



# Introduction to Teaching Reading in Primary 1–3

## Student Teacher Resource Book

2018 EDITION

NCE Course  
for Year Two



**USAID**  
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NORTHERN EDUCATION INITIATIVE PLUS



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This material for a course in early grade reading at colleges of education in Bauchi and Sokoto, in Nigeria is made possible by the support of the American people through the United States Agency for International Development (USAID) under the Northern Education Initiative Plus program (Contract Number AID-620-C-15-00002).

2018 Edition



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## FOREWORD

The importance of reading as an essential and integral constituent of the school curriculum can never be overemphasized. Right from pre-school, reading remains a veritable tool for the development of an individual and achievement of the lofty goals embedded in the National Philosophy of Education which has great implication for national development.

With support from USAID, the Northern Education Initiative (NEI) Plus collaborated with National Commission for Colleges of Education (NCCE) in 2017 to produce a reading document on Early Grade Reading (EGR) to aid pre-service teachers to handle reading in Hausa and English. The material titled “Introduction to Teaching Reading in Primary 1–3” was pilot tested in Bauchi and Sokoto States. Several Teacher Educators were adequately trained in the two states to handle the delivery of the course content. This has yielded astounding success as children’s reading abilities in these states has improved tremendously and their skills in English very much enhanced.

The delivery of the course material developed by representatives of four Colleges of Education, Academics from the NCCE alongside International Reading experts from the Florida State University (FSU) has equally undergone the necessary monitoring and evaluation. The findings is what resulted in this revised edition in your hand.

The revised edition has enjoyed minor changes and corrections which makes it much richer and a material to be adopted for use nationwide. However, some corrections in the previous edition such as spellings and formatting have been effected and some units reorganized.

It is therefore, my pleasure to introduce this final version of the EGR teaching course materials for use in our Colleges of Education and other NCE awarding institutions to stimulate once more the ability of our children to read in our Mother Tongues as well as English. This will make them reach their potential for economic and social development and stronger nation. NCCE is proud to be working on this programme to strengthen the teaching of reading at the primary school level through pre-service in Teacher Education Institutions in Nigeria.

I say well done to all stakeholders on this project.

**Prof. Bappa-Aliyu Muhammadu**  
**Executive Secretary**  
NCCE  
Abuja, FCT.

## ACKNOWLEDGEMENTS

The design and development of this pre-service **Introduction to Teaching Reading in Primary 1–3: NCE Course for Year Two**, is the result of a collaborative effort among the National Commission for Colleges of Education (NCCE), Nigerian Educational Research and Development Council (NERDC), Aminu Saleh College of Education (ASCOE), College of Education, Kangere (COEK) and Abubakar Tatari Ali Polytechnic (ATAP) in Bauchi as well as Shehu Shagari College of Education (SSCOE) in Sokoto. The USAID funded Northern Education Initiative Plus (NEIPlus) provided administrative support and technical expertise. The course was piloted at the four colleges during June–August 2017 with the aim of finding out the best way to prepare Student Teachers to be reading teachers in the early grades.

The Executive Secretary of the National Commission for Colleges of Education (NCCE) Professor Bappa-Aliyu Muhammadu, with his drive to improve the quality of pre-service teacher education at the Colleges of Educations (CoEs), provided leadership, insight and tremendous support for the pilot course. The NCCE Reading Technical Working Group (RTWG) members led by Dr. Sam Ugwuoti, provided their technical expertise, guidance, commitment and contributed to the endeavor.

Under the leadership of the Executive Secretary of NERDC, Professor Ismail Junaidu, the pilot course had strong support from Dr. Garba Gandu; a Hausa curriculum specialist. We also give thanks to Dr. Garba Ibrahim; the Provost College of Education Kangere who also hosted all the workshops on material development in his college and added rich insights on how to improve the course throughout the design period.

We appreciate the contributions of all the RTWG members from the ASCOE, SSCO, COEK and ATAP for the design and drafting of the materials which took place over a two-week period in February 2017 at College of Education, Kangere in Bauchi with support from the NCCE RTWG.

We acknowledge the relentless effort and commitment of the NEIPlus international reading experts, Dr. Adrienne E. Barnes from Florida State University (FSU), Dr. Nancy Clark-Chiarelli and Mary Sugrue from Education Development Center (EDC), and Dr. Fathi El-Ashry from Creative Associates International.

The NEIPlus reading team led by Joy du Plessis, included Bilyaminu Bello Inuwa, Lydia Ezihe Onuoha, Fwanshishak Daniel, Zahra’u Abubakar Maishanu, Ahmad Al-haji Umar, Muhammad Bello Yusuf and Shuaibu Dabo brought their in depth knowledge and experiences of the *Mu Karanta! Let’s Read!* early grade reading program being implemented in Bauchi and Sokoto. We also acknowledge Mustapha Ahmad; the Bauchi State team leader of the (NEI Plus) for his leadership and support to make the initial design workshop a success.

# LIST OF CONTRIBUTORS

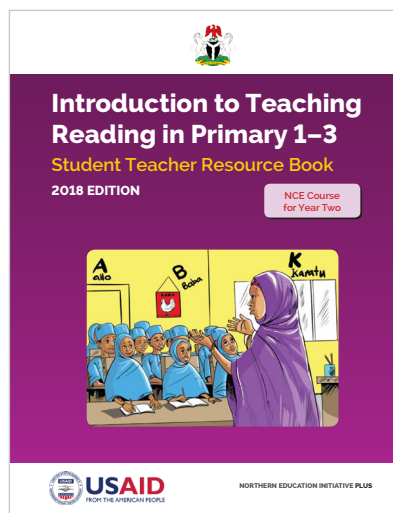
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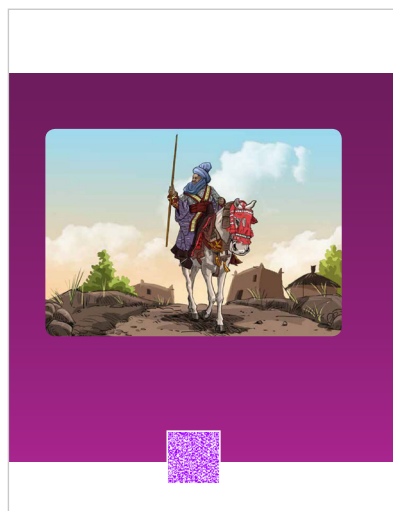


## About the illustrations on the front and back covers

The front cover illustration of this material was adapted from the story of *Aisha's Sticky Day* in the *Let's Read!* primary two English, term three, pupil's book. This inspiring illustration was created by **John Akanbi Norj**. Norj is a creative artist who has also become a highly sought after children's literature illustrator. He has illustrated the *Let's Read!* pupil's books for primary two and three.



The back cover illustration depicts the story of *Musa's Armour* in *Mu Karanta!* primary three Hausa, term one pupils' book. This wonderful illustration is from **Mustapha Bulama**, the main illustrator of the primary 1-3 *Mu Karanta!* Hausa reading materials. He is a political cartoonist based in Kaduna and has illustrated numerous children's books including a recent version of *Magana Jari Ce*, by Abubakar Imam.



# Introduction to Teaching Early Grade Reading

1 July 2018

NCCE and Northern Education Initiative Plus

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## Course Parameters

### 1. Development and Piloting of the Course

The course was developed by a team from four Teacher Education Institutions in northern Nigeria, as well as representatives from the National Commission for Colleges of Education (NCCE), the Nigerian Education and Research Development Council (NERDC), the Initiative, and Florida State University. The purpose of developing and piloting this course was twofold: 1) to plan and develop an early grade reading course appropriate for Teacher Education Institutions (TEIs) and 2) to determine the best way to introduce early grade reading (EGR) into the NCE Minimum Standards. The pilot course was an opportunity to test its scalability so that it can be implemented as a new course in all TEIs in Nigeria. The pilot course sensitized Teacher Educators on EGR pedagogy and content and allowed them to test the course feasibility. This process offered the Initiative, NCCE and the Teacher Educators involved the chance to identify possible challenges and opportunities associated with scale up. Those challenges and opportunities identified were used to refine the EGR course for inclusion in NCE programs. The pilot was implemented in Bauchi and Sokoto States at a total of four institutions as a single class per college, so not all Student Teachers received the intervention (pilot)—only approximately 50 Student Teachers per TEI were included. The implementing institutions were: COE Kangere, Aminu Saleh COE, Abubakar Tatari Ali Polytechnic, and Shehu Shagari COE.

Teacher Educators selected to pilot the course emanated from the Primary Education department for COE Kangere, Aminu Saleh COE, and Shehu Shagari COE, and from the Languages department for Abubakar Tatari Ali Polytechnic. The Teacher Educators were required to be proficient in both Hausa and English. Gender equity was observed throughout the Teacher Educator selection process. Furthermore, the course was co-taught by two Teacher Educators to enable reflection and peer-review.

The selections of the Teacher Educators were on the recommendation of the Reading Technical Working Group (RTWG), who selected multiple candidates. Based on the recommendations of the RTWG, the provost appointed two candidates and obtained approval from the NCCE. These appointed Teacher Educators

agreed to implement the course according to the course parameters defined, which included matters such as attendance, class duration, use of materials, and planning and reflection activities. Two Teacher Educators were appointed in each TEI to enable co-teaching of the pilot course. This means the two Teacher Educators were expected to plan, teach, assess, and reflect on the course together. This model allowed for a larger number of Teacher Educators to be engaged in the course pilot and introduced a novel way to co-teach a college course.

Student Teachers enrolled in the pilot course were 50 in number for each institution. These Student Teachers were randomly selected from the NCE Primary Education Program (except in ATAP, where the Student Teachers were drawn from the NCE Languages program). These were second year Student Teachers, ensuring that they have received at least one year of training in education theory and methodology. Gender equity was observed, with the male-female ratio reflecting the population of the program from which they were drawn. Random selection of the Student Teachers ensured adequate representation of the student population, including both high and low performing Student Teachers, as well as various background and previous experiences in education.

Multiple entities were involved in the monitoring and evaluation of the pilot course, including the Initiative, NCCE, the piloting institutions, and external observers from other institutions. Class observations using a defined observation protocol, focus group discussions with Student Teachers and Teacher Educators, and interviews with Teacher Educators provided data to ascertain: Teacher Educator lesson delivery style; the use of participatory, student centered teaching and learning approaches; student involvement; assessment methods; and fidelity of implementation for both the class sessions and the tutorial sessions.

Weekly meetings were held between Teacher Educators and mentors, wherein Teacher Educators shared and discussed their reflections of the course.

Fidelity of implementation was monitored throughout the course of the pilot program. Relevant stakeholders performing monitoring and evaluation of the pilot course implementation completed checklists, observation forms, and data sheets. These documents were submitted to the Initiative and NCCE. The course was presented at the NCCE National Curriculum Review Workshop in March 2018 and accepted into the 2018 Minimum Standards.

Data were collected from both Teacher Educators and Student Teachers to evaluate the course components and appropriateness. Based on this information, the pilot materials were revised by the team from Florida State University and approved by the Initiative and NCCE.

## 2. NCE Level for the Course

Student Teachers enrolled in year two, second semester will be expected to enroll in this course. The selection of year two, second semester Student Teachers provides an opportunity for the Student Teachers to immediately apply the knowledge they gain in the course to their teaching practice in year three, semester one.

## 3. NCE program

The pilot was conducted in the Primary Education Program (Language Program for Abubakar Tatari Ali Polytechnic) so that year two, semester two Student Teachers could be involved. The aim of the pilot was to develop an in-depth course for the Primary Education Program. The program has been approved by NCCE, revised and adapted.

## 4. Teaching Practice

Student Teachers are expected to engage in teaching practice activities throughout the semester. These activities are to include: 1) practice teaching lessons from the *Mu Karanta! Let's Read!* curricula, or another locally used basic primary curriculum, preferably with their classmates and with young children; 2) visit(s) to meetings of Teacher Learning Cycles (TLCs) and Cluster Learning Cycles (CLCs); 3) observations of class teachers implementing the *Mu Karanta! Let's Read!* curricula; 4) micro-teachings with their classmates; 5) peer review activities where Student Teachers observe, evaluate, and provide feedback to one another. Observers should use the *Mu Karanta! Let's Read!* check list included in the curriculum. This is also an effective way for NCCE to support bridging the gap between in-service and pre-service programs.

Teacher Educators are expected to be present during teaching practice (tutorial session) activities which take place at the institution and 1) provide constructive feedback; 2) exemplify coaching strategies associated with the *Mu Karanta! Let's Read!* curricula; and 3) communicate to the Student Teachers how they are succeeding (what they are doing well) as well as how they can improve (identifying one area to improve for the next tutorial session) using constructive feedback. Teacher Educators are expected to engage in observation assessments of Student Teachers throughout the semester and documenting the student growth. Student Teachers will receive copies of these observation assessments.

## 5. College Administration Roles and Student Orientation

A Quality Assurance (QA) unit should work closely with the institution-level RTWG to monitor the implementation of the course. A good working relationship between QA and RTWG should be established and maintained. These two

groups should meet at least twice in a semester to discuss progress of the course, availability and use of materials, observation evaluation findings, and access/use of the EGR resource room.

A sensitization/orientation will be provided to both the college administration and the Student Teachers. The college administration shall receive sensitization/orientation from NCCE to ensure an understanding of the course parameters for implementation. The Student Teachers will receive sensitization/orientation through the institution's student union to ensure that the student body understands the purpose of the course.

# Introduction to Teaching Reading in P1–P3: Curriculum Framework

## 1. Introduction and Philosophy

Reading is a mental skill that requires individuals to recognize text and make meaning out of what they see. Reading is a basic skill that facilitates all learning and requires children to transit from the innate natural skills of language to the man-made skill of reading, where the spoken language is encoded and decoded in a varied engagement with the environment and meaning. The place and importance of reading is therefore central to learning. Pupils are expected to acquire reading skills as a foundation to all learning. Learning to read is critical for the transition to reading to learn, and learning is the process through which knowledge is discovered, integrated, shared and transformed.

For a successful, creative, and productive national life, reading needs to be taught to children at an early age. This course is therefore designed to introduce reading at lower primary school by providing training and guidance for teachers and explore global best practices and local experiences for teaching reading.

The course is designed to equip teachers with the knowledge, skills, and attitude to teach reading. Since reading is seen as a tool for learning other subjects, the acquisition of its skills is valuable to teachers, which is essential to national development.

## 2. Course Overview

This course is intended to introduce Student Teachers to the practical teaching strategies required for teaching young children how to read in both Mother Tongue/ First Language and English. The course will integrate the recently developed P1-P3 *Mu Karanta! Let's Read!* curricula as one sample of early grade reading curricula in order to expose Student Teachers to the reading curriculum and provide opportunities for Student Teachers to practice teaching reading in the same manner that they are expected to teach reading in the primary schools. This course focuses on the practical components of teaching reading, providing many practice hours to Student Teachers. Throughout the course, Student Teachers will discover the 5+2 areas of reading (Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension, Concepts of Print, and Writing), then practice the pedagogical strategies associated with each of the 5+2 areas. Student Teachers will engage in content readings, class discussions, and reflective journaling on not only the aforementioned 5+2 topics, but also additional topics such as school readiness, parent engagement, home literacy, second language acquisition, and assessment methods.

### 3. Approaches and Methods

In the delivery of EGR contents, it is of importance to deploy a variety of teaching and learning approaches and methods. In particular, Teacher Educators are expected to employ student-centered, participatory teaching and learning techniques which include class discussion, brain storming, think-pair-share activities, case study analysis, observation, and self/peer evaluation. Teacher Educators should demonstrate to the Student Teachers how lessons are presented in the EGR classes using the Gradual Release Model (I Do, We Do, You Do approach) and integrate global best practices using relevant Teaching and Learning Materials (TLMs). Teacher Educators are expected to model good practice of teaching activities. Student Teachers will be expected to create mini-lessons using TLMs created from no cost/low cost materials and display these materials in a designated area (gallery). Teacher Educators will be active facilitators, moving around the classroom to guide and observe Student Teachers during small group and pair activities in order to provide constructive feedback or further explanation where needed. The Teacher Educators will engage in reflection and will model this expectation to the Student Teachers. The Teacher Educators will be expected to guide the Student Teachers to become reflective practitioners themselves by considering their progress, what they have learned, their areas of strength and weakness, and how they can be more successful for the upcoming tutorial session, and documenting these reflections in a journal, which is graded on completion. In order to do so, Teacher Educators will be expected to become reflective practitioners themselves, maintaining a weekly reflective journal that is shared with colleagues.

The course curriculum includes components of the *Mu Karanta! Let's Read!* curricula. Therefore, Teacher Educators are expected to fully understand these teaching techniques and seek support for areas which are not fully understood. In addition, Student Teachers are expected to study and adhere to the principles found in the *Mu Karanta! Let's Read!* curricula and teaching strategies.

The *Mu Karanta! Let's Read!* curricula was specifically designed to meet the need of the Early Grade Reading program in Bauchi and Sokoto States where EGR in Basic Education was first introduced in 2016. The development of this curricula was informed by the absence of a specific and systematic approach to teaching EGR in the Nigerian curricula. What comes close to this is the teaching English and other languages studies that focus more on the study of language as a system and a subject than the specific instruction on acquiring reading skills. The EGR Project worked with international scholars and specialist in EGR from the US and with the NERDC, the NCCE, UBEC and other education departments in Nigeria to review the existing languages curricula and emphasize strategies for teaching reading as the primary goal of the language instruction. This includes reorganizing the instructional approach to identify and teach the 5 + 2 reading skills and weave all the existing elements of language studies around that approach. The *Mu Karanta! Let's Read!*

curricula teaches English language studies but from a reading perspective to ensure that reading becomes foundational to language instruction and the learning of other subjects.

Therefore, where the *Mu Karanta! Let's Read!* curricula is not available, or not suitable particularly in non-Hausa context, Teacher Educators are expected to use existing language studies curricula that meet the requirements for teaching Early Grade Reading.

#### 4. **Course Ethics**

A registered Student Teacher for the course is required to attend a minimum of 90% of class time. This is very important, and all Student Teachers must comply with this rule. The Teacher Educator should be a good model for effective implementation of the Early Grade Reading ethics. In addition, the following must be strictly adhered to by each of the Student Teachers: Student Teachers must be punctual to classes and appropriate sanctions shall be effected on Student Teachers that come late to classes. All assignments must be completed and submitted on time, without exception (late assignments lose marks for each day they are late), and all Student Teachers are expected to participate in the class discussions and activities.

Although the College Authorities acknowledge the use of social media as a vital tool to educational development when used positively, Student Teachers should respect and obey all rules and regulations guiding the use of mobile phones, social media, video recordings and other technological devices during class hours.

#### 5. **Time Allocations**

Time is one of key critical elements for effective teaching and learning of the Early Grade Reading skills.

The course is assigned two credit units of three hours per week. This comprises a two-hour lecture plus a one-hour tutorial. This means that Teacher Educators are expected to hold class for a full two hours each week and also facilitate a one-hour tutorial session with the Student Teachers.

Student Teachers should note that class participation is compulsory. Attendance should be recorded for every session of both the class sessions and the tutorial sessions. Student Teachers are expected to sign an agreement that they will abide by the course ethics and actively engage in class and tutorial sessions as described.

#### 6. **Planning for Teaching and Learning**

A structured Teacher Educator's Guide (TEG) will be provided to Teacher Educators, mentors, and other stakeholders. This will ensure that Teacher Educators are provided with the support required to deliver the course. It also ensures the entire designed course content is taught by the end of the semester. Teacher Educators will be instructed to co-teach; therefore, it is important that the Teacher Educators work together to plan their lessons, assign sections for teaching, and determine leadership roles when delivering teaching and activities in both the classroom instruction and



the tutorial. In order to ensure fidelity of implementation, the Teacher Educators should meet weekly in order to develop teaching aids, practice lesson presentation from the TEG, familiarize themselves with songs and activities in the *Mu Karanta! Let's Read!* curricula or any other appropriate basic education curriculum, reflect on previous lesson delivery, provide each other with constructive feedback, and plan for meetings with the RTWG. This designed weekly planning will ensure the Teacher Educators' readiness and time on task.

## 7. **Course Materials**

The course will involve the use of the following materials by the Teacher Educators and Student Teachers while teaching and learning how to teach reading in primary schools:

- a. **Teacher Educator's Guide:** This is a guiding material for Teacher Educators and contains course topics, content, methodology, assessment type, teaching resources and Student Teacher assignments. Teacher Educators are required to use the Teacher Educator's Guide to plan and implement instruction throughout the pilot course implementation.
- b. **Student Teacher Resource Book:** This is a resource for Student Teachers and Teacher Educators that contains relevant reading materials for each lesson/topic and summarized EGR articles and journals. This resource also includes the lesson objectives, classroom activities, and weekly assignments.
- c. **Supplementary Materials:** These are reference materials; books, articles, journals, videos, etc. that Teacher Educators will use to supplement instruction in the classroom. Many of these may be housed mainly in the colleges' EGR resource rooms. Ideally, the materials will be available for Teacher Educators as well as the Student Teachers of these TEIs.
- d. *Mu Karanta! Let's Read!* materials, as well as the Coaching and PLC Manual. These materials will be used in the course in order to develop an understanding of the curriculum and engage in micro-teaching practice. In addition, using these materials will begin to build the linkage between pre- and in-service programs in the states.
- e. Student Teachers will need two composition books for this course:
  1. They will need a notebook for taking notes during class and completing class activities;
  2. They will need a composition book dedicated solely to their Reflective Journal, unless Teacher Educators require weekly submissions as a separate document.

It is required for all Teacher Educators and Student Teachers to adequately make use of the aforementioned materials for effective attainment of the course objectives.

## 8. Teaching Practice (Tutorial Time) and Class Assignments

Student Teachers are required to demonstrate knowledge of EGR pedagogical methods through practice and micro-teaching. The tutorial time assigned to the course totals 13 hours for the semester, to be completed at the institution. Class assignments are to be completed during personal time. Each week of instruction will be paired with at least one hour of practice time, after which the Student Teachers will be expected to answer reflective questions in a written journal. Additionally, Student Teachers may be expected to demonstrate good teaching practices as part of their end-course exam. Types of activities which the Student Teachers will be expected to complete include observations of other Student Teachers, peer and self-evaluation, one-on-one instruction, small group instruction, micro-teaching, and visits to Teacher Learning Cycles and Cluster Learning Cycles (TLCs and CLCs) when possible. These types of activities are meant to further strengthen the pre-service/in-service link so that Student Teachers better understand the profession into which they will be entering. Student Teachers will be guided to become reflective practitioners via their use of a reflective journal and the feedback they receive from their peers and the Teacher Educators during and after tutorial sessions.

After completing the tutorial time, Student Teachers are expected to: understand EGR reading skills instruction; effectively implement *Mu Karanta! Let's Read!* or other basic education reading lessons; know and use a variety of teaching methods; evaluate peers for their use of good teaching practices and effective teaching and learning techniques; develop high quality teaching and learning materials; and understand their role as teachers when instructing early grade children in reading.

Student Teachers are expected to complete the weekly readings in the Student Teacher Resource Book BEFORE attending class (with the exception of Topic 1). This will enable Teacher Educators and Student Teachers to discuss the content and engage in teaching and learning activities, rather than focusing on lecture. Student Teachers are to discuss the content as they understand it and work with peers and in class discussion to clarify any concepts not well understood in the readings.

## 9. Assessment

In order to foster quality teaching and learning among the Teacher Educators and Student Teachers, assessment is considered pivotal in the Pre-Service Early Grade Reading Program. Following global best practices, assessment should not only measure whether Student Teachers have acquired the necessary content knowledge, but it should also guide instruction and provide evidence that Student Teachers have acquired the appropriate professional learning skills and can implement good teaching practices. The following are the expected processes of

assessment and its types, teaching practice, and frequency of the assessment. On the overall, the total marks for assessment attracts three hundred (300) marks. The final course grade can be determined by dividing the total marks by 3 (i.e.,  $300/3=100\%$ ).

### **Formative (Continuous) Assessment**

Teacher Educators are required to engage in ongoing formative (continuous) assessment. This means that some form of assessment should take place in every class session and every tutorial session, and the reflective journal entries should be included. Teacher Educators should observe and monitor student activities, assessing the level of understanding of Student Teachers.

### **Summative Assessment**

The end-course examination will come at the end. Examination shall come at the end of thirteen weeks of lesson delivery and may include a practical (micro-teaching) component assessed using a rubric.

### **Suggested Assessment for the Course**

Formative Assessment: 150 marks possible

Week	Participation in class	Participation in Tutorial	Reflective Journal	Assignment Name	Assignment Points
1	2	2	2	None	0
2	2	2	2	Child Report	20
3	2	2	2	5T & C Poster	16
4	2	2	2	None	0
5	2	2	2	Phonological Awareness Lesson	6
6	2	2	2	Teaching and Learning Materials	6
7	2	2	2	Vocabulary Lesson	6
8	2	2	2	Writing Lesson	6
9	2	2	2	Assessment Activities and Report	6
10	2	2	2	None	0
11	2	2	2	Comprehension Lesson	6
12	2	2	2	Comprehension Strategy Lesson	6
Total Marks by area	24	24	24		78
Total Formative Assessment Marks					150

Summative Assessment: 150 marks possible

Performance	Exam
50	100

## 10. Methodology

This course is designed such that Student Teachers are expected to complete topic readings before attending class. The purpose of preparing before class is so that class time can be dedicated to class discussion of the topics for further understanding and practical activities rather than to lecture. Student Teachers should be involved in discussions with a partner, a small group, and the entire class. This means that not everyone's answer will be stated for the whole class to hear, but during each topic lesson, every Student Teacher should have the opportunity to discuss his or her thoughts with a partner or group.

**Brainstorming** activities are meant to get the Student Teachers thinking about the content and lead into discussion. Sometimes there is no 'correct' answer to the questions, but they serve as a springboard for discussion. This is a five-ten minute activity—NO LONGER—meant to get students into the correct mindset and begin thinking about the course topic for the week.

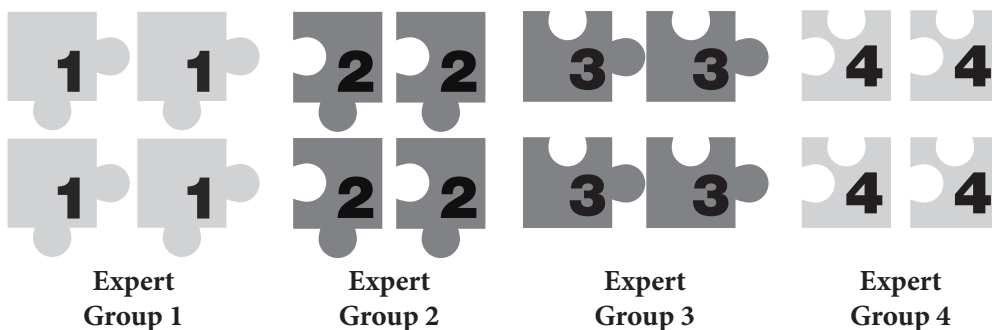
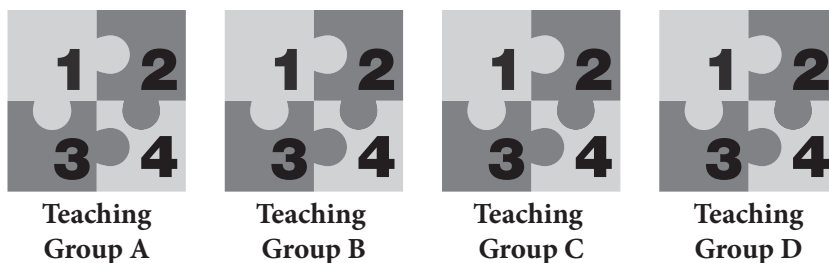
**Think-Pair-Share** activities are meant to engage all Student Teachers. This is a cooperative learning activity that helps Student Teachers process new information and make connections between prior learning/experiences and new learning. Teachers who promote reflective classrooms ensure that Student Teachers are fully engaged in the process of making meaning.

**T:** (Think) Teachers begin by asking a specific question about the text. Student Teachers "think" about what they know or have learned about the topic.

**P:** (Pair) Each student should be paired with another student or a small group.

**S:** (Share) Student Teachers share their thinking with their group. Teacher Educators expand the "share" into a whole-class discussion if time permits.

**Jigsaw:** This teaching strategy is one way to help Student Teachers understand and retain information, while they develop their collaboration skills. This strategy asks all Student Teachers to become "experts" on a specific task or body of knowledge and then share that knowledge with their "teaching group" group of Student Teachers. These "teaching" groups contain one student from each of the "expert" groups. Student Teachers often feel more accountable for learning material when they know they are responsible for teaching the content to their peers. The jigsaw strategy is most effective when Student Teachers know that they will be using the information they have learned from each other to create a final product, participate in a class discussion, or demonstrate their understanding at a later stage.



**Questioning** is when the Teacher Educator leads the Student Teachers through the content using questioning rather than lecturing or writing notes on the board. Be sure to take answers from Student Teachers in different groups and all parts of the room. Since you are leading a discussion with these questions, expect that the Student Teachers may have questions. Walk around the class so that you stand close to all Student Teachers at some point during the discussion.

Listen to the Student Teachers' discussions to assess if learning is taking place, ensure that Student Teachers are on task, and to respond to questions and provide feedback and clarifications.

Questions for review and discussion are presented for each sub-topic, and sample answers are provided in *italics* below each question. Feel free to choose which questions are most appropriate for the class and focus on those specific questions.

**Topic Assignments and Out-of-Class Readings** are expected to be completed by Student Teachers every week before class begins. This means that both the Teacher Educators and the Student Teachers have the responsibility of reading and preparing for class and tutorial sessions. Student Teachers are required to complete their assignments in a timely fashion.

### Reflective Journaling

Student Teachers are expected to complete a reflective journal after each class session, and after some tutorial sessions, based on the questions located at the end

of each topic. Teacher Educators are expected to review these reflective journal entries and use them to assess Student Teacher learning and guide classroom instruction and discussion.

### **Early Grade Reading Resource Room**

Each teacher education institution should provide for an Early Grade Reading Resource Room. This room or set of rooms is meant to house technology and materials associated with the teaching of early grade reading. Student Teachers should be provided access to these resources to support their learning of content and pedagogy associated with early grade reading instruction - both during enrollment in courses associated with early grade reading instruction and during their practicum.

### **Tutorial Sessions**

One tutorial session is associated with each of the the 13 topics found of the course. Teacher Educators shall provide opportunities for students teachers to engage in instructional practice and topic discussions or activities. Student Teachers are expected to fully participate and provide any additional resources (such as student-made teaching and learning materials) necessary for the tutorial sessions.

### **Blackline Masters**

Blackline Masters can be found at the end of each topic in the Teacher Educator Guide, where appropriate. These pages are for the purpose of copying and distributing to Student Teachers either during classroom instruction or, more often, during tutorial sessions.

### **Primary Curriculum**

Throughout this course, Student Teachers will be asked to practice instruction using a basic primary curriculum. Teacher Educators will need to locate multiple copies of a locally-used primary curriculum for use in this course.

