

Landscape Report on Early Grade Literacy



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Agenda

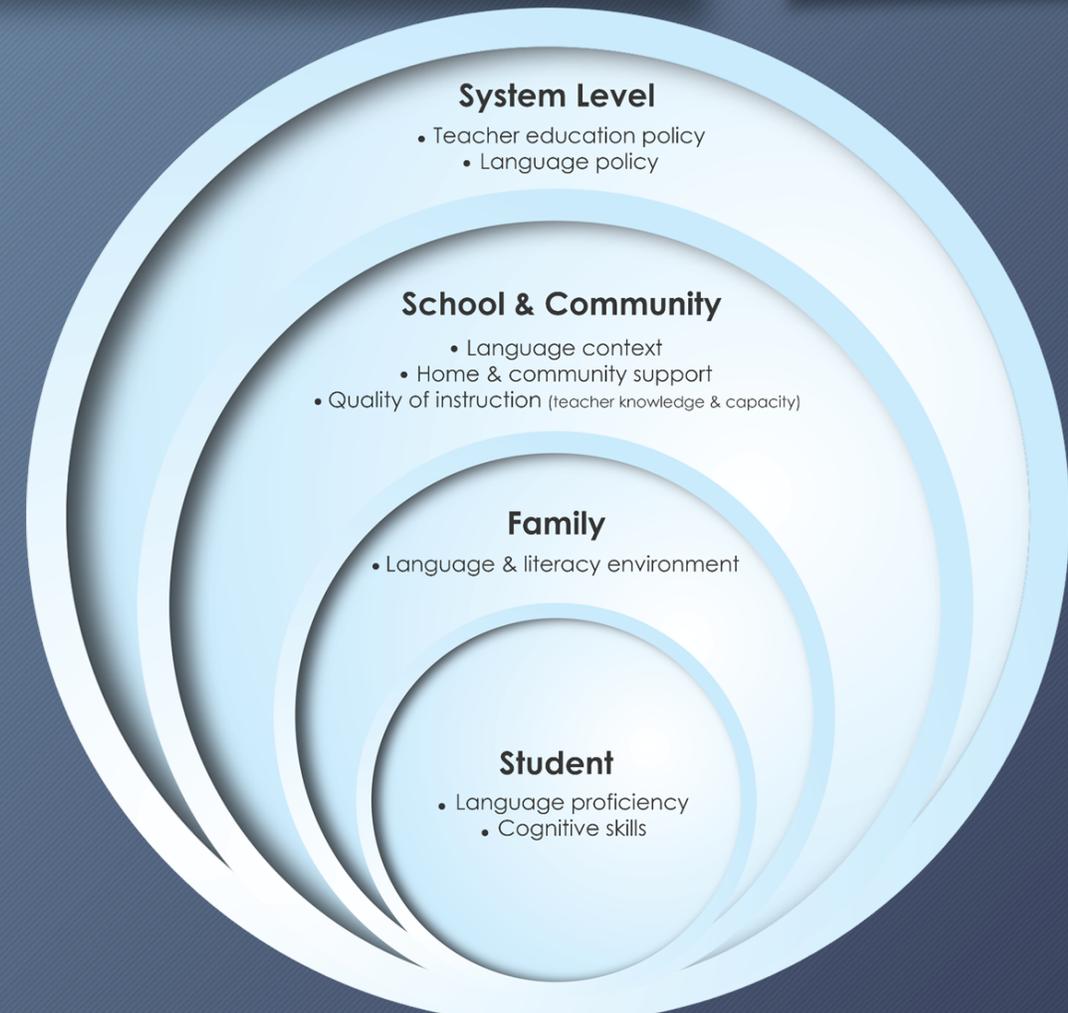
- Overview
- Key areas to promote improved early grade literacy skills
- Key factors and actors
- Long-run considerations
- Closing & Discussion

Overview: Goal

- To review relevant research on early grade literacy acquisition and instruction, principally from developing country contexts.
- To identify effective and promising approaches and research gaps in key areas

Overview: Scope & Organization

- Chapter 1. Introduction
- Chapter 2. Key areas: Cross-cutting factors
- Chapter 3. Key areas: Content
 - Emergent literacy
 - Oral language
 - Reading fluency
 - Reading comprehension
 - Writing
- Chapter 4. Key factors and actors
 - Multilingual contexts
 - Teacher knowledge and education
 - Parental and community engagement
- Chapter 5. Long-run considerations
- Chapter 6. Closing



