Project Design:
Early Grade Reading Programs

The "5 Ts" for Effective Reading Instructions: Teaching, Time, Text, Tongue, Test

Africa Regional Education Sector Workshop
Dakar, Senegal
June 5-7, 2013

Acknowledgments

- This presentation was prepared for the Africa Bureau's Education Officer Training Course under EdData II Task Order 19: Data for Education Research and Programming (DERP).

- The USAID EdData II project is led by RTI International. Task Order 19 is EdData II Task Order Number 19, EHC-E-0X-04-00004-00.

- The presentation was developed by Colette Chabbot, Joe DeStefano, Ash Hartwell and Alison Pflepsen. Sylvia Linan-Thompson contributed content and slides related to reading components and language issues.

- The contents of this presentation are the professional opinions of the authors and do not represent the official position of either RTI International or USAID.
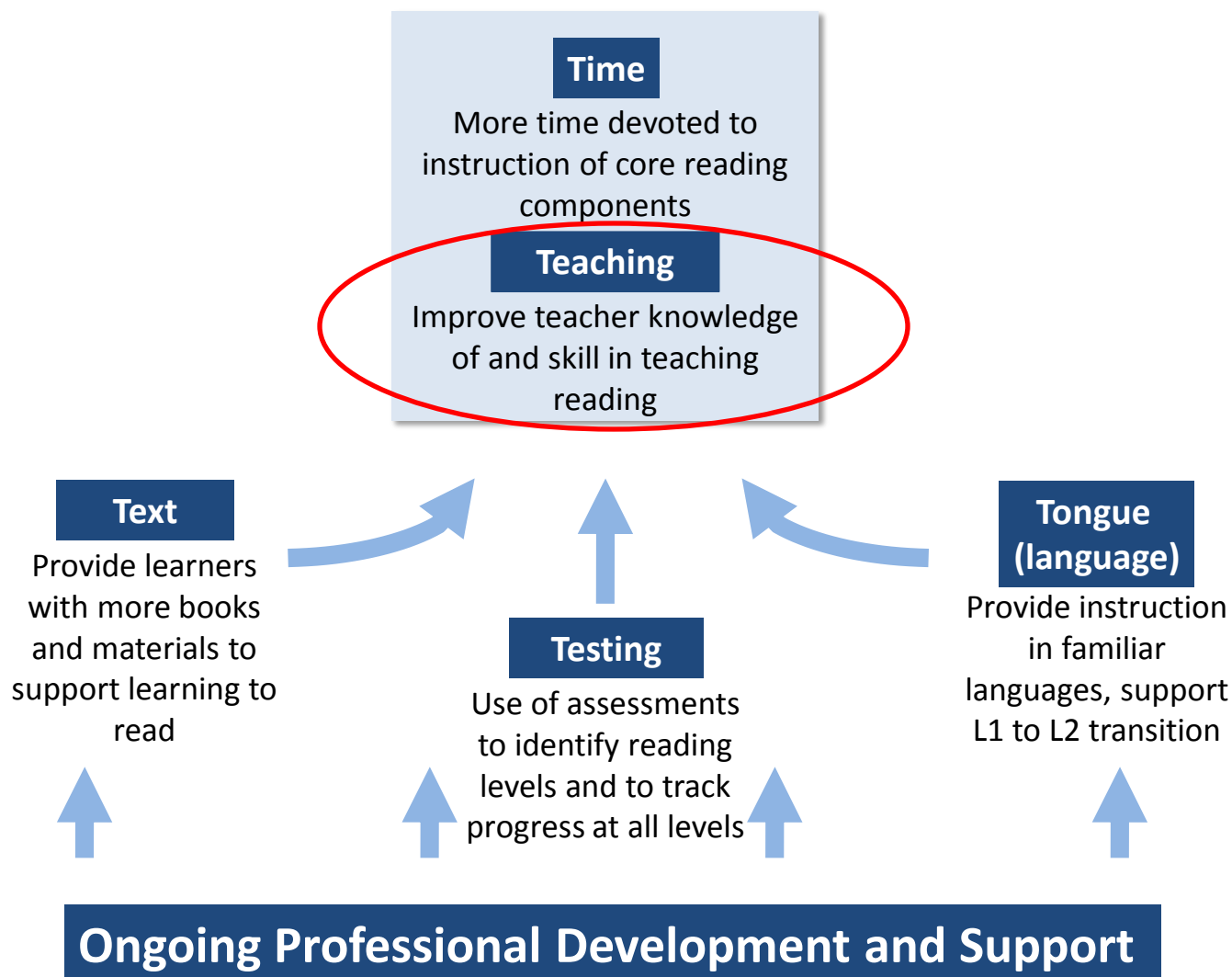
Day 1 Objectives

Participants will:

- Develop a deeper understanding of how children learn to read and what needs to be included in an instructional program that effectively teaches children to read.

- Discuss your country's reading-related programs and the common issues projects face when trying to promote, support and sustain effective reading instruction.
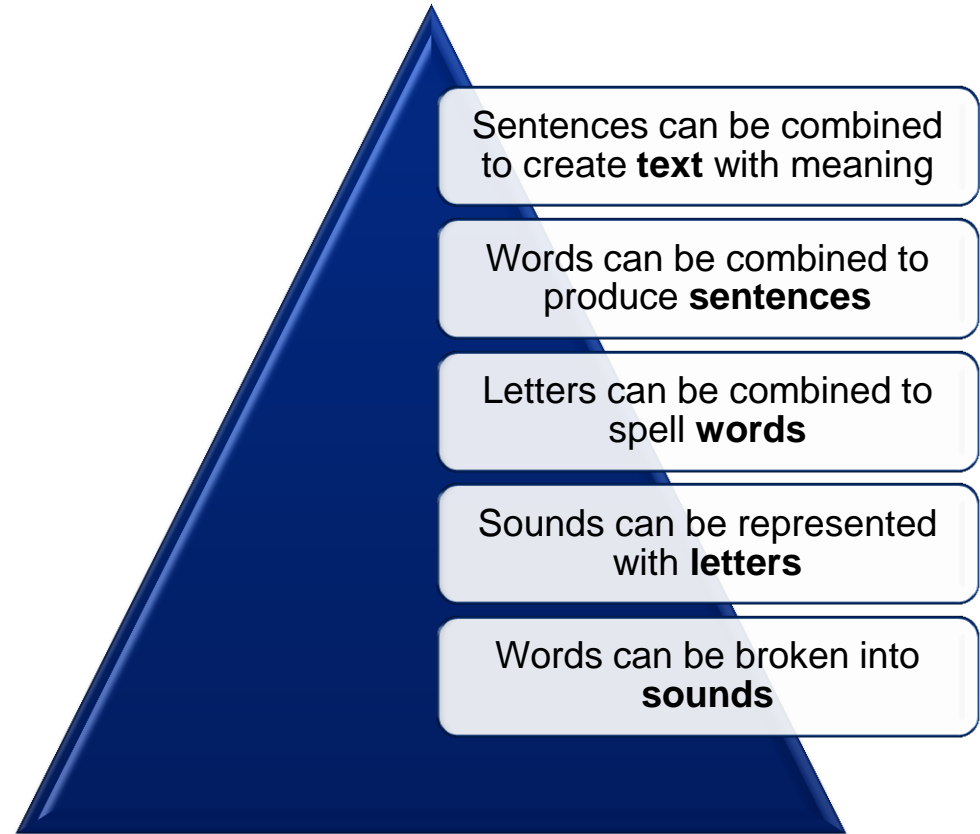
→ **Focus will be on sharing ideas, best practices and experiences**