### **Supplemental Reading and Blended Learning Activities**

For each of the 13 topics, Student Teachers and Teacher Educators will find more information related to the topic by accessing the suggested supplementary reading as well as the blended learning activities developed specifically for this course. Teacher Educators may decide whether these activities are mandatory or optional.

## 11. **EGR Course Syllabus**

1. Introduction to Early Grade Reading and The Importance of Reading Instruction
  - a. Why This Course?
  - b. What is skilled reading?
  - c. Tutorial: Visit EGR Resource Room
2. School Readiness
  - a. Home Literacy Environment and Parent/ Community Support
  - b. Concepts of Print
  - c. Tutorial: Interactive Read Aloud
3. Introduction to Basic Primary Curriculum
  - a. 5Ts and C of Best Practices for Instruction
  - b. Basic Primary Curriculum and the 5+2 Components of Reading Instruction
  - c. Tutorial: 5Ts Poster Feedback Session
4. Language Acquisition and Oral Language
  - a. First Language Development
  - b. Second Language Acquisition
  - c. The Importance of Oral Language Instruction and Development
  - d. Tutorial: Cummins Model of Underlying Proficiency Hypothesis
5. Phonological and Phonemic Awareness
  - a. The importance of phonological and phonemic awareness in reading
  - b. Systematic and explicit instruction of phonological and phonemic awareness
  - c. Providing Constructive Feedback
  - d. Tutorial: Phonemic Awareness Instructional Practice
6. Word Identification
  - a. What is Phonics?
  - b. Phonics Instruction
  - c. Tutorial: Phonics Instructional Practice
7. Vocabulary
  - a. Effective Vocabulary Instruction
  - b. Tutorial: Vocabulary Lesson Practice
8. Writing
  - a. The Link Between Reading and Writing

- b. 5 Types of Writing Instruction
  - c. The Writing Process
  - d. Emergent Writing and Spelling Development
  - e. Tutorial: Writing Instructional Practice
9. Assessment
- a. Types of Assessment
  - b. Early Grade Reading Assessments
  - c. Tutorial: Case Studies
10. Fluency
- a. Components of Reading Fluency and Teaching Strategies
  - b. Reading Fluency and Comprehension
  - c. Tutorial: Reader's Theater
11. Comprehension:
- a. From Vocabulary to Comprehension
  - b. Bloom's Taxonomy and Comprehension
  - c. Tutorial: Peer Evaluation and Lesson Revision
12. Text Comprehension Strategies
- a. General Strategies for Reading Comprehension
  - b. Reading Strategies
  - c. Text Structure and Comprehension
  - d. Tutorial: Comprehension Strategy Instruction Practice
13. Community Outreach





Topic No. 1:     **INTRODUCTION TO EARLY GRADE READING AND  
THE IMPORTANCE OF READING INSTRUCTION**

**Learning Outcomes:**

At the end of this session, Student Teachers should be able to:

- Reflect on their personal reading experiences
- Understand the reason for this course
- Summarize why reading is important
- Articulate the characteristics of good readers
- Define the components of high-quality reading instruction

## WHY THIS COURSE?

**Brainstorming: My Reading Autobiography**

**Step 1: Spend five–ten minutes answering the following questions in your journal.**

1. What is your first memory of reading?
2. Can you read in more than one language? If you can, is one language easier to use for reading than the other? Explain your answer.
3. Name some favorite books that you read when you were a child and some of your favorite books now.
4. Who influenced your growth as a reader?
5. What is your experience sharing reading with others?

**Step 2: Turn to your partner and spend five minutes discussing your answers.**

**Step 3: If time permits, the Teacher Educator will ask pairs to share something they learned about each other.**

This course has been developed in response to a need for high-quality reading teachers. Historically, reading has not been taught as a formal subject in teacher education institutions (TEIs) in many countries, particularly in Africa. Teacher Educators, reading specialists, and education professionals from the TEIs, the NCCE, and other stakeholders have created this course to increase your knowledge about reading instruction in the primary school.

## Activity: Why Is the Teaching of Reading so Important?

**Silently read the text and join the class discussion.**

1. Pupils must be able to read so they can learn.
  - Pupils who are good readers do better in school.
  - Pupils must be good readers in all their subjects. They must follow instructions written on the board. They must read their Social Studies lessons. They must read their science lessons. They must read their Math lessons.
2. Reading needs to be taught.
  - If pupils are not taught to read, they will not learn to read.
  - Reading is not easy to learn. Pupils must learn letters. Pupils must learn sounds that go with the letters. Pupils must learn the meanings of words.
3. All teachers need to be reading teachers.
  - Pupils must be able to read for all subjects: for Social Studies; for Science; for Math.
  - Reading does not happen only in the English class.
  - Teachers who know how to teach reading are better teachers for all subjects.
4. A low percentage of pupils in Nigeria finish six years of school.
  - Pupils drop out of school because they are not learning.
  - If they can read, they will be able to learn.
  - If they are learning, they will stay in school.
  - Pupils who do not learn to read by P3 are more likely to drop out of school.
5. Many pupils in Nigeria go to school but they do not learn to read.
  - Going to school is not enough.
  - Pupils must learn to read when they are in school. Teachers must teach them to read.
6. All teachers benefit from learning how to teach reading.
  - Even if teachers know how to read, they may not know how to TEACH reading.
  - Teachers must know how reading is learned.
  - Teachers must know how to teach pupils to read.

7. **The Matthew Effect:** The “Matthew Effect” is a term coined by Keith Stanovich, a psychologist who has done extensive research on reading and language disabilities. The “Matthew Effect” refers to the idea that in reading (as in other areas of life), the rich get richer and the poor stay poor. When children fail at early reading and writing, they begin to dislike reading. They read less than their classmates who are stronger readers. As a consequence, they gain less vocabulary, background knowledge, and information about how reading material is structured. In short, the rich get richer, while the word-poor stay poor. This is called “The Matthew Effect”.

## WHAT IS SKILLED READING?

### Brainstorming: Think-Pair-Share

**Think about the following question, talk in pairs, then share some ideas with the class:**

1. What do you think skilled readers do when they read?

### Skilled Readers...

<b>Understand the alphabetic system to identify printed words</b>	Alphabetic knowledge means that good readers know the letters of the alphabet and the sounds those letters represent. So, when a pupil sees “c-a-t” written on a page, they know that is read as <i>cat</i> .
<b>Have and use background knowledge and strategies to obtain meaning from print</b>	Background knowledge means that readers bring what they know about the world to their reading in order to comprehend.
<b>Read fluently</b>	Fluency is the ability to read a text quickly, accurately, with expression, and with comprehension. Fluent readers recognize words automatically. They group words into phrases in order to help them understand what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. Readers who have not yet developed fluency read slowly, word by word. Their oral reading is choppy, slow, and not interesting. Fluency is important because it provides a bridge between reading words and understanding the message.

<b>Read actively in order to comprehend.</b>	Skilled readers think actively as they read. To make sense of what they read, skilled readers use their experiences and knowledge of the world, their knowledge of vocabulary and language structure, and their knowledge of reading strategies (or plans). Skilled readers make sense of the text and know how to get the most out of it. They know when they do not understand what they are reading, and they know to stop and use strategies that help them understand.
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**Activity: Journal Response**

Write one-two sentences in your journal to summarize what good readers do.

## 5+2 COMPONENTS OF READING INSTRUCTION

**Components of Reading Instruction:** This topic summarizes what researchers have discovered about how to teach children successfully how to read. The five components of reading originally introduced include phonological awareness, phonics, fluency, vocabulary, and comprehension. The ‘plus two’ components of concepts of print and writing serve to enhance the success of the five main components. In the following weeks, you will learn about each of these components and why each is an important skill for beginning readers.

<b>Phonological Awareness</b>	<p>This is a broad broad skill that includes hearing, identifying and manipulating words, syllables, and smaller parts of words through word play, rhyming games, and sound/picture matching activities.</p> <p>Before children learn to read print, they need to become aware that spoken language is broken into words, syllables, and sounds. <b>Phonemic awareness</b> is a very specific kind of phonological awareness, and refers to the ability to hear, identify, and manipulate individual <b>phonemes</b> (sounds) in spoken words. Instruction in phonological awareness does not involve print, so we can say that phonological awareness activities can be taught in the dark!</p>
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<p><b>Concepts of Print</b></p>	<p>Young children see print all around them—in books, magazines, newspapers, on billboards and water bottles, and even on their parents’ phones. This is the initial learning about print. Since young children do not automatically understand that print carries meaning and is used to communicate, teachers and parents need to help young children recognize the ways in which print ‘works’ for the purposes of reading, and how books ‘work’.</p>
<p><b>Phonics</b></p>	<p>This is a method of teaching pupils to match letters in the alphabet to the sounds they hear in language (building on their phonological awareness skills). In order to learn to read words, pupils must learn that letters represent sounds. Phonics instruction begins with correlating the letter names and letter sounds, and then teaching pupils to <b>decode</b> (blend sounds to read words) and <b>encode</b> (write the letters that represent each sound) based on the sounds each letter represents.</p>
<p><b>Reading Fluency</b></p>	<p>This is the ability to first read words, and then later connected text, with speed, accuracy, expression, and comprehension. When pupils memorize the sounds that the letters represent and spend time practicing decoding, they eventually begin to build reading fluency. In order to understand what they read, pupils must be able to read fluently whether they are reading aloud or silently. Pupils who are not fluent readers spend their time trying to read the words and are unable to grasp the meaning of the text. Pre-teaching key vocabulary words helps build fluency because the pupil already knows how to read the word and what the word means.</p>
<p><b>Vocabulary</b></p>	<p>Knowing what words mean plays an important part in learning to read. When young children begin reading, they depend on their <b>oral vocabulary</b> (the words used every day in speaking and listening) to understand texts they read. As beginning readers, children use the words they have heard to make sense of the words they see in print. Over time, pupils will develop <b>reading vocabulary</b> - words recognized or used in print.</p>
<p><b>Writing</b></p>	<p>The ability to put ideas in written form also plays an important role in learning to read, since reading and writing are interrelated processes. Research has shown that when pupils receive writing instruction, their reading fluency and comprehension improve.</p>

<b>Comprehension</b>	The ability to read a text and understand its meaning is dependent upon the other six components. Comprehension is the ultimate goal of reading—without comprehension, reading is not happening!
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## Reflective Journaling

The most effective teachers are reflective practitioners—professionals who reflect on their practice and learn from their own misunderstandings and mistakes. Reflective journaling is a way for teachers, Teacher Educators, and Student Teachers to summarize what they have learned or reflect on how effective a lesson has been. During this course, you (the Student Teacher) will be expected to maintain a reflective journal with an entry after each class session and/or after each tutorial session. Your reflective journal will be part of your final grade and shall be available for sharing with peers, Teacher Educators, and external monitors and evaluators who visit your classroom. Maintain your journal in a notebook or folder separate from other course notes. The quality of your reflective journal will indicate the amount of effort you (the Student Teacher) are putting forth toward your learning. Your Teacher Educator may require you to submit these each week as separate documents.

Complete each journal entry as follows:

Date	Topic #	Topic
<b>Reflective Journal</b>		
Answer questions assigned		
Add any personal responses and experiences beyond those required.		

## ASSIGNMENTS

### Reflective Journal Entry:

Write a one–two page reflection on what you learned today. Include the following:

- Three things you learned from your lesson
- Two things that you want to learn more about
- One question you have

### Reading:

Complete the Topic 2 reading before attending the Topic 2 class. Be prepared to discuss all content and engage in activities.

Note to Student Teachers:

It is very important for Student Teachers to complete class readings and assignments BEFORE attending class because this course is NOT designed as a lecture course. Instead, this course is designed for the Student Teachers to already understand the basic information for each topic and attend class to engage in group discussions and hands-on activities to build understanding.

### **Supplementary Reading and Blended Learning Activities**

- BBulat, J., Dubeck, M., Green, P., Harden, C., Henny, C., Mattos, M., Pflapsen, A., Robledo, A., & Sitabkhan, Y. (2017). *What We Have Learned in the Past Decade: RTI's Approach to Early Grade Literacy Instruction*. RTI International. <https://www.rti.org/rti-press-publication/what-we-have-learned-past-decade>  
pages 1-5
- Topic 1 module on Commcare



## Topic No. 2: **SCHOOL READINESS**

### **Learning Outcomes:**

At the end of this session, Student Teachers should be able to:

1. Identify the characteristics of a print-rich environment
2. Discuss the ways home literacy practices can support children's readiness for school
3. Discuss the key ideas related to concepts of print
4. Identify developmental indications of concepts of print
5. Evaluate a child's development in concepts of print and provide suggestions for improvement (out of class assignment)
6. Explain how parents and the community can support young children in learning to read
7. Evaluate a child's home literacy environment and provide suggestions for improvement (out of class assignment)

## HOME LITERACY ENVIRONMENT AND PARENT/COMMUNITY SUPPORT

### **Brainstorming:**

Work in groups of five to brainstorm answers to the following questions.

1. How many books were in your home when you were growing up? Did you see your parents read? How did these characteristics impact your ability to learn to read as a child?

### **Print Rich Environment**

The home environment plays an important role in the development of reading skills. A print rich environment means that the child is exposed to text in the home and in the environment through books, newspapers, magazines, and signs. When children

### **Characteristics of a Print Rich Environment**

- Print that the child sees supports literacy and is not just pictures or decorations (can include signs, advertisements, etc.)
- Parents help children create stories (i.e., write down what children say)
- Child work (drawings, scribbles, etc.) is displayed and valued
- Text and reading materials are displayed low enough so that the child can see them
- There are appropriate books for the child's reading level and interest

see print around them, they learn that text is important. A print rich environment can be used to build early reading skills. **Home literacy** refers to any reading activity that take place in the home or with the parents. Parents can foster reading with their children through talking, singing, and reading at home. Even parents with low literacy can help their child learn about reading by talking about books, pictures, or print they see around them, and encouraging the children to read aloud.

### Parent and Community Support

Parents can encourage home literacy activities to support children’s emergent literacy skills such as scribbling, drawing, looking at pictures and text, pretend reading, and understanding how books and printed materials like magazines, books, and newspapers are used. When children understand that books and reading are valued, they will be more interested in reading (Baker & Scher, 2002)

Reading aloud to children:

- Helps them learn that written language differs from oral language
- Helps them understand that printed words on a page have sounds
- Helps them appreciate that print contains meaning

(Clark 1984; Clay 1979; Durkin 1982; Holdaway, 1979; Smith, 1978)

#### A few simple ways to create a healthy reading environment:

- **Make Reading Material Available in the Home and in the Community**  
Supply good reading materials: books, magazines, and newspapers
- **Be a Role Model**  
Children want to be like their parents. Children who see their parents and others in the community reading and valuing books will also want to read.
- **Read Aloud to Children**  
Children who are read to at home, even for a few minutes per day, learn to read more easily than their peers who are not read to.
- **Encourage Personal Libraries**  
Find a special place for books and encourage children to keep books that are important to them, and give (or make) children books as gifts.
- **Limit Household Chores, Hard Labor, and Television**  
It is important to provide time for children to read every day. This can be reading print that is on buildings and signs, print on supplies and boxes at stores, or anything that the parents write.

(Burns, Griffin, & Snow, 1999)

# EVALUATING A PUPIL'S HOME LITERACY ENVIRONMENT

Teachers can complete a quick checklist with a pupil to gain an understanding of what the pupil's home literacy environment is like.

## Activity:

We want to be able to understand a child's home literacy environment so that we know what support that child may need to become a better reader. Work in groups of two or three and take turns asking the questions in the following checklist (think about your own childhood and answer as though you are a child). Afterwards, write a few sentences describing the home literacy environment in which your partner grew up. A few summaries will be shared with the class.

### Home Literacy Environment Questionnaire

Question	Yes	No
1. Does your family and/or community members tell stories to each other and to children?		
2. Does your family talk to you while you are doing chores, are in the home, are walking to town, or are in the yard?		
3. Has your family taught you their favorite sounds and/or songs?		
4. Does your family read books to you and ask you questions about what was read?		
5. Does your family buy books to read?		
6. Does your family read with you and listen when you read?		
7. Do you have books at home to read?		
8. Do your parents or elders read at home?		
9. Is there print around your village (signs, notices, books) to read?		
10. Are there places to go to read in your village?		
11. Does your family provide books for you to read?		
12. Are there materials in your home and in your community to read and write with (books, newspapers, magazines, pencils, pens, crayons, paper, etc.)?		

Children raised in homes and communities with low home literacy are often poor readers when they first enter school. Teachers should be familiar with their pupils' exposure to print outside of school so that they can support pupils in learning to read. Teachers can support pupils with low home literacy by showing the pupil print in the environment, talking about what signs and words mean, and introducing concepts of print.

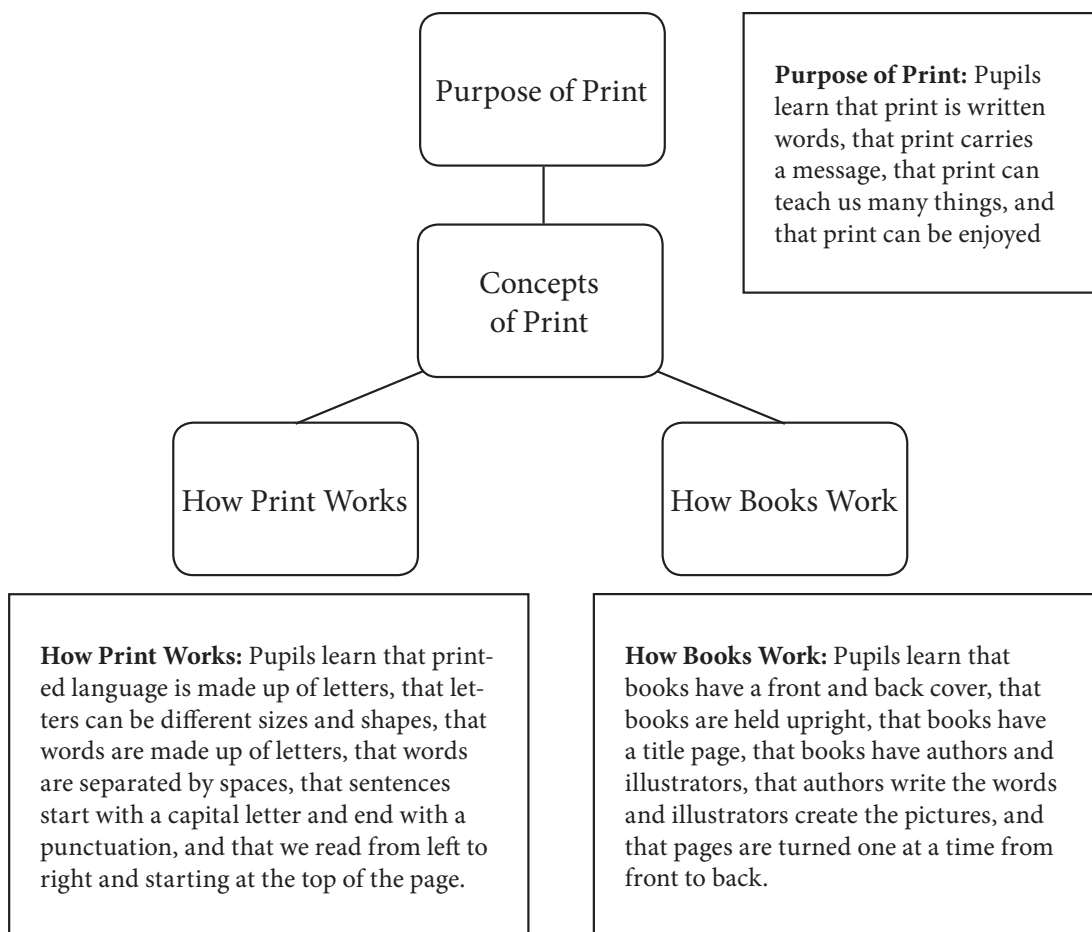
## CONCEPTS OF PRINT

### **Brainstorming:**

Reflect on the Teacher Educator's instructions and discussion, then work in groups of five to answer the following question.

1. How do young children learn to use books?

**Concepts of Print** refers to what children need to know about how text works and is organized (Honig, Diamond, & Gutlohn, 2008). Fluent readers forget that these ideas have to be learned. Reading is not an automatic act like language is, so learning about concepts of print is foreign to beginning readers (Stahl & McKenna, 2009). Children believe that the information for stories is in the pictures, and must be directed to look at the words on the page. Children must learn how to hold a book and turn the pages, that spaces separate words, that text runs from left to right (in English), that the reader starts at the top of the page and goes to the bottom of the page, that a sentence continues from the end of one line to the next line until a punctuation mark is reached, what punctuation marks mean, etc. Sensitivity to print is the first developmental step toward learning to read (Burns, Griffin, & Snow, 1999).



## DEVELOPMENTAL INDICATIONS OF CONCEPTS OF PRINT

- **Moving from Pictures to Text:** Children begin to pay attention to the text in the book in addition to the pictures.
- **Directionality:** Children can hold the book upright and turn the pages from beginning to the end without being told to do so.
- **Linking Language and Print:** Children will begin to point to words and follow text left to right and top to bottom as they pretend to read and tell a story.
- **Word Isolation:** Children begin to point to individual words and may make up meanings for them.
- **Scribbling:** Children begin to scribble in lines starting at the top of the page, one below the other, and scribbling from left to right as they pretend to write.

## Key Idea Lesson Scripts:

Scripted lesson plans help teachers learn exactly how to present new material to pupils. Study the following scripts for use in class.

### Practice:

Work in pairs to practice delivering instruction to one another.

1. (8 min) Use the 'I do, We do, You do' approach and the script in your Student Reading and Resource book to teach the Concepts of Print: Purpose of Print lesson (using a children's book or curriculum book).

### Script for Teaching Concepts of Print: Purpose of Print

I Do	We Do	You Do
<p>T: When we read a story, we use the words to find out what is happening. Pictures can show us something about the story, but only the words tell us the story.</p> <p>T: Look at page x in your Pupil's Book. You can see words at the top and pictures below. I have the story in my book too (show TG to pupils), but it is only the words. You have the pictures.</p> <p>T: Look at the words at the top of the page [<i>point to the title in one of the Pupil Books and show the class</i>]. This is the title of the story. The title of the story gives us an idea about what we are reading.</p>	<p>T: Let's try this together. Look at page x in your book. Point to the words in the title of the story. [<i>Pupils and teacher point to the title—teacher looks around to be sure all pupils are pointing to the text and not to the picture</i>]</p> <p>T: Now point to the pictures. [<i>Pupils and teacher point to the pictures</i>]</p>	<p>T: Now you try. Point to the words. [<i>Pupils point to the words in the title as the teacher circulates the classroom to ensure all pupils are pointing to the words</i>]</p> <p>T: Now point to the pictures. [<i>Pupils point to the pictures below the title</i>].</p>

2. (8 min) Use the 'I do, We do, You do' approach and the script in your Student Reading and Resource book to teach the Concepts of Print: How Books Work lesson (using a children's book or curriculum book).

### Script for Teaching Concepts Of Print: How Books Work

I Do	We Do	You Do
<p>T: Books are important for learning. Look at the book I am holding. See this part? <i>[put your hand on the cover]</i> This is the front cover of the book.</p> <p>These words are the title <i>[point to the title]</i>. This tells me the name of the book. These words are the name of the author <i>[point to the author's name]</i> - the person who wrote the book.</p> <p>I can open the front cover <i>[open the book]</i> and find the first page <i>[turn to the first page]</i>. I know this is the first page because it has the number 1 right here <i>[point to the page number]</i>.</p> <p>When I read a book I start here on page 1, at the beginning. As I read, I turn the pages one at a time, like this <i>[turn to page 2]</i>.</p> <p>I can only turn one page at a time or I will miss parts of the story.</p>	<p>T: Let's try it together. Is everyone holding their book upright? <i>[check that pupils are holding the book correctly]</i></p> <p>T: Let's put our hand on the front cover of the book <i>[teacher and pupils put hand on the cover]</i>.</p> <p>T: Who remembers what the title tells us? <i>[pupils say that the title tells us the name of the book]</i>. Let's point to the title <i>[teacher and pupils point to the title]</i>.</p> <p>T: Who remembers what the author is? <i>[pupils say it is the name of the person who wrote the book]</i>. Let's point to the author's name <i>[teacher and pupils point to author]</i>.</p> <p>T: Let's open the front cover and find the first page <i>[teacher and pupils turn to page 1]</i>.</p> <p>T: Who can tell me how we know this is the page we start on? <i>[pupils say it has page number 1]</i>.</p> <p>T: Who can show me what we do as we read each page? <i>[pupils and teacher turn the pages one at a time]</i>.</p> <p>T: What will happen if I turn more than one page? <i>[pupils say they will miss part of the story]</i>.</p>	<p>T: Now you try. Show me the front cover of the book <i>[pupils place their hand on the front cover]</i>.</p> <p>T: Now point to the title <i>[pupils point to the title]</i>. What does the title tell us? <i>[pupils say the name of the book]</i>.</p> <p>T: Now point to the author <i>[pupils point to the author]</i>. What is the author? <i>[pupils say the person who wrote the book]</i>.</p> <p>T: Now open the book and show me what page to begin on <i>[pupils open to page 1]</i>. How do I know this is where I begin? <i>[pupils say it is page number 1]</i>.</p> <p>T: Now show me what to do as I read the book <i>[pupils turn the pages one at a time]</i>.</p> <p>T: Why should we turn only one page? <i>[pupils say that they will miss part of the story]</i>.</p>

3. (8 min) Use the ‘I do, We do, You do’ approach and the script in your Student Reading and Resource book to teach the Concepts of Print: How Print Works lesson (using a children’s book or curriculum book).

**Script for Teaching Concepts of Print: How Print Works**

<b>I Do</b>	<b>We Do</b>	<b>You Do</b>
<p>Step 1:</p> <p>T: When we read a book or a story, we read the words. Pictures show us something that is happening, but we read the story from the words.</p> <p>T: I will read the words on this line. <i>[Teacher points to the first word in a line of text and moves finger from left to right under the line as it is read aloud—this is called tracking text]</i></p>	<p>Step 1:</p> <p>T: Let’s do this together. Look at your Pupil Book page x. Point to the first word in the line and move your finger under the words in the line. <i>[Teacher and pupils both point to the first word in a line and move their finger under all the words in the line as the teacher reads the line—teacher is watching the pupils to be sure they understand. If a student is doing this incorrectly, the teacher prompts with: “Watch me and do as I do. Put your finger under the first word and then move your finger under all the words in the line.”]</i></p>	<p>Step 1:</p> <p>T: Now it is your turn. Put your finger under the first word and then move your finger under all the words in the line. <i>[Pupils point to the first word and move their fingers under all the words in the line as the teacher reads the line—teacher circulates the room correcting pupils as needed]</i></p>



<p>Step 2 (when Pupils are able to do Step 1 with several different stories, without help or corrections):</p> <p>T: Watch what I do when I read words in a story. When I get to the end of the line, I move my finger to the first word in the next line [<i>Teacher tracks text under the first line, then returns the finger to the first word in the second line and continues reading</i>]</p>	<p>Step 2:</p> <p>T: Let’s try this together. Look at your Pupil book page x. Point to the first word in the line and move your finger under all the words in that line.</p> <p>T: When you get to the end of the line, move your finger down to the first word in the next line [<i>Teacher and pupils track text along the first line and down to the second line as the teacher reads the text—teacher is watching the pupils to be sure they understand. If a student is doing this incorrectly, the teacher prompts with: “Watch me and do as I do. Put your finger under the first word and then move your finger under all the words in the line. When you get to the end of the line, go down to the first word in the next line”</i>]</p>	<p>Step 2:</p> <p>T: Now it is your turn. Put your finger under the first word and move your finger under all the words in the line. When you get to the end, go down to the first word in the next line. [<i>Pupils point to the first word and move their fingers under all the words in the line as the teacher reads the line—teacher circulates the room correcting pupils as needed</i>]</p> <p><i>**Note: Once Pupils have learned to do this, the teacher should constantly monitor that pupils are tracking text as they are practicing reading. This will allow teachers to see which pupils are on task and which students still need instruction in How Print Works**</i></p>
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### Activity: Think—Pair—Share

Pair up in groups of two. First, think about the following questions. Then, after two minutes, share your thoughts with your partner.

1. What did you notice as each person practiced teaching using the gradual release model?
2. What skills did the ‘pupils’ need to have for each lesson?
3. How did you feel as the pupil learning a new skill?

### Evaluating Pupils’ Knowledge of Concepts of Print

Look at the directions and checklist below. This will be used in your out-of-class assignment.

#### Checklist to Evaluate Concepts of Print

Choose a book that has the features listed below. The book should be developmentally appropriate and reflect the child’s interests and literacy experiences. It should contain examples of the following features:

- Print and illustration on a single page or two consecutive pages
- Multiple lines of text on a single page
- A variety of punctuation marks (periods, question marks, exclamation marks, quotation marks, and commas)

<b>Give the child the book and ask the following questions:</b>	<b>Correct</b>	<b>Incorrect</b>
1. Can you show me the front of the book?		
2. Can you show me the back of the book?		
3. Can you show me the title of the book?		
4. How should I hold the book?		
5. Where should I start reading the book?		
<b>Open the book to a pre-selected page and ask the following questions:</b>		
6. Can you show me with your finger where I should start reading on this page?		
7. Can you show with your finger the direction I should read?		
8. Can you point to a letter?		
9. Can you point to a word?		
10. Can you point to the first word on the page?		

11. Can you point to the last word on the page?		
12. Can you show a sentence?		
13. Can you show me the end of a sentence (the punctuation mark)?		
14. Can you show me a space?		
15. How many words are in this sentence?		
<b>Point to last sentence on page and ask the following question:</b>		
16. Can you show me where I read next when I have finished reading this sentence?		

**Note to Student Teachers:** The video “Concepts About Print Observation Test” demonstrates how to administer the assessment of Concepts of Print.

## PROVIDING CONSTRUCTIVE FEEDBACK

Student Teachers will need to read and reflect upon this topic before the tutorial session.

Giving constructive feedback to your peers can be difficult, but it is an important tool for learning. When watching a peer give a lesson and then providing feedback, remember the following points:

- Focus on description rather than judgment. Rather than saying something is ‘right’ or ‘wrong’, ‘good’ or ‘bad’, consider describing what was done. For example, instead of saying “You taught that lesson well,” say “Your instructions were clear and I understood what to do.”
- Focus on the behavior, not the person—particularly when discussing something that needs to be improved. For example, instead of saying, “You talked too fast and I lost track of the activity,” say “The instructions were given very quickly so I was not sure what step I was on.”
- Provide both positive feedback and constructive suggestions. The purpose of feedback is to let a person know how they can be better the next time.

The **Sandwich Method** is a way to provide constructive feedback that helps the person receiving the feedback understand what has been done well and what improvements need to be made. The person providing the feedback gives both positive comments and areas where the recipient needs to improve. For example, someone may give the following feedback for a lesson that was good overall but needed more student practice time:

Step 1: Focus on the strengths. State one or two things that the person did well.