Overview: Method

Literature review

Search engines;
project reports,
papers, Donors,
NGOs, leaders
(interviews)

Inclusion: Papers
with empirical data

Exclusion:
Descriptive, single-
case studies

Review and integrate

Reading,
synthesizing and
integrating

Writing

- First draft
Feedback from
advisory board

- Second draft
Feedback from
advisory board

- Final version

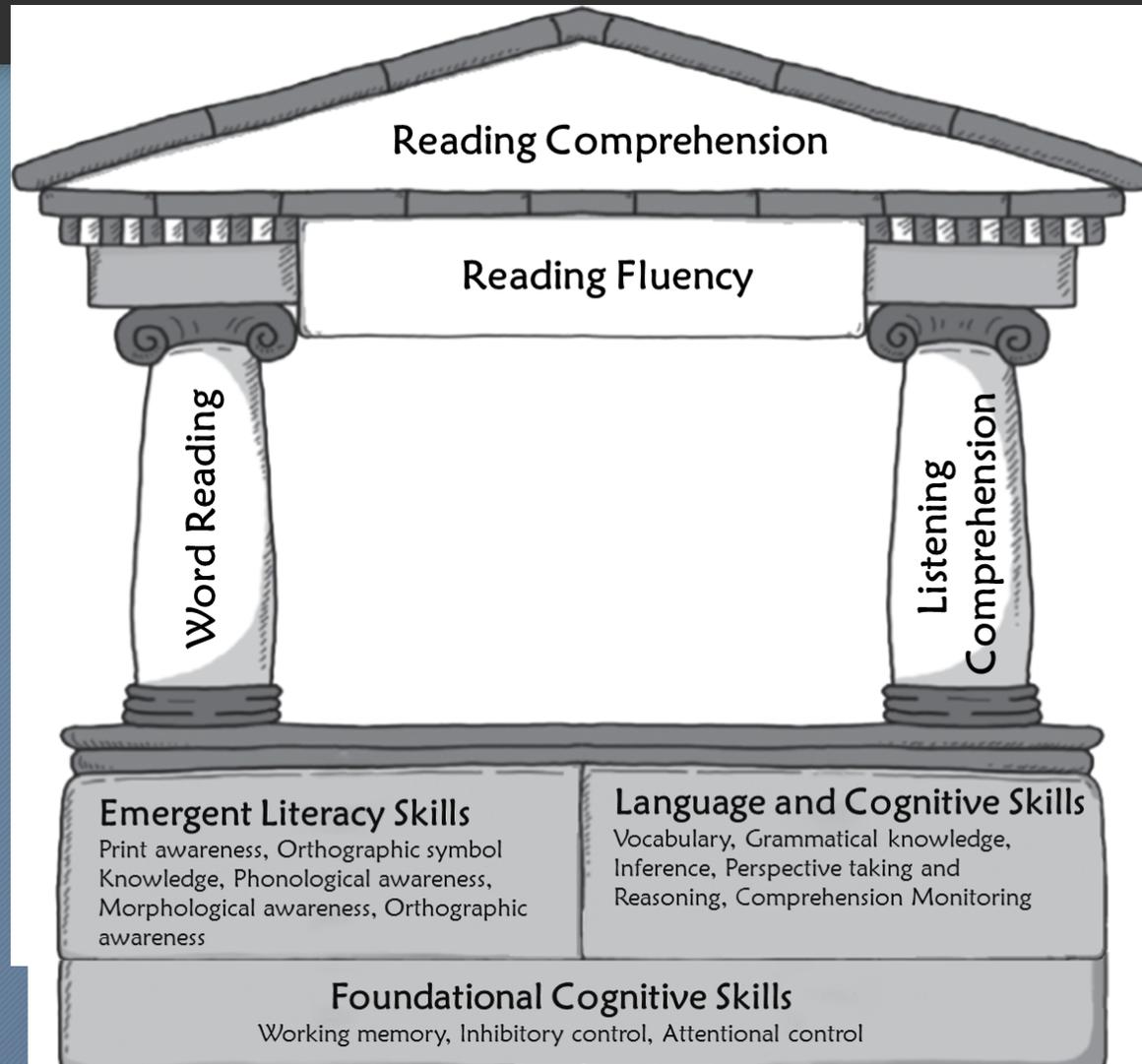
Overview: Standards of Evidence

Levels
Strong
Moderate
Emerging
Limited

Overview: Standards of Evidence

Levels	Description
Strong	Consistent, causal, and generalizable evidence in the recommended practices; evidence with multiple studies employing high quality causal designs that represent target population
Moderate	Although evidence does exist about recommended practices, strong causal conclusions cannot be generalized to target population due to lack of replication studies or causal ambiguity
Emerging	No clear evidence about causal effects of the recommended practices due to lack of studies, or conflicting results
Limited	Lack of evidentiary materials

Chapter 2. Key Areas: Framework



Development

Kim, 2016, 2017

Chapter 2. Cross-cutting factors in literacy instruction: Instruction

