments also provide information about the stages of learning to spell and the writing process. Using this information, teachers can provide the right kinds of instruction to help students move to the next stage of writing. Teaching the process of writing (drafting, editing, etc.) can help all students become better spellers and writers.

The chapter discussed diverse learners and how to provide instruction for enrichment and support. Decoding and sight word skills are the foundation for spelling and writing. In a classroom, some of the students may need additional instruction in these skills. There are also levels of support (i.e. guided, interactive writing, etc.). Finally, explicit instruction can help many students become better spellers and writers.

Chapter 8: Review Questions

After you have fully reviewed this chapter and completed the activities, answer the following questions in your exercise book.

1. Summarize the spelling assessments and instructional techniques discussed in the chapter.
2. Provide two examples, one of informal and one of formal writing composition assessment. Discuss how you can use assessment results to identify instructional needs and to provide feedback on errors.
3. What can you do in the classroom to support students who struggle in spelling? Who are on lesson level? Who are above lesson level?
4. Summarize the support and enrichment instructional techniques for writing composition. Develop two cases in which you provide a support to a student who is struggling to write a paragraph and another student who excels in writing a paragraph.
5. For beginning writers, why do you think teachers should first teach how to identify and organize ideas and to write these ideas? When students write their first draft, what might happen if teachers also correct errors in grammar and conventions?

Chapter 8: Self-Assessment

Below are self-assessment statements. Copy them down into your exercise book and, based on your assessment of your level of knowledge, put a "√" c h e c k m a r k under the word 'Agree' or 'Disagree'. Explain the reason for the statements you marked as "disagree." List any questions you may still have.

I can…	Agree	Disagree
1. Use assessments to identify students' stages of learning to spell.	☐	☐
2. Use the results of assessment of students' progress in spelling stages to identify appropriate instructional techniques.	☐	☐
3. Practice how to give constructive feedback on writing compositions.	☐	☐
4. Apply strategies for assessing written composition.	☐	☐
5. Discuss strategies for providing writing instruction.	☐	☐
6. Use methods for teaching spelling and writing to students who are above, on, and below grade level.	☐	☐

APPENDIX A: RUBRIC FOR ASSESSING WRITING COMPOSITIONS GRADES 5-8

Table 44 - Rubric for Assessing Writing Compositions Grades 5-8

Grade 5-8 Writing Rubric				
Minimal Achievement (marked 1 out of 5)	Limited Achievement (marked 2 out of 5)	Adequate Achievement (marked 3 out of 5)	Excellent achievement (marked 4 out of 5)	Exceptional achievement (marked 5 out of 5)
No ideas communicated in what is written	Brief and superficial, Little information about the topic	Predictable paper, facts presented in sequence, no creativity in how sentences are written	Some creativity, but more predictable than un exceptional paper	Creative and original – the students own ideas are used
No organization, ideas are out of sequence	Some of the information is organized but not all. The sequence is hard to understand	Some organization, but some ideas are missing	Definite organization	Clear organization
Inadequate word choice, (i.e. words do not match the topic, etc.)	Imprecise language (words do not always make sense in the sentence)	Adequate word choice	Good word choice but not figurative language	Precise word choice and figurative language
Sentences are not complete.	Sentences are incomplete. Sentences are combined without a connecting word (The boy runs the boy walks.	Little variety of sentences and some run –on sentences (sentences combined without using connecting words)	Sentences are varied	Sophisticated/ Complex sentences
Excessive errors in conventions. So many errors that what is written is hard to understand.	Many errors in conventions	Some errors in convention	Only a few errors in conventions	Mostly free of errors in conventions

(adapted from Thompkins, 2003:83)