“Your instructions were clear and I understood what to do”

Step 2: Provide an area for improvement

“The We Do section of the lesson seemed too short for young pupils.”

Step 3: Emphasize how the activity was successful and how the lesson will be better.

“The I Do and You Do sections of the lesson were effective. By extending the We Do section, the lesson will be quite complete.”

Student Teachers will receive an observation checklist similar to the one below for use in providing constructive feedback to peers. Use the checklist to record observations during the lesson, and then orally summarize feedback using the sandwich method.

**Sample Observation Checklist:**

<b>Peer Observation Checklist</b>		
<b>Content:</b> Student teacher includes the appropriate content for the lesson assigned.	Yes No	Comments:
<b>Materials:</b> If materials are to be used, the Student Teacher uses appropriate materials in the expected way (self-created materials are neat and usable).	Yes No	Comments:
<b>Approach:</b> Student teacher uses the proper approach. This means that for Gradual Release activities, the I Do, We Do, You Do method is properly implemented.  Student teacher provides corrective feedback for incorrect answers.	Yes No	Comments:
<b>Presentation:</b> Student teacher uses eye contact, appropriate volume, and engages all or most peers in the lesson.	Yes No	Comments:

# ASSIGNMENTS

## **Reflective Journal Entry:**

Complete a one–two page reflection addressing the following prompts:

- What is a home literacy environment, and why is it important for reading skills?
- Why do pupils need instruction in concepts of print?
- What were the key points learned by completing the report?

## **Reading:**

Complete the Topic 3 reading before attending the Topic 3 class. Be prepared to discuss all content and engage in activities.

## **Child Report:**

Student Teachers will complete an evaluation and summary of a child’s home literacy environment and concepts of print using the checklists from the readings. This will be part of a report about a child’s home literacy and knowledge of concepts of print. You will be required to submit the original checklists along with a two–page written summary of the findings and suggestions for instruction. The report is worth 20 possible points: four points for each category.

## **Supplementary Reading and Blended Learning Activities**

- Hart, B. & Risley, T.R. (2003). The early catastrophe. *Education Review-London*, 17(1), 110-118. <https://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf>
- Topic 2 module on Commcare

## Rubric for Child Report:

Category	4 points	3 points	2 points	1 point
<b>Sources</b>	Original copies of both the Questionnaire and the Checklist are complete with data and general observations.	Original copies of both the Questionnaire and the Checklist are included but may not be complete and/or may lack general observations.	Original copies of both the Questionnaire and the Checklist are included but are not complete and lack general observations.	One or both copies of both the Questionnaire and the Checklist are missing.
<b>Accuracy of Data</b>	Data from both the Questionnaire and Checklist are reported accurately in the body of the report.	Data from both the Questionnaire and Checklist are mostly reported accurately in the body of the report, with 1-2 errors.	Data from both the Questionnaire and Checklist are mostly reported accurately in the body of the report, with 3-5 errors.	Data from either the Questionnaire or the Checklist is missing or is reported in the body of the report with more than 5 errors.
<b>Accuracy of Recommendations</b>	Instructional recommendations are appropriate based on data from both collection tools.	Instructional recommendations are mostly appropriate based on data from both collection tools, but may need some addition or revision.	Instructional recommendations are mostly appropriate based on data from both collection tools, and need serious addition or revision.	Instructional recommendations are inappropriate, absent, or are based on only one collection tool.
<b>Thoroughness</b>	Report thoroughly summarizes the child's Home Literacy Environment and knowledge of Concepts of Print.	Report summarizes the child's Home Literacy Environment and knowledge of Concepts of Print relatively well, leaving out 1-2 key details.	Report summarizes the child's Home Literacy Environment and knowledge of Concepts of Print relatively poorly, leaving out 3-5 key details.	Report poorly summarizes the child's Home Literacy Environment or knowledge of Concepts of Print, leaving out many key details.
<b>Mechanics</b>	No grammatical, spelling, or punctuation errors.	one–three grammatical, spelling, or punctuation errors.	three–five grammatical, spelling or punctuation errors.	More than five grammatical, spelling, or punctuation errors.

### **Learning Outcomes:**

At the end of this session, Student Teachers should be able to:

1. Name the 5Ts and C of effective reading instruction
2. Identify how the 5Ts are applied in early grade reading classrooms
3. Design a chart for the COE Early Grade Reading Resource Centre based on the 5Ts and C
4. Evaluate how the component skills of reading are taught in basic primary curriculum

## 5TS AND C OF BEST PRACTICES FOR INSTRUCTION

### **Brainstorming**

Work in groups of five to brainstorm answers to the following questions.

1. What are the most important aspects of instruction?
2. What does the teacher need to do for pupils to learn, and what do the pupils need to receive in order to learn to read?

The 5Ts and C of global best practices refer to characteristics of instruction that are important for student success. The first **t** is **time**—this refers not only to how much time is spent on each lesson, but also how often lessons take place. Good reading instruction should happen every day. The second **t** is **teaching**—this refers to the types of strategies teachers help pupils learn to apply and the types of instruction used. The third **t** is **text**—this refers to how much text a pupil sees (how many words) and also the quality of those texts. The fourth **t** is **tongue**, specifically Mother Tongue—this refers to the research showing that pupils learn to read faster and become more competent readers when they first learn reading skills in their Mother Tongue. The last **t** is **testing**—this refers not only to how pupils are tested (assessed), but also what

teachers do with the test results. Effective testing includes using test results to plan high quality instruction. The c is **curriculum**—this refers to the actual materials used by teachers to teach subjects like Reading to pupils.

### Activity: Reading Stations

#### Reading Purpose:

- Interesting Fact: Explain the most interesting thing you learned from the reading and why it stood out for you. Be specific and reference the text.
- What I learned. What are two new pieces of information that you learned from your reading?
- Opinion: What is your opinion on the topic you read about? How do you feel about the issues?

#### Assignment:

Scenario: The College of Education has a new Early Grade Reading Resource Room. It needs to have some chart explaining the 5T's and C. Working in groups, students must design a chart. Each group will be assigned one of the 5T's and the C.

Read the Poster Session Rubric below and design the poster using the Rubric's criteria. Each group may submit only one poster A3 size.

Rubric Scoring: Posters will be scored based on each category. Each category carries a total of 4 points (meaning a perfect poster will receive 28 points - see the Assignments section for more information). All members of the group are expected to engage in the layout, design, revision after tutorial feedback session, and final production of the poster.

## BASIC PRIMARY CURRICULUM (*MU KARANTA! LET'S READ!*) AND THE 5+2 COMPONENTS OF READING INSTRUCTION

The curriculum used as an example is a Hausa language curriculum implemented in northern Nigeria as part of an Early Grade Reading education initiative. This curriculum will not be available in all areas. In this case, kindly refer to a local basic primary curriculum for this activity and other activities that reference the *Mu Karanta!* and *Let's Read!* curricula.



**Activity:**

Copy the following chart into your notebook—leave large spaces for your notes. Under each of the two curricula, provide an example of when and how each component of reading instruction is taught.

5+2 Component	<i>Mu Karanta!</i> Teacher Guide and Pupil Book		<i>Let's Read!</i> Teacher Guide and Pupil Book	
	Teacher Activities	Pupil Activities	Teacher Activities	Pupil Activities
Phonological Awareness				
Concepts of Print				
Phonics				
Reading Fluency				
Vocabulary				
Writing				
Comprehension				

# ASSIGNMENTS

## Reflective Journal Entry:

Write a one–two page reflection on what you learned today. Respond to the following prompts:

- How are each of the 5+2 areas addressed in the basic primary curricula?
- Any questions you have.

## Reading:

Complete the Topic 4 reading before attending the Topic 4 class. Be prepared to discuss all content and engage in activities.

## Supplementary Reading and Blended Learning Activities

- Bulat, J., Dubeck, M., Green, P., Harden, C., Henny, C., Mattos, M., Pflapsen, A., Robledo, A., & Sitabkhan, Y. (2017). *What We Have Learned in the Past Decade: RTI's Approach to Early Grade Literacy Instruction*. RTI International. <https://www.rti.org/rti-press-publication/what-we-have-learned-past-decade>  
pages 5-30
- Topic 3 module on Commcare

## 5ts Poster:

Working in groups, complete the poster assigned in the rubric above. Groups will receive feedback in the Tutorial Session and will bring (and post) the completed posters in the Topic 5 class session. This poster is worth 16 points total, and everyone in the group receives the same grade.

### 5 Ts Poster Rubric:

Category	4	3	2	1
<b>Content Accuracy</b>	At least five accurate facts are displayed on the poster.	Three–four accurate facts are displayed on the poster.	One–two accurate facts are displayed on the poster.	Zero accurate facts are displayed on the poster.
<b>Graphics-Relevance</b>	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
<b>Title</b>	Title can be read from six ft. away and is accurate.	Title can be read from six ft. away and is accurate.	Title can be read from four ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.
<b>Mechanics</b>	Capitalization and punctuation are correct throughout the poster.	There is one error in capitalization or punctuation.	There are two errors in capitalization or punctuation.	There are more than two errors in capitalization or punctuation.

Topic No. 4:     **LANGUAGE ACQUISITION AND  
ORAL LANGUAGE DEVELOPMENT**

**Learning Outcomes:**

At the end of this session, Student Teachers should be able to:

1. Recognize the stages of First Language Development.
2. Compare the six stages of language acquisition.
3. Discuss the transfer of skills from first language to second language(s).
4. Design instructional activities for each stage of acquisition.
5. Explain the role oral language plays in reading and writing development.
6. Design instruction that fosters oral language development in young children.

**FIRST LANGUAGE DEVELOPMENT**

**Brainstorming:**

Work in groups of five to answer the following questions.

1. Think about one or two children you know—at what age did they begin talking?
2. What was their first word?
3. When were you able to have a conversation with them?

Language is a complex system with specific rules. As pupils learn a language, they master these various rules and their ability to communicate effectively grows. Two components to oral language are receptive language and expressive language.

**Receptive language** is the ability to listen and understand what others are saying. This includes the understanding of both words and gestures. Receptive language is more than vocabulary skills—it includes the ability to understand when someone is asking a question or making a statement, understand concepts, and understand complex grammatical forms of words and sentences. A child typically develops receptive language skills early. Children absorb the rules and use of language before they begin to express themselves using each of these language skills.

**Expressive language** is the use of spoken language to communicate and express thoughts, feelings, or ideas. Expressive language is how one expresses his or her wants and needs. This includes not only words but also the grammar rules that define how words can be combined into phrases, sentences, and paragraphs, as well as the use of gestures and facial expressions.

It is important to make the distinction here between expressive language and speech production. Language is sometimes used interchangeably with speech, but the two are different. **Language** refers to all of the words, word endings, word meanings, and rules for organizing words into phrases and the sounds of words that exist in a culture, and ability to formulate thoughts that are expressed using the appropriate words or combinations of words. **Speech** refers to the physical way that the mouth, throat, and breath work together so that we can pronounce words out loud. One of the most important tasks for pupils in the first five years of life is the development of language. Children’s language development tends to follow a similar pattern in languages and cultures across the entire world.

### **Milestones in Speech and Comprehension in First Language Development**

*(Adapted from Weitzman & Greenberg, 2002):*

<b>Stage</b>	<b>Age</b>	<b>Observable Behaviors</b>
Discoverer	Birth to 8 months	Reacts to loud sounds; Turns head toward a sound source; Watches your face when you speak; Vocalizes pleasure and displeasure sounds (laughs, giggles, cries, or fusses); Makes noise when talked to
Communicator	9–13 months	Understands “no-no.”; Babbles (says “ba-ba-ba” or “ma- ma-ma”)
Word User	14–18 months	Pays attention to a book or toy for about two minutes; Follows simple directions accompanied by gestures; uses simple words.
Word Combiner	18–23 months	Short, mini-sentences with simple words Ex: ‘dog bite’ ‘more milk’ ‘go sleep’
Early Sentence User	2–3 years	Knows about 50 words at 24 months; Says around 40 words at 24 months; Speech is becoming more accurate but may still leave off ending sounds; Answers simple questions; Uses short sentences and questions Ex: ‘my ball?’ ‘want more water’

Later Sentence User	3–4 years	Groups objects such as foods, clothes, etc.; Identifies colors; Uses most speech sounds but may distort some of the more difficult sounds such as l, r, s, sh, ch, y, v, z, th. These sounds may not be fully mastered until age 7 or 8; Starts to use grammatically correct sentences;  Enjoys poems and recognizes language absurdities such as, “Is that an elephant on your head?”; Expresses ideas and feelings rather than just talking about the world around him or her; Answers simple questions such as “What do you do when you are hungry?”
Building Fluency & Skilled Speaking	4+ years	Sentence structures become more complex and comprehension expands; Number of known words grow to 2000 by age 5; Develops language comprehension skills and uses imagination; Continues to become more fluent in speaking so that speech is well-understood

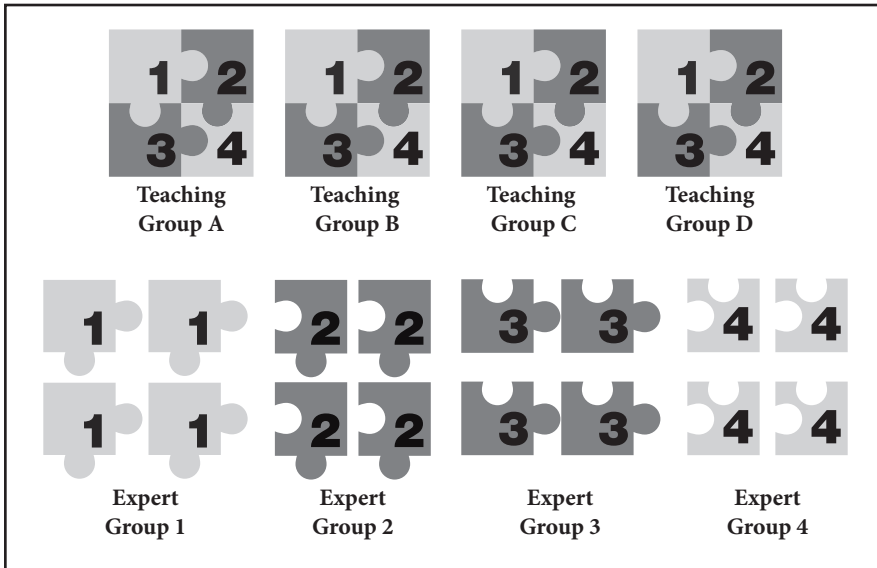
Oral language development is essential for literacy skill development. Pupils with poor language skills will be poor readers, whereas pupils with strong oral language skills can potentially learn to read easier and with less instruction. Teachers can support language development through interactive read-aloud activities and engaging the pupils in discussions about the world around them. First language development provides a solid foundation upon which second language learning can take place. When pupils have solid language skills in their Mother Tongue, they are able to transfer those skills when exposed to a second or third language.

## SECOND LANGUAGE ACQUISITION

Researchers define language acquisition in two categories: first-language development and second-language acquisition. First-language development is a universal process, regardless of Mother Tongue. Babies listen to the sounds around them, begin to imitate them, and eventually start producing words. Second-language acquisition depends upon knowledge in a first language and includes the process a person goes through as he or she learns the elements of a new language - such as vocabulary, phonemes (sounds), grammatical structures, and writing systems.

There are six major stages of second language acquisition, and teachers should be aware of a pupil’s language acquisition phase. Certain instructional strategies are appropriate for each stage.

## Jigsaw Activity (90 min total):



**Step 1 - Teaching Groups (10 min):** Divide into groups of six. This group will be your “Teaching Group”. One or two groups may have seven students. This will be the group to which you will be teaching, and where you will learn from your peers.

- Use the chart paper and marker provided to follow the Teacher Educators’ instructions.

**Step 2 - Expert Groups (20 min):** You will be assigned a number from 1 to 6. You will leave your teaching group and join a new group to learn some new information about second language teaching. When you have learned the new information, you will return to your teaching group and share that information with your peers.

- Review specific material from both the Student Teacher Resource Book and the materials handed out by your Teacher Educators so that you can share this information with your peers in the next step. It is important for you to understand the material because you will be responsible for teaching your peers.

**Step 3 - Teaching Groups (45 min):** After you have built a solid understanding in your “expert” group, you will be presenting to your “teaching” groups. The teaching should be your original group where you created the KWL chart. Each Student Teacher will take a turn presenting the information learned in the “expert” groups - the rest of the group takes notes while the expert presents. Each presentation should take 5-7 minutes.

**Step 4—Synthesis and Reflection (15 min):** Once all “experts” have presented to the teaching group, return to the KWL. Each member of the group should note (under ‘L’) one new piece of information they have learned.

## The Six Stages of Second-Language Acquisition

Stage	Description	Duration of Language Learning	Pupil Characteristics	Sample Teacher Prompts
<b>Pre-Production</b>	The “silent period,” when the pupil takes in the new language but does not speak it. This period often lasts six weeks or longer, depending on the individual.	0–6 Months	<ul style="list-style-type: none"> <li>• Low comprehension</li> <li>• Does not verbalize</li> <li>• Nods “Yes” and “No.”</li> <li>• Draws and points.</li> </ul>	<ul style="list-style-type: none"> <li>• Show me...</li> <li>• Circle the...</li> <li>• Where is...?</li> <li>• Who has...?</li> </ul>
<b>Early production</b>	The pupil begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language. There will be many errors in the early production stage.	6 mos to 1 yr	<ul style="list-style-type: none"> <li>• Limited comprehension</li> <li>• Gives one- or two-word responses</li> <li>• Uses key words and familiar phrases</li> <li>• Uses present-tense verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Yes/no questions</li> <li>• Either/or questions</li> <li>• Who...?</li> <li>• What...?</li> <li>• How many...?</li> </ul>
<b>Speech Emergent</b>	Speech becomes more frequent, words and sentences are longer, but the pupil still relies heavily on context clues and familiar topics. Vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions.	1–3 years	<ul style="list-style-type: none"> <li>• Better comprehension</li> <li>• Can produce phrases and simple sentences</li> <li>• Makes many grammar and pronunciation errors</li> <li>• Frequently misunderstands jokes</li> </ul>	<ul style="list-style-type: none"> <li>• Why...?</li> <li>• How...?</li> <li>• Explain...</li> <li>• Questions requiring phrase or short sentence answers</li> </ul>



Stage	Description	Duration of Language Learning	Pupil Characteristics	Sample Teacher Prompts
<b>Beginning Fluency</b>	Speech is fairly fluent in social situations with some errors. New contexts and academic language are challenging and the pupil will struggle to express him/herself due to gaps in vocabulary and appropriate phrases.	2–4 years	<ul style="list-style-type: none"> <li>• Comprehension is improving</li> <li>• Produces simple and complex sentences</li> <li>• Commonly makes grammar and pronunciation errors</li> <li>• Frequently misunderstands jokes</li> </ul>	<ul style="list-style-type: none"> <li>• Why...?</li> <li>• How...?</li> <li>• Explain...</li> <li>• Questions requiring longer sentence answers</li> </ul>
<b>Intermediate Fluency</b>	Communication in the second language is fluent, especially in social language situations. Despite near-fluent speech in new situations or in academic areas, there will be gaps in vocabulary knowledge and some unknown expressions. There are very few errors, and the pupil's able to demonstrate higher order thinking skills in the second language.	3–5 years	<ul style="list-style-type: none"> <li>• Has excellent comprehension</li> <li>• Makes few grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>• What would happen if...?</li> <li>• Why do you think...?</li> <li>• Questions requiring more than a sentence response</li> </ul>

Stage	Description	Duration of Language Learning	Pupil Characteristics	Sample Teacher Prompts
<b>Advanced Fluency</b>	The pupil communicates fluently in all contexts and can maneuver successfully when exposed to new academic information. At this stage, the pupil may still have an accent and use idiomatic expressions incorrectly at times, but is essentially fluent and comfortable communicating in the second language.	5–7 years	<ul style="list-style-type: none"> <li>The pupil has a near-native level of speech.</li> </ul>	<ul style="list-style-type: none"> <li>Decide if...</li> <li>Retell...</li> </ul>

How long does it take for a language learner to go through these stages? Just as in any other learning situation, it depends on the individual. One of the major contributors to accelerated second language learning is the strength of first language skills. The general consensus among researchers is that it takes between five to seven years for an individual to achieve advanced fluency. This generally applies to individuals who have strong first language and literacy skills. If an individual has not fully developed first language and literacy skills, it may take between seven to ten years to reach advanced fluency.

- For Early Production pupils, questions that require a one-word response, such as yes/no and either/or questions, are acceptable. You also want to begin asking pupils at this stage questions that require a phrase or short sentence.
- Speech Emergence and Beginning Fluency pupils should be asked to answer questions that require a short-sentence response. It is OK to sometimes ask these pupils questions requiring a multiple-sentence response, but it is NOT OK to ask them questions requiring a pointing or one-word response.
- Intermediate and Advanced Fluency pupils should be asked questions that require a lot of verbal output.

You can use tiered questions to include all learners in whole-class activities or one on one to check comprehension or content learning. To accomplish this, you will need to know each pupil's stage of language acquisition.

# THE IMPORTANCE OF ORAL LANGUAGE

## **Brainstorming:**

Work in groups of five to discuss each question.

1. Discuss a time when you understood a concept but could not teach it to someone else. Why not?
2. What vocabulary have you learned since starting your college education? Do you use those words to talk with your family?

Oral language skills are the skills we need to effectively communicate our ideas and understand one another. Vocabulary refers to the words we must know to communicate effectively. Researchers often refer to four types of vocabulary:

- Listening
- Speaking
- Reading
- Writing

## **Knowledge of the language structure supports reading**

Knowing how words are used in phrases and sentences during oral language activities helps pupils know what to expect when reading, writing, and responding to text. Knowledge of a language's structure is acquired through speaking and listening—and it gives the reader clues to what kind of word, such as a noun, verb, adjective, preposition, etc. should come next in a sentence. This knowledge helps support reading comprehension because pupils unknowingly predict upcoming words.

## **Oral Language familiarizes pupils with language structures they will encounter in books**

When young children are exposed to rich, diverse, and complex language, they are able to understand more complex texts. Additionally, when a pupil is familiar with a certain structure of oral language—stories, poems, etc.—then he or she is prepared for that structure in writing. The pupil will only need to learn the content, not the structure itself.

## **Oral Language builds a base for reading comprehension**

**Receptive language skills** (listening and reading) are much stronger than **expressive language skills** (speaking and writing). A pupil's receptive vocabulary contains more known words than his expressive vocabulary. Therefore, the more experience a child has in receiving language (being talked to), the better prepared he is to understand reading. The more experience a child has in expressing language (talking to others), the better prepared he is for writing. Oral language skills are the base for all literacy activities.

## Functions of oral language

Language serves several basic functions for individuals to deal with daily physical, social, and emotional needs.

Language is how people:

1. express their needs;
2. give instructions;
3. form relationships with others;
4. and express their feelings, opinions, and identity.

Language is also used to:

1. deal with worldly needs, such as to gain knowledge;
2. tell stories;
3. convey information.

These last three functions are necessary for academic experiences. When parents and caregivers engage a child in understanding and responding to questions, stories, and information, that child is better prepared to understand what is read and respond to teachers when he becomes a pupil.

## Teachers need to use and build up pupils' oral language

Since oral language skills are the basis for reading comprehension, it is important for teachers to focus on supporting pupils in increasing their oral language skills. A good way to do this is to expose the pupils to oral stories, poetry, riddles, songs, etc., particularly forms that are similar to the pupils' home **oral traditions** (how language is used within the family through telling stories, sharing ideas, singing songs, etc.).

Building on familiar oral traditions, teachers are able to create oral traditions associated with school and possibly with a second language. Building oral language is very important for second language learners.

### Activity 1: Using and Building Pupils' Oral Traditions:

Work in groups of 4-6 members to discuss the following questions:

1. What oral traditions do pupils bring to school?
  - Based on your experiences, what are the Mother Tongues of the pupil population in your region?
  - What are some of the stories/folklore, poems, lullabies, clapping games or rhymes that these pupils might already know from parents, grandparents, siblings or neighborhood friends?

2. How can teacher USE some of these oral traditions in school?
  - Think of some possibilities and create specific examples. (acting out a play, reciting poetry, story-telling by the teacher, etc.)
3. Often, pupils have to learn a new language at school, such as English. How might teachers BUILD (create) pupils' oral traditions in a new language?
  - Think up some original ideas and create specific examples. (for example, teaching poems and clapping games, by telling simple stories in the new language, reading small books aloud in the new language, using simple games, etc.)

## ASSIGNMENTS

### Reflective Journal Entry:

Write a 2-page reflection on the following questions.

1. What are the stages of first and second language development?
2. How can teachers build pupils' oral language skills?
3. Why is oral language important?

### Reflective Journal #2 (After the Tutorial)

1. What does Cummins Model represent?
2. What is 'language facilitation' and what are some characteristics of Hausa, English, and other local languages that facilitate language learning?
3. What is 'language interference' and what are some characteristics of Hausa, English, and other local languages that interfere with language learning?
4. How do these characteristics of language and language learning impact teaching activities for primary grade pupils?

### Reading:

Complete the Topic 5 reading before attending the Topic 5 class. Be prepared to discuss all content and engage in activities.

### Supplementary Reading and Blended Learning Activities

- SIL International (2016). *Good Answers to Tough Questions*. [https://www.sil.org/system/files/reapdata/73/94/24/73942425295894711671703678534219133534/sil\\_2016\\_good\\_answers\\_to\\_tough\\_questions.pdf](https://www.sil.org/system/files/reapdata/73/94/24/73942425295894711671703678534219133534/sil_2016_good_answers_to_tough_questions.pdf)  
pages 44-47
- Topic 4 module in Commcare

## Topic No. 5: **PHONOLOGICAL AND PHONEMIC AWARENESS**

### **Learning Outcomes:**

At the end of this session, Student Teachers should be able to:

1. Distinguish between phonological and phonemic awareness.
2. Explain why phonological and phonemic awareness is important in learning to read.
3. Explain what systematic and explicit instruction means in terms of the developmental progression of phonological awareness skills.
4. Demonstrate systematic and explicit instruction of phonological and phonemic awareness skills using using a primary grades curriculum.
5. Design instructional activities that can be used at each developmental stage of phonological and phonemic awareness.
6. Peer-evaluate student demonstrations of phonological and phonemic awareness instruction (in the tutorial hour).

## THE IMPORTANCE OF PHONOLOGICAL AND PHONEMIC AWARENESS IN READING

### **Brainstorming:**

Work in groups of 5 to brainstorm possible answers.

1. What are the sounds in the word 'school'?
2. Why is it important for children to be able to hear the individual sounds of the language?

**Phonological awareness** is a term that describes the awareness of the sound structure of a language. Many children have difficulty understanding that language is made up of individual sounds, and weakness in phonological awareness leads to reading failure (Cardoso-Martins, 1995; Elkonin, 1973). Some important words to know are: **phoneme**: the smallest individual unit of sound in a word. For example, the English word cat has three phonemes, or sounds: /k/ /æ/ /t/; and **syllable**: a unit of language that is larger than an individual sound (phoneme) and consists of a vowel alone or a vowel and one or more consonant sounds.

Phonological awareness is the ability to hear, distinguish, produce, and work with the sounds in words, and is a completely aural/oral language skill that children need to master in order to learn to read and spell. Phonological awareness is broken down

into four developmental levels: word, syllable, onset-rime, and phoneme. Phonological awareness instruction in rhyming, clapping syllables, identifying onset and rimes of words, and blending, segmenting, and manipulating individual phonemes builds a strong foundation for **phonemic awareness** (Blachman, Ball, Black, & Tangel, 2000). Phonemic awareness is being aware of the individual sounds in words and is the highest level of phonological awareness.

There is a general progression when children develop phonological awareness skills. Hearing larger units (individual words in sentence) is easier than hearing smaller units (individual sounds in a word). Pupils tend to first notice that some words end with the same sounds or syllables; they hear sounds that rhyme (*fat* and *cat*). Pupils then become aware that a sentence is made up of words. They then learn to identify syllables, and are able to identify words that do/do not begin with the same sound or syllable (*cat* and *can* begin with the same sound, but *cat* and *fat* do not begin with the same sound). Pupils are then able to blend and segment syllables. At more complex levels, pupils begin to hear and identify individual sounds in words (blend the sounds /m/ /a/ /n/ to say the word *man*). Next, they learn to blend, segment, and manipulate these individual sounds to read words and to make new words (the word is *fan*—change the /n/ sound to /t/, what is the new word? *fat*).

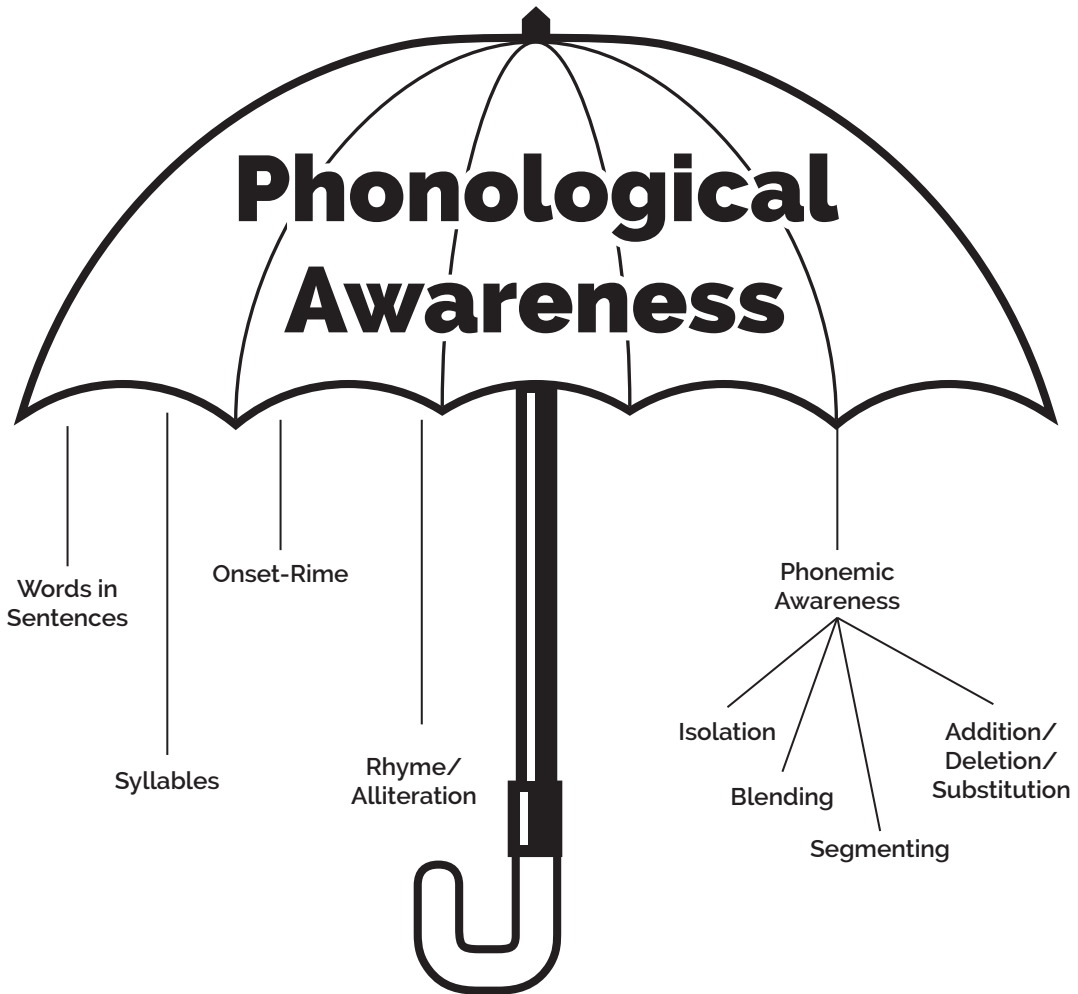
Phonological and phonemic awareness instruction helps children improve their word reading skills, which leads to better reading comprehension. To understand what they are reading, pupils must be able to read quickly. Evidence from research shows that the main difference between good and poor readers is phonological awareness skills. A pupil who is unable to segment a word into syllables and individual sounds is likely a poor reader (Lyon, 1995). Phonological awareness is later paired with the alphabetic principle to help pupils see that sounds are associated with letters in a predictable way. For this reason, phonological awareness instruction also helps children learn how to spell. It is important for pupils to have class time to play with the sounds of the language. Some pupils may have difficulty learning and producing sounds, but with practice they will improve. Phonemic awareness is the most difficult level for pupils to learn, but is the most important for reading success. When teaching phonological awareness skills, teachers do not use letters or word cards.