- Developmentally-appropriate instructional content
- Instructional routines
 - Review → Present new material → Guided practice → Feedback & corrections → Independent practice
 - Weekly and monthly reviews
- Instructional time
- Automaticity

Chapter 2. Cross-cutting factors in literacy instruction: Assessment

- Alignment with theoretical models and evidence
- Psychometric standards
- Meet the needs of contexts

- Many available for different purposes (EGRA; Literacy Boost Assessment; ASER, UNICEF's MICS; OLA, UNESCO's LAMP)

- Rigorous training on administration & interpretation

Chapter 2. Cross-cutting factors in literacy instruction: Instructional materials

- Necessary, but not sufficient component – textbooks, decodable books, leveled books, etc.
- Age and culturally appropriate in language of instruction, and target language
- How they are provided and used (e.g., Book Bank program; Book Floods)
- **Initiatives** (African Storybook Project; Pratham's low-cost books; South African Book Development; Global Book Fund Alliance)

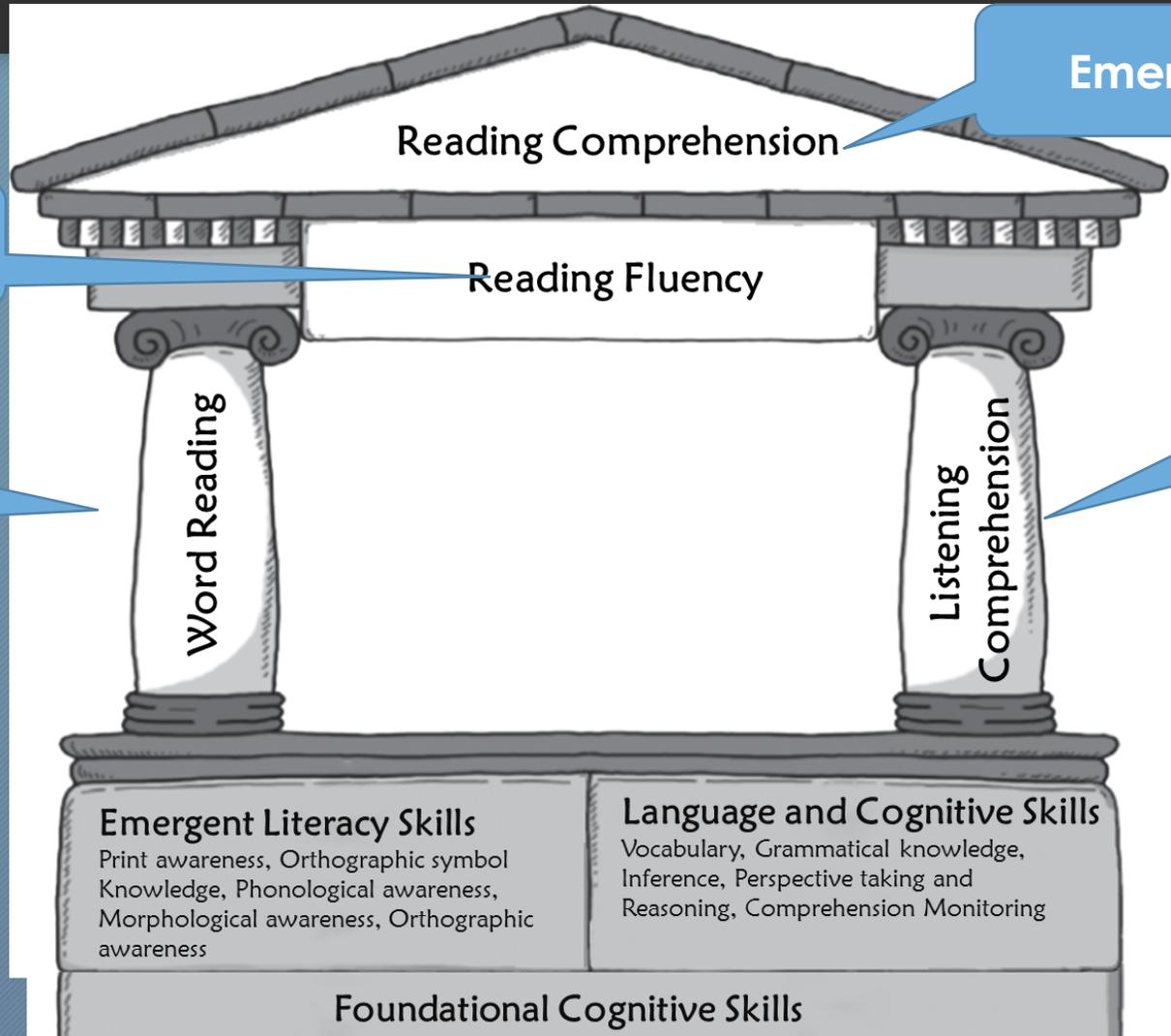
Chapter 2. Cross-cutting factors in literacy instruction: ICT