The 5 Ts of Reading Improvement

Time
More time devoted to instruction of core reading components

Teaching
Improve teacher knowledge of and skill in teaching reading

Text
Provide learners with more books and materials to support learning to read

Testing
Use of assessments to identify reading levels and to track progress at all levels

Tongue (language)
Provide instruction in familiar languages, support L1 to L2 transition

**Ongoing Professional Development and Support**

1. Teaching: the Core Reading Components

- Teaching a child to read requires specialized knowledge and practices.
- Across languages, learning to read includes teaching and acquiring key skills.
- **Key to teaching reading effectively is knowing the 5 core reading components** (National Reading Panel, 2000)

Sentences can be combined to create **text** with meaning

Words can be combined to produce **sentences**

Letters can be combined to spell **words**

Sounds can be represented with **letters**

Words can be broken into **sounds**

Phonemic Awareness

- The ability to focus on, manipulate, and break apart the smallest units of sounds (phonemes) in words
- To read, the sounds of the language need to be mapped to print
- Taught/demonstrated by:
  - recognizing which words begin with the same sound
  - isolating and saying the first or last sound in a word
  - combining or blending separate sounds to say a word
  - breaking apart a word into its separate sounds
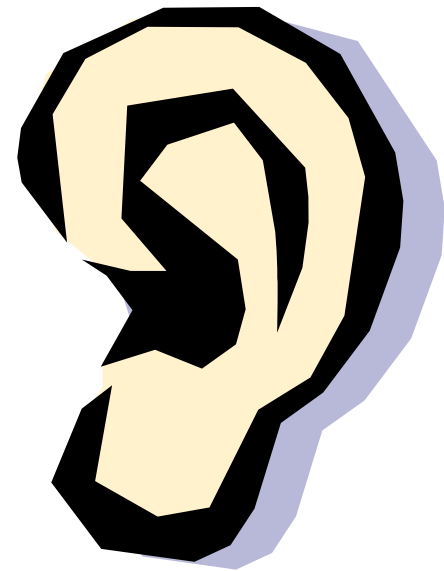
Phonics

"To the uneducated, an "A" is just three sticks."
– A. A. Milne

- Instruction designed to help readers understand and apply the knowledge of how letters are linked to sounds to form letter-sound correspondences and spelling patterns

- Taught/demonstrated by:

  - blending simple word parts together to form a word

  - segmenting words sound by sound

  - understanding how changing a letter changes the sound and meaning of a word

  - sounding out unfamiliar words

Teacher in Liberia provides phonics-based instruction (Medina Korda, RTI)

Fluency

- The ability to read text orally with speed, accuracy and expression

Fluency is …
the ability to read text accurately and quickly.

Fluency is important because …
it frees students to understand what they read.

Fluency practice …
is essential for students to bridge the gap between word recognition and comprehension.

Reading Fluency can be developed by …
having students engage in repeated oral reading and modeled fluent reading.

– The Partnership for Reading

- Being able to comprehend text requires being able to **read words correctly at some minimal speed** per minute

Vocabulary

- Knowledge of the meaning of words

- Taught/demonstrated by:

  - Using new words in speaking and writing

  - Recognizing a growing number of words and being able to provide definitions, use them in sentences and discuss their meanings

  - Asking questions about unfamiliar words

  - Figuring out the meaning of a new word based on the context in which the word is used

  - Recognizing parts of unfamiliar words that help them determine their meaning

  - Be able to look up words in a dictionary

- The more words one knows, the better one can read and understand

sedd
lakk
ndey
booy
baali̢
daande
i̢nde̢
NANI̢
njom
sabar
CHERE
njuup
tulo
kairabe
talaata
suto
Domo

Comprehension

- The ability to understand, interpret and use what is read
- Dependent on all other components of reading, but also needs to be explicitly taught
- Taught/demonstrated by:
  - Making predictions about story content
  - Retelling stories
  - Asking and answering questions about basic information in a text (character, setting, time)
  - Recognizing and explaining which actions caused which things to happens
  - Determining the main ideas in a text and providing details that support their points of view
  - Separating fact from opinion and describing an author's point of view
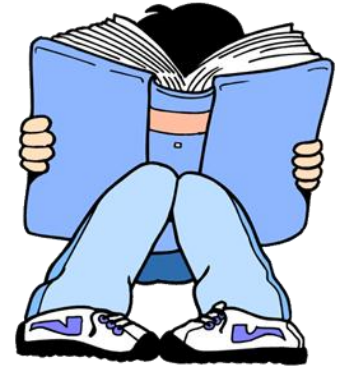
Can you read? Can you comprehend?

Twas brillig and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves
And the mome raths outgrabe.

"Jabberwocky's Song," in *Through the Looking-Glass and What Alice Found There*, by Lewis Carroll

Let's try it again….

What if:

- Your teacher explained that a Jabberwocky is a rare, colorful bird in the rain forest
- Your class just finished a lesson on the rain forest
- You learned that:
    - brillig = evening
    - toves = birds
    - gyre = fly
    - wabe = night sky
    - borogroves = frogs
- Using your background knowledge, this new vocabulary, and other comprehension strategies, could you guess what "mome raths" are? Is "outgrabe" likely to be a noun or verb?

Jabberwocky's Song

Twas **evening** and the slithy **birds**
Did **fly** and gimble in the **night sky**;
All mimsy were the **frogs**
And the mome raths outgrabe.

Can you now begin to make meaning from the text?

Putting all the components together….

1 Letters have sounds, that …

a c
/c/
/a/
t
/t/

2 c - a - t

… when blended together make words…

… which strung together make sentences, paragraphs and stories…

The cat sat in the tree. "Oh no," I cried. "Don't fall."

Predict
Compare & contrast
Summarize
Synthesis
Generalize

4 …and paired with knowledge of LOTS of words…

3 … which need to be read fluently, with expression and inflection…

5 … and comprehension strategies to help children learn to read– and enjoy it!