This is a completely aural/oral skill.

Remember that most pupils can acquire the skills for phonological and phonemic awareness and can quickly acquire these skills with formal instruction. Phonemic awareness should be part of daily reading instruction for beginning readers.

# Phonological Awareness, Phonological Awareness, and Phonemic Awareness

Phonological awareness is the general appreciation of how language can be divided into its components. For example, we speak in sentences. Sentences can be broken down into words, words into syllables and then onset-rime. When the word is broken down into its smallest part, individual sounds (or phonemes), the term “phonemic awareness” is used. Phonemic awareness is a sub skill of the broad category of phonological awareness.





## Phonemic Awareness Skills Instruction

**Phoneme isolation** - Children recognize individual sounds in a word.

Teacher: "What is the first sound in van?"

Pupils: "The first sound in van is /v/."

The first phoneme in a syllable is the easiest for children to identify, then the final phoneme, then the middle phoneme.

**Phoneme identity** - Children recognize the same sounds in different words.

Teacher: "What sound is the same in fix, fall, and fun?"

Pupils: "The first sound, /f/, is the same."

**Phoneme categorization** - Children recognize the word in a set of three or four words that has the "odd" sound.

Teacher: "Which word doesn't belong? Bus, bun, rug."

Pupils: "Rug does not belong. It doesn't begin with /b/."

**Phoneme blending** - Children listen to a sequence of separately spoken phonemes, and then combine the phonemes to form a word. Then they write and read the word.

Teacher: "What word is /b/ /i/ /g/?"

Pupils: "/b/ /i/ /g/ is big."

**Phoneme segmentation** - Pupils break a word into its separate sounds, saying each sound as they tap out or count it. Then they write and read the word.

Teacher: "How many sounds are in grab?"

Pupils: "/g/ /r/ /a/ /b/. Four sounds."

**Phoneme deletion** - Pupils recognize the word that remains when a phoneme is removed from another word.

Teacher: "What is meter without the /m/?"

Pupils: "Meter without the /m/ is eater"

**Phoneme addition** - Children make a new word by adding a phoneme to an existing word.

Teacher: "What word do you have if you add /s/ to the beginning of park?"

Pupils: "Spark."

**Phoneme substitution** - Children substitute one phoneme for another to make a new word.

Teacher: "The word is bug. Change /g/ to /n/. What's the new word?"

Pupils: "Bun."

# INTRODUCTION TO SYSTEMATIC AND EXPLICIT INSTRUCTION

## Brainstorming:

Work in groups to answer the following question:

1. Which is better: learning to cook on your own, or learning to cook with someone giving you instructions?
2. Why?

**Systematic instruction** refers to the sequence of skills taught—there is a logical order and progression to teaching reading skills. For example, the teacher will teach rhyming to pupils before teaching phoneme segmentation. For other areas of reading instruction, the order of lessons follows a systematic progression which matches the order in which pupils will most easily learn and understand the skills. Systematic instruction in early reading skills is more effective than non-systematic instruction (Honig, Diamond, & Gutlohn, 2006).

**Explicit instruction** refers to the way that teaching is done. Explicit instruction is direct instruction of what the students are to learn. Effective instruction uses the ‘I do, We do, You do’ model. First, the teacher models or shows the students how to use the new skill (I do). Next, the teacher and students practice the skill together (We do). Finally, the teacher watches as the students practice the skill on their own and provides corrective feedback (You do).

Each step of the ‘I do, We do, You do’ model should use a novel example so that the pupils are not simply repeating what they have heard. The teacher provides support for the pupils as they learn new skills, and gradually releases the learning responsibility to the pupil as he/she is able to independently use the skill. Higher levels of phonological and phonemic awareness should be taught using explicit instruction. The teacher should model activities from each level of phonological and phonemic awareness, guide the pupils in practice at

**I do:** Listen as I say the first sound in a word: the word is *man*. The first sound in *man* is:

Teacher says /m/

**We do:** Let’s work together to say the first sound in the word *cat*. The first sound in *cat* is:

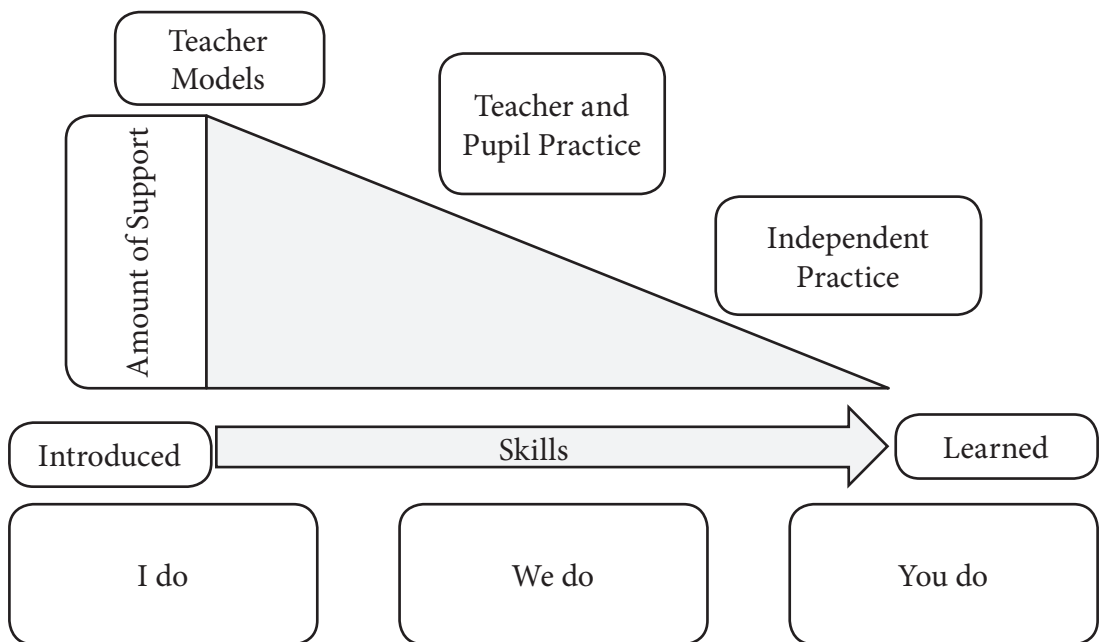
Teacher and students say /k/

**You do:** Let me hear you say the first sound in a word: the word *dog*. The first sound in the word *dog* is:

Students say /d/

each level, and monitor students as they demonstrate the skills they have learned (Armbruster, Lehr, & Osborn, 2001). The 'I do, We do, You do' methodology is called the gradual release model and is used for all of the 5+2 areas of reading instruction.

### Gradual Release Model:



### What if the pupils answer incorrectly or practice the skill wrong during the 'We do' or 'You do' steps?

This is an important question, and teachers need to know how to correct pupils who provide incorrect answers during the 'We do' and 'You do' steps of the learning process. If one or more pupils answer incorrectly, DO NOT embarrass the student or call attention to the mistake. Simply say, "I hear some incorrect answers. Listen and watch me as I show you again." Then, go back to the 'I do' step and model the skill again. Next, ask the pupils to practice with you, using a new example and listen to see if they answer correctly. If many pupils still make mistakes, go back and re-teach the skill from the beginning. If only a few pupils make mistakes, work with those students individually. The problem may be that the skill is too difficult and you need to teach a skill from earlier in the developmental progression.

### Activity: Practice

Work in pairs to practice delivering instruction to one another. Either use the curriculum indicated, or use a local basic primary curriculum to practice this activity.

1. (8 min) Turn to page 20 in the *Let's Read!* Teacher's Guide (P2, Term 1). You have already seen the Teacher Educator use the gradual release model. Pair up in groups of two and practice teaching the Letter 'T' song to one another. Everyone should have a turn to be the teacher and a turn to be the pupil.
2. (8 min) Now, look at the Alphabetic Principles section of the lesson. Again, pair up and make sure each person takes a turn as the teacher and a turn as the pupil.
3. (8 min) Now, turn to page 23 in the *Let's Read!* Teacher's Guide. Again, pair up and make sure each person takes a turn as the teacher and a turn as the pupil. Occasionally, the pupils will make mistakes or practice incorrectly. This time, if you are the pupil, make a mistake. If you are the teacher, return to the 'I do' stage and provide corrective feedback.

### Activity: Think—Pair—Share

1. Work in your pairs. First, think about your answers to these questions. After 2 minutes, talk to your partner. What did you notice as each person practiced teaching using the gradual release model?
2. How did you feel as the pupil learning a new skill?

## ASSIGNMENTS

### Phonological Awareness Lessons

These activities will be used during the tutorial hour.

Using the Student Teacher Resource Book and a basic primary curriculum (such as the *Mu Karanta!*) Teacher Guide, develop two lessons in phonological awareness. Identify the type of phonological awareness skill being taught and include the three stages of the gradual release model.

### Reflective Journal Entry:

To be completed after the tutorial session

1. Reflect on your practice during the tutorial session. What is one area of the gradual release model of instruction where you performed well? What is one area where you need to improve?

2. Why should teachers learn how to instruct phonological awareness skills, including phoneme awareness?
3. What levels of phonological awareness will be difficult for students to learn, and how can teachers be sure students understand?

### **Reading:**

Complete the Topic 6 reading before attending the Topic 6 class. Be prepared to discuss all content and engage in activities.

### **Supplementary Reading and Blended Learning Activities**

- Armbruster, B., Lehr, F., & Osborn, J. (2001). *Put Reading First*. National Institute for Literacy. <https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>  
pages one-ten
- Topic 5 module on Commcare

## Topic No. 6: **WORD IDENTIFICATION**

### **Learning Outcomes:**

At the end of this session, Student Teachers should be able to:

1. Discuss the importance of phonics for reading
2. Explain how phonemic awareness supports phonics skills
3. Identify what skills are important for instruction
4. Analyze basic primary curriculum for phonic elements.
5. Demonstrate instructional strategies for phonics instruction (in tutorial)
6. Evaluate peers' phonics instruction (in tutorial)

### **WHAT IS PHONICS?**

#### **Brainstorming:**

Work in groups of five to brainstorm possible answers to the following questions.

1. How does knowing the sounds /a/ /k/ and /t/ help you read the word 'cat'?
2. To read the word 'bag', what do you need to know?

**Phonics** is a way of teaching pupils that 1) sounds and spellings are related in predictable ways and 2) this knowledge can be used to decode unknown words (National Early Literacy Panel, 2008). Phonics is an important part of effective reading instruction. Phonemic awareness paves the way for phonics. When pupils have strong phonemic awareness skills and understand the alphabetic principle, phonics skills are much easier to learn.

#### **Why is phonics predictable in many African languages such as Hausa, but often unpredictable in English?**

IN many African languages, each letter represents a single sound, and each sound can be written only one way. In English, however, one letter can represent more than one sound, and one sound can be spelled different ways. The table below compares Hausa sound/spelling patterns and English sound/spelling patterns. While the Hausa sound/spelling system is quite straightforward, the English alphabet has 26 letters that represent 44 sounds in over 350 different ways (Reutzel & Cooter, 2016)! This means that teachers of English need to teach phonics rules and relationships to pupils.

Hausa		English	
Sound	Spelling	Sound	Spelling
/b/ bawo; bera	b	/s/ city; /k/ cat	c
/d/ dachi; daki	d	/uf/ rough; /O/ though	ough
/ts/ tsada; tsayi	ts	/ow/ couch; /u/ couple	ou
/k/ kamshi, karfi	k	/f/	fish; phone
/tʃ/ ciki; caca	c	/O/	no; row; though
/gy/ gyale	gy	/A/	say; paid; eight

## PHONICS INSTRUCTION

### Brainstorming:

Work in groups of five to brainstorm possible answers to the following questions.

1. Are there any Mother Tongue words that you find difficult to read or spell?
2. Are there any English words you find difficult to read or spell?
3. Think about the following sets of words: [cat, sat, fat]; [egg, gym]; [bit, bite]. What do you notice?
4. How would you teach a pupil to read and spell the words in number 3?

### Which Skills Are Important?

**Letter names/sounds:** Pupils should learn to identify and write each letter and name the sound(s) it represents. Some common issues related to letter/sound relationships are included in the following table.

C Principle	The letter C is a consonant and does not have its own sound. Instead, it represents the /k/ sound; however, when followed by the letters E, I, or Y it usually represents the /s/ sound.
G Principle	The letter G represents the /g/ sound; however, when followed by the letters E, I, or Y it usually represents the /j/ sound.
CVC Principle	Usually, when a vowel is between two consonants it represents the 'short' vowel sound, such as in the words <i>cat</i> , <i>let</i> , <i>hit</i> , <i>hop</i> , and <i>cut</i> .

Vowel Digraphs	When two vowels appear together between consonants, the first vowel represents the ‘long’ sound and the second vowel is not pronounced, particularly with the vowel combinations <i>oa</i> , <i>ee</i> , and <i>ay</i> . Examples include the words <i>coat</i> , <i>feel</i> , and <i>say</i> .
VCE Final E Principle	When two vowels are separated by a consonant and the final vowel is the letter E at the end of a word, the first vowel represents the ‘long’ sound and the E is not pronounced. Examples include the words <i>cake</i> , <i>note</i> , and <i>bite</i> .
CV Principle	When a word has a consonant and then a vowel, the vowel usually represents the ‘long’ sound. Examples include the words <i>no</i> , <i>thru</i> , and <i>be</i> .
R-Controlled Vowels	When a vowel appears just before the letter R, the vowel makes very little sound. Some examples include the words <i>bird</i> , <i>farm</i> , <i>burn</i> , and <i>first</i> .

### Special Consonant Patterns

Single Consonants	Most consonants represent a single sound. Consonants should be taught in the order of their frequency (not the order of the alphabet) and the most common sound for those which represent multiple sounds. For example, in the <i>Let’s Read!</i> curriculum, letter names and sounds are taught in the first five weeks in the following order: A, M, S, T, F, I, R, & D. As they are taught, the letter C representing the sound /k/, the letter S representing the sound /s/, and G the letter representing the sound /g/ are taught before the alternate sound representations listed in the table above.
Consonant Digraphs	Two consonants together represent one sound. Examples include <i>th</i> , <i>sh</i> , and <i>ch</i> in the words <i>think</i> , <i>shall</i> , and <i>church</i> .
Consonant Blends	Two or more consonants together and all consonant sounds are pronounced. Some examples include <i>sm</i> , <i>bl</i> , <i>sk</i> , <i>str</i> , and <i>scr</i> in the words <i>small</i> , <i>blend</i> , <i>straw</i> , and <i>scream</i> .
Double Consonants	Two of the exact same consonants together represent a single consonant sound. Some examples include <i>bb</i> , <i>ll</i> , <i>pp</i> , and <i>tt</i> in the words <i>bubble</i> , <i>tell</i> , <i>apple</i> , and <i>better</i> .



## Special Vowel Patterns

Schwa	Often, a vowel letter will represent the /uh/ sound. Some examples include the words <i>around</i> , <i>bottom</i> , and <i>family</i> .
Diphthongs	Two vowels together that represent a single, glided sound. Some examples include <i>oi</i> and <i>oy</i> in the words <i>boil</i> and <i>toy</i> .
Y Rules	The letter Y does not represent its own sound. Instead, it represents either the 'long' vowel sound /E/ or the 'long' vowel sound /I/

## Effective Instruction

**Explicit and Systematic Instruction:** This means teaching letter/sound patterns in the order of frequency, and teaching them in a very direct way so that pupils understand the letter/sound relationship. It also means using the I Do, We Do, You Do Gradual Release Model to ensure pupils learn the skills being taught.

**Instruction and Review with Brief Lessons:** Pupils should receive phonics instruction and engage in practice every day. Each lesson should only be 10 to 15 minutes long, and should include plenty of time for pupils to practice the current skill and review previous skills.

**Word Families:** Teaching pupils to recognize reliable letter/sound patterns supports decoding skills. The following chart indicates samples of word families (groups of words that share a letter/sound pattern).

Word Family	Examples
-at	cat, rat, sat, mat, fat
-ip	tip, rip, sip, nip, trip, flip
-ank	bank, sank, tank, yank
-est	best, rest, nest, pest
-ack	tack, back, lack, slack
-ide	hide, ride, side, tide, wide

**One Skill per Lesson:** Phonics lessons should be focused, and only one new skill should be introduced at a time. Then, in later lessons, the skills can be reviewed and practiced.

**Sight Words:** These are words that cannot be 'sounded out' and must be learned by sight recognition. As pupils' reading skills improve, their sight word vocabulary

grows. For older pupils, the term “sight word vocabulary” refers to all the words a pupil recognizes by sight, including words that can be decoded and the pupil has memorized.

**Time Reading Connected Text:** Pupils will need to apply their newly learned skills. The best way to do this is to spend time reading connected text (paragraphs or stories using full sentences, not single words or word lists).

**Link Phonics to Spelling:** Instruct pupils to use the letter/sound patterns they are learning to spell and write words. As soon as the pupils learn the letter/sound relationship for a vowel and one or more consonants, they can begin spelling and writing activities. Linking spelling and writing activities helps to build pupils’ phonics and reading skills. For example, in the *Let’s Read!* curriculum, the pupils learn the letters A, M, S, T, F, and I in the first few weeks. They will be able to spell and write the words am, as, and at. Later, they can build longer words that are part of the -am, -as, and -at word families.

A **scope and sequence** is the order in which the content is taught. Scope refers to the specific content that is included in the curriculum, while sequence refers to the order in which those contents appear. By examining the scope and sequence for a curriculum, teachers and administrators can see the big picture of how the pupils will learn necessary concepts.

### Activity: Scope and Sequence

Open the English language basic primary curriculum (*Let’s Read!* P3 Term 1) Teacher guide to the scope and sequence, at the end of the book. Review the scope and sequence chart. Working in small groups, answer the following questions:

- What skills do phonics teach?
- What do you notice about the order of letters/sound introduced?
- Are pupils potentially able to read/write and words after the first few weeks?
- How is the vocabulary related to the letter/sounds introduced?

### Activity: Sight Words and Word Identification Skills

Ensure that you have a copy of the English language basic primary curriculum (*Let’s Read!* P3 curriculum). Work in groups of five to identify the phonic elements in the Sight Word and Word Identification activities across several lessons. Reflect on the following questions:

1. What phonic elements are taught?
2. How do the activities reflect the gradual release model?

# ASSIGNMENTS

## Teaching and Learning Materials:

Teacher Educator will assign weeks of the English language basic primary curriculum (*Let's Read!*) to each Student Teacher. (P3 Term 1, not including review weeks, P3 Term 2, not including review weeks, and P3 Term 3, not including review weeks) until every student has been assigned their own week of the English curriculum. Some Student Teachers may be assigned the same weeks, as there are only 24 total weeks in P3 (due to six total review weeks). Student Teachers will work independently to create the instructional materials (flash cards, pictures, etc.) needed for teaching the week's Sight Words and Word Identification sections.

These materials will be used for practice in the tutorial session.

## Reflective Journal Entry:

To be completed after the tutorial session.

Write a two–three page response to the following questions:

1. Why is phonemic awareness important for phonics?
2. Why do pupils need to learn phonics skills?
3. What skills are necessary for a pupil to be able to read?
4. Reflect on your practice during the tutorial session. What is one area where you performed well? What is one area where you need to improve?
5. What areas of phonics will be difficult for students to learn, and how can teachers be sure pupils understand?

## Reading:

Complete the Topic 7 reading before attending the Topic 7 class. Be prepared to discuss all content and engage in activities.

## Supplementary Reading and Blended Learning Activities

- Armbruster, B., Lehr, F., & Osborn, J. (2001). *Put Reading First*. National Institute for Literacy. <https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>  
pages 11-20
- Topic 6 module on Commcare

## Topic No. 7: **VOCABULARY INSTRUCTION**

### **Learning Outcomes:**

At the end of this session, Student Teachers should be able to:

1. Explain the role vocabulary knowledge plays in reading and writing development.
2. Design instruction that fosters oral language development in young children.
3. Classify vocabulary words in terms of tiered instruction.
4. Demonstrate effective vocabulary instructional strategies.

## EFFECTIVE VOCABULARY INSTRUCTION

### **Brainstorming: Think-Pair-Share:**

Work in groups of two–three to recall the course reading for the week and discuss the following questions:

1. How do we develop our vocabulary?
2. Why is vocabulary important for reading?
3. List some ideas you have about explicit vocabulary instruction.

### **Vocabulary Knowledge Supports Reading**

Young children need to develop their vocabulary to become skilled readers and writers. Beginning readers must use the words they hear orally to make sense of the words they see in print. Children who hear more words spoken at home learn more words and enter school with better vocabularies. This larger vocabulary pays off as a pupil progresses through school. Learning, as a language based activity, is primarily and greatly dependent upon vocabulary knowledge. Learners must have access to the meanings of words that teachers, other adults, friends, books, videos etc. use. Vocabulary growth positively affects comprehension. Breadth and depth of word knowledge also has to be considered. Vocabulary knowledge is directly related to comprehension. Improved vocabulary instruction increases comprehension more than any other intervention. Fluent word recognition affects comprehension. Vocabulary instruction should not be limited to the language classroom, in fact, teachers should teach vocabulary in all classes and provide pupils with opportunities to use new vocabulary throughout the school day. Pupils learn vocabulary by the following ways:

- They engage daily in oral language,
- They listen to adults read to them,

- They read widely on their own,
- The meaning of the word is taught directly to them (explicit instruction).

Pupils do not learn the meaning of a new word or use it in speaking and writing simply after hearing it once or by reciting the definition. To understand a word so that they can use it in speaking and writing, a pupil must hear the word many different times and in many different ways. It takes 12 encounters with a word to reliably improve comprehension (McKeown, Beck, Omanson, & Pople, 1985). In fact, there is a continuum of word knowledge to help pupils identify how well they understand a word:

Level 1. “I’ve never seen it before.”

Level 2. “I’ve heard of it, but I don’t know what it means.

Level 3. “I recognize its context--it has something to do with...”

Level 4. “I know it.”

Key ingredients of successful vocabulary development involve two types of vocabulary instruction:

- Teaching Specific Words
- Teaching Word Learning Strategies

### **Remember the Four P’s of Vocabulary Instruction**

- Provide opportunities for reading.
- Preview the text to determine which words to teach.
- Pre-teach meaningful words and phrases.
- Provide explicit instruction and multiple exposures of the vocabulary in reading, writing, listening and speaking activities.

### **Three-tier model for selecting vocabulary to teach**

Beck & McKeown (1985) suggest that to help identify words for instruction, vocabulary can be considered in three tiers. When choosing words for instruction, teachers should consider: a) How useful is the word? b) How does the word relate to other words, and to the ideas that students know or have been learning? and c) How does the word help the pupil understand the text or situation? (Beck & McKeown, 2002).

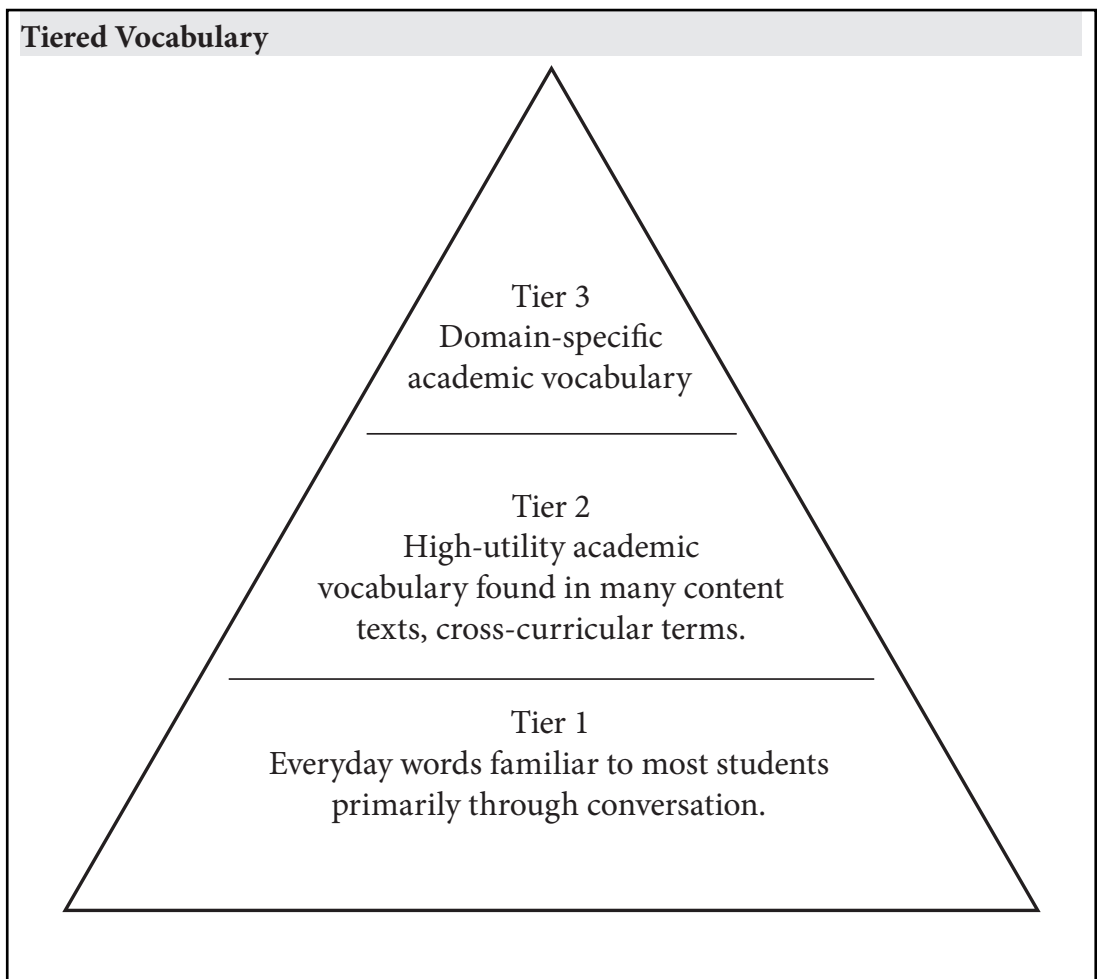
The first tier consists of the most basic words used in every day communication. Words in this tier rarely require instruction for most native students but require instruction for second language learners. The second tier contains words that are of high frequency for mature language users and are found across a variety of content

areas. The third tier is made up of words whose frequency is quite low and often limited to specific content areas. (Beck, McKeown, & Kucan, 2002). Primary school teachers should focus on teaching tier 2 words for familiar languages and tier 1 and tier 2 words for second language instruction.

**Tier 1:** Common words which are the most basic words; pupils will hear them in daily conversations.

**Tier 2:** multiple-meaning words; complex, high utility words, which are used across the disciplines; academic words used by teachers.

**Tier 3:** Sophisticated, content-specific words; low frequency words which are limited to a specific field or discipline.



Look at the table below. It contains sample words from each tier.

Note that Tier 1 words are heard outside of academic settings, that tier 2 words are necessary for understanding the ‘language of school’, and tier 3 words are very specific to certain disciplines (and are rarely heard unless studying specific subjects). Teachers should focus on explicitly teaching Tier 2 vocabulary to pupils, unless they are second language learners. Second language learners need to receive instruction in tier 1 words as well.

Sample Words by Tier		
Tier 1	Tier 2	Tier 3
family	reading	multiplication
travel	solidify	organic
dinner	strange	tectonic
easy	draft	habitat

**Activity: Identifying Tiers of Vocabulary:**

Read the text “In Hiding”. Discuss with your Teacher Educator which words fall into which tiers. Identify words for each tier of vocabulary.

**In Hiding**

The big wolf howled in pain as she left her den. The wolf was hungry and had pups to nurse, but she had not eaten in days. A terrified mouse shivered under a nearby bush. His nest was far away. He could hear the wolf sniff the air as she prowled nearby. The little mouse waited wondering what the ferocious wolf would do next.

In Hiding		
Tier 1	Tier 2	Tier 3

### Pair Activity—Tiered Word Sort:

Sort the following vocabulary words into Tier 1, 2, 3. Write your answers in a separate notebook. Be prepared to share your thought process, why did you choose a specific tier for a specific word?

isotope	justify	predict	lithosphere
feast	big	house	Table
explain	carcinogens	tectonic	mitosis
family	expand	small	summarize

Copy this chart into your notebook to record your answers

Tier 1	Tier 2	Tier 3

### The Importance of Independent Reading

Research has shown that pupils who read even ten minutes a day outside of school experience substantially higher rates of vocabulary growth between second and fifth grade than children who do little or no reading. Rarity and variety of words found in children’s books is greater than that found in adult conversation. However, independent reading is supplementary to high-quality, explicit instruction. Teachers cannot expect pupils to expand their vocabulary solely through independent reading activities because pupils may not gain a correct meaning of the word simply from reading it in context. Pupils require explicit vocabulary instruction on a regular basis in order to build a strong level of vocabulary skill.

### Explicit Vocabulary Instruction Techniques

#### 1. Child-Friendly Definitions

A **child-friendly definition** is when the teacher explicitly teaches the meaning of the word using words that the pupils already know. Formal, dictionary definitions are generally not helpful for children— and simply copying these definitions is even less useful. This is especially true for second language learners (Gersten et al., 2007). Child-friendly definitions, in contrast, use language and examples that connect children’s known concepts to target words (Beck, McKeown, & Kucan, 2002).