- Some positive effects for students and teachers (e-readers, tablets, radio)
- Alignment with pedagogy
- Should be targeted for context and people – durability, access to electricity, internet
- Teacher training and support

Chapter 2. Cross-cutting factors in literacy instruction: On-going support for teachers

- Efficient school management, involving school leadership (EDC, 2016; Raupp et al., 2015)
- Coaching or instructional leadership (Chapter 4)

Chapter 3. Key areas: Content



Moderate

Strong

Emerging

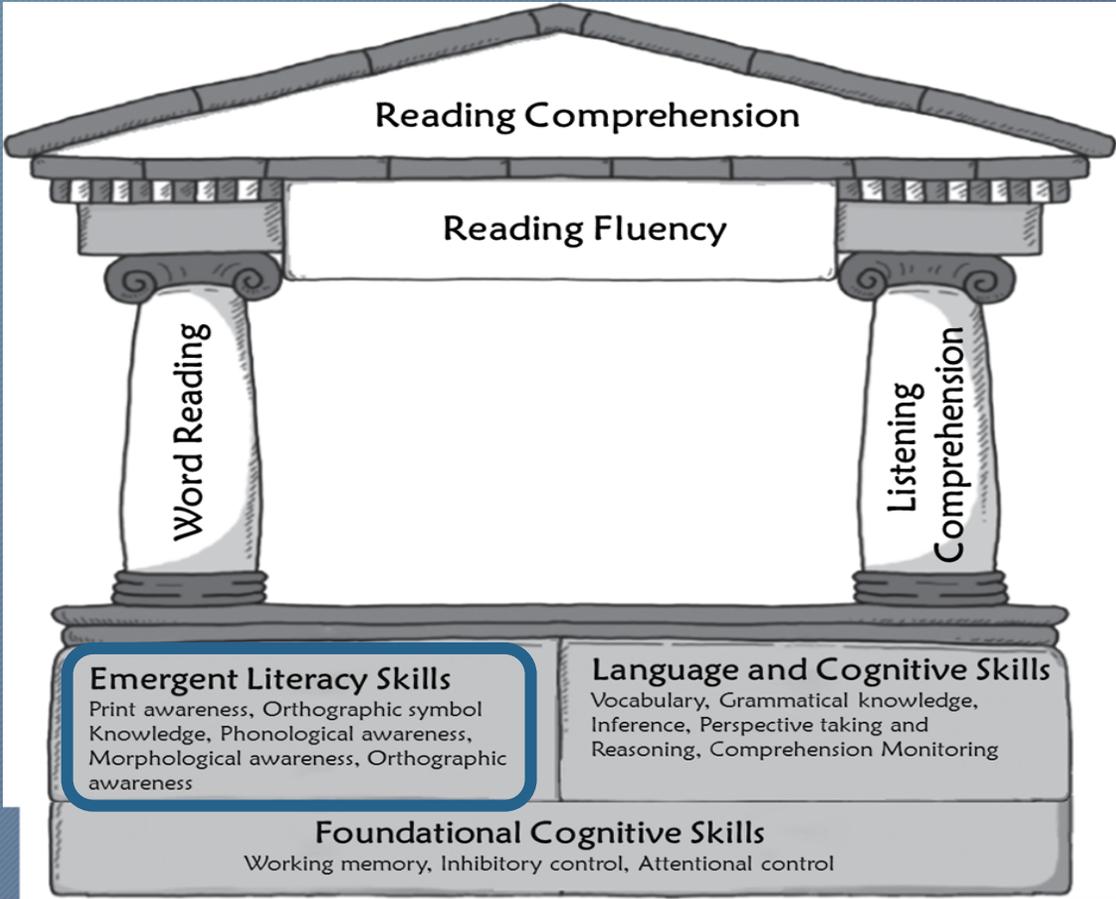
Emerging

Writing

Limited

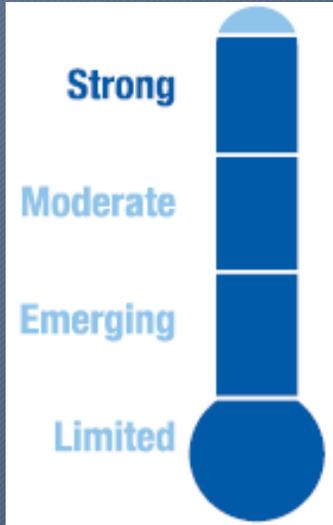
Kim, 2016, 2017

Emergent literacy skills



Emergent literacy skills: Evidence

- Many studies with positive effects (small to large effect sizes)
- Some studies with no effects
- Overall, strong evidence in various contexts



Emergent literacy skills: Recommendations