Instructional Design – Scope and Sequence

	Week 3					Week 4				
	M	*T*	*W*	*TH*	*F*	*M*	*T*	*W*	*TH*	*F*
PA	'j' , 'h''	Review	'w', 'u''	'v', 'g''	Review	'y''	'z', 'q'	Review	'sh' digraph	'ch'
Phonics	'j', 'h'	Review	'w', 'u''	'v', 'g''	Review	'y'	'z', 'q'	Review	'sh' digraph	'ch'
Vocabulary + Sight Words	<u>Rage, his</u>	<u>Review</u>	<u>It</u>	<u>Was, are</u>	<u>review</u>	<u>All, but</u>	<u>but</u>	<u>Review</u>	<u>there</u>	<u>can</u>
Fluency	Letter names, sounds, words	Sentence practice	Sentence practice	Words, sounds, letters	Sentence practice	Words, sounds, letters	Words, sounds, letters	Sentence practice	Words, sounds, letters	Words, sounds, letters
Comprehension	decodables and read-alouds	decodables and read-alouds	decodables and read-alouds	decodables and read-alouds	decodables and read-alouds	decodables and read-alouds	decodables and read-alouds	decodables and read-alouds	decodables and read-alouds	decodables and read-alouds

How long does it take to learn to read?
Depends on several factors:

Across languages, reading follows a similar path. What varies is the length of time needed based on the following factors:

1. Number of symbols of the alphabet
2. Degree of visual similarities in the alphabet (i.e., "d" and "b")
3. Degree of phonological similarities (i.e., "c" in city and "s" in sip)
4. Relative orthographic consistency of the language (i.e., English is a very inconsistent, or not transparent language - the sound for /k/ is represented 10 different ways)
5. Phonological structure – rules for phoneme sequencing
6. Whether children speak the language they are learning to read

→*But we do know that with good instruction, children can learn to read by the end of early primary.*

Reading Skills Pyramid

by Time4Learning.com

On-Track Reader
Prepared for Success

Language-Rich Environment

It's Time For Learning. And Fun.
- Time4Learning's Ed Mouse, the Educational Mouse

Third
- Reads at 114 words per minute
- Builds vocabulary through daily reading
- Knows fact/ opinion and explains cause/ effect
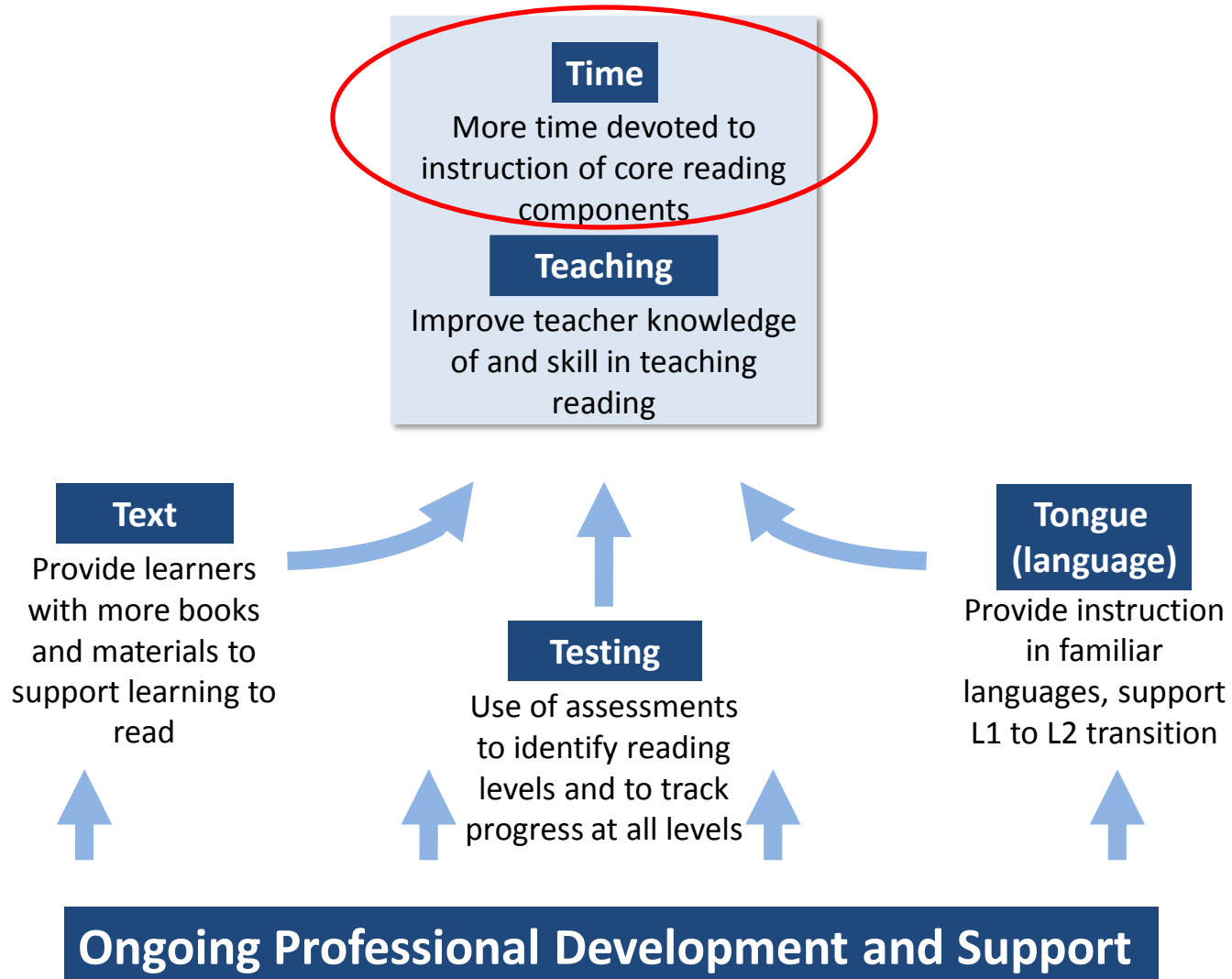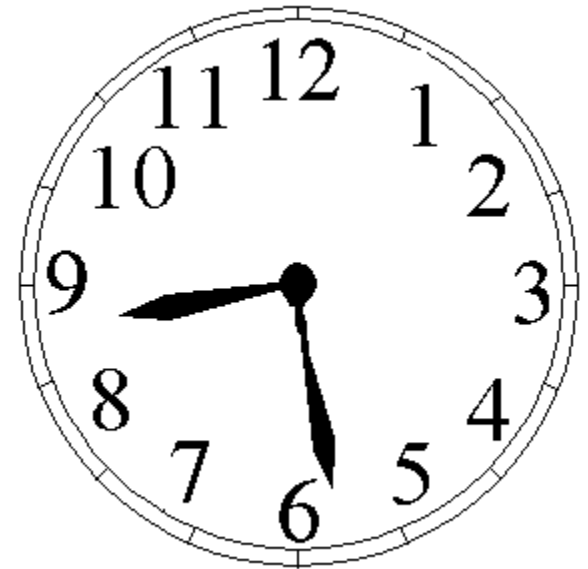- Identifies confusing passages/ words and asks clarifying questions

Second
- Reads words with one and two syllables
- Attempts larger words using phonics knowledge
- Continues to read with increasing speed
- Uses context clues to decode new words
- Uses roots, prefixes and suffixes
- Summarizes stories: recalls details and main ideas, sequences events, identifies characters

First
- Knows words have a correct spelling
- Identifies syllables in words
- Blends sounds into words
- Changes sounds by adding, deleting, or substituting phonemes
- Creates meaning while reading
- Rereads decoded words to master texts
- Knows words have antonyms and synonyms
- Follows simple written instructions
- States information learned while reading

Kindergarten
- Reads one-syllable "CVC" words
- Names all upper and lowercase letters
- Knows sounds of most letters
- Identifies words with same beginning sounds
- Knows that letters in each word correspond to sounds
- Sight reads high-frequency words
- Uses new vocabulary in speech
- Makes predictions about stories
- Answers questions about stories read aloud
- Knows parts of books (index, chapters etc.)