The teacher uses multiple examples that are familiar to the pupils in order to clarify their understanding. Pupils should be prompted to brainstorm **examples and non-examples** (samples of how the word CAN be used, and samples of how the word is inappropriate to use). Then, the pupils should use the word in sentences in order to increase their understanding and begin to add the word to their oral vocabulary. A brief, focused instructional sequence for teaching the word ‘enormous’ might include the following steps:

Teacher: Introduces the new word in context: “There was an enormous crocodile in the river.”

Points to the word or writes it on the board: “That word enormous is new. Say it with me.”

Teacher/Pupils: “enormous”

Teacher: Provides a child-friendly definition of the new word: “Enormous means very large. What does enormous mean?”

Pupils: “Very large.”

Teacher: “Can you tell me another way to say ‘very large?’”

Pupils: “Enormous.”

Teacher: “We already said a crocodile is enormous. What are some other animals or things that might be enormous?”

Allow pupils to explore multiple examples of the word beyond the context of the sentence.

“I know that enormous means ‘very large’. So, I know that a mouse is NOT enormous. Can you think of other animals or things that are NOT enormous?”

Pupils give examples of other animals that are not enormous. As a follow-up, the pupils might list or draw animals or objects that are enormous. Prompt children to describe the word’s use from their experiences: “This is a ..... and it is enormous, or, This is a ..... and it is not enormous.”

## 2. Showing Meaning Visually

Pupils do not learn the meaning of a new word or use it in speaking and writing simply after hearing it once or by reciting the definition. Teaching vocabulary is NOT just having the pupils memorize a word’s definition. In order to understand a word so that she can use it in speaking and writing, a pupil must hear the word many different times and in many different ways. One strategy for teaching vocabulary is to show the meaning of the vocabulary word. This can be done in a couple ways:

- (1) Teachers can use pictures that are in books or they can draw their own pictures.

- (2) Teachers can demonstrate or act out that vocabulary word. That this is especially useful for teaching verbs. For example, a teacher can point to the word “applaud” and demonstrate what the word means by clapping his hands together, or point to the word “bend” and demonstrate what the word means by bending over, by bending his arm at the elbow, and then by bending his knee.

The more ways a teacher or pupils can demonstrate a vocabulary word, the easier it will be for the pupils to understand what the word means.

### 3. Using the sentence: Context clues

Another strategy for teaching vocabulary is to have the pupil to use the other words in the sentence to figure out the word. This is a strategy that stronger readers can use, as pupils must understand the syntax (order of words) of the language in order to know what type of word the unknown word can be. This is not the most effective strategy, but can help higher-skilled pupils when they are reading and find themselves ‘stuck’, as only between five and 15 of every 100 unknown words that are read can be learned by context (Beck, Mc Keown, & Kucan, 2002). A sample activity to teach this is below:

Write the story on the board.

*Kaya has a friend.*

*She is the same \_\_\_\_\_ as Kaya.*

*After \_\_\_\_\_, Kaya and her friend \_\_\_\_\_ together.*

*Kaya and her friend like to \_\_\_\_\_ books and sing \_\_\_\_\_.*

The pupils then work together to determine what types of words (people or things, actions, describing words, etc.) can go in each blank and try to figure out the four missing words in the story. Different groups of pupils may have different words, but they should reflect the same type of word for each blank.

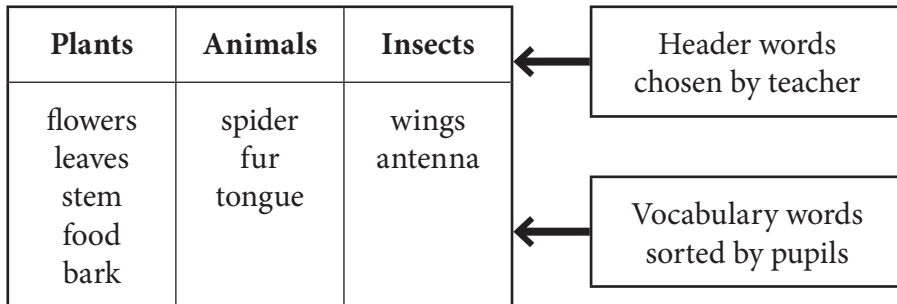
### 4. Categorization/ Word sort

Another strategy for teaching new vocabulary words that are related is teaching words that are in the same category. Pupils will compare, contrast, and sort words according to certain features. These activities allow pupils to explore the properties of words in order to practice/reinforce their knowledge. Some advantages to these activities include: learning word structure, understanding connections, multi-sensory experiences, and using word knowledge to construct meaning. Pupils sort words into different categories, based on header words (the name of each category for the purposes of word sorting). There are two types of word sorts: open sort and closed sort (Pettigrew, 1995).

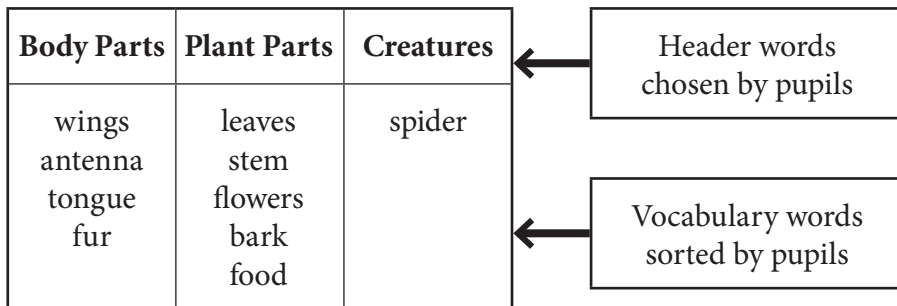
In the examples below, the following words are given for the pupils to sort:

wings, leaves, spider, fur, stem, flower, food, bark, antenna, tongue

Closed Sort is when the teacher tells the students the **header words**. The students then sort the vocabulary words under the category each word represents.



Open Sort is a critical thinking activity. There is no “right way” to do an open word sort, as long as the answers make sense. Students choose the header words and sort the vocabulary words under the category each word represents.



### 5. Multiple Meanings

Some vocabulary words have several different meanings. The words in the sentence can give the pupil a clue about which meaning is the correct meaning for the sentence. Pupils should have an idea about the multiple meanings of the vocabulary word. Below is a sample script for teaching multiple meanings.

Write the following sentences on the board.

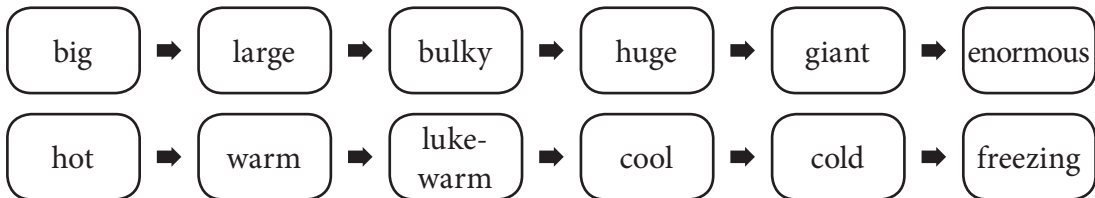
*I saw a bird fly to the top of the tree.*

*There is a fly on the desk.*

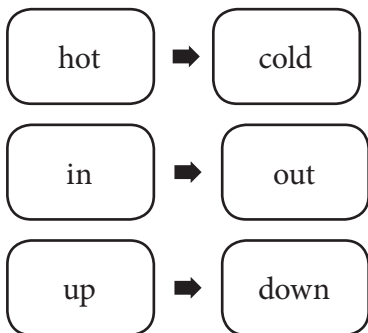
Teacher explains that in these two sentences, the same vocabulary word ‘fly’ is used. In the first sentence, ‘I saw a bird fly to the top of the tree,’ the vocabulary word ‘fly’ means an action: how a bird moves through the air. In the second sentence, ‘There is a fly on my desk,’ the vocabulary word ‘fly’ means an insect. In both sentences, the words in the sentence give the pupil a clue about what whether the word ‘fly’ means to move in the air or an insect.

### 6. Related Words/Continuum

An important strategy for learning new vocabulary words is by understanding how several words are related to each other. Words that represent similar concepts (but to different degrees) can be ordered to show their relation.

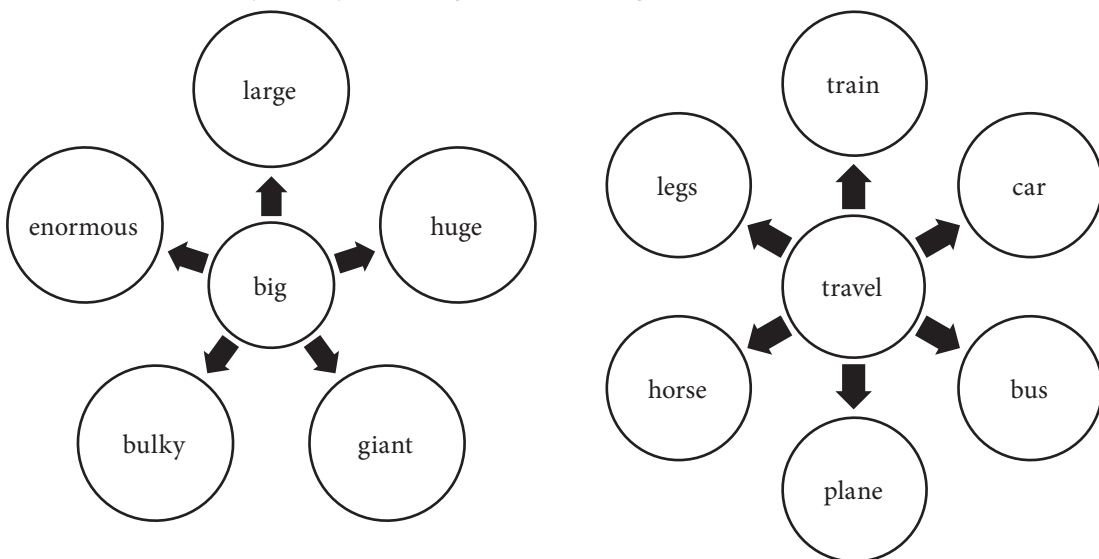


Allow pupils to determine the order of the words in the sequence, and then explain why they ordered them in that way. When pupils have synonyms in different orders, it provides an opportunity for the pupils to deeply discuss the word’s meaning and its relation to the other words. This method can also be used to teach opposites.



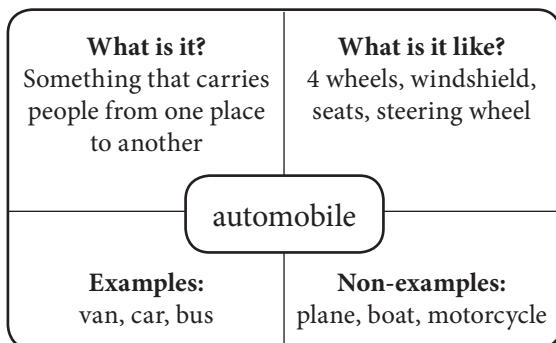
### 7. Semantic Map

A semantic map is another way to visually illustrate relations between words and phrases. This type of graphic organizer helps pupils to determine how a group of words are related, typically focusing around a single concept.



## 8. Concept/Definition Map

A concept map is a visual representation of a word's meaning, including a definition, a description, and both examples and non-examples. The non-examples should be very similar to the examples, but lacking key characteristics (such as wheels, seats, etc. in the example below).



### Group Work - Vocabulary Instruction (10 min):

Work in 8 separate groups. Your Teacher Educator will assign each group one vocabulary strategy (#1-8). Take 10 minutes to develop a five-minute mini-lesson/presentation to teach one or more vocabulary words to the class using the assigned strategy.

### Group Presentations—Explicit Vocabulary Instruction (55 min):

Each group will present their mini-lesson to the entire class, receiving feedback from the Teacher Educator and their peers. Each presentation should not exceed five minutes.

The Teacher Educator will use time cards to show you how many minutes are remaining for your presentation. End your presentation when 5 minutes have elapsed. It is extremely important that all Student Teachers learn time management skills.

## ASSIGNMENTS

### Vocabulary Lessons:

Find a storybook in the early grade resource room (or a story from a basic primary curriculum if no books are available). Choose five (5) tier 2 words which are important for understanding the story and design instructional activities using a different

strategy for each word. Remember to choose a book (or section of a story) that can be read in a few minutes. These activities will be shared during the tutorial session.

### **Reflective Journal Entry:**

Write a 1 or 2-page reflection on the following prompts:

- Why do pupils need to receive instruction on Tier 2 words?
- Describe your favorite vocabulary instruction strategy and why you like it.
- Which strategy will be the most difficult to use, and why?

### **Reading:**

Complete the Topic 8 reading before attending the Topic 8 class. Be prepared to discuss all content and engage in activities.

### **Supplementary Reading and Blended Learning Activities**

- Armbruster, B., Lehr, F., & Osborn, J. (2001). *Put Reading First*. National Institute for Literacy. <https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>  
pages 33-46
- Topic 7 module on Commcare

**Learning Outcome:**

At the end of this session, Student Teachers should be able to:

1. Discuss the link between reading and writing
2. Explain why writing improves reading comprehension
3. Explain each of the 5 types of writing instruction
4. Discuss how the 5 types of writing instruction align with the gradual release model
5. Develop lessons for the 5 types of writing instruction
6. Discuss the steps in the writing process
7. Evaluate peers in the use of the writing process during writing instruction (tutorial)
8. Describe the type of instruction appropriate for each phase of spelling development

## THE LINK BETWEEN READING AND WRITING

**Brainstorming:**

Work in groups of 5 to brainstorm possible answers to the following question.

1. Why are good writers usually good readers and spellers?

Writing instruction is linked to all communication skills, including reading, listening, and speaking. These four skills are closely related to and support reading comprehension.

“Readers don’t have to be writers, but writers have to be readers.” (Murray, 1998, p.44)

A good writer is always a good reader, and usually a good speller. Pupils use books, newspapers, magazines, etc. in many ways. These texts are read to find out information, but pupils are also learning about how text is structured and how authors use language to communicate their ideas. By reading a wide variety of texts, pupils learn how to start a story, what information is necessary to provide a description, and what topics are important (Hansen, 2001). Pupils also learn about word play and language patterns, the structure and sound of print, and how rhymes and predictable words can impact the reader (Piazza, 2003). Pupils can use well-known stories and texts as a ‘jumping off point’ for their own writing. A favorite character can be used to write

a story about a new adventure, or the pupil can use a favorite author’s style when writing.

Reading comprehension improves when pupils are asked to write about what they have read or what they have learned. Writing instruction is appropriate to use for all levels of writers, even very young, emergent writers. Writing about a topic forces the pupil to critically think about what he or she knows, organize that knowledge, and communicate it in a meaningful way. Writing about what has been learned makes that knowledge concrete in the learner’s brain. Through developing their own texts, pupils better understand texts created by authors.

The Language Experience Approach (LEA; Hall, 1978; Veatch, 1976) was designed for emergent readers and writers in the early primary grades. During this process, pupils learn to use their own personal experiences in their writing and reading. Piazza (2003, p.12) summarizes the thought process as:

“What I think, I can say.

What I say, I can write.

What I write, I can read.”

### **Activity: Think, Pair Share**

Work in pairs to discuss the quote above. What does it mean to you?

Teachers can begin writing instruction with young pupils by asking them to talk about an experience—a story they know, something that happens at school or home, or something they like. The teacher writes the pupils’ words and asks questions to gain more information (this is a form of shared writing—see below). Afterward, the pupils learn about the words and sentences that were written, and practice reading the text. These types of activities build concepts of print (Purpose of Print & How Print Works; see the section on School Readiness and Concepts of Print). As pupils learn that their thoughts can be shared, and then written down, they also learn that they can read what others have written down.

## 5 TYPES OF WRITING INSTRUCTION

### **Brainstorming Questions:**

Work in groups of 5 to discuss the following question.

1. When you were in Primary school, how did you learn to write stories and reports?

Like every other type of skill instruction, writing instruction requires teachers to lead pupils through gaining the skills necessary to complete the task on their own.



Below are five types of writing instruction which vary in the amount of support the teacher provides to the pupils. Modeled writing provides the most support, independent writing provides the least support, and shared, interactive, and guided writing provide a range of moderate levels of support.

	<b>Modeled Writing</b>	<b>Shared Writing</b>	<b>Interactive Writing</b>	<b>Guided Writing</b>	<b>Independent Writing</b>
What does it look like?	Teacher does the writing in front of pupils and creates the text	Teacher & pupils create a text together; teacher organizes ideas and does the actual writing	Teacher and pupils create a text and share the actual writing on a board in front of the room by discussing what to write	Teacher presents a structured lesson and writing procedure, and supervises as pupils write.	Pupils use the writing process to write a text. Teacher monitors the progress and provides feedback.
Who does the writing?	Teacher	Teacher	Teacher & Pupils	Pupils	Pupils
Who does the thinking?	Teacher	Mostly Teacher and Pupils help	Teacher and Pupils together	Mostly Pupils and Teacher helps	Pupils
How much support do the pupils receive?	The most: the teacher both “thinks” (talks aloud) and writes	Teacher and pupils plan/ think together. The teacher writes.	Teacher and pupils do the thinking, planning, and writing together	The teacher provides the structure; but the pupils do the thinking, planning, and writing	The least: pupils do the thinking, planning, and writing.

### **Modeled Writing**

**Modeled writing** allows a teacher to demonstrate the strategies that are most effective and helpful for pupils as they write. This type of instruction is extremely important when introducing a new concept or explaining a process to the pupils using a think aloud (Bandura, 1986). A think aloud is when the teacher verbalizes (says) exactly what he or she is thinking as the writing is done. For example, a teacher may say:

“Let me see—what will my topic be? I want to write about trees. My topic can be ‘how trees grow’ or ‘how trees are used.’ I know more about how trees are used, so that will be my topic. Now I will write, ‘How trees are used’ as my title.”

This way the pupils know what the teacher is thinking and why he/she wrote, “How trees are used” as the title of the writing assignment. Modeled writing is a form of explicit instruction where the teacher shows pupils exactly what is expected from them. This is the ‘I Do’ stage of the Gradual Release Model.

### **Shared Writing**

**Shared writing** is when the teacher and the pupils work together to create a written product (McKenzie, 1985). The teacher does all the writing and provides support to the pupils as the text is created. The teacher may ask questions to encourage the students to include more details or clearer description, and may add some information to the text. This type of instruction is most helpful when students need a little more support and instruction before writing on their own. Shared writing can also include Language Experience Approach (LEA; see above) activities for emergent writers.

### **Interactive Writing**

During **interactive writing**, the teacher shares the act of writing with the pupils in order to build their understanding of text and how it is structured. Button, Johnson, and Furgerson (1996) suggest focusing on phonics and linguistic patterns during interactive writing sessions. This type of instruction is best used when emphasizing handwriting and letter formation, spelling, grammar, punctuation, and sentence structure.

### **Guided Writing**

**Guided writing** allows pupils to begin writing on their own. Teachers provide support as the pupils write, circulating around the room to help individual pupils. The teacher may provide a general topic and then allow pupils to expand the topic to suit themselves. This type of instruction requires the teacher to be able to guide pupils as they move through the writing process (see below) at different paces; therefore, the teacher must be familiar with the both writing process and the pupils’ skills. This type of instruction is best used when students have a strong grasp of the skills needed to complete the task and require occasional support from the teacher.

Shared writing, interactive writing, and guided writing are all part of the ‘We Do’ stage of the Gradual Release Model of instruction. Each type of instruction, moving from shared to interactive to guided, releases a little more of the responsibility to the pupils.

### **Independent Writing**

**Independent writing** allows pupils to complete a writing task on their own. The teacher will provide feedback on the completed product, but will not be involved as the pupils write. This type of instruction should only be used when pupils have

acquired the skills necessary to successfully complete the task assigned, and is often used to assess pupils' writing skills progress. Independent writing is the 'You Do' stage of the Gradual Release Model.

## SCRIPTS FOR WRITING INSTRUCTION

### Script: Modeled Writing

Teacher Activity	Pupil Activity
<p>“Hello class. Today we will learn how to list the characteristics of an animal. The animal for today is a lion.”</p>	<p><i>[Pupils are listening and watching.]</i></p>
<p>“First, my list needs a title. I am going to write the title ‘Lion’ at the top of the board.”  <i>[Teacher writes ‘Lion’ at the top of the board.]</i></p> <p>“Now, let me think. A characteristic is a feature, or trait. So, this means a characteristic is something that I can observe about an animal.  <i>[Teacher is doing a think aloud so that the pupils know what she is thinking.]</i></p> <p>“I will picture a lion in my head. The first characteristic I think of for a lion is his big, furry mane.”  <i>[Teacher writes ‘big, furry mane’ on the board under the title.]</i></p> <p>“Another characteristic I think of when I think about a lion is that he has four paws.”  <i>[Teacher writes ‘four paws’ under ‘big, furry mane’.]</i></p> <p>“Hmmm...what else do I know about a lion? I know he eats meat.”  <i>[Teacher writes ‘eats meat’ under ‘four paws’]</i></p> <p>“I also know that a lion can live in Nigeria and sleeps in the afternoon.”  <i>[Teacher writes each of these characteristics in the list.]</i></p> <p>“That’s enough for now. Let’s review the list.”  <i>[Teacher reads the list to the pupils.]</i></p>	<p><i>[Pupils are listening and watching.]</i></p>

**Script: Shared Writing**

Teacher Activity	Pupil Activity
<p>“Hello class. Today I want you to help me as I list the characteristics of an animal. The animal for today is a shark.”</p>	<p><i>[Pupils are listening and watching.]</i></p>
<p>“I will need a title for my list. What should I write at the top of the board?”</p> <p><i>[Teacher writes ‘Shark’ at the top of the board.]</i></p> <p>“I will picture a shark in my head. The first thing I can think of is that a shark lives in water.”</p> <p><i>[Teacher writes ‘lives in water’ under the title.]</i></p> <p>“Picture a shark in your head. What do you know about sharks?”</p> <p>“Yes, sharks are big. We can add that to our list of characteristics.”</p> <p><i>[Teacher adds ‘big’ under ‘lives in water’.]</i></p> <p>“I know that there are many types of sharks.”</p> <p><i>[Teacher adds ‘many types’ to the list.]</i></p> <p>“Can someone add another characteristic to the list?”</p> <p>“Good, let’s add that to our list.”</p> <p><i>[Teacher adds ‘eat fish’ to the list.]</i></p> <p>“Anything else?”</p> <p>“Excellent. A shark has fins. We can add that to our list. Let’s review our whole list.”</p> <p><i>[Teacher adds ‘has fins’ and reads the whole list to the class.]</i></p>	<p>“Shark”</p> <p><i>[Pupils are listening and watching.]</i></p> <p>“They are big.”</p> <p><i>[Pupils are listening and watching.]</i></p> <p>“They eat fish.”</p> <p><i>[Pupils are listening and watching.]</i></p> <p>“They have fins.”</p>

## Script: Interactive Writing

Teacher Activity	Pupil Activity
<p>“Hello class. Today we will work together to list the characteristics of an animal. The animal for today is a crocodile.”</p>	<p><i>[Pupils are listening and watching.]</i></p>
<p>“What should we write as the title?”  <i>[Teacher writes ‘Crocodile’ at the top of the board.]</i></p> <p>“Picture a crocodile in your head. What is one characteristic of a crocodile?”</p> <p><i>[Teacher writes ‘it has scales’ under the title.]</i></p> <p>“What else?”</p> <p>“Yes, it is green. Can you come add that to our list?”</p> <p>“What else?”</p> <p>“A crocodile lives in water and it also lives on land. Let’s add our characteristics to the list.”  <i>[Teacher writes ‘lives on land’.]</i></p> <p>“I also know that a crocodile grows to be very large, so I will add that to our list. Let’s review what we wrote.”  <i>[Teacher adds ‘grow large’ and reads the title and list to the pupils.]</i></p>	<p>“Crocodile”  <i>[Pupils are listening and watching.]</i></p> <p>“It has scales.”</p> <p>“It is green.”  <i>[Pupil goes to board and writes ‘green’ under ‘has scales’, then returns to seat.]</i></p> <p>“It lives in water.”  <i>[Pupil writes ‘lives in water’.] [Pupils are listening and watching.]</i></p>

## Script: Guided Writing

Teacher Activity	Pupil Activity
<p>“Hello class. Today I will help you as you list the characteristics of an animal. The animal for today is a hippopotamus. I will write the title on the board for you.</p> <p>Open your compositions book, write the title at the top, and begin listing the characteristics of a hippopotamus.”</p> <p><i>[Teacher writes the word ‘Hippopotamus’ on the board.]</i></p>	<p><i>[Pupils are listening and watching.]</i></p> <p><i>[Pupils open composition book and write ‘Hippopotamus’ at the top.]</i></p>
<p>“Now, picture a hippopotamus in your head. What characteristics do you think of? Write those characteristics in your list.”</p> <p><i>[Teacher circles room, helping pupils and asking questions.]</i></p> <p>“I see that many of you are writing that the hippopotamus lives in water. Remember that they also live on land.”</p> <p><i>[Teacher looks at one pupil’s list and whispers to him.]</i></p> <p>“Mohammed, why have you written ‘short’ as a characteristic?”</p> <p>“Be more specific and write ‘short legs.’”</p> <p><i>[Teacher continues to circle and provide support.]</i></p> <p>“Well done, class. Let’s finish up and share some of the characteristics we listed for a hippopotamus.”</p>	<p><i>[Pupils begin to write their list.]</i></p> <p><i>[Pupils continue to write their list.]</i></p> <p><i>[Some pupils add this to their list.]</i></p> <p><i>[Pupil whispers back to the teacher.]</i></p> <p>“Because their legs are short.”</p> <p><i>[Pupil corrects his list.]</i></p> <p><i>[Pupils continue to write with teacher support.]</i></p> <p><i>[Pupils take turns sharing one of the characteristics from their list.]</i></p>

## Script: Independent Writing

Teacher Activity	Pupil Activity
“Hello class. Today you will be listing the characteristics of an animal. The animal for today is an elephant.”	<i>[Pupils are listening and watching.]</i>
“Take out your composition book, write the title at the top, and begin listing the characteristics of an elephant.” <i>[Teacher does not provide support to the pupils, but collects the composition books for assessment.]</i>	<i>[Pupils apply what they have learned about creating a list of characteristics. They complete the assignment with no support from the teacher. Instead, they turn in their composition book for assessment when the task is complete.]</i>

### Jigsaw Activity

**Step 1 (10 min):** The class will be divided into “teaching” groups of 5, and each Student Teacher in the group will be assigned a number 1-5. Student Teachers will then regroup into “expert” groups (all 1s together, all 2s together, etc.). Each “expert” group will be assigned one of the five types of writing instruction. Each group will spend 10 minutes, working in pairs or sets of three, reading and practicing the script for their assigned type of instruction. Ensure that the following questions are clarified: What is the teacher doing? What are the pupils doing? Why would a teacher use this instruction? Become an “expert” on the assigned type of instruction so that you can share it in your “teaching” group.

**Step 2 (25 min):** Students will regroup back into “teaching” groups of 5, with one person from each of the five Step 1 groups (Be sure that each type of instruction is represented). Each “expert” will spend 5 minutes presenting their assigned type of writing instruction. Be sure to explain the following: what the teacher is doing, what the pupils are doing, and why a teacher would use this instruction. Explain any additional notes associated with your script.

### Activity: Think—Pair—Share

1. What did you notice as each person practiced teaching their lesson?
2. How does each type of instruction align with the Gradual Release Model?
3. How did you feel as the pupil learning a new skill?

# THE WRITING PROCESS

## **Brainstorming:**

Work in groups of five to answer the following question.

1. When you are assigned to write a report, what are the steps you take?

Writing is a process of recording our thoughts, feelings, ideas, and responses. When we create a written product, we go through several stages of planning, writing, editing, revising, and finalizing. Only when we have gone through these stages are we ready to share our work with teachers, parents, and friends. Using a process approach to writing instruction helps pupils focus on the content of their writing and ensuring that the reader will understand what he/she is trying to say, rather than focusing on the spelling, grammar, and other mechanics. A focus on the process means that pupils will be able to create high-quality, creative writing products in a much easier fashion than simply focusing on what the final product should be. Encouraging pupils to publish and share their work, teachers can foster writing motivation (Elbow, 2002). Pupils may move through these stages quickly or slowly, and may not move together as a class. Pupils may also move backward. For example, a pupil may begin drafting a report only to realize that he has not gathered enough information to be able to complete the writing. In this case the pupil should return to the prewriting stage and continue gathering information until he has filled the missing gaps. Another example is that a pupil may begin revising a story only to realize that she needs to draft more events for the story to make sense to the reader. In this case, the pupil may return to drafting, or she may need to go back to prewriting and think about important story events. The teacher should allow the pupils to be flexible when moving through the writing process; however, the teacher must be sure that the pupils are progressing and not simply procrastinating on moving to a more difficult step. Teacher should encourage pupils to move forward rather than backward, unless there is a clear need to regress.

Below is a chart summarizing the five stages of the writing process and the types of activities pupils should be engaging in during each stage. Note that the scripts for the five types of writing instruction above teach the Prewriting Stage of the Writing Process. The teacher above could then move to Modeled writing instruction of Drafting using one of the lists the class had written together.



## Stage of the Writing Process

	<b>Description</b>	<b>Activities and Teaching Strategies</b>
<b>Prewriting</b>	This is when the writer collects ideas and gets ready to write, then organizes ideas and plans for writing. The writer may use graphic organizers or complete freewriting/quickwrites.	Choose a topic Gather ideas about the topic Think about what is already known and what should be researched Identify a purpose for writing Think about the audience
<b>Drafting</b>	This is when the writer takes the ideas and writes them so that they flow. The writer will create a rough draft and emphasize the ideas and content.	Compile several freewrites/quickwrites into a paragraph Write a rough draft & maybe additional drafts Focus on the topic Leave spaces or skip lines to allow for changes Avoid concerns for spelling and grammar
<b>Revising</b>	This is when the writer rethinks how ideas are presented and may share the draft with a classmate.	Reread the draft Receive feedback from classmates Add, delete, substitute, or reorganize ideas or events for clarity
<b>Editing</b>	This is when the writer addresses proper writing conventions and mechanics. The writer will develop the draft into a near-final form.	Proofread for errors Correct spelling using a dictionary Correct grammar Correct capitalization and punctuation errors Combine or expand sentences
<b>Publishing</b>	This is the reward for writing. Publishing is when the writer publicly shares his/her work.	Develop a final copy for display Share work with classmates/family Create a class anthology

# EMERGENT WRITING AND SPELLING DEVELOPMENT

## Brainstorming:

Work in groups of five to brainstorm possible answers to the following question.

1. How did you learn to spell?
2. What is the first thing you remember spelling?
3. Are there words you still have difficulty spelling?

The term ‘emergent’ means ‘starting to show;’ therefore, emergent writing refers to what young children create as they are beginning to write. Young children should be encouraged to draw and write as soon as they are able to hold a stick and make marks in the dirt. Drawing, scribbling, and writing letters and names are ways that writing emerges. It is important for pupils to begin writing words as soon as they can form letters. Emergent (beginning) writers will often exhibit invented spelling, where they write letters for the parts of the words they hear and omit some letters. This is part of the process of spelling development, and it is important because it allows pupils to go through the process of becoming skilled in spelling. Pupils will pass through five phases of spelling development. It is important for teachers to recognize what phase a student is in because teachers who recognize a pupil’s spelling phase can provide writing support that helps the student move to the next phase.