1. Teach emergent literacy skills explicitly and systematically, considering characteristics of language and writing systems
2. Progress from high-frequency single syllable words to multisyllabic words
3. Teach word reading in conjunction with spelling

Emergent literacy skills

Emergent Literacy Skills	General Principle	Considering variation across languages and writing systems
Print awareness	Planned and organized print-rich environment	Varying directionality

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Orthographic awareness	Single symbol-sound → a short string of symbols → complex letter groups	Clearly and explicitly lay out patterns
Phonological awareness	<ul style="list-style-type: none">Larger units → smaller unitsOddity → blending, segmenting → deletion	Salient phonological units and units that link to symbols

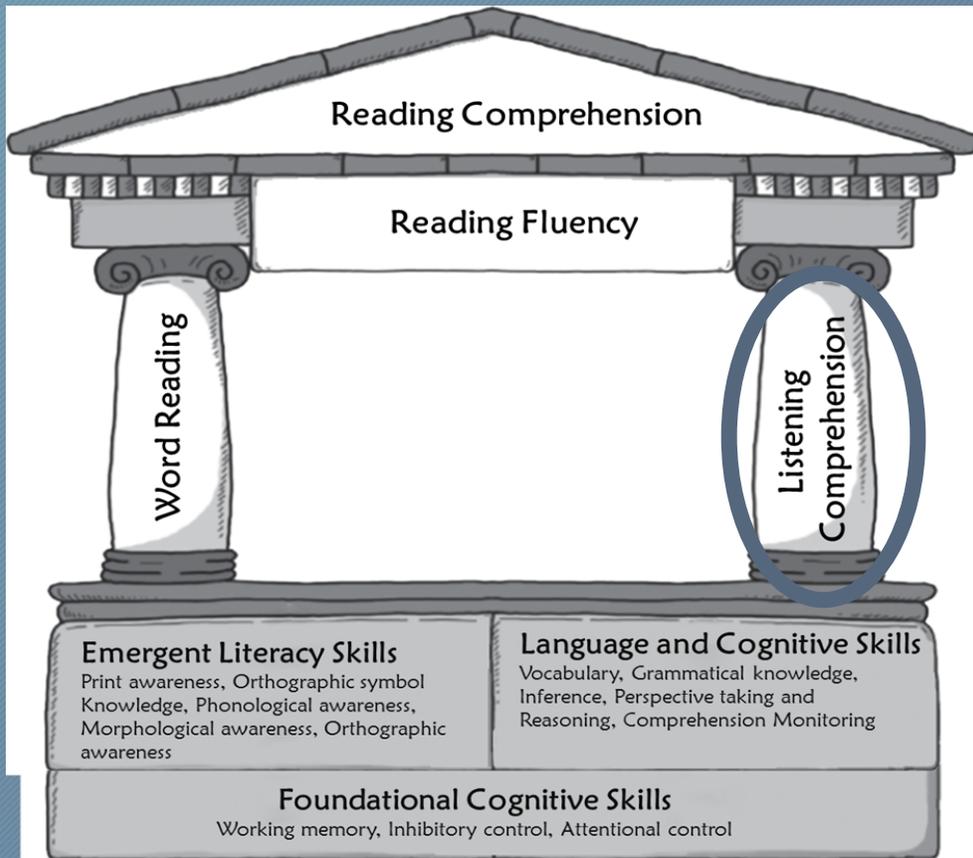
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Morphological awareness	Multi-syllabic word reading	Varying morphological structures