PreK
- Understands that text is read from left to right and top to bottom
- Learns the alphabet song
- Names ten letters of the alphabet
- Knows that words are made of sounds
- Distinguishes separate sounds in words
- **Fluency**
- Uses new words and creates longer sentences
- Answers open-ended questions about stories such as Why? How? What?

3-4s
- Understands that print has meaning
- Knows how to handle books, turning one page at a time
- Notices letters in own name
- Pays attention to sounds in words
- Hears the rhythm of language
- Learns words for objects in the environment
- Relates personal experience to stories read aloud

| Print concepts | Alphabetic system: phonemic awareness / phonics | Vocabulary | Comprehension |

0-2s

Storybooks   **Language-Rich Environment**   Conversation

Children start learning to read by sharing books and engaging in conversation with adults.
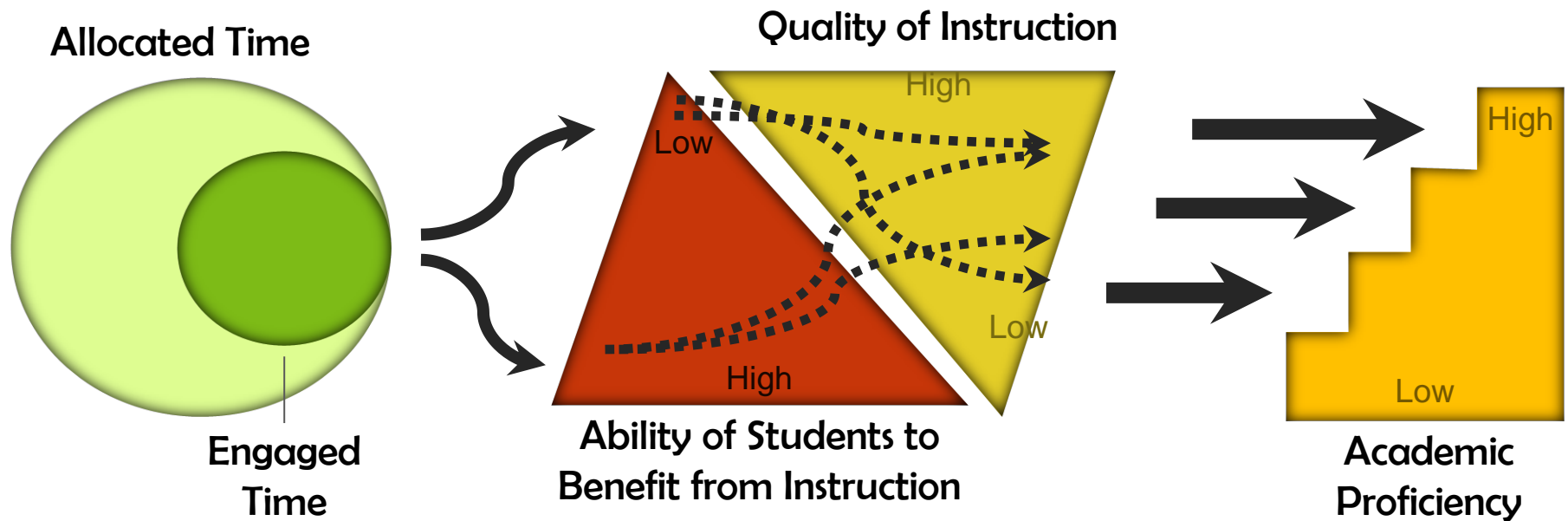
The 5 Ts of Reading Instruction

Time
More time devoted to instruction of core reading components

Teaching
Improve teacher knowledge of and skill in teaching reading

Text
Provide learners with more books and materials to support learning to read

Testing
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Tongue (language)
Provide instruction in familiar languages, support L1 to L2 transition

Ongoing Professional Development and Support

2. Time

- Children need time every day to learn to read.

- Dedicated reading time needs to be available for:
  - classroom-based reading instruction
  - teacher professional development and support
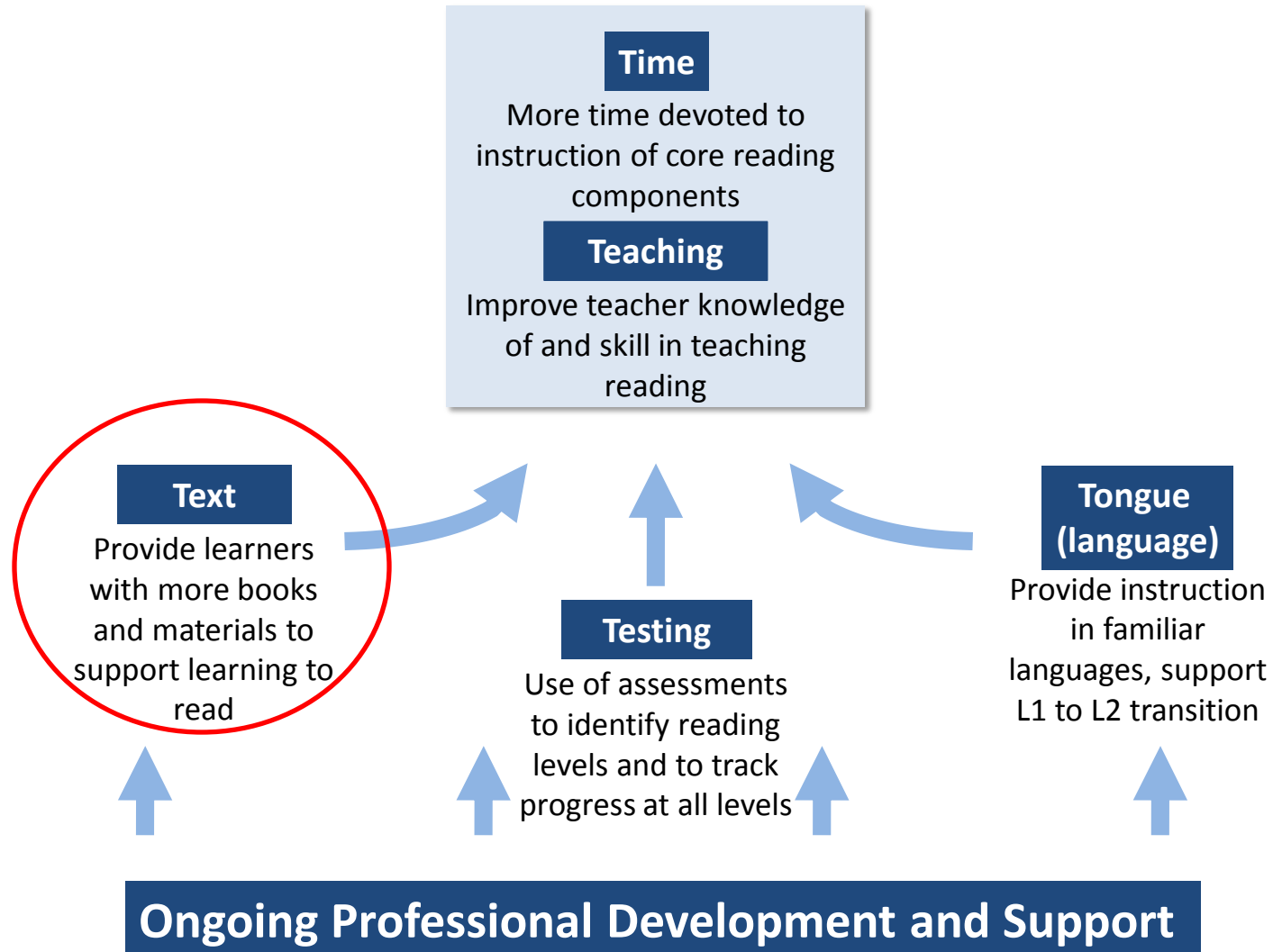 - practicing reading at home/in community