Bear, Inverenizzi, Templeton, and Johnston (1996) summarize the five stages of spelling development:

Phase/Name	Characteristics	Appropriate Instruction
Phase I—Preliterate	Scribbling; random letters or shapes that look like letters	Letter formation, writing one-syllable words and names
Phase II—Letter Sounds	Invented spelling with letters for sounds they hear; writing single-syllable words Ex: ‘fre’ for ‘every’; ‘rile’ for ‘really’; ‘frd’ for ‘friend’	Simple spelling patterns and affixes
Phase III—Within Word	Invented spelling with many correct letter sequences and patterns, some affixes used Ex: ‘vakashin’ for ‘vacation’; ‘butiful’ for beautiful	Complex spelling patterns and affixes

Phases IV & V— Syllable Juncture & Derivational Consistency	Writing shows an understanding of spelling patterns, sound/spelling relations, and word meanings. Many multi-syllabic words spelled correctly	Latin and Greek roots; complex spelling patterns
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### Activity: Think - Pair - Share

Work in pairs to answer the following question:

1. Why is it important for teachers to know pupils' spelling stage?

## ASSIGNMENTS

### Writing Lessons:

You will be assigned one of the first four types of writing instruction (Modeled, Shared, Interactive, and Guided). If you are assigned to develop Guided Writing lesson that they are to include several examples of teacher-pupil interaction. Independent Writing will not be used for this assignment because this is typically used for assessment rather than for instruction.

You will develop a Drafting lesson using one of the lists from the sample pre-writing lessons where you will guide pupils to draft a paragraph about an animal using the type of writing instruction (Modeled, Shared, Interactive, and Guided) you have been assigned.

These lessons will be used in the tutorial session, and students will evaluate one another and provide feedback using the observation checklist.

### Reflective Journal: Complete after the tutorial session.

Write a two-page reflection answering these questions:

1. What is the importance of using the five types of writing instruction?
2. How is writing used in the basic primary curriculum?
3. How does writing support reading?

### Reading:

Complete the Topic 9 reading before attending the Topic 9 class. Be prepared to discuss all content and engage in activities.

### Supplementary Reading and Blended Learning Activities

- Button, K., Johnson, M. J., & Furgerson, P. (1996). Interactive writing in a primary classroom. *The Reading Teacher*, 49, 446-454.
- Topic 8 module on Commcare

### **Learning Outcomes:**

At the end of the lesson, Student Teachers should be able to:

1. Distinguish between formative/summative, formal/informal, and norm-referenced/criterion-referenced assessments.
2. Identify the purpose and benefits of early grade reading assessment.
3. Identify appropriate assessments for each component of reading instruction.
4. Administer various early grade reading assessments.
5. Determine appropriate instruction based on assessment results (in tutorial).

## TYPES OF ASSESSMENT

### **Brainstorming:**

Work in pairs to Think-Pair-Share your thoughts on what the following quote means.

“When the cook tastes the soup, that’s formative assessment; when the customer tastes the soup, that’s summative assessment.”

~ Paul Black

The first step in implementing good reading instruction is to determine what skills the pupils already have. Pupils enter the classroom with varied backgrounds and skills in literacy. Some pupils may enter the classroom with special needs that require review of basic skills in reading, while other pupils may already have the skills a teacher intends to cover. Due to these various pupil levels, it is necessary to design literacy instruction to meet the individual needs of each pupil. Individual needs can be determined by initial and ongoing reading assessments. **Assessment** is more than just testing; it is an ongoing process using observations, checklists, test scores, and other data to determine a pupil’s skills. Various assessments provide teachers with the information needed to develop appropriate lessons and improve instruction for all pupils, including pupils with disabilities (Rhodes & Shanklin, 1993). There are three primary areas where tests can differ. They can either be informal or formal, formative or summative, and norm-referenced or criterion referenced. A single test can fall into one or more of these categories. Teachers should engage in **continuous assessment**—where teachers use formal and informal assessment tools to gather data on pupils’ progress. Assessment helps teacher know which pupils need **support** (additional instruction in foundational skills) and which pupils need **enrichment**

(extension activities to build already high skill levels). Teachers should always have a purpose for assessing pupils' skills, and a plan for how to use the data gathered during assessment.

### **Formal verses Informal Assessment**

**Formal assessments** have data which support the conclusions made from the test. We usually refer to these types of tests as standardized measures. These tests have been given to pupils and have statistics which support the conclusions, such as the pupil is reading below average for his age. The data is mathematically computed and summarized. Scores such as percentiles, stanines, or standard scores are mostly commonly given from this type of assessment. Formal assessments are generally tests that are designed to be given at a particular time of the school year or at the end of a unit or series of lesson. The purpose is to have a summative score.

**Informal assessments** are not data-driven but rather content and performance driven. For example, running records (of reading fluency) are informal assessments because they indicate how well a pupil is reading a specific book. Informal assessments include observations, notes, and checklists, that help the teacher plan for instruction. Scores such as: to correct out of 15, percent of words read correctly, and most rubric scores are given from this type of assessment.

The assessment used needs to match the purpose of assessing. Formal or standardized measures should be used to assess overall achievement, to compare a pupil's performance with others at their age or grade, or to identify comparable strengths and weaknesses with peers. Informal assessments (sometimes referred to performance based measures) should be used to guide a teacher's instruction. The most effective teaching is based on identifying performance objectives, instructing according to these objectives, and then assessing these performance objectives. For any objectives not attained, intervention activities to re-teach these objectives are necessary.

### **Formative verses Summative Assessment**

**Formative Assessment** is part of the instructional process. When teachers use formative assessment to guide their teaching, it provides them with the information needed to adjust teaching and learning activities to meet the needs of the pupils.

A teacher can use formative assessment data to change instruction to help pupils achieve their learning goals within a set time frame. Although formative assessment strategies appear in a variety of formats, there are some distinct ways to distinguish them from summative assessments.

One characteristic of formative assessment is that it is "practice." Pupils are not held accountable for skills and concepts they have just been introduced to or are learn-

ing. Formative assessment helps teachers determine what pupils know and plan the next steps during the learning process (as the instruction approaches the summative assessment of pupil learning).

Another characteristic of formative assessment is pupil involvement. If pupils are not involved in the assessment process, formative assessment is not practiced or implemented to its full effectiveness. Pupils need to be involved both as assessors of their own learning and as resources to other pupils. There are numerous strategies teachers can implement to engage pupils. Research shows that when pupils are involved in the assessment of their work, they are more motivated to learn. This does not mean that teachers are not involved; it actually means that teachers identify learning goals, set clear criteria for success, and design assessment tasks that provide evidence of pupil learning. One of the key components to engaging pupils in the assessment of their own learning is providing them with **descriptive feedback** (explaining what was done correctly, what was done incorrectly, and how to fix the mistakes) as they learn. Research shows descriptive feedback to be the most effective instructional strategy to support pupils in their learning. Descriptive feedback provides pupils with an understanding of what they are doing well, links to classroom learning, and gives specific input on how to reach the next step in the learning progression. In other words, descriptive feedback is not a grade, a sticker, or “clap for yourself!” Such type of limited feedback does not lead to improved pupil learning.

Some of the instructional strategies that can be used formatively include the following:

- **Explicit Instruction/Gradual Release Model (I Do, We Do, You Do)** allows teachers to observe the pupils as they practice a new skill. When the teacher sees that the pupils need more support, she can model the skill again, and when the teacher sees that the pupils can perform the skill on their own, she can provide less support and give corrective feedback as necessary.
- **Criteria and goal setting with pupils** engages them in instruction and the learning process by creating clear expectations. In order to be successful, pupils need to understand and know the learning target/goal and the criteria for reaching it. Establishing and defining quality work together, asking pupils to participate in establishing norm behaviors for classroom culture, and determining what should be included in criteria for success are all examples of this strategy. Using pupil work, classroom tests, or exemplars of what is expected helps pupils understand where they are, where they need to be, and an effective process for getting there.
- **Observations** go beyond walking around the room to see if pupils are on task or need clarification. Observations help teachers gather evidence of pupil learning to

inform instructional planning. This evidence can be recorded as notes and used as feedback for pupils about their learning or as anecdotal data shared with them during conferences.

- **Questioning strategies** should be embedded in lesson/unit planning. Asking better questions allows an opportunity for deeper thinking and provides teachers with significant insight into the degree and depth of understanding. Questions of this nature engage pupils in classroom dialogue that both uncovers and expands learning. An “exit slip” at the end of a class period to determine pupils’ understanding of the day’s lesson or quick checks during instruction such as “thumbs up/down” or “red/green” (stop/go) cards are also examples of questioning strategies that elicit immediate information about pupil learning. Helping pupils ask better questions is another aspect of this formative assessment strategy.
- **Self and peer assessment** helps to create a learning community within a classroom. Pupils who can reflect while engaged in metacognitive thinking are involved in their learning. When pupils have been involved in criteria and goal setting, self-evaluation is a logical step in the learning process. With peer evaluation, pupils see each other as resources for understanding and checking for quality work against previously established criteria.
- **Pupil record keeping** helps pupils better understand their own learning as evidenced by their classroom work. This process of pupils keeping ongoing records of their work not only engages pupils, it also helps them, beyond a “grade,” to see where they started and the progress they are making toward the learning goal.

**Summative Assessments** are given periodically to determine at a particular point in time what pupils know and do not know. Summative assessment at the district/classroom level is an accountability measure that is generally used as part of the grading process. Examples of summative assessments include:

- State/federal assessments
- End-of-unit or chapter tests
- End-of-term or semester exams

The key is to think of summative assessment as a way to measure, at a particular point in time, pupil learning as it compares to content standards. Although the information from this type of assessment is important, it can only help in evaluating certain aspects of the learning process. Because they are spread out and occur after instruction every few weeks, months, or once a year, summative assessments are tools to help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or pupil placement in specific programs. Summative assessments hap-

pen too late in the learning path to provide information at the classroom level and to make instructional adjustments and interventions during the learning process.

### **Norm-Referenced versus Criterion-Referenced Assessment**

**Norm-referenced tests** are used to compare a pupil's performance with that of a norming group. Norm-referenced tests may not be closely aligned with the curriculum. This means that the tasks are designed so that within a given population of test takers, approximately 50% of the pupils will be able to answer the question correctly and 50% will not. These tests are usually used to compare groups of pupils, schools, states, etc.

**Criterion-referenced tests** are closely aligned to the curriculum and measure pupils against a standard, not each other. Criterion-referenced tests allow the teacher to identify specific areas for pre- and post-testing. These pre- and post-tests provide data that can measure individual pupil growth. Teachers use criterion-referenced tests in their classrooms to assign grades.

### **Video—Letter Sounds:**

Watch the video. Then, discuss the following questions and watch the video a second time.

1. How did the teacher use the Gradual Release Model to assess the pupils?
2. What data (information) did the teacher gather using the gradual release model?
3. What did the teacher do when the pupils made an error?
4. How did the teacher use the informal assessment data to guide her instruction?

## **EARLY GRADE READING ASSESSMENTS**

### **Brainstorming:**

Work in groups to brainstorm answers to the following question:

1. Think about the components of reading instruction (phonological awareness, phonics, fluency, vocabulary, and comprehension). How might teachers assess pupil skills in each area?

Assessing young readers allows the teacher to determine what weaknesses exist and how they can be addressed. Effective teachers use data collected from a variety of assessments to plan their instruction. The use of assessment data is very important because teachers need to know the skills pupils have, whether learning is taking place, and what skill weaknesses need to be addressed by instruction. When a pupil answers incorrectly, the teacher just continues the assessment, marking the item in-



correct. When the pupil incorrectly answers 3-5 questions in a row, the teacher stops the assessment or moves to the next skill being assessed.

**Phonemic awareness** is the ability to hear and manipulate sounds in words. These assessments examine a student's knowledge of how sounds make words. A pupil can count the number of phonemes in a word, identify individual phonemes, delete/add a phoneme to make a new word, or replace a phoneme to make a new word. Phonemic awareness activities and assessments are done without using letters—the skill is completely aural/oral. Phonemic awareness is necessary for pupils to efficiently learn to connect letters to their sounds.

**Assessment is different than teaching. Assessment is when the teacher learns what the pupils know and can do. Teachers use this information to create instructional activities. This means that teachers DO NOT provide corrective feedback or provide answers to the pupils during formal assessment activities. However, when administering informal assessment, such as during the gradual release model, teachers use pupil errors to guide instruction and provide corrective feedback.**

Sample questions that teachers can ask pupils to assess each level of phonemic awareness (in a real assessment, the teacher would ask several of each type):

### Sample Phonemic Awareness Assessment

Type	Question:	Answer:
Teacher says, "Today we are going to play with the sounds in words. Please answer each question I ask."		
Identification	How many sounds are in the word 'cat'?	three
	Say all the sounds in the word 'cat'.	/k/ - /a/ - /t/
	What is the first sound in the word 'cat'?	/k/
	What is the last sound in the word 'cat'?	/t/
	What is the middle sound in the word 'cat'?	/a/
Deletion	Say the word 'mat'.	mat
	Now say the word 'mat' without saying /m/.	at
	Say the word 'bike'.	bike
	Now say the word 'bike' without saying /k/.	buy
	Say the word 'later'.	later
	Now say the word 'later' without saying /t/.	layer
Addition	Say the word 'mile'.	mile
	Now add /s/ to the beginning.	smile
	Say the word 'keep'.	keep
	Now add /r/ to the end.	keeper
	Say the word 'at'.	at
	Now add /n/ in the middle.	ant
Manipulation	Say the word 'run'.	run
	Change the /r/ to /s/, what word do you have?	sun
	Say the word 'chin'.	chin
	Change the /n/ to /p/, what word do you have?	chip
	Say the word 'fan'.	fan
	Change the /a/ to /i/, what word do you have?	fin

**Letter knowledge** is the ability to identify letters and the sounds associated with them. One example of assessment for letter knowledge is to present a student with a list of letters (both capital and lower case) and ask the student to name each letter or provide the sound that each letter represents. Teachers can also have the pupil separate the letters from a pile of letter, number, and symbol cards and identify them. Pupils can also separate and categorize letters by uppercase and lowercase. It is important for teachers to recognize which letters pupils know well, and for which letters/sounds pupils need additional instruction.

Sample checklist for documenting letter knowledge. Teachers want to present the letters out of order so that they cannot apply their knowledge of alphabet songs to name the letters:

### Sample Letter Knowledge Assessment

<b>Child Name:</b>					
<b>Date:</b>					
Teacher says, "Today I am going to show you some letters. Tell me the name of the letter and what sound or sounds it represents."					
Letter	Name	Sound	Letter	Name	Sound
c			C		
e			E		
d			D		
a			A		
f			F		
b			B		
g			G		
h			H		
m			M		
j			J		
k			K		
l			L		
i			I		

*Note:* A real letter knowledge assessment would include all letters of the alphabet in both upper case and lower case, in random order.

**Decoding** is the process of using letter-sound relationships to recognize words. Assessments that examine a pupil’s decoding skills can vary considerably, according to the pupil’s skill level. The purpose is to assess the pupil’s word reading accuracy. One example of this type of measure is to have the pupil read a list of isolated words for a particular skill. The teacher records any mistakes that the student makes and analyzes them to determine what instruction is needed. Word lists used for assessment are dependent upon what skill the pupil is currently learning, and teachers should use the results to build instruction for those missed skills.

**Sample Decoding Assessment for ‘short e’ words**

<b>Child Name:</b>					
<b>Date:</b>					
Teacher says, “Today I am going to show you some lists of words. Read each list and stop at the bottom. If you see a word you do not know, try to sound it out. I will not tell you any of the words.”					
Word	Correct	Word	Correct	Word	correct
bed		beg		den	
fed		keg		men	
led		leg		pen	
red		peg		hen	
wed		bet		ten	
bled		get		then	
fled		jet		when	
pled		set		bell	
sled		met		sell	
shed		net		well	
yes		pet		tell	
hem		set		yell	
pep		yet		dell	

**Oral Reading Fluency (Words Correct Per Minute—WCPM)** is the assessment of a pupil’s ability to read a connected text (passage or story) with accuracy, speed, and proper expression using a timed reading. These types of assessments are extremely efficient for teachers to assess pupils’ reading skills and should be used most often by classroom teachers. The most common example of timed reading assessment for WCPM is to ask a pupil to read a passage aloud for one minute. The teacher has a written copy of the passage, circles any words that are skipped or pronounced incorrectly, and marks the last word read in one minute. The pupil is permitted to finish reading the text after one minute, but the teacher stops marking errors (this is to enable the pupil to complete the next step: the comprehension assessment). After completing the comprehension assessment, the teacher returns to this section and scores the pupil’s oral reading rate and accuracy. The number of correct words read and the total number of words is counted. The number of correct words read equals a pupil’s oral reading fluency (WCPM) **rate** (reading speed). Teachers can also divide the number of words correct by the total number of words to find the pupil’s **accuracy** (percentage of words read correctly). The goal for primary grade pupils is to have them reading text with 90% accuracy, as this is necessary for comprehension. Additionally, by analyzing the errors a pupil makes while reading, the teacher can determine what specific type of instruction that pupil needs, and can plan appropriate interventions and instruction based on pupil needs. See example below.

<b>Example of Timed Reading</b>	
Key: Highlighted words are the words read incorrectly	Cumulative # of words
A New Friend	3
Last year, <b>our</b> teacher <b>decided</b> we would find pen pals in	14
another <b>country</b> . I wanted to be <b>matched</b> with a girl my	25
age. I wrote a letter to a girl in Kenya, she wrote back! We	39
<b>learned</b> that we both like a lot of the same things. We both	52
love <b>our</b> family. I told her <b>about</b> my little brother and   she	64
told me <b>about</b> her little <b>sister</b> , who laughs a lot.	74

Highlighted words are words the pupil did not read correctly

Mark indicating the word ‘and’ was the last word read within one minute

### Scoring Guideline for RATE:

Rate is the number of words the pupil reads correctly in one minute. Mark the last word the pupil reads within one minute. Using the assessment above, we will compute the total number of words correct per minute (WCPM):

Total number of words read in one minute = 63

Words read incorrectly = 7

$63 - 7 = 56$  WCPM

For this pupil, the rate is 56 WCPM.

### Scoring Guideline for ACCURACY:

Accuracy is the percentage of words read correctly. The total number of words read includes words skipped and words read incorrectly. Using the assessment above, we will compute the pupil's accuracy:

Words read correctly = 56

Total number of words read = 63

$56/63 \times 100 = 88$  percent correct

For this pupil, an accuracy of 88% is below 90%, which means this passage is too difficult for the pupil to read independently and comprehend what he/she is reading.

### Error Analysis:

Teachers can also analyze a pupil's reading errors to determine what type of instruction the pupil needs. In the assessment above, the following words were read incorrectly: *our*, *country*, *about*, *decided*, *matched*, and *learned*. This means that the pupil may have difficulty reading words with the *ou* vowel pattern, as well as longer words ending in *-ed*.

**Comprehension** assessments evaluate whether pupils understand the ideas in the text they are reading. The easiest way to determine if a pupil understands what has been read is to have the pupil retell the story or summarize the text in their own words. A teacher can easily assess comprehension when assessing fluency—he/she can administer a WCPM assessment (above) and then either ask the pupil specific questions about the story, or ask the pupil to retell the story using his/her own words.

# ASSIGNMENTS

## Assessment Activities and Report:

Use a basic primary curriculum (week 6 lesson of the *Let's Read!* Grade 3 Term 2 curriculum) to complete the following activities:

1. Design a phonemic awareness assessment, letter knowledge assessment and decoding assessment based on the skills taught up to that week;
2. Describe the comprehension assessment included in the lesson;
3. Discuss how the story can be used for a WCPM assessment.

## Reflective Journal Entry:

Write a two-page reflection on the following prompts.

1. Explain why teachers should not provide answers to pupils during assessment.
2. Describe each of the assessments and what information teachers can gain from using them.
3. How should teachers use the information they gain from assessments?

## Reading:

Complete the Topic 10 reading before attending the Topic 10 class. Be prepared to discuss all content and engage in activities.

## Supplementary Reading and Blended Learning Activities

- Heritage, M. (2008). *Learning Progressions: Supporting Instruction and Formative Assessment*. Washington, DC: Council of Chief State School Officers. [http://www.cpre.org/ccii/images/stories/ccii\\_pdfs/learning%20progressions\\_heritage.pdf](http://www.cpre.org/ccii/images/stories/ccii_pdfs/learning%20progressions_heritage.pdf)
- Topic 9 module on Commcare

## Topic No. 10: **READING FLUENCY**

### **Learning Outcomes:**

1. At the end of this session, Student Teachers should be able to:
2. Explain the importance of fluent reading
3. Describe the components of reading fluency
4. Compare techniques for teaching reading fluency
5. Explain the importance of reading fluency for comprehension

## COMPONENTS OF READING FLUENCY AND TEACHING STRATEGIES

### **Brainstorming:**

1. Work in groups of 5 to brainstorm possible answers to the following question.  
Who do you think will understand a book better, a fast reader or a slow reader?  
Why?

**Reading Fluency** is the ability to read text with speed, accuracy, expression, and comprehension. Fluency is the important link between decoding a text and understanding a text. Pupils who have low reading fluency may not understand what they are reading because all of their attention is focused on sounding out the words and none of their attention is focus on the meaning of the words and passage (Snow, Burns, & Griffin, 1998). Below are two samples of how reading sounds for non-fluent and fluent readers (spaces are pauses in reading).

#### NON-FLUENT READING EXAMPLE:

Al.. l.. long ti... meagoth.. th.. therewereal.. l.. lotofdon... keys.The don... keyswor..  
wor.. work.. edhar.. ardever...yday.

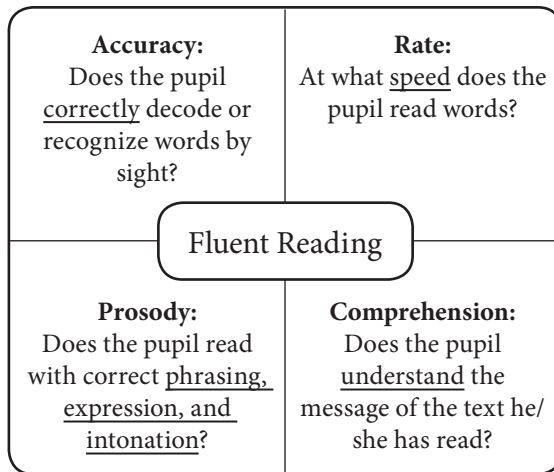
#### FLUENT READING EXAMPLE:

A long time ago there were a lot of donkeys. The donkeys worked hard everyday.

### **Components of Reading Fluency**

Fluent reading depends upon several well-developed skills, including **accuracy** (the ability to correctly read words by sight or by decoding), **rate** (the speed of reading), **prosody** (reading with expression so that reading sounds like talking), and **comprehension** (understanding the meaning of the text).





In order to accurately **decode** (sound out) words, the reader must understand the alphabetic principle, be able to blend sounds, use context clues to identify words in a text, and have a large sight word vocabulary. Reading the words incorrectly can change the meaning of the text. Rate can be measured using a measure called Words Correct Per Minute (WCPM), which is the number of words a pupil can correctly read from a passage in one minute. Readers with a slow or choppy rate will have poor comprehension. Prosodic reading means the reader uses levels of volume, pitch, intonation, stress, and expression that match how that person would be speaking if telling the story in the text. Prosody is typically a good indication of comprehension. A non-fluent reader spends more energy trying to say the words, whereas a fluent reader easily reads the words and spends more energy trying to understand the message (Torgesen & Hudson, 2006). It is important to know whether a fluent reader understands what has been read. One way to check comprehension is to ask the pupil to summarize the story or what was read.

### Techniques for Improving Reading Fluency

There are several ways for a teacher to help pupils improve their reading fluency. A teacher should be able to model fluent reading. A teacher should model how to decode words, how to read with expression and emotion, and how to stop and check that the message is understood. Mainly, though, in order to become fluent readers, pupils need to read, read, and then read some more! There is little research showing that independent, silent reading is effective for improving reading fluency. Instead, pupils need to practice reading out loud to one another.

<b>Instructional Technique</b>	<b>What it looks like/ sounds like</b>	<b>When/why it is used</b>	<b>Component of focus</b>
Pre-teaching Vocabulary	Teacher models reading the words and provides student-friendly definitions for new vocabulary words.	This teaches the pupils how to say the word and what it means so that attention can be focused on fluent reading	Prosody Comprehension
Echo Reading	Pupils listen to the teacher read the text, and then the pupils read the same text.	Best used with pupils who have low reading skills or are working on difficult text.	Accuracy Rate Prosody
Choral Reading	Teacher and pupils read a text together.	Best used with pupils who have low reading skills or are working on difficult text.	Accuracy Rate Prosody
Partner Reading	Two pupils work together to read a book, with one pupil reading the pages on the left and the other pupil reading the pages on the right.	The pupils provide feedback for one another and help each other sound out new words.	Accuracy Rate Comprehension
Repeated Reading	A pupil reads a familiar text either out loud to him/herself or to a partner.	The goal is NOT to memorize the passage, but to familiarize the brain with the letter patterns associated with each word and to practice reading.	Accuracy Rate
Reader's Theater	Pupils read the lines for different characters in the story, much like being an actor in a play.	Groups of pupils work on the same story over a period of time to become fluent in their assigned reading parts.	Accuracy Rate Prosody Comprehension

**Pre-teaching vocabulary** is a technique for introducing new terms to pupils before they read. Teachers tell the pupils what the word means and how to pronounce it. When the pupil encounters the word in the text, he/she will easily be able to read and understand the word.

**Echo Reading** is when the pupils repeat (or echo) what the teacher reads using proper expression. Teachers read a phrase or sentence and the pupils repeat the phrase or sentence. This provides the pupils with highly supported practice.

**Choral Reading** is when the teacher and the pupils read a phrase, sentence, or text together. Teacher sets the pace and pupils receive immediate feedback by hearing how their reading accuracy, rate, and expression compare to the teacher's and to other pupils'.

**Partner Reading** is when the teacher instructs pupils to work in pairs. Both pupils are looking at a copy of the text. The two pupils take turns reading to one another. While one pupil reads out loud, the other pupil reads silently, listening and following along. The pupil who is listening provides feedback to the pupil who is reading, and then receives feedback when it is his/her turn to read. Pupils receive support and feedback from one another and occasionally from the teacher as he/she circulates around the room working with different pairs of pupils.

**Repeated Reading** is when a pupil reads a text for a second, third, fourth, etc. time in order to gain speed, accuracy, and expression. Ideally, someone (either the teacher or another pupil) will listen to the reader and provide feedback.

**Reader's Theater** is when pupils work as a group to act out a story. This activity is much like participating in a theatrical performance. Pupils are assigned different roles, then they practice their role. When the group comes together for practice, each pupil reads the script silently as each pupil reads his/her part aloud. When a pupil has lines to speak, he/she is expected to read with expression, acting out what is happening in the story. The teacher will circulate around the room, listening to each group as they practice and providing support and feedback as needed. Ideally, after some practice time, the groups will perform their Reader's Theater for the whole class.

This activity allows pupils to enjoy reading through a script while giving and receiving feedback from the teacher and other pupils. Through acting out the script, pupils learn how fluent reading sounds like speaking.

## Video - Pre-teaching Vocabulary

Consider the following questions:

1. What is the teacher doing in the video?
2. Why would a teacher pre-teach vocabulary words?
3. How does this build pupils' reading fluency?
4. How does this type of instruction build pupils' reading fluency?

## Video - Echo Reading

## Video - Choral Reading

## Video - Partner Reading

# READING FLUENCY AND COMPREHENSION

## Brainstorming:

Work in small groups to answer the following questions.

1. Think about the types of reading instruction we just discussed.
2. Can a pupil with poor accuracy or rate understand what he/she has read? Explain.
3. Does a pupil with excellent accuracy and rate always understand everything he/she reads? Explain.

Reading fluency development begins long before pupils learn to read. Fluency skills begin to develop with the telling of personal experiences and traditional stories. Retelling stories that have been heard and summarizing information are also beginning fluency practices because these are forms of language practice. A fluent reader must also be a fluent speaker. When pupils can read at the sentence level, they are ready to begin building fluency through the techniques mentioned in the previous section.

Fluent readers rarely need to concentrate on decoding; they are able to focus their attention on the meaning of the text and are able to comprehend the message. As pupils advance through primary school the ability to read fluently is critical because the amount of required reading increases considerably. Readers with slow, word-by-word reading focus their attention on decoding words, and this makes comprehension of the passage difficult (National Reading Panel, 2000) because the reader is often unable to access background knowledge (Honig, et al., 2006). Pupils with poor reading fluency can only understand what they read when the text is very simple. Poor read-

ing fluency is a major predictor of reading comprehension problems (Stanovich, 1991). There may be reasons for poor fluency, such as weak decoding and reading skills, or weak phonemic awareness. A reader with poor fluency may need to practice reading skills and strategies. Fluency develops through reading practice with a wide variety of texts.

## ASSIGNMENTS

### **Practice:**

Review the attached Reader's Theater Script before the tutorial session and become familiar with your assigned role(s). Attend the tutorial prepared to perform your role(s).

### **Reflective Journal Entry:**

Write a 2-page reflection on the following questions.

1. Describe the type of reading instruction which has been observed in Primary Schools (or has been personally experienced).
2. What was the most effective characteristic about the reading instruction?

Describe the types of reading instruction from this lesson and explain how each type supports the development of reading fluency.

### **Reading:**

Complete the Topic 11 reading before attending the Topic 11 class. Be prepared to discuss all content and engage in activities.

### **Supplementary Reading and Blended Learning Activities**

- Armbruster, B., Lehr, F., & Osborn, J. (2001). *Put Reading First. National Institute for Literacy*. <https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>  
pages 21-32
- Topic 10 module on Commcare

# READER'S THEATER SCRIPT FOR TUTORIAL

<b>Master Man</b> A Tall Tale of Nigeria	Reader's Theater Edition #27
Told by Aaron Shepard. Adapted for reader's theater by the author, from his picture book published by Harper Collins, New York, 2001. Story copyright © 2001 Aaron Shepard. Script copyright © 2001, 2002 Aaron Shepard. Copyright permission obtained on 29 March 2017 by Dr. Barnes at Florida State University.	
PREVIEW: Shadusa thinks he's the strongest man in the world - until he meets the real Master Man.	
GENRE: Tall tales, folktales	READERS: 12 or more
CULTURE: West African, Nigerian	READER AGES: 8 and up
THEME: Machismo	LENGTH: 10 minutes
ROLES: Narrators 1–4, Shadusa, Shettu, Woman, Baby, Master Man, Farmer, Porter, Stranger, (Other Farmers), (Other Porters)	
NOTES: This is a tale of the Hausa, the largest ethnic group of northern Nigeria. Mostly Muslim, they have lived mainly in towns and villages on the savanna. For best effect, place NARRATORS 1 and 2 at far left, and 3 and 4 at far right, as seen from the audience. BABY's noises can be made partly while others speak. Shadusa is pronounced "shaDOOsa," rhyming with "a goose a." Shettu is pronounced "SHE-Too," rhyming with "get two." Wah is an African exclamation with no literal meaning.	