Emergent literacy skills: Research Gaps

- Limited evidence about morphological awareness and multisyllabic words
- Instructional dosage (time and intensity)
- Effective instructional approaches for large classes

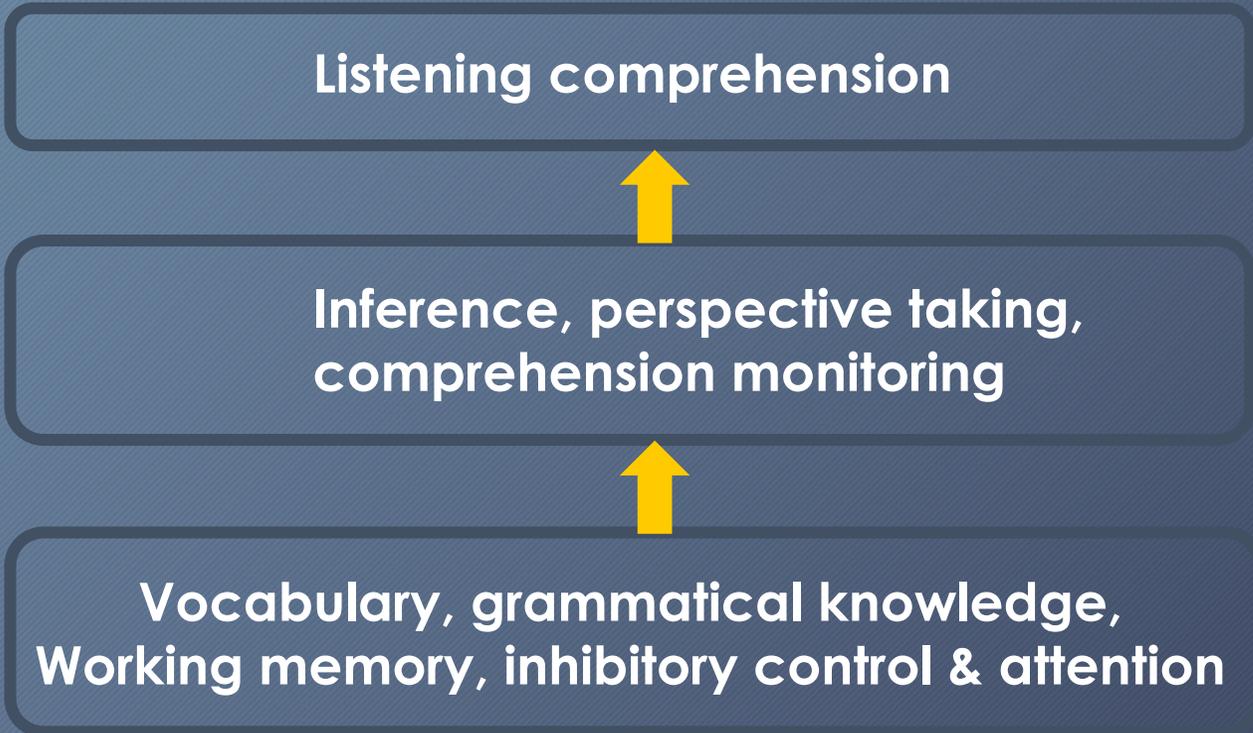
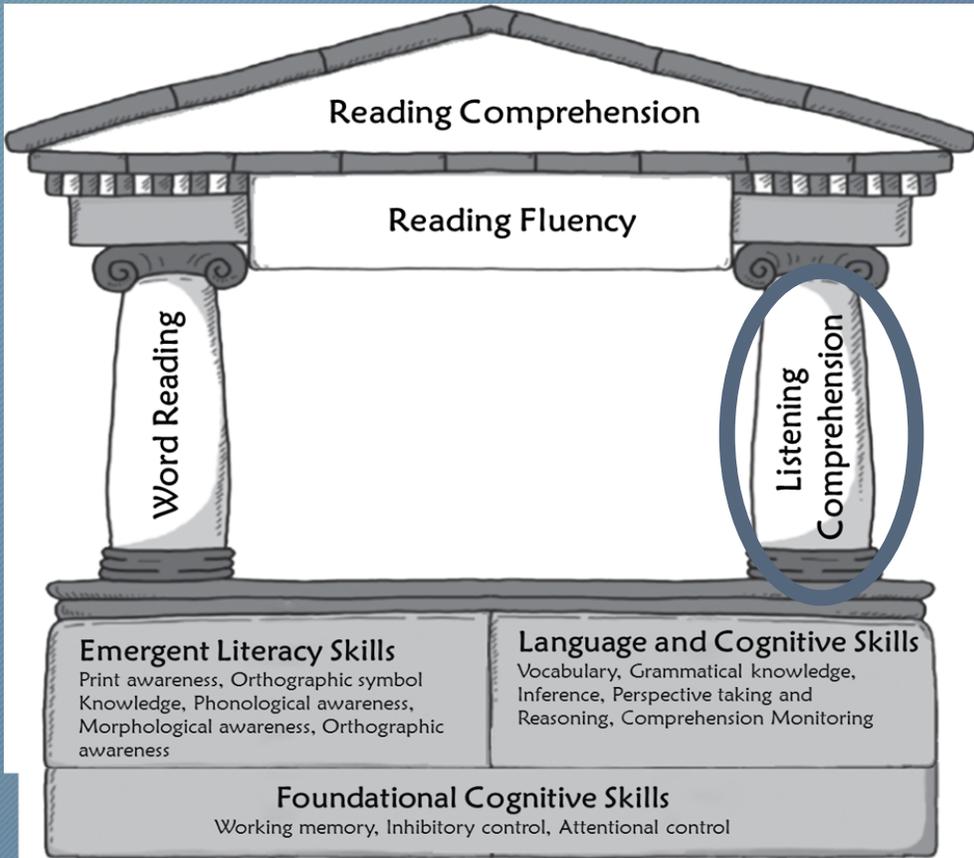
Oral language skills