Module Summary

Teachers must tailor instruction to the needs of diverse learners. This requires understanding how to use assessments that are aligned with learning outcomes and provide information on students' levels of learning. Teachers must be able to use both formal and informal assessments to identify learning gaps and achievements. The first chapter of this module reviewed tools and types of classroom assessments: concepts and principles. In the chapter, you learned how assessment can be used to inform instructional practices. Teachers also collect assessment data to measure learning outcomes. Thus, classroom assessments need to be ongoing and selected depending on the learning outcomes for the grade level. In addition, assessments should include both formal and informal components. Informal assessments help us gather data based on our day to day interactions with and observations of the students. Formal assessments require planning and time to administer them. Important information about students' progress should be recorded and the information should be used in instructional decision making. This information can also be used to provide feedback to students. Formative and summative assessments are also discussed. All types of assessments work together to give a teacher information on student progress and help decide what to teach. The goal of using assessments is to improve student learning

In chapter two, we learned about the different types of students' disabilities and diversities. Teachers should appreciate that students in a class vary in many ways. There are also students that vary based on culture and linguistic issues, gender, and intellectual ability. Thus, teachers must use different instructional methods to meet the learning needs of diverse learners. This is called differentiated instruction. In a large class size situation, it may be difficult to differentiate instruction to meet learning needs of individual students. In such situation, it is possible to use the different forms of grouping that are discussed in the chapter. As a would-be teacher, it is very important that you appreciate individual differences among students. There could be students who require repeated practice to reach a certain level of mastery and some students may need enrichment. Such variations could be attributed to different factors and do not necessarily show intellectual abilities of students. Teachers must also be gender sensitive in their classroom interactions and teaching materials. For example, when a teacher asks questions or assigns students to present assignments, equity across gender should be maintained.

In the third and fourth chapters, we learned how to assess emergent literacy skills and graphophonemic awareness. As you may remember, most of the concepts in these chapters have been thoroughly discussed in MT 201, TMT 222, and TMT 224 modules. In this module, the focus has been on assessing these skills and selecting instruction based on the assessment results. Students will vary in their mastery of print concepts and of phonological awareness. These differences begin before students enter school. Some young children have been exposed to a print rich environment, engage in conversations with family, have heard stories read aloud, and have materials for writing, etc. However, it is likely that in the Ethiopian context that are some students who will have their first exposure to print, books, writing materials, etc. when entering grade 1.

Chapter 3 provided ways to informally and formally assess print concepts and phonological awareness. Formal assessments of phonological awareness are aligned with the developmental progression. Based on the assessment results, a chart was presented for identifying students' needs. Instructional strategies, learned in previous modules, were reviewed. In addition, specific strategies were presented for providing support and enrichment. Teachers should assess students' knowledge on print concepts and phonological awareness. Based on the results, teachers should provide support for students still learning some of these skills. Enrichment should be provided for students who have mastered these concepts.

Chapter 4 discussed ways to assess informally and formally graphophonemic awareness. The formal assessment for the Latin languages included measuring knowledge of fidel names and sounds. The formal assessment for Saba language included measuring knowledge of the sounds of the fidels. Both assessments measure decoding skills across developmental levels, including words with many syllables and with morphemes. Instructional strategies (i.e. teaching students to decode words) and methods (i.e. explicit instruction) learned in previous modules were reviewed. Based on assessment result, an instructional chart was provided to help identify instruction. This chart identifies types of instruction based on the developmental stages of Graphophonemic awareness. Specific strategies to provide enrichment and support were also presented. You were provided opportunities to practice assessments and use the results to identify student needs.

Chapter 5 presented assessment techniques for the components of fluency. Teachers should assess students' reading rate, accuracy, expression. Rate (words per minute) and accuracy (number of words correctly read) are assessed using the number of words students read correctly per minute (WCPM). It is also important to measure comprehension. There are students that read word by word and can correctly read words, but do not comprehend. The expected MT reading fluency level for grades 1-4, based on WCPM, was presented in the chapter. Listening to students when they are orally reading aloud is one type of assessment. A more formal assessment is to listen to individual students read to you, timing for one minute and identifying the number of words read correctly. As a primary school teacher, we should monitor students' progress across the academic year by administering fluency test to students. The Oral Reading Level indicated in your module has three levels of WCPM. It is expected that most students will reach the highest level of WCPM for their grade by the end of the academic year. Using passages appropriate for the students' level (mostly taken from the textbooks), can be used to measure fluency. However, it is important that the student has not read the passage nor heard it read aloud. Based on the results, instruction includes students improving fluency through reading repeated reading, choral reading, shared reading and read aloud, etc. Care must be taken that students and teachers do not merely focus on reading speed or accuracy without assessing comprehension. To this end, recent fluency assessments include comprehension questions and/or story retell.