**NARRATOR 1:** Once there was a man who was strong.

**NARRATOR 4:** When he gathered firewood, he hauled twice as much as anyone else in the village. When he hunted, he carried home two antelopes at once.

**NARRATOR 2:** This man's name was Shadusa, and his wife was named Shettu. One day he said to her,

**SHADUSA:** (boastfully, flexing muscles) Just look at these muscles. I must be the strongest man in the world. From now on, just call me Master Man.

**NARRATOR 3:** But Shettu said,

**SHETTU:** (scolding) Quit your foolish boasting. No matter how strong you are, there will always be someone stronger. And watch out, or someday you may meet him.

NARRATOR 1: The next day, Shettu paid a visit to a neighboring village. On the walk home she grew thirsty, so she stopped by a well.

NARRATOR 4: She threw in the bucket—

NARRATOR 1: SPLASH!

NARRATOR 4: —then she pulled on the rope. But though she tugged and she heaved, she could not lift the bucket.

NARRATOR 2: Just then a woman walked up with a baby strapped to her back.

BABY: (makes baby noises)

NARRATOR 3: Balanced on the woman's head was a calabash, a hollow gourd for carrying water. Shettu told her,

SHETTU: (helpfully) You'll get no water here today. The bucket won't come up.

NARRATOR 1: The two women pulled together, but still the bucket would not budge.

WOMAN: Wait a moment.

NARRATOR 4: . . . said the woman. She untied her baby and set him on the ground.

WOMAN: (to BABY) Pull up the bucket for Mama.

BABY: (makes baby noises)

NARRATOR 2: The baby quickly pulled up the bucket and filled his mother's calabash. Then he threw in the bucket and pulled it up once more for Shettu.

SHETTU: (gasps) I don't believe it!

WOMAN: Oh, it's not so strange. After all, my husband is Master Man.

BABY: (makes baby noises)

NARRATOR 3: When Shettu got home, she told Shadusa what had happened.

SHADUSA: (furiously) Master Man?! He can't call himself that! I'm Master Man. I'll have to teach that fellow a lesson.

SHETTU: (pleading) Oh, husband, don't! If the baby is so strong, think what the father must be like. You'll get yourself killed!

SHADUSA: We'll see about that!

NARRATOR 1: The next morning, Shadusa set out early and walked till he came to the well.

NARRATOR 4: He threw in the bucket—

NARRATOR 1: SPLASH!

NARRATOR 4: —then he pulled on the rope. But though he tugged and he heaved, he could not lift the bucket.

NARRATOR 2: Just then the woman with the baby walked up.

BABY: (makes baby noises)

SHADUSA: (to WOMAN, belligerently) Wait a minute. What do you think you're doing?

WOMAN: I'm getting water, of course.

SHADUSA: Well, you can't. The bucket won't come up.

NARRATOR 3: The woman set down the baby, who quickly pulled up the bucket and filled his mother's calabash.

BABY: (makes baby noises)

SHADUSA: Wah! How did he do that?

WOMAN: It's easy—when your father is Master Man.

NARRATOR 1: Shadusa gulped and thought about going home. But instead he thrust out his chest and said,

SHADUSA: I want to meet this fellow, so I can show him who's the real Master Man.

WOMAN: Oh, I wouldn't do that. He devours men like you! But suit yourself.

BABY: (makes baby noises)

NARRATOR 4: So Shadusa followed the woman back to her compound. Inside the fenced yard was a gigantic fireplace, and beside it was a pile of huge bones.

SHADUSA: (still belligerent) What's all this?

WOMAN: Well, you see, our hut is so small that my husband must come out here to eat his elephants.

NARRATOR 2: Just then they heard a great

MASTER MAN: ROAR!

NARRATOR 2: . . . so loud that Shadusa had to cover his ears. Then the ground began to shake, till Shadusa could hardly stand.

SHADUSA: (alarmed, shaking with the ground) What's that?!

WOMAN: (shaking but calm) That's Master Man.

SHADUSA: (still shaking) Oh, no! You weren't fooling! I've got to get out of here!

WOMAN: (still shaking) It's too late now. But let me hide you.

NARRATOR 3: By the fence were some large clay pots, each as tall as a man, for storing grain. She helped him climb into one, then set the lid in place.

NARRATOR 1: Shadusa raised the lid a crack to peek out.

SHADUSA: (gasps)

NARRATOR 1: And there coming into the compound was Master Man, carrying a dead elephant across his shoulders.

BABY: (in delight) Papa!

WOMAN: (to MASTER MAN) Did you have a good day, dear?

MASTER MAN: (bellowing) Yes! But I forgot my bow and arrows. I had to kill this elephant with my bare hands.

NARRATOR 4: As Shadusa watched in terror, Master Man built a huge fire in the fireplace, roasted the elephant, and devoured every bit of it but the bones.

NARRATOR 2: Suddenly he stopped and sniffed.

MASTER MAN: (sniffs loudly) Wife! I smell a man!

WOMAN: Oh, there's no man here now. One passed by while you were gone.

That must be what you smell.

MASTER MAN: Too bad! He would have been tasty.

NARRATOR 3: Then he rolled over on the ground, and before long the leaves trembled from his snores.



NARRATOR 1: The woman hurried over to the pot and slid off the lid.

WOMAN: (to SHADUSA, in a hushed voice) Quick! Get away while you can.

NARRATOR 4: Shadusa leaped out and bolted down the path.

NARRATOR 2: But he hadn't gone too far when he heard a distant

MASTER MAN: (from a distance)  
ROAR!

NARRATOR 2: . . . and felt the ground tremble beneath him.

NARRATOR 3: Master Man was coming!

NARRATOR 1: Shadusa ran till he came upon five farmers hoeing a field. One of them called,

FARMER: What's your hurry?

SHADUSA: Master Man is after me!

FARMER: Take it easy. We won't let anyone hurt you.

NARRATOR 4: Just then they heard a terrible

MASTER MAN: ROAR!

NARRATOR 2: The farmers all dropped their hoes and covered their ears.

FARMER: What was that?!

SHADUSA: That was Master Man!

FARMER: Well, then, you'd better keep running!

NARRATOR 3: And the five farmers fled across the field.

NARRATOR 1: Shadusa ran on till he met ten porters carrying bundles.

PORTER: (calling) What's your hurry?

SHADUSA: Master Man is after me!

PORTER: Relax. No one can fight us all.

NARRATOR 4: Just then the ground quaked, and they all bounced into the air.

NARRATOR 2: The porters fell in a heap, all mixed up with their bundles.

PORTER: What was that?!

SHADUSA: That was Master Man!

PORTER: Then run for your life!

NARRATOR 3: And the ten porters bolted from the path.

NARRATOR 1: Shadusa ran on till he rounded a bend—

NARRATOR 4: then he stopped short.

NARRATOR 2: There beside the path sat a stranger,

NARRATOR 3: and there beside the stranger lay a huge pile of elephant bones.

STRANGER: (in a growl) What's your hurry?

SHADUSA: (in a moan) Master Man is after me.

STRANGER: You better not say so— 'cause I'm Master Man!

NARRATOR 1: From behind Shadusa came another

MASTER MAN: ROAR!

NARRATOR 1: . . . and once again he bounced into the air.

NARRATOR 4: The stranger caught him in one hand as Master Man ran up.

MASTER MAN: (to STRANGER, bel-  
lowing) Let me have him!

STRANGER: (in a growl) Come and get  
him!

NARRATOR 2: Master Man lunged, but  
the stranger tossed Shadusa into a tree.  
Then the two strong men wrapped them-  
selves around each other and wrestled  
across the ground.

MASTER MAN: ROAR!

STRANGER: GRRRRR!

NARRATOR 3: The noise of the bat-  
tle nearly deafened Shadusa. The dust  
choked him. The trembling of the tree  
nearly shook him down.

NARRATOR 1: As Shadusa watched,  
the two men struggled to their feet, still  
clutching one another. Then each gave a  
mighty leap, and together they rose into  
the air.

NARRATOR 4: Higher and higher they  
went, till they passed through a cloud and  
out of sight.

SHADUSA: (looking up, grows more and  
more puzzled)

NARRATOR 2: Shadusa waited and wait-  
ed, but the men never came backdown.  
At last he climbed carefully from the tree,  
then ran and ran and never stopped till  
he got home safe and sound.

NARRATOR 3: And he never called him-  
self Master Man again.

SHADUSA: (gives loud sigh of relief)

NARRATOR 1: As for those other two,  
they're still in the clouds, where they bat-  
tle on to this day.

NARRATOR 4: Of course, they rest  
whenever they're both worn out.

NARRATOR 2: But sooner or later they  
start up again,

NARRATOR 3: and what a noise they  
make!

MASTER MAN: ROAR!

STRANGER: GRRRRR!

NARRATOR 1: Some people call that  
noise thunder.

NARRATOR 4: But now you know what  
it really is—

NARRATOR 2: two fools fighting forever

NARRATOR 3: to see which one is

NARRATORS 1-4: MASTER MAN!

## Topic No. 11: **COMPREHENSION**

### **Learning Outcomes:**

At the end of this session Student Teachers should be able to:

1. Explain the three major areas of concern for comprehension.
2. Discuss the impact of low vocabulary skills on reading comprehension.
3. Discuss the six domains of Bloom's Taxonomy.
4. Analyze basic primary curriculum comprehension questions for domain level.
5. Construct questions for each level of Bloom's Taxonomy for a story.

## FROM VOCABULARY TO COMPREHENSION

### **Brainstorming:**

Work in groups of 5 to decide what is happening in the story and discuss the following questions:

She needed a garf for the darjeener, so she went to the mungle. After many nunnings, she realized another way. Then, she clandered around the house, hoping to find a rapple instead. Finally, she was able to use a nobbler to prack the darjeener.

1. How much do you understand about what is happening in the story?
2. What would help you understand more?

Comprehension means understanding, or extracting meaning from what you read, and is the ultimate goal of reading. Indeed, reading comprehension is viewed as the “essence of reading” (Durkin, 1993), essential to both academic learning and to lifelong learning. Comprehension has three major areas of concern. This week's topic will detail the first two areas, while next week's topic will detail the third.

- (1) **Vocabulary Instruction:** reading comprehension is a cognitive (thinking) process that incorporates complex skills and requires vocabulary learning and development. Vocabulary learning strategies practiced in topic 7 contribute considerably to how well a pupil understands what is read.
- (2) **Critical Thinking Skills:** questioning skills used to gain a deeper understanding of the information in the text, as well as how that knowledge can be applied to the world.
- (3) **Text Comprehension Strategies:** active reading behaviours pupils use to make necessary connections to prior knowledge and understand the information in the text.

Experienced readers may not appreciate the complex skills required for understanding text. The process of comprehension is both interactive and strategic. Rather than passively reading text, readers must analyse text, internalize it, and make it their own. In order to read with comprehension, developing readers must be able to read with some level of fluency, and then receive explicit instruction in reading comprehension strategies (Tierney, 1982).

Reading comprehension requires “intentional thinking during which meaning is constructed through interactions between text and reader” (Durkin, 1993). Meaning is in the intentional, problem-solving, thinking processes of the reader that happen while reading a text in a purposeful and active way. A text’s meaning is influenced by the reader’s prior knowledge and experience. There are many purposes for reading. A pupil can read a text to learn, to find out information, or to be entertained. These various purposes require the reader to use her knowledge of the world.

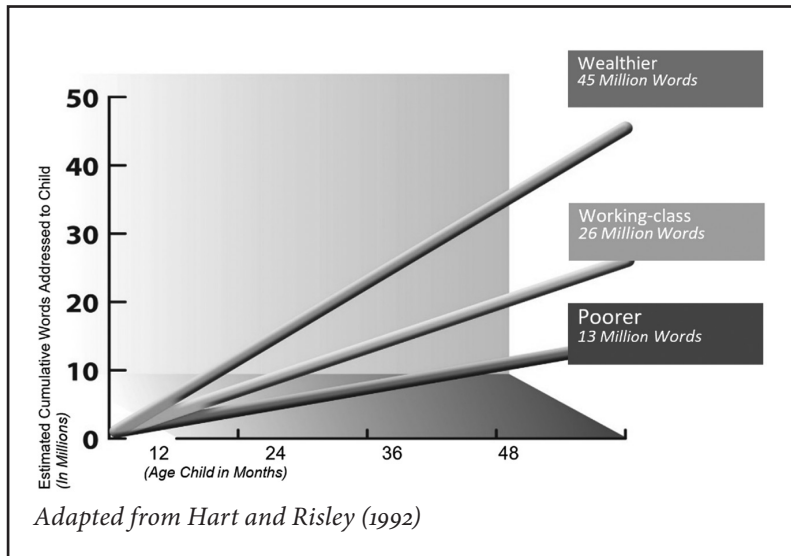
### **Vocabulary Instruction**

Pupils begin schooling with different levels of language skills and word knowledge. Some pupils might use many words, and other pupils may use very few words. It is important for teachers to provide pupils with many opportunities to increase their language and vocabulary skills. Pupils need deep levels of word knowledge and worldly experience to understand many texts.

Hart and Risley (1995), researchers in the United States of America, found that high quality interactions between a pupil and his/her family can help the pupil increase vocabulary knowledge and support literacy skills (reading and writing). Teachers may be able to suggest activities to the parents which can help the pupil learn. There are many ways that families and communities can help pupils learn about the world around them, build their word knowledge, and help pupils understand the structure of books. One way to build a pupil’s language skills is to ask parents to talk to their children. Although this sounds simple, it may not be part of the culture of the village, town, or home. When parents have conversations with their children about what they are doing (chores, going to church/mosque), sing songs together, and tell stories about the village and the family, children benefit. Talking to children and telling them stories not only help them build deep word understanding, but also helps them understand the language of narrative texts.

Pupil Language Skills and the Family (findings from Hart & Risley, 1995):

- 86% to 98% of a child's words at age three were copied from their parents' vocabularies.
- The words used by parents and children were nearly identical.
- The average number of words used and the length of conversations for children were similar to those of their parents/caregivers.
- Children's speech patterns were similar to those of their parents/caregivers.
- The number of words a child heard varied greatly along socio-economic lines.
- Children from the poorest class of families received half of the language experience given to children from working class families.
- Children from the poorest class of families received less than one-third of the language experience given to children from wealthy families.
- Wealthier families provided their children with far more words of praise compared to children from the poorest families.
- Children from poorer families received far more negative reinforcement compared to their peers from wealthy families.



## The Goal of Reading

Reading comprehension is understanding what is being read. Without comprehension, reading is simply looking at symbols on a page with your eyes and making sounds the symbols represent. Reading comprehension is important because without comprehension, the act of reading does not provide the reader with any information. When a pupil reads for comprehension, he engages in several complex cognitive processes. The pupil is using his phonemic awareness, phonics, fluency, vocabulary, and reading strategies to construct meaning from the text.

**Reading comprehension is an intentional, active, interactive process that occurs before, during and after a pupil reads a text.**

In order to comprehend, the reader must be able to make connections between letters and the sounds they represent, blend those sounds into words (or recognize the words by sight), fluently read words, phrases, and sentences, and understand the vocabulary used in the text. If the individual words do not make sense to the reader, then the overall text will not make sense. Pupils can draw on their prior knowledge of vocabulary, but they also need to continually learn new words. The best vocabulary instruction happens when the pupil needs to understand the word in context. Teachers should pre-teach new words that a pupil will encounter in a text and aid the pupils in understanding unfamiliar words as they come up in the text. In addition to being able to understand each individual word in a text, the pupil also has to be able to put them together in phrases and sentences to develop an overall conception of what the author is trying to say. Reading comprehension is incredibly complex; therefore, readers do not develop the ability to comprehend texts quickly, easily or without explicit instruction.

### Video—EGRA Comprehension:

Watch the video of a pupil struggling with an EGRA comprehension assessment. Afterward, work in groups to answer the following questions:

1. What is the implication of poor reading fluency?
2. What is the implication of poor vocabulary skills?
3. How do these factors affect reading comprehension?
4. What can teachers do to improve pupil comprehension?

# BLOOM'S TAXONOMY AND COMPREHENSION

## Brainstorming:

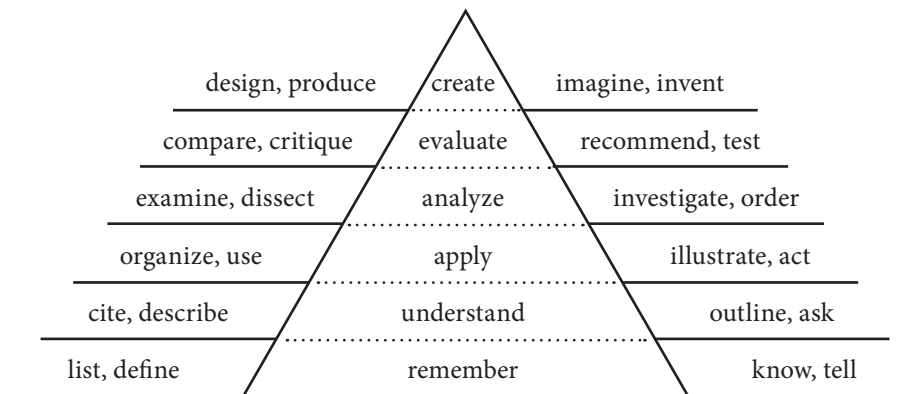
Work in groups to answer.

Out of the following, which is more difficult...and why?

1. Watching a video, or, making a video?
2. Repeating a story, or, writing a story?
3. Describing an event, or, comparing two events?
4. Explaining a concept, or, evaluating a concept?

**Critical thinking skills** are ways of thinking about topics or content in new and insightful ways. Entrepreneurs, researchers, engineers, doctors, and inventors must all think critically about the problem they are working to solve. Much like reading comprehension, critical thinking skills develop over time and with explicit instruction.

## Bloom's Taxonomy of the Cognitive Domain



(retrieved from: <http://www.psy.gla.ac.uk/~steve/best/bloom.html>)

Knowledge can be divided into several cognitive domains. The Bloom taxonomy classifies the behaviours associated with what learners can do with new information, from the simplest to the most complex, describing what is expected from pupils at the conclusion of a lesson series (Slavin, 2009, p.413).

Bloom's taxonomy has six carefully defined categories that apply to all subject matter (Krathwohl, 2002). These categories are often seen in a pyramid arrangement, assuming that the pupil must have acquired the skills of the lower domain in order to be able to function at a higher domain. Skills on the higher levels of the pyramid become more complex, difficult, abstract, and require critical thinking. Complicated

tasks related to utilizing and evaluating information fall into the upper cognitive categories. Often at the higher levels, learners produce a tangible product that represents their learning, or they could provide argument for or against the information presented. In all cases, higher level learning goes beyond simple recall. Summaries below are drawn from Anderson and Krathwohl, 2001:

**Remember**—The pupil is able to recall, restate, and remember learned information; this is the lowest level of the cognitive domain. This is simple recall of what has been learned, and is often the who, what, when, and where tasks we assign.

**Understand**—The pupil grasps the meaning of information by interpreting and translating what has been learned. The pupil can put the information in his/ her own words.

**Apply**—The pupil makes use of information in a new situation, different from the one in which it was learned.

**Analyze**—The pupil breaks learned information into its parts in order to understand and identify evidence for a conclusion.

**Evaluate**—The pupil makes decisions based on in-depth reflection, criticism, and assessment.

**Create**—The pupil creates new ideas and information based on what has already been learned.

**Note: the first three domains: remember, understand, and apply are considered lower level knowledge, whereas the last three domains: analyze, evaluate, and create are considered higher levels of knowledge.**

### **Relevance to Reading Comprehension**

Bloom’s Taxonomy is a commonly-used tool for writing lesson objectives and learning standards. It provides a variety of outcomes pupils are expected to display after learning has occurred. Teachers, parents, volunteers; anyone who reads aloud to an audience, or who assesses a reader’s comprehension, can utilize Bloom’s Taxonomy to discuss the learning that has occurred. Assessing true reading comprehension skills must reach across the levels of the cognitive domain. Sight words are an excellent example of why. What learners do with the information they see in print and with what they hear varies greatly. If a pupil can point to a card and say the word he sees (because he has memorized it by sight), he can remember. This does not mean he can define the word, use the word in a sentence, or know what the word means in a story. These are all critical reading skills that must be assessed to ensure the pupil can reach his fullest potential.



## Pre-Reading, While-Reading, and Post-Reading Questions

Asking questions before reading can provide insight to the teacher about how a pupil will process new information. A teacher can assess background knowledge and assist pupils in making early connections between what they have already learned and new information. Further, the right pre-reading questions can also incite interest in a story or text, gathering the attention of the learner and focusing it where it needs to be.

Asking questions while reading allows the teacher and pupil to monitor comprehension, explore information in the text, and address misunderstandings. Asking questions after reading provides opportunities for pupils to demonstrate understanding and respond to the text.

lower order thinking skills		→				higher order thinking skills
remember	understand	apply	analyze	evaluate	create	
<b>recognizing</b> (identifying)  <b>recalling</b> (retrieving)	<b>interpreting</b> (clarifying, paraphrasing, representing, translating)  <b>exemplifying</b> (illustrating, instantiating)  <b>classifying</b> (categorizing, subsuming)  <b>summarizing</b> (abstracting, generalizing)  <b>inferring</b> (concluding, extrapolating, interpolating, predicting)  <b>comparing</b> ( contrasting, mapping, matching)  <b>explaining</b> (constructing models)	<b>executing</b> (carrying out)  <b>implementing</b> {using)	<b>differentiating</b> (carrying out) (discriminating, distinguishing, focusing, selecting)  <b>organizing</b> (finding coherence, illustrating, outlining, parsing, structuring)  <b>attributing</b> (deconstructing)	<b>checking</b> (coordinating, <b>detecting</b> , monitoring, testing)  <b>critiquing</b> judging)	<b>generating</b> (hypothesizing)  <b>planning</b> (designing)  <b>producing</b> (construct)	

(retrieved from: <http://www.psy.gla.ac.uk/~steve/best/bloom.html>)

## Putting Bloom’s Taxonomy to Work

Reading Comprehension moves beyond just remembering information to actually applying that knowledge to something else. This idea is the whole essence of the Bloom classification in comprehension. Levels of learning can be displayed by what pupils do with their new knowledge. These are the actions we want pupils to recognize and strive for when processing information. It is not enough to be able to remember information, pupils need to use that information. Teachers (and parents) can help a pupil reach a higher cognitive level with the right types of questions.

Bloom’s Taxonomy Domain	Question Samples:
<b>Creating</b>	<p>Can you make a new plan for .....?</p> <p>What can you do to .....?</p> <p>What would happen if .....? Consider how .....?</p> <p>That is not possible, is it? Do you see a solution for .....?</p> <p>How will it continue?</p>
<b>Evaluating</b>	<p>What do you think of this? Do you agree with .....and why? Why do you think this is a good solution?</p> <p>What can you do differently next time? Do you believe that .....? Is there a better solution possible for .....?</p> <p>How would you feel if .....? What would be the result if .....? Do you know a better solution?</p> <p>Do you think it is right or wrong that .....and why?</p>
<b>Analyzing</b>	<p>Can you explain why .....? How is it possible that ...?</p> <p>What was the problem? Why did it happen?</p> <p>Would this have happened even if .....?</p> <p>What problems do you see? What could happen?</p> <p>If .....is true, what are the consequences for .....?</p> <p>What is the difference between .....and .....?</p>
<b>Applying</b>	<p>What do you want to change?</p> <p>How would you solve this problem? What questions do you ask? What should ..... have done if ..... was not there?</p> <p>Can you make a drawing differing in one aspect to the story?</p>

<b>Understanding</b>	How do you explain that ....? What happened if .....? Just remember..... Tell in your own words what .....? What kind of ..... is this? What might have happened, really?
<b>Remembering</b>	What happened next? How often .....? Who was.....? What do you need to.....? Is this necessary for .....? Where did he/ she meet .....? When did ..... happen?

### Guided Activity - Putting Bloom's to Work:

Look at the basic primary curriculum (*Let's Read!* P3, Term 2, Week 3) Read-Aloud Story. Develop questions for higher and lower levels of knowledge domains. Explain how each question and answer demonstrate a classification and categorize it as Low or High level knowledge. Create one or two questions for each domain.

### Activity—Analyze Basic Primary Curriculum:

Work in groups of five. Look at your assigned weekly lesson in the basic primary curriculum (not review weeks). Each Student Teacher has a copy of the Teacher's Guide and the Pupil Book. Each group looks at the five days of Read Aloud instruction and associated questions. As a team, the Student Teachers decide into which domain each question falls. The week-long lesson assigned in this activity will be used for the assignment and tutorial.

### Activity—Discussion:

In your group, discuss the following questions:

1. Why is it important for teachers to use leveled questions?
2. What is the benefit of low-level questions?
3. How can a teacher move the pupils further up the pyramid?
4. What is the benefit of higher-level questions?

# ASSIGNMENTS

## **Lesson Development:**

According to the lesson assigned in class, write at least 2 additional questions at each level of Bloom's Taxonomy using the weekly story. Student Teachers are to write the questions out of order (mix them up so that they will not be easily identified in the tutorial session). Each Student Teacher will complete this activity independently.

After engaging in the tutorial session, Student Teachers will use feedback from their peers to refine the questions they have developed.

## **Lesson Instruction:**

After the tutorial, Student Teachers will teach the lesson (including their revised questions) to a child in your neighborhood.

## **Reflective Journal Entry:**

Write a 2-page reflection on the following prompts.

1. Describe your experience of teaching the lesson to a child in your neighborhood.
2. What was the most difficult part of the lesson?
3. What did you do well?
4. How can you improve next time?

## **Reading:**

Complete the Topic 12 reading before attending the Topic 12 class. Be prepared to discuss all content and engage in activities.

## **Supplementary Reading and Blended Learning Activities**

- Duke, N. (2004). The case for Informational text. *Educational Leadership*. <http://www.ascd.org/publications/educationalleadership/mar04/vol61/num06/TheCase-forInformationalText.aspx>
- Topic 11 module on Commcare



**Learning Outcomes:**

At the end of this session Student Teachers should be able to:

1. Identify and teach key comprehension strategies.
2. Demonstrate methods of teaching reading comprehension of narrative and expository texts.
3. Discuss graphic organizers associated with narrative and expository text structures.
4. Create narrative story maps using *Mu Karanta! Let's Read!* curricula.

## GENERAL STRATEGIES FOR READING COMPREHENSION

**Brainstorming:**

Work in groups of 5 to brainstorm possible answers.

1. What do you do when reading to be sure you understand?
2. What can a reader do to increase his/her reading comprehension?

Reading activities are a crucial part of language instruction and they support learning in multiple ways. Pupils who are exposed to a variety of materials better understand vocabulary, grammar, and sentence structure, as well as text structures. Reading helps pupils gain information about a subject they are studying while being exposed to various text forms. Reading for information in the language learning classroom gives pupils both authentic reading material and a purpose for reading.

Reading everyday materials can help pupils understand their own life and culture, and that of others. When pupils have access to newspapers, magazines, and internet sites, they are exposed to various cultures and this allows them to better understand the world around them.

Text comprehension strategies are specific procedures that guide pupils to become aware of how well they comprehend as they read and write. Explicit instruction of these strategies is believed to lead to improvement in understanding. Instruction in comprehension strategies is carried out by a classroom teacher who demonstrates, models, and guides the reader in their acquisition and use. When these skills are acquired, the reader becomes independent of the teacher and is able to effectively interact with the text with limited assistance from the teacher.

The process of comprehending text begins before children can read, when someone reads a picture book to them. They listen to the words, see the pictures in the book, and may start to connect the words on the page with the words they are hearing and the ideas they represent. In order to learn comprehension strategies, pupils need modeling, practice, and feedback. The key comprehension strategies are described below.

1. **Comprehension Monitoring:** The reader learns how to be aware of his understanding during reading, asks himself if he understands what is being read, and applies 'fix up' strategies to improve comprehension. Fix up strategies can include rereading the text, asking question, or any of the following strategies. Pupils need to know that they should be asking themselves if they understand the text, and if not, they should go back to reread or ask questions (from Questioning, below).
2. **Cooperative Learning:** Readers work together to apply strategies in the context of reading to help them understand. Different readers have different strengths and weaknesses, and pupils are able to learn from one another.
3. **Questioning:** Asking and answering questions while reading keeps the reader involved, supports comprehension, and reduces frustration. When pupils ask themselves questions, they are clarifying what they understand and what they don't understand. Pupils can address what they do not understand through rereading or other comprehension strategies. As they are reading, pupils will use different comprehension strategies to understand and analyze text.
4. **Determining Importance:** This strategy encourages pupils to be thoughtful readers who differentiate between important and less important information. Pupils identify key words and sentences that express the main idea(s) or meaning of the text. Underlining key ideas and listing key facts can help pupils apply this strategy in a useful way. Point out to pupils that the title and the topic sentence in a piece of writing often tell the main idea of the text.

Questions Pupils Can Ask While Reading:

What is happening in this passage?

What is the author trying to say?

Who are the main characters in the story?

What does \_\_\_\_\_ symbolize?

How does this connect to what I already read?

Why is this important?

Do I understand the vocabulary?

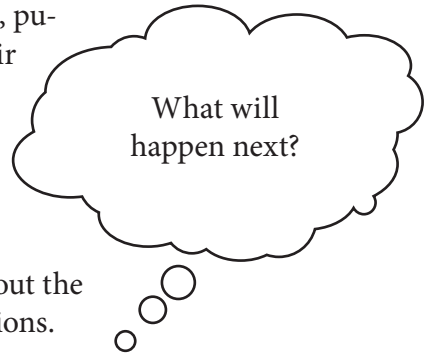
5. **Making Connections:** This strategy encourages pupils to connect their personal experiences and knowledge to what they are reading. This leads to a deeper understanding of the text.

My Connection	How it Helps Me Understand

Pupils may connect their reading to something that happened to them, to another person, or to a character in another book. It is important that pupils identify how their connections help them understand the text. A simple T-Chart labeled “My Connection/ How It Helps Me Understand” is an easy way for pupils to engage in this type of thinking.

6. **Making Inferences:** Making inferences involves taking clues from the text to determine meaning or themes within the text. Sometimes this is called “reading between the lines.” This strategy is especially helpful when writers are vague or indirect, and the passage has an underlying message that is not directly stated. Identifying clues such as the audience to which the writing is addressed, the author’s tone, and descriptions and characterizations will help pupils make accurate inferences.

7. **Making Predictions:** When making predictions, pupils decide what is going to happen based on their understanding of what has happened so far and on how their own prior knowledge connects to the text. Pupils then confirm or change their predictions as they continue reading. This strategy builds reading comprehension because pupils must understand and make inferences about the text’s meaning in order to make realistic predictions.