Instructional Time

Time Available for Instruction

	Guatemala	Honduras	Mozambique
Allocated time (length of school year)	**180**	**186**	**183**
Days school closed	5	11	15
Days lost to teacher absenteeism	29	5	21
Days lost to student absenteeism	11	31	31
Days lost to poor management of the school day	38	61	55
Total equivalent days lost	**83**	**108**	**122**
as percent of allocated time	*44%*	*58%*	*67%*

	Guatemala	Honduras	Mozambique
Allocated time (length of school year)	**180**	**186**	**183**
Total equivalent days lost (from Table 1)	83	108	122
Total equivalent days wasted (time off task)	41	9	31
Engaged time	**56**	**69**	**31**
as a percent of allocated time	*31%*	*37%*	*17%*

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3. Text

- Children need to be exposed to a rich print environment to learn to read
- Text should be appropriate for the given context and language needs
- Should focus on key reading components
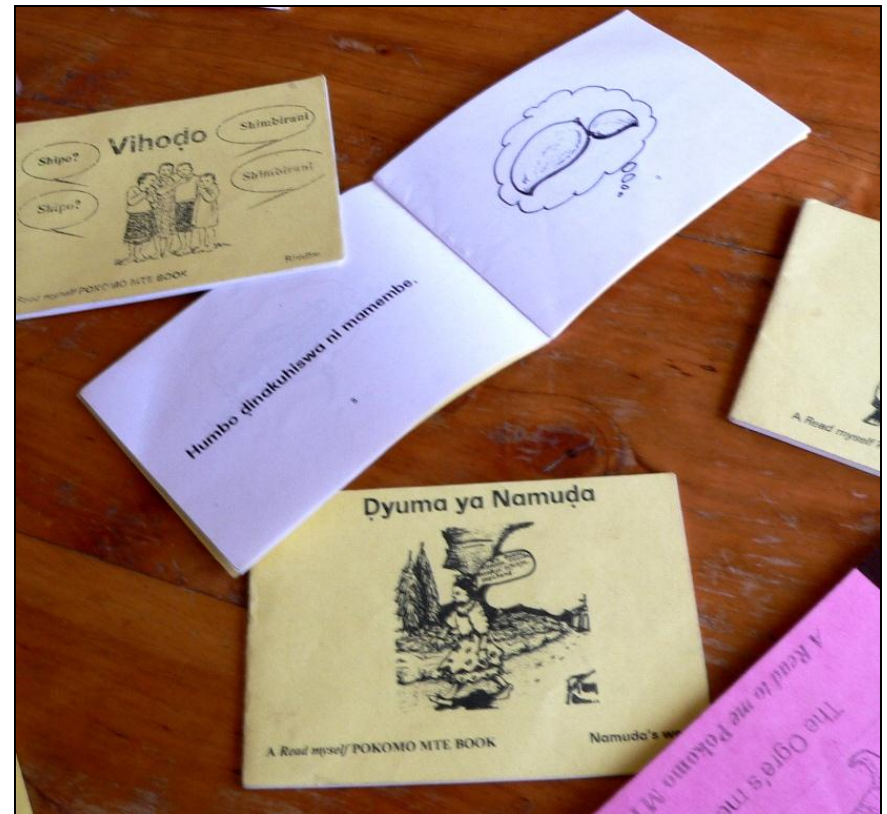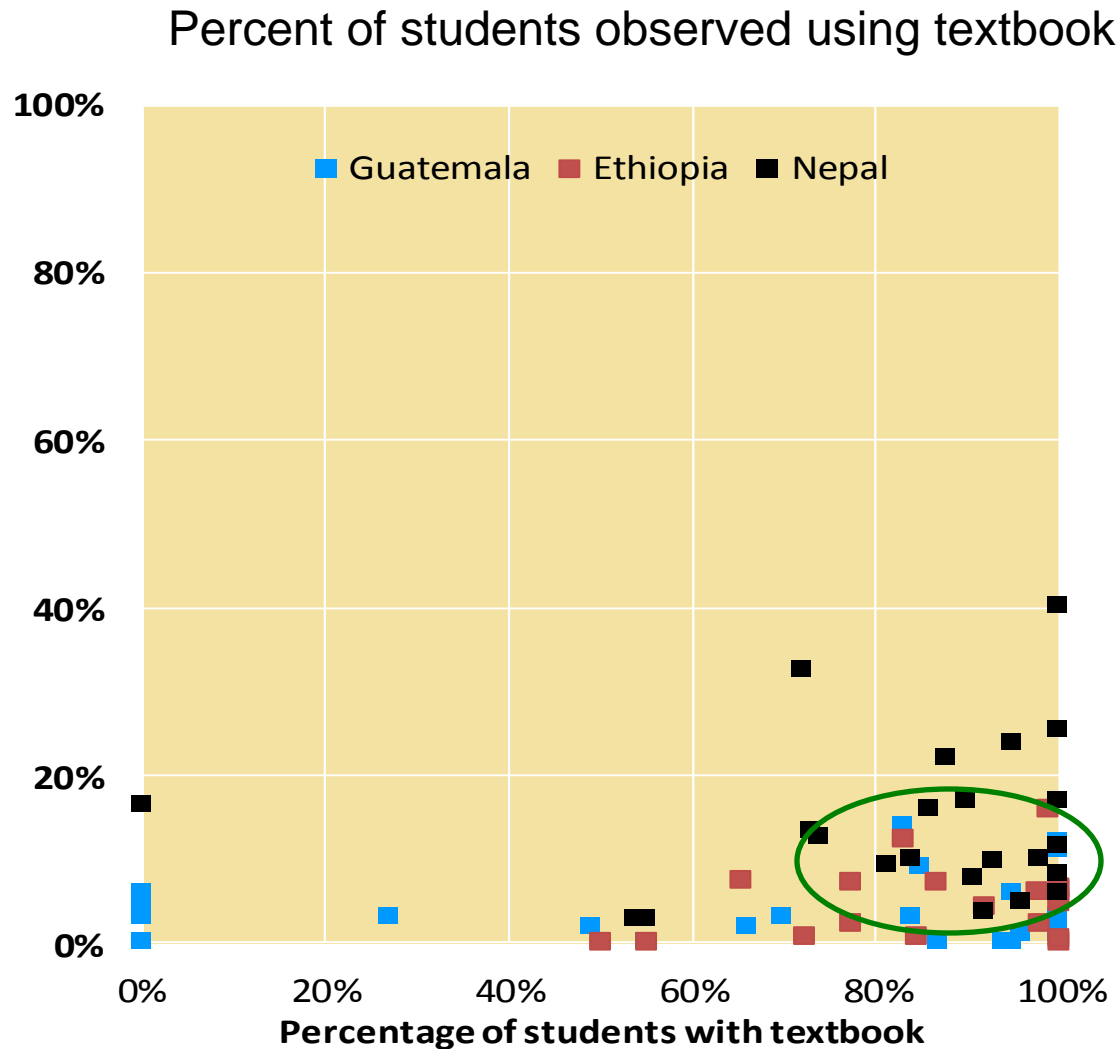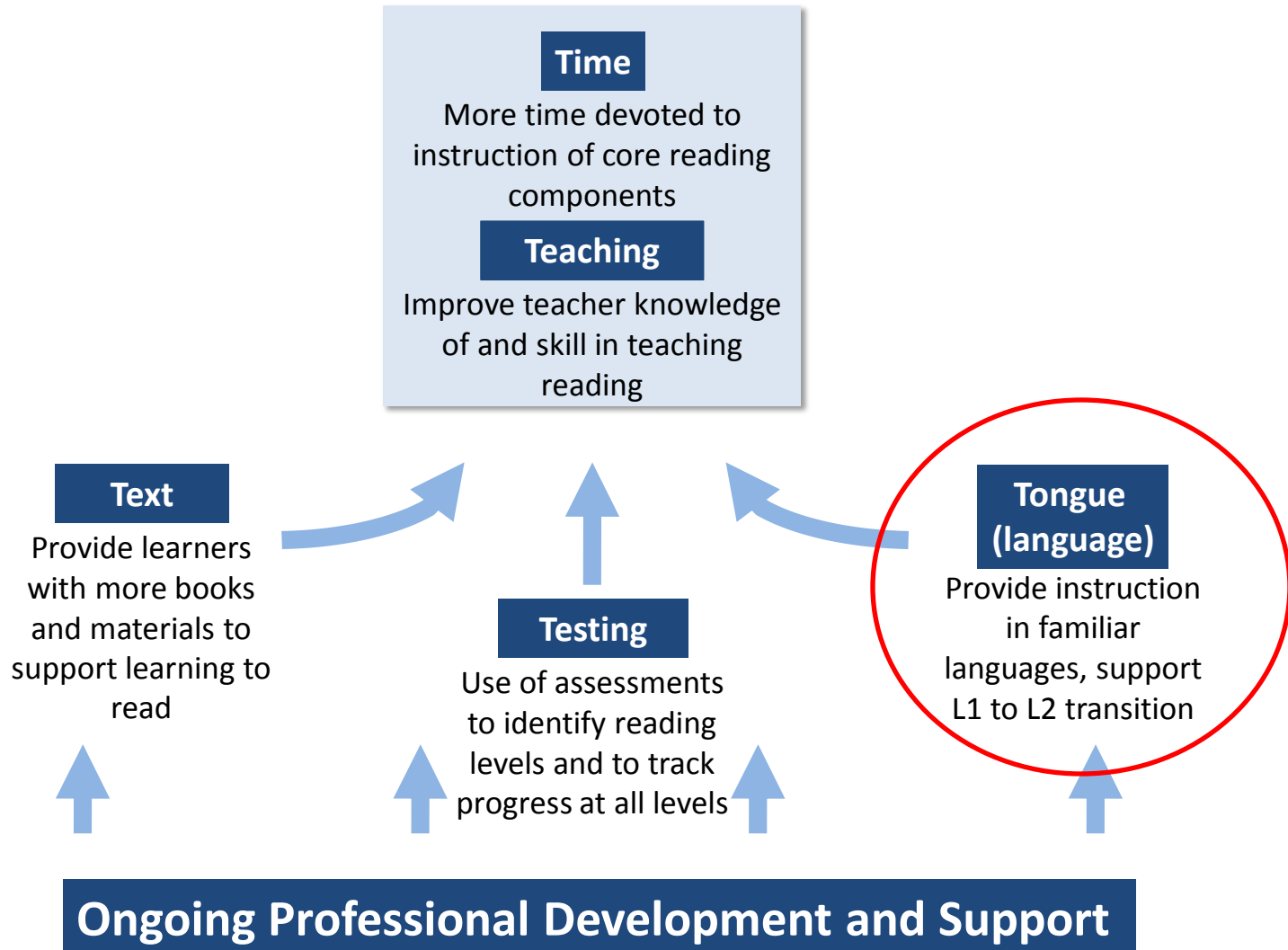- Include teacher's guides, leveled readers, storybooks, etc.