Chapter 6 discussed oral language and vocabulary assessment and instruction. Informal assessments include listening to students' oral presentations, circulating around the class listening when students work in pairs or groups, and asking students to make oral summaries. Writing anecdotal notes from our observations is necessary to identify and provide appropriate support or enrichment to the students. In addition, oral language can be assessed through systematic observation using a checklist and rubrics. Teachers should first identify the behaviors or skills they intend to assess. Next, a rubric/rating scale or observation checklist should be used. This can be an assessment found in the modules, from the primary materials, or an assessment the teacher develops. Based on assessment results, debates, presentations, or other forms of oral language and interactive group work activities can be used for oral language development. Students' vocabulary knowledge can be assessed using many of the same assessments for oral language. In addition, vocabulary knowledge can be assessed by asking students to write a student friendly definition, write a sentence using the word, using graphic organizers (i.e. word maps, etc.) and by having students keep a personal word journal. Instruction of vocabulary includes some of the techniques for oral language. It is necessary that teachers identify and teach Tier 2 words. If the word is needed to understand the content, and is not used a lot, the teacher should just explain the word's meaning. Based on assessment results, an instructional chart is presented. And, instruction that provides enrichment and support is also discussed.

Chapter 7 presents assessments of listening and reading comprehension. Assessment of comprehension involves five different types of comprehension: (1) Literal comprehension, or recalling information from a text; (2) inferential comprehension, (3) critical comprehension, 4) affective comprehension' and (5) lexical

comprehension (Salvia, Yesseldyke, & Bolt, 2010). Assessments of listening and reading comprehension include inventories, oral and written questions, graphic organizers, summaries, rubrics, and observations, etc. During pre-reading or pre-listening, we can ask students to predict what the text will be about. We can use activities to help students understand vocabulary they will find in the text. During and after listening or reading, we can students' questions directly from the text (literal questions). It is also important to ask questions that require making inferences and using higher level thinking skills (analysis, synthesis, evaluation). Higher level questions build depth of understanding and support critical thinking. Based on assessments, instructional charts are presented for listening and reading comprehension. Specific strategies for providing enrichment and support were discussed. Finally, there were activities and projects that provided opportunities to practice assessing and using assessments to plan for instruction.

Chapter 8 presented formal and informal writing assessments and instructional strategies. In this chapter, writing included: spelling, writing composition, and writing conventions. Even though encoding (spelling) was included in the graphophonemic awareness developmental progression in chapter three, assessments and instruction were presented in this chapter. Pre-service teachers were assigned to collect samples of primary students writing. Activities were designed that use these samples to practice identifying students' strengths and areas in need of instruction. Assessments of spelling included measuring students' developmental progress in spelling words. In the Saba module, the ability to write the fidels is also included. Writing composition included a checklist from the primary text, informal procedures for examining student work, and rubrics for more formal assessments. Instructional recommendations were based on use of the writing process. It is important that students understand and use the writing process. Writing conventions were reviewed. How to assess students' writing products was discussed. Instruction for diverse learners was presented; for students needing support and needing enrichment. Remember, errors in writing conventions should not be marked in the beginning stages of the writing process. Students often write less when they know conventions (periods, commas, etc.) are marked. Marking convention errors should be completed when the student is editing and revising what has been written.

Module Self-Assessment

Read the following statements and put a tick "√" or checkmark indicating if you Agree or Disagree with the statement on the left. If you check 'disagree', please write and explanation and what questions you still have.