Predicting outcomes throughout the text also encourages pupils to read carefully and with anticipation. Pupils should pause and make or adjust predictions after reading titles, topic sentences, and individual paragraphs. Also, pupils can explain why they made a prediction. They can point out clues or evidence within the text that led to their predictions.

8. **Summarizing:** Summarizing requires pupils to take larger selections of text and reduce them to the main events, key ideas, or main points that are worth noting and remembering. To do this, pupils sum up important information or events in the order they occur, and in their own words. A pupil must thoroughly understand a concept to create a concise summary—he/she knows what is most important. A good summary is brief, yet tells who, what, when, where, why, and how. A rule of thumb is that a summary is fewer than 20 words. If a pupil is unable to create a brief summary, he/she probably does not understand the concept.



9. **Visualizing:** Visualization requires pupils to take the written information they read and create a mental picture of it. Pupils should be able to visualize people, places, and events that are happening in the text. These mental images are created when pupils understand the information they read. In addition to supporting comprehension, visualization also helps pupils remember what they have read. To help visualization, have pupils look for words that describe people, places, things, and events.

10. **K-W-L**

Three steps in the K-W-L process (Ogle, 1986):

After all the pupils have read the text, the teacher leads a discussion of the questions and answers.

Title		
<u>Know</u>	<u>Want to Know</u>	<u>Learned</u>

**What I Know:** Before pupils read the text, the teacher asks them as a group to identify what they already know about the topic. Pupils write this list in the “K” column of their K-W-L forms.

**What I Want to Know:** Teacher asks pupils to write questions about what they want to learn from reading the text in the “W” column of their K-W-L forms. For example, pupils may wonder if some of the “facts” offered in the “K” column are true.

**What I Learned:** As they read the text, pupils should look for answers to the questions listed in the “W” column and write their answers in the “L” column, along with any other interesting information they learn

**Guidelines for Teaching Text Comprehension Strategies:**

Explicit instruction is very important when teaching comprehension strategies (Gunning, 2013).

### **Six steps to teaching a new comprehension strategy to pupils:**

1. Introduce the strategy: tell the pupils what it is, why they are learning it, and how it will help them to comprehend.
2. Demonstrate and model the strategy (I Do): Show the pupils how to use it; model and think aloud while you are showing how to do the strategy; talk about what you are doing.
3. Guided practice (We Do): Practice the strategy with the pupils. Give time to practice, and as they gain the skill, gradually let the pupils take responsibility for using the strategy.
4. Independent practice and application (You Do): Pupils will need to practice and use strategies with different types of text structure and on different topics.
5. Assess and re-teach (feedback): Observe pupils to see if they are using the strategy and using it effectively. Provide feedback or model the strategy again.
6. Ongoing Reinforcement and Implementation: Remind pupils when to use strategies and which strategies are most helpful depending on the reading task at hand.

### **Group Work—Comprehension Strategies (10 min):**

Work in 8 separate groups. Your Teacher Educator will assign each group one comprehension strategy (#3-10). Take 10 minutes to develop a 5-minute mini-lesson/presentation using a passage from the basic primary curriculum to explain your assigned strategy.

### **Group Presentations—Explicit Comprehension Instruction (55 min):**

Each group will present their mini-lesson to the entire class. Each presentation should not exceed 5 minutes.

# TEXT STRUCTURE AND COMPREHENSION

## **Brainstorming:**

Work in groups of 5 to brainstorm possible answers to the following questions.

1. How is reading a story different than reading a report?
2. Which is more fun—to read a story or a report? Why?

Using Graphic Organizers is another text comprehension strategy. As pupils enter words and phrases into sections of the graphic organizer, they begin to understand how the text fits together to convey the story or message.

## **READING COMPREHENSION: NARRATIVE TEXT**

Narrative text tells a story. This type of text is much like stories told in the home, so it will be familiar to pupils and easier to learn than expository text.

### **The Structure of Narrative Text**

Narrative text is typically structured in chronological order, telling a story and having a sequence of events. Story grammars are the elements of the story—characters, setting, problem/goal, important events, solution, (Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989), and theme/moral. When a pupil can recall the story grammars, then he/she will most likely be able to comprehend and retell the whole story. A narrative story map provides a way to organize the story grammars. Teaching pupils to identify these elements using a story map helps pupils better understand what they are reading and make connections to prior knowledge.

## Narrative Story Map

<b>CHARACTERS</b>	
<b>Main Character:</b>	
<b>Other Characters:</b>	
<b>SETTING</b>	
<b>Where?</b>	
<b>When?</b>	
<b>EVENTS</b>	
<b>First</b>	
<b>Next</b>	
<b>Then</b>	
<b>Last</b>	
<b>PROBLEM/ GOAL</b>	
<b>SOLUTION</b>	
<b>THEME/MORAL</b>	

**Characters** are the people or animals in the story. There is usually one main character who does most of the action and who needs to solve a problem or reach a goal. Other characters are important because they help the main character with the problem or goal.

**Setting** is when and where the story takes place. The main setting may be a school, a church, a farm, a home, etc. Sometimes a story takes place in the past or in the future. Identifying the time for these stories is an important aspect of comprehension.

**Events** refers to the main activities, or happenings, in the story.

**Problem/Goal** is the central reason the story is being told. What is the main character trying to do? Sometimes the main character is solving a problem, for example: a

wheel broke on the cart and now he must find a way to get his goods to the market. In other stories, the main character is trying to reach a goal.

**Solution** is how the problem is solved or how the goal is reached. There should one simple explanation.

**Theme/Moral** is the lesson to be learned by reading and understanding the story.

## **READING COMPREHENSION: EXPOSITORY TEXT**

Expository text is informational text—it explains facts and concepts in order to inform, persuade, or explain. These types of texts do not tell a story and are not highly familiar to most pupils. The pupils will need exposure to and practice with understanding these texts. In addition to the strategies listed above for all texts, the strategies below are particularly effective when comprehending expository texts.

### **The Structure of Expository Text**

Expository text is typically structured with visual cues such as headings and sub-headings that provide clues as to the structure of the information. Teaching these structures can help pupils recognize relationships between ideas and the overall purpose of the text. The following graphic organizers are most appropriate for each style, and are drawn from Center on Instruction (RMC Research Corporation), 2012.

Citation:

Informational Text Structure Templates [Brochure]. (2012). Retrieved from <http://www.nsbsd.org/cms/lib01/AK01001879/Centricity/Domain/781/Text%20Structure%20Templates.docx>

# PROBLEM AND SOLUTION:

<b>Purpose: to state one or more problems and provide one or more solutions to the problem.</b>		
<b>Signal Words and Phrases</b>		
advantage	disadvantage	question
answer	in order to	since
as a result of	issue	so that
because	led to	solution
cause	problem	solved
dilemma	puzzle	
<b>Comprehension Question Frames</b>		
<ol style="list-style-type: none"> <li>1. What is the problem?</li> <li>2. Who has the problem?</li> <li>3. Why is it a problem?</li> <li>4. What is causing the problem?</li> <li>5. What solutions have been suggested or tried?</li> <li>6. What are the pros and cons of various solutions?</li> <li>7. Which solutions worked or seem to have the best chance for solving the problem?</li> </ol>		
<b>Graphic Organizers</b>		

# DESCRIPTION

**Purpose: to explain a topic, concept, person, place, event or object, by providing characteristics, features and/or giving examples.**

## Signal Words and Phrases

descriptive words (e.g., color, shape, size)

position words (e.g., above, along, beside, between, in front of, near)

appears to be

for example

made up of

characteristics

for instance

most important

consists of

in fact

specifically

features

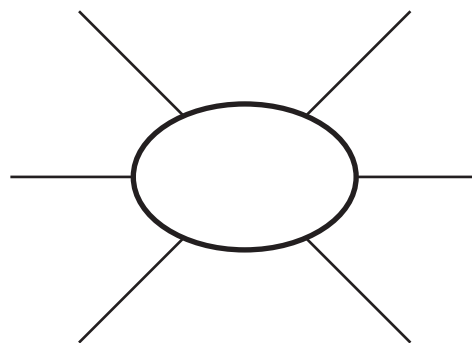
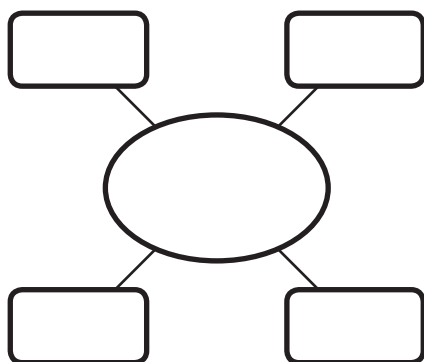
looks like

such as

## Comprehension Question Frames

1. What is the subject being described?
2. How is the topic being described (i.e., where it is, what it does, how it works, what it looks like, its classification)?
3. What are the most important attributes or characteristics?

## Graphic Organizers



# COMPARE AND CONTRAST

**Purpose: to describe what is similar and/or different about two or more subjects.**

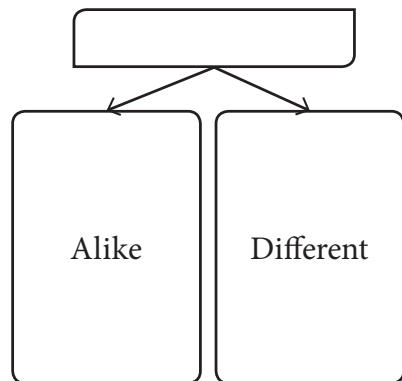
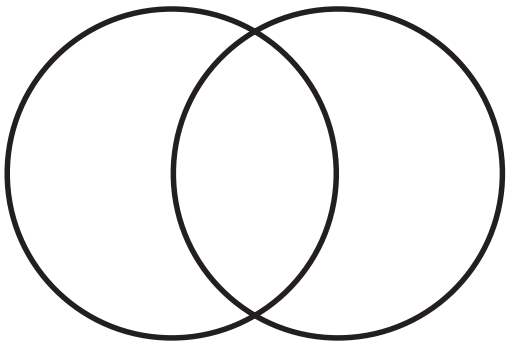
## Signal Words and Phrases

alike	but	in comparison
same as	also	compared to
in contrast	similar to	although
despite	instead of	similarity
as	different from	just
too	as opposed to	either-or
on the contrary	unlike	as well as
however	on the other hand	yet
both	in common	opposite

## Comprehension Question Frames

1. What subjects are being compared?
2. What is it about them that is being compared?
3. What characteristics of the subjects form the basis of the comparison?
4. What characteristics do they have in common? How are they alike?
5. In what ways are they different?

## Graphic Organizers





# CHRONOLOGY/SEQUENCE

<p><b>Purpose: to provide information in time order or the order in which events, actions, or steps in a process occur.</b></p>		
<p><b>Signal Words and Phrases</b></p>		
after	finally	later
soon	as soon as	first/second/third
meanwhile	step	at the same time
following	next	then
before	immediately	now
today	directions	initially
prior to	until	during
last	simultaneously	when
<p><b>Comprehension Question Frames</b></p>		
<ol style="list-style-type: none"> <li>1. What sequence of events is being described?</li> <li>2. What are the major events or incidents that occur?</li> <li>3. What happens first, next, last?</li> <li>4. How is the sequence or cycle revealed in the text?</li> <li>5. What are the steps, directions, procedures to follow to make or do something?</li> </ol>		
<p><b>Graphic Organizers</b></p>		
<ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> </ol>	<pre> graph TD     S1[Step 1] --&gt; S2[Step 2]     S2 --&gt; S3[Step 3]     S3 --&gt; S4[Step 4]             </pre>	

# CAUSE AND EFFECT

<p><b>Purpose: to explain why or how something happened/happens</b></p> <p><b>Effect = what happened      Cause = why it happened</b></p>		
<p><b>Signal Words and Phrases</b></p>		
as a result	if . . . then	outcome
because	impact	reasons for
consequently	in order to	since
due to	influenced by	so that
effects of	is caused by	therefore
for this reason	leads to	thus
how	on account of	when...then
<p><b>Comprehension Question Frames</b></p>		
<ol style="list-style-type: none"> <li>1. What were the specific events that happened?</li> <li>2. Why did the events happen? What were the causes?</li> <li>3. What were the results or outcomes of these events happening? What was the effect?</li> <li>4. Did prior events cause or influence the main event? If so, in what ways?</li> <li>5. What is the significance of the event and/or the results (outcomes)?</li> </ol>		
<p><b>Graphic Organizers</b></p>		

### Activity—Small Group:

Work in small groups. Using Sample Passages from a basic primary curriculum or children's book, create your own story map.

## ASSIGNMENTS

### Strategy Lesson:

Students will work individually to design a mini-lesson using the specific comprehension strategy assigned during class using *Mu Karanta!* P3 Term1; Mako Na 1 Darasi Na 3 da Na 4 Labarin Kura Da Kurege 1 & 2 passages. These lessons will be shared during the tutorial session.

### Reflective Journal Entry:

After the tutorial session, write a 2-page reflection on the following prompts:

1. How does teaching text structure support comprehension?
2. What can a teacher learn about her pupils when using graphic organizers?
3. Which text comprehension strategies will be the easiest to teach, and why? The most difficult to teach, and why?
4. What is the benefit for using each of the strategies?
5. How will the teacher know when the pupils are ready to use the strategy without teacher support?

### Supplemental Reading and Blended Learning Activities

- Armbruster, B., Lehr, F., & Osborn, J. (2001). *Put Reading First*. National Institute for Literacy. <https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>  
pages 47-57
- Topic 12 module on Commcare

## Topic N<sup>o</sup> 13: **COMMUNITY OUTREACH**

The Teacher Educators will decide what activities are to be assigned for this week. This week may take place at the end of the semester, or it may occur sometime in the middle of the semester, as the Teacher Educators determine is appropriate. One or more of the following activities may be assigned during this week, and your Teacher Educators will inform you of specific expectations, assignments, and activities.

### **OPPORTUNITIES FOR TEACHER EDUCATORS TO INVOLVE STUDENT TEACHERS IN COMMUNITY OUTREACH ACTIVITIES:**

- Visiting Teacher Learning Cycles and Cluster Learning Cycles (TLCs & CLCs)
- Inviting parents and the community to an event where Student Teachers discuss home literacy practices, demonstrate read aloud lessons, and help parents understand how they can support their children's literacy skills
- Engaging in Community Reading Events where Student Teachers gather children for fun reading activities
- Hosting a workshop for other pre-service Student Teachers where Student Teachers showcase teaching and learning activities for the 5+2 areas of reading instruction

### **OPPORTUNITIES FOR TEACHER EDUCATORS TO PROVIDE TIME FOR STUDENT TEACHERS TO WORK COLLABORATIVELY AND BUILD THEIR UNDERSTANDING OF COURSE CONTENT:**

- Micro-teaching or Peer-teaching of concepts
- Reviewing the 5+2 areas of reading instruction and related pedagogy
- Class study session to prepare for a mid-term or final examination

### **OPPORTUNITIES FOR TEACHER EDUCATORS TO ASSESS STUDENT TEACHER LESSON DELIVERY SKILLS (AS THE PERFORMANCE PART OF THE FINAL EXAMINATION)**

- Student Teachers can gather in small groups and deliver lessons to one another
- Student Teachers can engage the community and deliver lessons to groups of children
- Student Teachers can demonstrate reading activities to parents

### **Supplementary Reading and Blended Learning Activities**

- UNESCO. (2017). *Engaging Families in Literacy and Learning*. UNESCO Institute for Lifelong Learning. <http://unesdoc.unesco.org/images/0024/002494/249463e.pdf>
- Topic 13 module on Commcare

## Glossary of Terms

**Accuracy:** The ability to correctly read words by sight or by decoding.

**After reading/Discussion:** Post-reading strategies provide students a way to summarize, reflect, and question what they have just read. They are an important component of the pre-, during, and post-reading strategy and is the core of good comprehension.

**Analyze:** The pupil breaks learned information into its parts in order to understand and identify evidence for a conclusion.

**Apply:** The pupil makes use of information in a new situation, different from the one in which it was learned.

**Assessment:** An ongoing process using observations, checklists, test scores, and other data to determine a pupil's skills. Various assessments provide teachers with the information needed to develop appropriate lessons and improve instruction for all pupils, including pupils with disabilities.

**Brainstorming:** These activities are designed to get the Student Teachers thinking about a concept before it is formally discussed in the classroom. This is not about finding the correct answer, but about exploration.

**Characters:** The people or animals in the story. There is usually one main character who does most of the action and who needs to solve a problem or reach a goal. Other characters are important because they help the main character with the problem or goal.

**Child-friendly definition:** When the teacher explicitly teaches the meaning of the word using words that the pupils already know.

**Choral reading:** Is when the teacher and the pupils read a phrase, sentence, or text together. The teacher sets the pace and pupils receive immediate feedback by hearing how their reading accuracy, rate, and expression compare to the teacher's and to other pupils'.

**Comprehension:** Understanding the meaning or message of the text.

**Comprehension Monitoring:** The reader learns how to be aware of his understanding during reading, asks himself if he understands what is being read, and applies 'fix up' strategies to improve comprehension.

**Connected text:** Paragraphs or stories using full sentences (not single words or word lists).

**Continuous assessment:** When teachers use formal and informal assessment tools to gather data on pupils' progress. Assessment helps teachers know which pupils need support.

**Cooperative Learning:** Readers work together to apply strategies in the context of reading to help them understand. Different readers have different strengths and weaknesses, and pupils are able to learn from one another.

**Create:** The pupil creates new ideas and information based on what has already been learned.

**Criteria and goal setting:** The teacher engages pupils in instruction and the learning process by creating clear expectations. In order to be successful, pupils need to understand and know the learning target/goal and the criteria for reaching it.

**Criterion-referenced tests:** Are closely aligned to the curriculum and measure pupils' knowledge against a standard, not each other. Criterion-referenced tests allow the teacher to identify specific areas for pre- and post-testing. These pre- and post-tests provide data that can measure individual pupil growth. Teachers use criterion-referenced tests in their classrooms to assign grades.

**Critical thinking skills:** Are ways of thinking about topics or content in new and insightful ways.

**Curriculum:** This refers to the actual materials used by teachers to teach subjects like Reading to pupils.

**Decode:** Blend sounds to read words.

**Descriptive feedback:** Explaining what was done correctly, what was done incorrectly, and how to fix the mistakes.

**Determining importance:** This strategy encourages pupils to be thoughtful readers who differentiate between more important and less important information. Pupils identify key words and sentences that express the main idea(s) or meaning of the text. Underlining key ideas and listing key facts can help pupils apply this strategy in a useful way. Point out to pupils that the title and the topic sentence in a piece of writing often tell the main idea of the text.

**Directionality:** The flow of text from left to right and top to bottom.

**During reading:** Provision of opportunities to practice reading behaviors in meaningful context as opposed to in isolation.

**Echo reading:** When the pupils repeat (or echo) what the teacher reads using proper expression. Teachers read a phrase or sentence and the pupils repeat the phrase or sentence. This provides the pupils with highly supported practice.

**Emergent writing:** Refers to what young children create as they are beginning to write.

**Encode:** To segment sounds in words in order to determine how to write those words.

**Enrichment:** Extension activities to build already high skill levels.

**Evaluate:** The pupil makes decisions based on in-depth reflection, criticism, and assessment.

**Events:** Refers to the main events, or happenings, in a story.

**Examples and non-examples:** Samples of how the word CAN be used, and samples of how the word is inappropriate to use.

**Explicit and systematic instruction:** This means teaching letter/sound patterns in the order of frequency, and teaching them in a very direct way so that pupils understand the letter/sound relationship. It also means using the I Do, We Do, You Do Gradual Release Model to ensure pupils learn the skills being taught.

**Explicit instruction/Gradual release model (I Do, We Do, You Do):** Allows teachers to observe the pupils as they practice a new skill. When the teacher sees that the pupils need more support, she can model the skill again, and when the teacher sees that the pupils can perform the skill on their own, she can provide less support and give corrective feedback as necessary.

**Expository Text:** Expository text is informational text—it explains facts and concepts in order to inform, persuade, or explain. These types of texts do not tell a story and are not highly familiar to most pupils. The pupils will need exposure to and practice with understanding these texts.

**Expressive language:** The use of spoken language to communicate and express thoughts, feelings, or ideas. Expressive language is how one expresses his or her wants and needs.

**Expressive language skills:** Speaking and writing.

**Fix-up strategies:** Can include rereading the text, asking question, or applying any comprehension strategy. Pupils need to know that they should be asking themselves if they understand the text, and if not, they should go back to reread or ask questions.

**Gradual release model:** The teacher models activities from each level of phonological and phonemic awareness, guides the pupils in practice at each level, and monitors students as they demonstrate the skills they have learned.

**Guided writing:** Allows pupils to begin writing on their own. Teachers provide support as the pupils write, circulating around the room to help individual pupils. The teacher may provide a general topic and then allow pupils to expand the topic to suit themselves.

**Header words:** The name of each category for the purposes of word sorting.

**Home literacy:** Any reading activities that take place in the home or with the parents. Parents can foster reading with their children through talking, singing, and reading at home.

**How books work:** Pupils learn that books have a front and back cover, that books are held upright, that books have a title page, that books have authors and illustrators, that authors write the words and illustrators create the pictures, and that pages are turned one at a time from front to back (one concept of print).

**How print works:** Pupils learn that printed language is made up of letters, that letters can be different sizes and shapes, that words are made up of letters, that words are separated by spaces, that sentences start with a capital letter and end with a punctuation, and that we read from left to right and starting at the top of the page (one concept of print).

**Independent writing:** Allows pupils to complete a writing task on their own. The teacher will provide feedback on the completed product, but will not be involved as the pupils write.

**Instruction and review with brief lessons:** Pupils should receive phonics instruction and engage in practice every day. Each lesson should only be 10 to 15 minutes long, and should include plenty of time for pupils to practice the current skill and review previous skills.

**Interactive writing:** The teacher shares the act of writing with the pupils in order to build their understanding of text and how it is structured.

**Invented spelling:** Pupils write letters for the parts of the words they hear, and omit some letters.

**Language:** Refers to all of the words, word endings, word meanings, and rules for organizing words into phrases and the sounds of words that exist in a culture, and ability to formulate thoughts that are expressed using the appropriate words or combinations of words.

**Linking language and print:** Children will begin to point to words and follow text left to right and top to bottom as they pretend to read and tell a story.



**Linking phonics to spelling:** Pupils use the letter/sound patterns they are learning to spell and write words. As soon as the pupils learn the letter/sound relationship for a vowel and one or more consonants, they can begin spelling and writing activities. Linking spelling and writing activities helps to build pupils' phonics and reading skills.

**Making connections:** This strategy encourages pupils to connect their personal experiences and knowledge to what they are reading. This leads to a deeper understanding of the text. Pupils may connect their reading to something that happened to them, to another person, or to a character in another book.

**Making inferences:** Making inferences involves taking clues from the text to determine meaning or themes within the text. Sometimes this is called "reading between the lines." This strategy is especially helpful when writers are vague or indirect, and the passage has an underlying message that is not directly stated. Identifying clues such as the audience to which the writing is addressed, the author's tone, and descriptions and characterizations will help pupils make accurate inferences.

**Making predictions:** When making predictions, pupils decide what is going to happen based on their understanding of what has happened so far and on how their own prior knowledge connects to the text. Pupils then confirm or change their predictions as they continue reading.

**Modeled writing:** A teacher demonstrates the strategies that are most effective and helpful for pupils as they write.

**Norm-referenced tests:** Used to compare a pupil's performance with that of a norming group. Norm-referenced tests may not be closely aligned with the curriculum.

**Moving from pictures to text:** Children begin to pay attention to the text in the book in addition to the pictures.

**Observations:** Go beyond walking around the room to see if pupils are on task or need clarification. Observations help teachers gather evidence of pupil learning to inform instructional planning. This evidence can be recorded as notes and used as feedback for pupils about their learning or as anecdotal data shared with pupils or parents during conferences.

**One skill per lesson:** Phonics lessons should be focused, and only one new skill should be introduced at a time. Then, in later lessons, the skills can be reviewed and practiced.

**Oral traditions:** How language is used within the family through telling stories, sharing ideas, singing songs, etc.

**Oral vocabulary:** The words used every day in speaking and listening.

**Partner reading:** The teacher instructs pupils to work in pairs. Both pupils have a copy of the text. The two pupils take turns reading to one another. While one pupil reads out loud, the other pupil reads silently, listening and following along. The pupil who is listening provides feedback to the pupil who is reading, and then receives feedback when it is his/her turn to read. Pupils receive support and feedback from one another and occasionally from the teacher as he/she circulates around the room working with different pairs of pupils.

**Phoneme:** The smallest individual unit of sound in a word.

**Phoneme addition:** Pupils make a new word by adding a phoneme to an existing word.

**Phonemic awareness:** A very specific kind of phonological awareness, and refers to the ability to hear, identify, and manipulate individual phonemes (sounds) in spoken words.

**Phoneme blending:** Pupils listen to a sequence of separately spoken phonemes, and then combine the phonemes to form a word. Then they write and read the word.

**Phoneme categorization:** Pupils recognize the word in a set of three or four words that has the “odd” sound.

**Phoneme deletion:** Pupils recognize the word that remains when a phoneme is removed from another word.

**Phoneme identity:** Children recognize the same sounds in different words.

**Phoneme isolation:** Children recognize individual sounds in a word.

**Phoneme segmentation:** Pupils break a word into its separate sounds, saying each sound as they tap out or count it. Then they write and read the word.

**Phoneme substitution:** Children substitute one phoneme for another to make a new word.

**Pre-reading:** Recognizing the purpose for reading—this will help students select appropriate reading strategies.

**Pre-teaching vocabulary:** Is a technique for introducing new terms to pupils before they read. Teachers tell the pupils what the word means and how to pronounce it.

**Print rich environment:** The child is exposed to text in the home and in the environment through books, newspapers, magazines, and signs. When children see print around them, they learn that text is important. A print rich environment can be used to build early reading skills.

**Problem/goal:** Is the central reason a story is told. What is the main character trying to do? Sometimes the main character is solving a problem, for example: a wheel broke on the cart and now he must find a way to get his goods to the market. In other stories, the main character is trying to reach a goal.

**Prosody:** Reading with expression so that reading sounds like talking.

**Pupil record keeping:** Helps pupils better understand their own learning as evidenced by their classroom work. This process of pupils keeping ongoing records of their work not only engages pupils, it also helps them, beyond a “grade,” to see where they started and the progress they are making toward the learning goal.

**Purpose of Print:** Pupils learn that print is written words, that print carries a message, that print can teach us many things, and that print can be enjoyed.

**Questioning:** Asking and answering questions while reading keeps the reader involved, supports comprehension, and reduces frustration. When pupils ask themselves questions, they are clarifying what they understand and what they don’t understand.

**Questioning strategies:** These should be embedded in lesson/unit planning. Asking better questions allows an opportunity for deeper thinking and provides teachers with significant insight into the degree and depth of understanding. Questions of this nature engage pupils in classroom dialogue that both uncovers and expands learning.

**Rate:** The speed of reading.

**Reader’s Theater:** Pupils work as a group to enact a story. This activity is much like participating in a theatrical performance. Pupils are assigned different roles, then they practice their role. When the group comes together for practice, each pupil reads the script silently as each pupil reads his/her part aloud. When a pupil has lines to speak, he/she is expected to read with expression, acting out what is happening in the story.

**Reading fluency:** Is the ability to read text with accuracy, expression, and comprehension.. Fluency is the important link between decoding a text and understanding a text.

**Reading comprehension:** Reading and understanding the meaning of a text.

**Reading vocabulary:** Words recognized or used in print.

**Receptive language:** The ability to listen and understand what others are saying.

**Receptive language skills:** Listening and reading.

**Remember:** The pupil is able to recall, restate, and remember learned information; this is the lowest level of the cognitive domain. This is simple recall of what has been learned, and is often the who, what, when, and where tasks we assign.

**Repeated Reading:** Is when a pupil reads a text for a second, third, fourth, etc. time in order to gain speed, accuracy, and expression. Ideally, someone (either the teacher or another pupil) will listen to the reader and provide feedback.

**Sandwich method:** A way to provide constructive feedback that helps the person receiving the feedback understand what has been done well and what improvements need to be made. The person providing the feedback gives both positive comments and areas where the recipient needs to improve.

**Scribbling:** Children begin to scribble in lines starting at the top of the page, one below the other, and scribbling from left to right as they pretend to write.

**Scope and sequence:** Is the order in which the content is taught. Scope refers to the specific content that is included in the curriculum, while sequence refers to the order in which those contents appear.

**Self and peer assessment:** Helps to create a learning community within a classroom. Pupils who can reflect while engaged in metacognitive thinking are involved in their learning. When pupils have been involved in criteria and goal setting, self-evaluation is a logical step in the learning process.

**Setting:** Is when and where the story takes place. The main setting may be a school, a church, a farm, a home, etc. Sometimes a story takes place in the past or in the future. Identifying the time for these stories is an important aspect of comprehension.

**Shared writing:** Is when the teacher and the pupils work together to create a written product.

**Speech:** Refers to the physical way that the mouth, throat, and breath work together so that we can pronounce words out loud.

**Sight words:** These are words that cannot be ‘sounded out’ and must be learned by sight recognition. As pupils’ reading skills improve, their sight word vocabulary grows.

**Sight word vocabulary:** Refers to all the words a pupil recognizes by sight, including words that can be decoded and the pupil has memorized.

**Solution:** How the problem is solved or how the goal is reached in a narrative story.

**Summarizing:** Summarizing requires pupils to take larger selections of text and reduce them to the main events, key ideas, or main points that are worth noting and remembering. To do this, pupils sum up important information or events in the

order they occur, and in their own words. A pupil must thoroughly understand a concept to create a concise summary—he/she knows what is most important.

**Support:** Additional instruction in foundational skills.

**Syllable:** A unit of language that is larger than an individual sound (phoneme) and consists of a vowel alone or a vowel and one or more consonant sounds.

**Syntax:** Order of words.

**Teaching:** This refers to the types of strategies teachers help pupils learn to apply and the types of instruction used.

**Testing:** This refers not only to how pupils are tested (assessed), but also what teachers do with the test results. Effective testing includes using test results to plan high quality instruction.

**Text:** This refers to how much text a pupil sees (how many words) and also the quality of those texts.

**Theme/moral:** Is the lesson to be learned by reading and understanding the story.

**Think aloud:** The teacher verbalizes (says) exactly what he or she is thinking as the writing is done.

**Time:** This refers not only to how much time is spent on each lesson, but also how often lessons take place. Good reading instruction should happen every day.

**Understand:** The pupil grasps the meaning of information by interpreting and translating what has been learned. The pupil can put the information in his/her own words.

**Visualizing:** Visualization requires pupils to take the written information they read and create a mental picture of it. Pupils should be able to visualize people, places, and events that are happening in the text. These mental images are created when pupils understand the information they read.

**Vocabulary instruction:** reading comprehension is a cognitive (thinking) process that incorporates complex skills and requires vocabulary learning and development.

**Word families:** Groups of words that share a letter/sound pattern.

**Word isolation:** Children begin to point to individual words and may make up meanings for them.

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