Photo Credit: Barbara Trudell, SIL International

But just having text is not enough…

Percent of students observed using textbook

Why do you think the books were not being used?

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Ongoing Professional Development and Support

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4. Tongue (language)

- Research has shown that children learn to read with understanding more quickly if they speak the language they are learning to read.
- This is because their existing knowledge of vocabulary (approx. 6,000 words when they enter school), linguistic construction of the language, and sounds facilitates learning to read Being able to read and understand a familiar language in turn facilitates academic learning.
- And learners can use their knowledge of reading in a familiar language (or L1) to acquire language and literacy skills in another language (*transfer*).
- Learning to read is not the same as learning a second or foreign language – they are two separate processes.
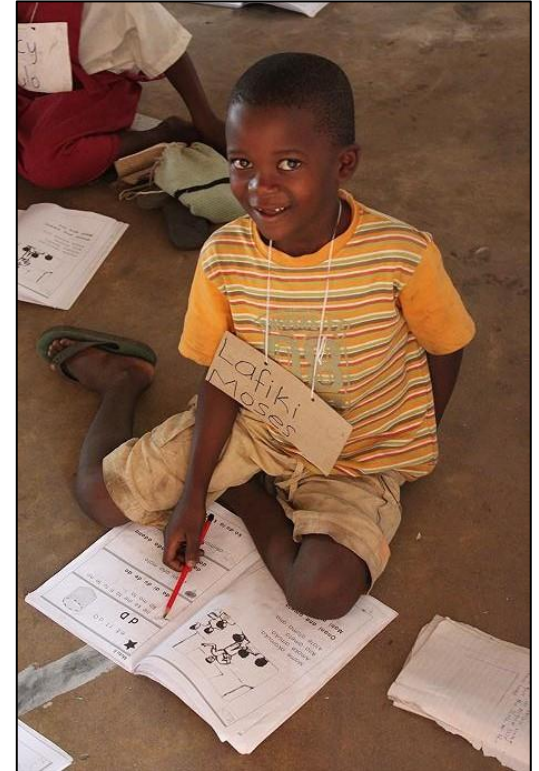

A child in Malawi learns to read in Chichewa (Emily Miksic, RTI)

What do we know about teaching reading in multilingual contexts?

- Children who learn the core components of beginning reading (phonemic awareness, phonics, fluency, and comprehension strategies) in their native language will transfer their skills to learning another (Durgunoglu, Nagy, & Hancin-Bhatt, 1993; Bialystock, Luk, & Kwan, 2005; Geva & Zadeh, 2006).