I can…	Agree	Disagree
discuss the basic types, principles, and uses of classroom assessments.		
understand the roles of assessment in supporting classroom instruction.		
understand the basic types of assessments that are used to support classroom instruction.		
state the strengths and weaknesses of each type of general classroom assessment.		
recognize the different types of disabilities and diversity in primary school context.		
value that assessment involves both formal and informal components rather than mere testing and scoring.		
use specific classroom assessment techniques to gather data on literacy skills taught in the primary curriculum (phonological awareness, graphophonemic awareness, fluency, oral language, and vocabulary, listening and reading comprehension, and writing skills).		
Use the results of classroom assessments to design instructional practices that meet the needs of diverse learners (PA, GA, fluency, oral language, and vocabulary, listening and reading comprehension, and writing).		
apply differentiated research-based instructional practices in supporting students with different levels of language learning.		
discuss and use practices that promote gender equity.		
appreciate that primary school students vary in pace and style of learning.		
appreciate the importance of applying different techniques of teaching literacy skills (speaking, listening, reading, and writing) to students at different skill levels.		
demonstrate commitment to support students at all levels of learning.		

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ANNEX A: GLOSSARY

Table 45 - Glossary of Technical Terms Used in the Module

alphabetic principles	how print maps to sound; letter: sound correspondence
analyze	to look at data, student responses, and determine student progress in learning and to identify students' instructional needs
anecdotal notes and records	written notes that the teacher writes during observations to remember information about student learning
assessment	process of gathering information for making decisions about students' learning needs
assessment strategies/techniques	process used to assess student learning
assessment tools	what is used to measure student learning (e.g. rubric, observation form)
automaticity	The point at which word identification is so rapid and decoding is very fast to level that the student reads without stopping
benchmark	a goal that has been set for student performance. For example, a benchmark for words correct per minute in a specific grade
benchmark assessment	the assessment used to determine if the student has met the benchmark
blending	use the definition in the primary syllabus
blending strategies	steps that students use to blend words, for example using sounds, syllables, morphemes
Bloom's taxonomy	one way of identifying levels of questions
brainstorming	gathering ideas individually or in groups
carousel activity/gallery walk	also, called gallery walk, completed work is put on the walls and students walk around and look at the work
case study	In-depth analysis of a certain problem or issue such as example of a student's performance of a skill. Presented for the CTE student to use to practice identifying student needs, etc.
checklist	tool that is used during observations of student performance to identify student learning and progress
choral reading	the teacher and the student read a passage, or part of the passage together - at the same time
classroom environment	the way a teacher arranges the classroom for learning includes: management, assessment, materials, management, inclusion, culturally sensitive, etc.
cloze activities	an activity where students read a passage with words deleted to see if the students can fill in the blanks with the correct word
cloze assessment	an assessment measure that uses a short passage from the reading materials. Key words are deleted and replaced with a blank. Students read and insert the correct words, this measures both comprehension and vocabulary knowledge
composition	writing a paragraph, several paragraphs, all related to a topic
concept maps	use the explanation in the primary syllabus
continuous assessment	the process of teachers gathering information about student progress and learning every day, informally and more formally
conventions	writing conventions include spelling, handwriting, punctuation, etc. They help make the written product easier for the reader to understand what is written
cooperative groups	students work in a group sharing ideas, concepts, and working together to complete a task or assignment