- However, to ensure that students become literate in the second language:
  - elements that are different across languages have to be explicitly taught, and
  - vocabulary has to be built systematically over time.

Mother tongue reading comprehension, Kenya & Netherlands

Comprehension scores grade 2
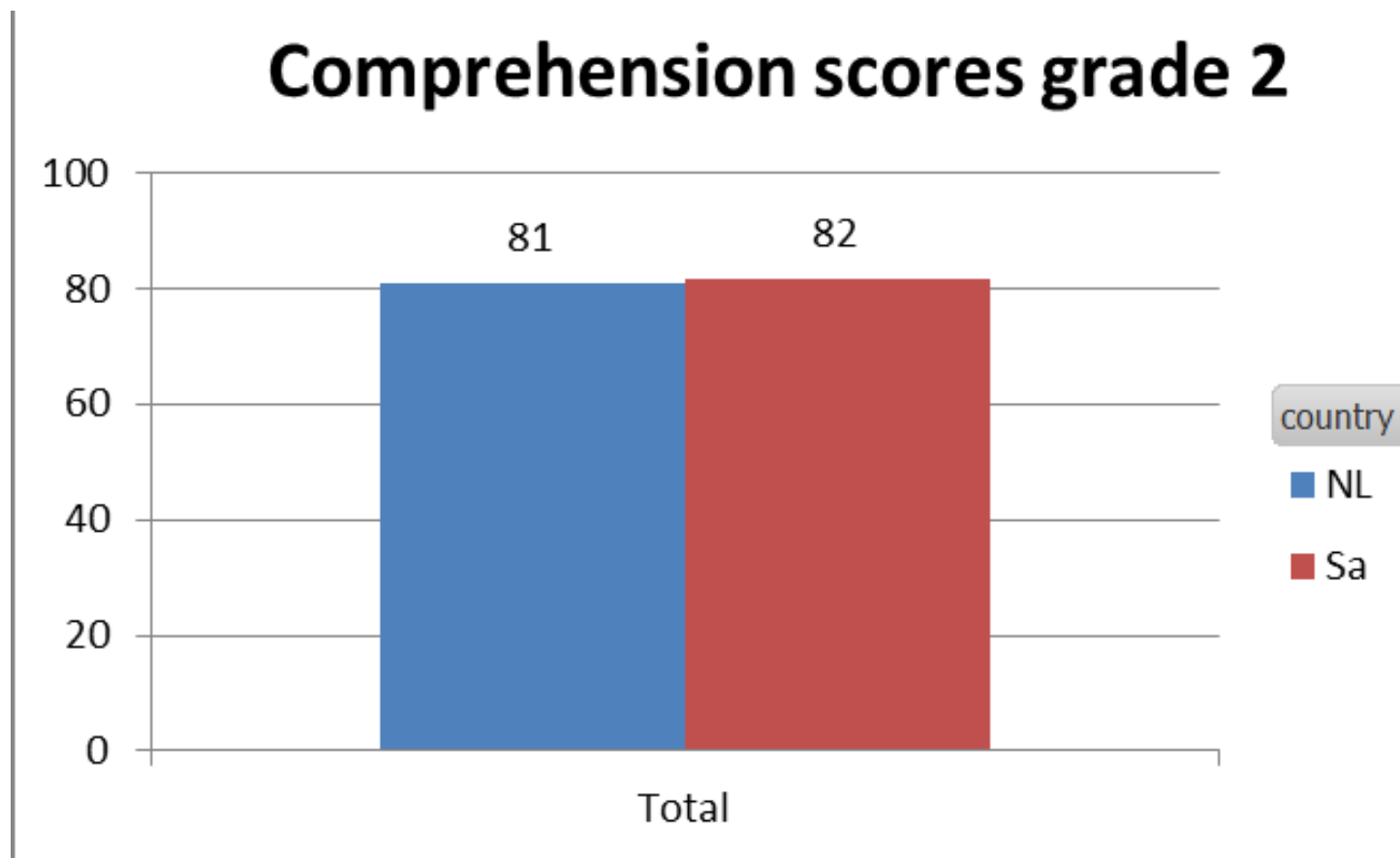
Dutch children's reading comprehension – Netherlands
Sabaot children's reading comprehension – Kenya

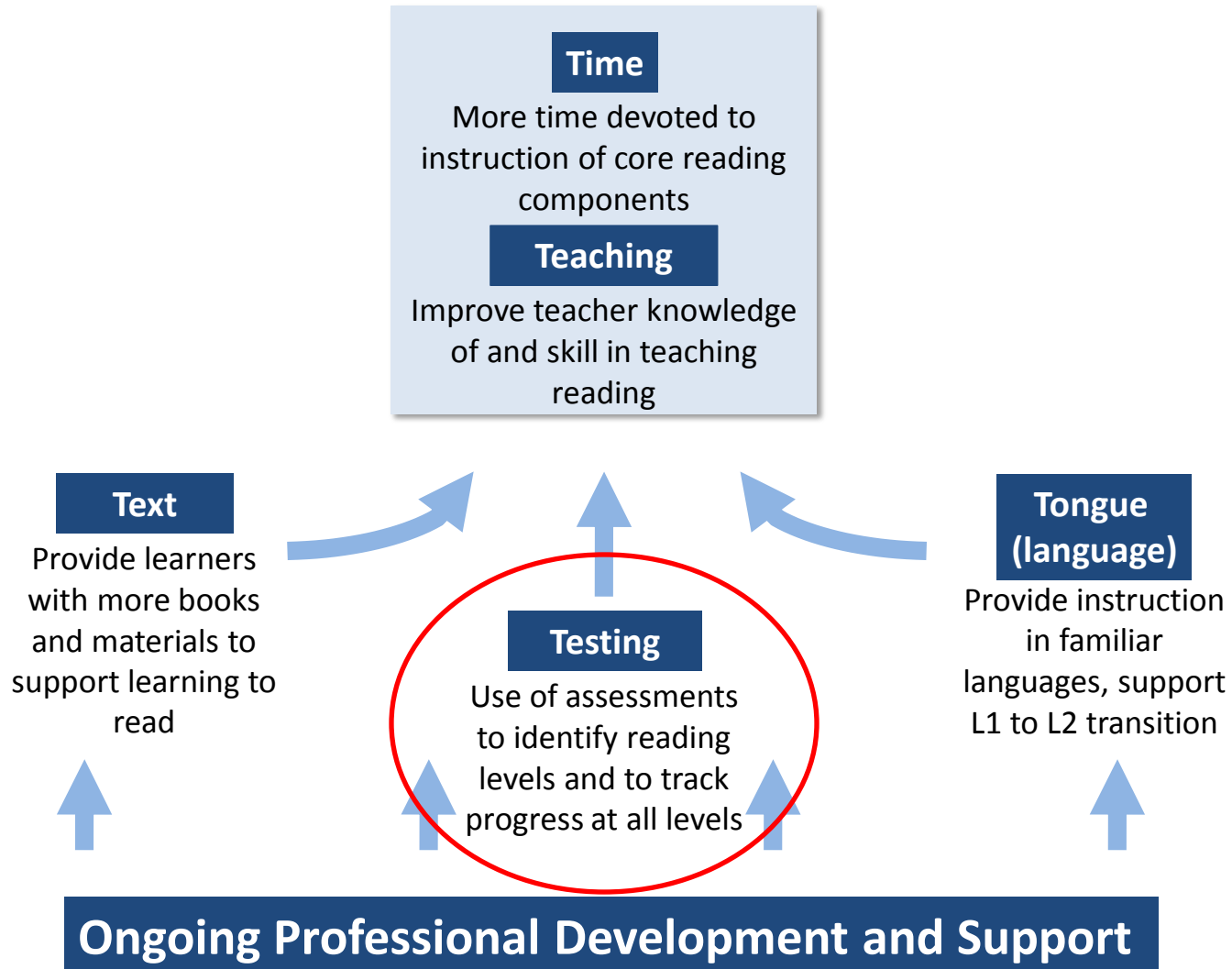*Source: Van Ginkel and Graham, in preparation 2012*