cooperative learning	the learning process that happens when students work together to complete an assignment or task
criterion referenced	evaluating a student's learning in relation to a set standard, e.g. 4/5 words spelled correctly
critical thinking skills	ability to move beyond recall to use information to analyze, evaluate, and synthesize what has been learned
decision tree	a table that provides information on the skill level of students, what student(s) need to learn next and lists activities that will help the student learn the new skill
decoding	use the definition in the primary syllabus
derivational (morphological meaning)	use the definition in the primary syllabus
differentiated	teaching the right skills, strategies and/or concepts based on student needs; there are different ways to differentiate: skill level, ways of responding, ways of learning (e.g. cooperative, pair/share, etc.
differentiated instruction	providing the teaching methods and strategies to meet the needs of diverse students, using assessment results to identify student needs
discourse	written or spoken communication
diverse	recognizing that students learn differently, have different background knowledge and experiences, cultural differences, etc.
diverse learners	students who learn in different ways and have different levels of skills, strategies, knowledge; diversity includes advanced students, struggling students, students with disabilities, at-risk students, students that do not speak the language of instruction, etc.
documentation	written records of student's performance and educational needs
echo reading	the teacher reads part of a passage and the students read the same part after the teacher reads
elkonin boxes	instructional method used to build phonological and graphophonemic awareness; boxes are squares drawn on paper and each box is used for the sound of a phoneme or syllable
emergent literacy	beginning stages of learning to read: print awareness, concept of prints, and phonological awareness (plus phonemic awareness)
emergent speech	beginning stages of language acquisition (see TMT 224 for the stages)
encoding	use the definition in the primary syllabus
enrichment	instructional methods and strategies to use with students working above the skills/strategies being taught
evaluation	combining measures with other information to identify desired indicators of student performance
exit cards	see descriptor in syllabus
expand	add more information to a student's response
explicit instruction	Instruction where the information is clearly described and modeled until the students are able to do independently
expressive reading	use the expression definition in the primary syllabus
feedback	giving students information about their reading, responses (oral and written) etc.; what is correct and what needs revision
flash cards (e.g. fidel cards)	writing letters/fidels on pieces of paper; the teacher holds up one at a time and students say the letter/fidel or word
gender bias	unfair treatment is given based on gender
gender sensitivity and equity	awareness of providing equal treatment to all students, all students are given equal opportunity to learn
Genre	use the definition in the primary syllabus

graded passages	Passages increase in sentence length and difficulty. The teacher may use a passage from each grade level for students to read one-by-one to identify their reading levels.
graphic organizer	a diagram showing how key terms or concepts are related
graphophonemic awareness	use definition in the primary syllabus
impairment	a recognized disability that has an
Inclusion	accommodating the needs of all learners regardless of their differences
inclusive education	an educational system designed to meet the learning needs of the diverse learners in the classroom
informal assessment	strategies teachers can use to assess student progress as part of class instruction (e.g. oral responses, observation, notes, etc.)
informal monitoring	teachers watching students as they respond and/or complete tasks to measure student progress and learning
instructional strategies for diverse learners	different ways of teaching the lesson to meet the needs of all learners
interactive lecture	actively engaging students on activity by asking questions and providing feedback
intervention	providing different instructional approaches or techniques that support students who are above level, below level, struggling, etc.
invented spelling	the word, it is possible to read the word even though the student did not spell the word correctly
learning outcomes	goals that have been set for identifying what a student should know and be able to do at the end of a chapter, unit, course, etc.
Fidel cards	pieces of paper, each with a fidel written (can be used in many ways
fidel manipulatives	students have individual sheets of paper, each piece has a letter/fidel, the students move the fidel (manipulate) to make different words by changing the positions of fidels
spectrum/linear array	use the description in the primary syllabus
literacy skills	reading, writing, speaking and listening are the basic literacy skills; however, there are new concepts included under it (e.g. computer literacy, information literacy)
manipulating	moving /fidel cards to spell different words; deleting, adding, or using a different sound in a word (say tire, now say tire without /t/).
measurement	identifying characteristics of individuals or groups of students
micro teaching	small group of CTE students work together and present a lesson on a concept, skill, and/or strategy that has been learned
modeling	showing students how to use a skills or strategy (e.g. writing a paragraph, using blending to sound out a word)
monotone	speak in a voice without any expression
morphemes	use the definition in the primary syllabus
morphology	study of the parts of a word that have meaning (morphemes)
nursery rhymes	stories, poems, short passages that have many words with the same endings (fat, sat, rat, hat = the fat rat sat. the fat rat had a hat….)
observation	assessing student progress by watching what students are doing
orthography	use the definition in the primary textbooks
pacing	rate at which a passage is read
partner reading	two students work together to read a passage, the students take turns reading parts of the passage
peer assessment	cooperative learning involving exchanging views, sharing ideas about course content and about completed work