Considerations regarding language, reading, instruction and transition

- Use of particular languages for reading (and for overall academic instruction) should be based on an in-depth analysis of the following:
  - Country's education goals
  - What research has shown will lead to the greatest learning achievement
  - How best to foster different language skills needed for different purposes
  - Current language environment
  - Teacher training, capacity
  - Conditions needed to implement *effective* instruction in specific languages

  → ***Need to think and plan long-term***

  See reference PowerPoints and briefs for more detailed information
  on research and how to plan for language use in education

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5. Testing

- Assessment of reading should take place at many levels and for different purposes
    - *At the classroom level*, teachers need to frequently evaluate pupils' learning outcomes and use that information to inform instruction
    - *At the school level*, head teachers, parents and local education authorities need to be aware of overall progress to know how to better support schools
    - *At the system level*, sub-national and national governments can use large-scale, diagnostic assessments to monitor overall progress and to make decisions about teacher training, curriculum design and materials, planning, budgeting and policy.
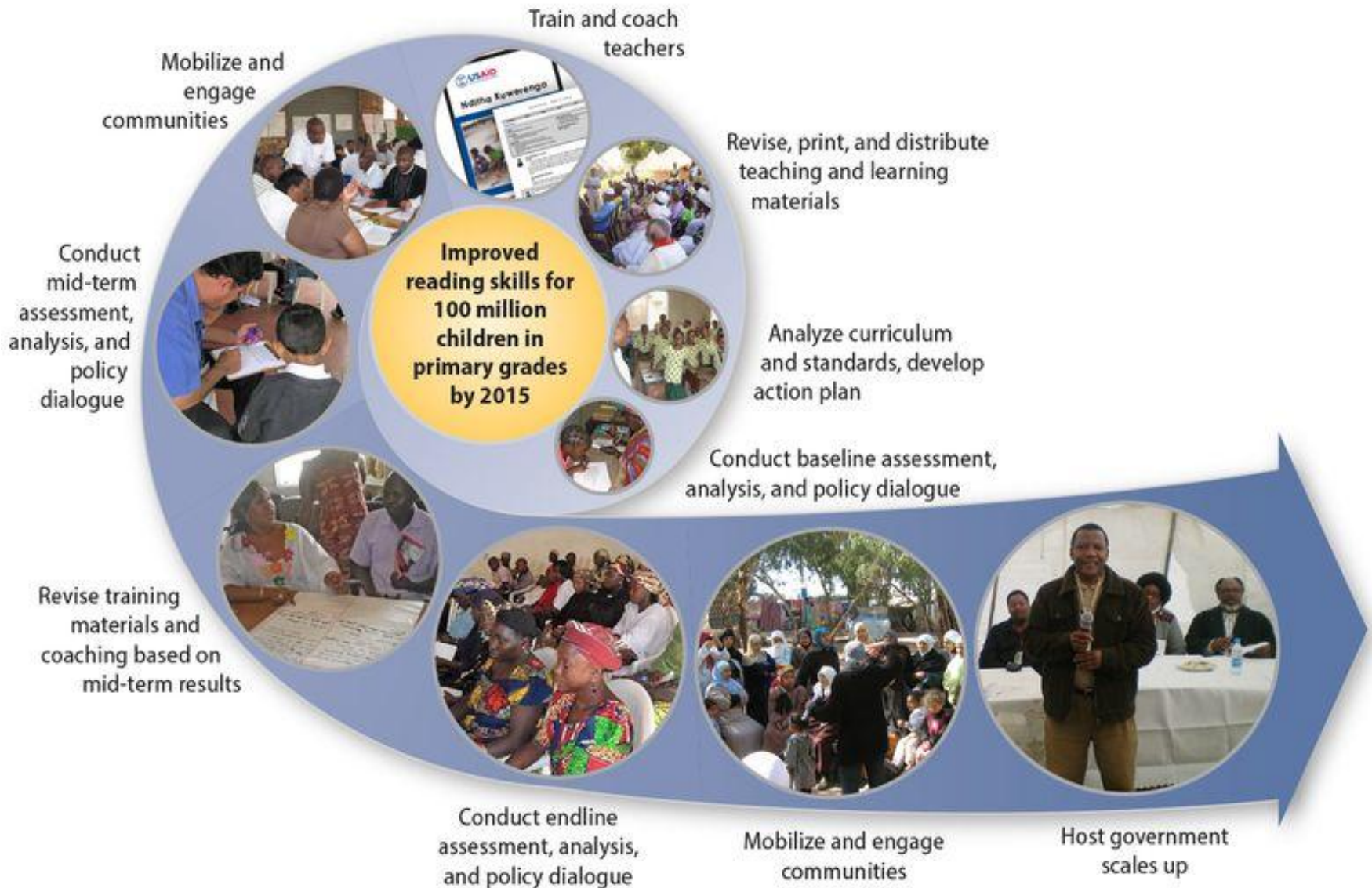

Early Grade Reading Assessment in Northern Nigeria. (Alison Pflepsen, RTI International)

Supporting the 5 Ts

- What else does an early grade reading program need to address?

All Children Reading

The 5 T's

A path to effective reading instruction?

Train and coach teachers

Mobilize and engage communities

Revise, print, and distribute teaching and learning materials

Conduct mid-term assessment, analysis, and policy dialogue

Improved reading skills for 100 million children in primary grades by 2015

Analyze curriculum and standards, develop action plan

Conduct baseline assessment, analysis, and policy dialogue

Revise training materials and coaching based on mid-term results

Conduct endline assessment, analysis, and policy dialogue

Mobilize and engage communities

Host government scales up

Country Team Exercise

Review the elements of your country education program and how it addresses the "5 T's" and the key reading components. Prepare a presentation (10 minutes) for the rest of the group.

1. *Teaching:* Teacher pre- and in-service training and professional support for reading
2. *Time:* Allocated and actual time on task for reading instruction
3. *Text:* Instructional materials for learners and teachers, including country curriculum, syllabi, and standards and benchmarks for reading
4. *Tongue:* Policy and practice regarding language and reading
5. *Testing:* Classroom-based, school- and system-level assessments