phonemic awareness	awareness of the individual sounds of the MT language (Latin languages)
phonics	a method for teaching the relationship between the letters or fidels and the corresponding sound(s)
phonological awareness	awareness of the sounds of the MT language
phonology	The study of the sounds of the language
phrase cued reading	a passage is divided according to the pauses that can be used when reading a sentence. The pauses can be part of the passage and also full stops.
phrasing	how a student divides the sentences and words in a sentence to take pauses; how a student reads a chunk of words so that the reading is fluent
picture cards	Cards with pictures of objects, places, etc. that can be used as part of an oral language (or phonological awareness) lesson
pragmatics	how words are used to communicate
predicting	Using knowledge about the topic to tell or forecast the content or idea of what will be read or heard
print awareness	awareness that print carries a message
print concepts	understanding how print works (i.e. read left to right, there are words and sentences are made of words, there is a full stop at the end of a sentence, etc.
project work	work to be completed outside class time, usually involves working in a school or with a student
prosody	correct, expressive phrasing and intonation when orally reading a passage
QAR (Question/Answer Relationships)	use explanation in the primary syllabus
rating scale	tools used during observation and/or assessing student work; identifies the degree of mastery of skills/strategies/behaviors
read aloud	The teacher reads aloud a beginning reading book, or a passage to students
reading accuracy	use the definition in the primary syllabus
reading expression	use the definition in the primary syllabus
reading speed	the amount of time it takes to read a passage
reasoning skills	ability to use cognitive skills to solve problems, summarize, and evaluate information
reflection	thinking about what has been learned, relating it to prior knowledge, thinking about how the information can be used
role play	taking the role of a person (e.g. lawyer, nurse, etc.) and acting like that person would act
rotating review	see the explanation in the primary syllabus
rubric	use the definition in the primary syllabus
scaffolding/support	use the definition in the primary syllabus
schema	how a person organizes information in the brain
segmenting	use the definition in the primary syllabus
self-assessment	students' responsibility to identify, guide and monitor his/her own learning
sematic feature analysis	use the explanation in the primary syllabus
semantics	use the explanation in the primary syllabus
sentence tune	use the explanation in the primary syllabus
sight word	(Primary syllabus) words that have sounds not yet taught (Primary syllabus) words that are seen often in written text, etc. and can be read quickly and fluently)

sign language	recognized language system for students with hearing disabilities, hand signals are used to represent letter/fidels and words
smoothness	how accurately, fluently and using expression a person is when orally reading
spectrum/continuum words	use the explanation in the primary syllabus
Spelling	using the correct sequence of letter, or fidel, sounds to correctly write words
stereotype	identifying tasks, expectations, etc. that are usually assigned to one gender (i.e. father goes to work)
story maps	use the explanation in the primary syllabus
struggling readers	students reading below the expected level
Support	providing assistance as students are learning a new skill, strategy, or concept
Syntax	how words are used to write sentences
synthesize	summarize what has been heard or read
Test	what is used to measure student learning (i.e. observation, oral question)
think aloud	the teacher completes a task and talks out loud, explaining to the students what skills and strategies were used to complete the task (i.e. how to write a narrative paragraph)
timed reading	reading a passage in a set amount of time, usually 1 minute, to determine accuracy/rate and reading level
total physical response	acting out a word or concept
turn and talk	use the explanation in the primary syllabus
visual representation	showing pictures, examples, objects, etc. to explain a concept (e.g. a picture of what is happening in the story)
WCPM	words correct per minute, how many words in a passage a student reads in one minute
whisper reading	reading in a soft voice
word family	words that end with the same pattern (e.g. -at: mat, sat, bat, hat). Your language may, or may not, have word families
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word hunts	use the explanation in the primary syllabi
word maps	use the explanation in the primary syllabi
word sorts	use the explanation in the primary syllabi
word wall	a list of words (newly learned, content area, etc.) that are on blackboard, or on paper on the wall