There was a man who had worked all of his life and had saved all of his money. He was a real miser when it came to his money.

"I sure did. I got it all together, put it into my account and I wrote him a check."

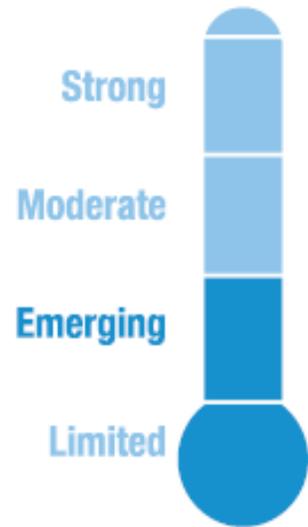
Oral language skills



Kim, 2015, 2016

Oral language skills: Evidence

- Some positive effects of multicomponent instruction
- No effects in many studies
- Positive effect of interactive bookreading (Bekman, Aksu-Koc, & Erguvanli-Taylan, 2011; Ntuli & Pretorius, 2005*; Opel, Ameer, & Aboud, 2009)



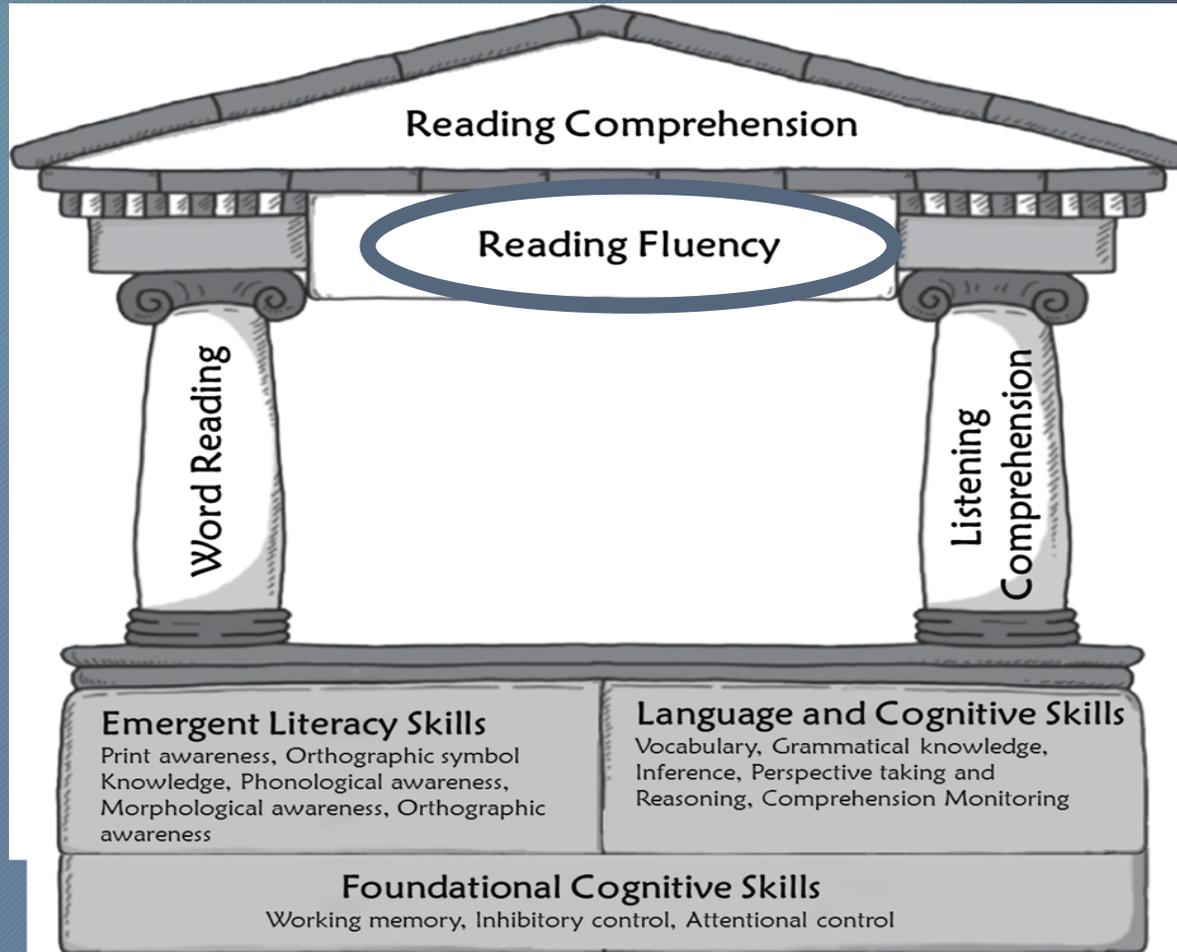
Oral language skills: Recommendations

1. Explicitly teach oral language in L1 & L2 (e.g. vocabulary in meaningful and student-friendly way, not a drill)
2. Utilize bookreading as an important source to promote oral language
3. Increase language learning opportunities
 - E³ (Expose, Elicit, and Extend)
4. Ask cognitively demanding questions to promote higher-order thinking skills

Oral language skills: Research Gaps

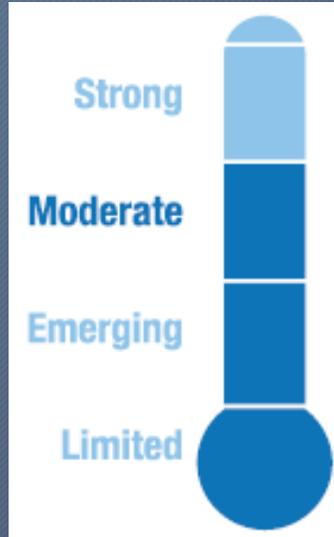
- Oral language instruction that is simple yet powerful
- Reliable and valid oral language assessments

Reading Fluency



Reading Fluency: Evidence

- Many multicomponent studies with positive effects with varying effect sizes
- Some studies with no effects
- Overall moderate level of evidence



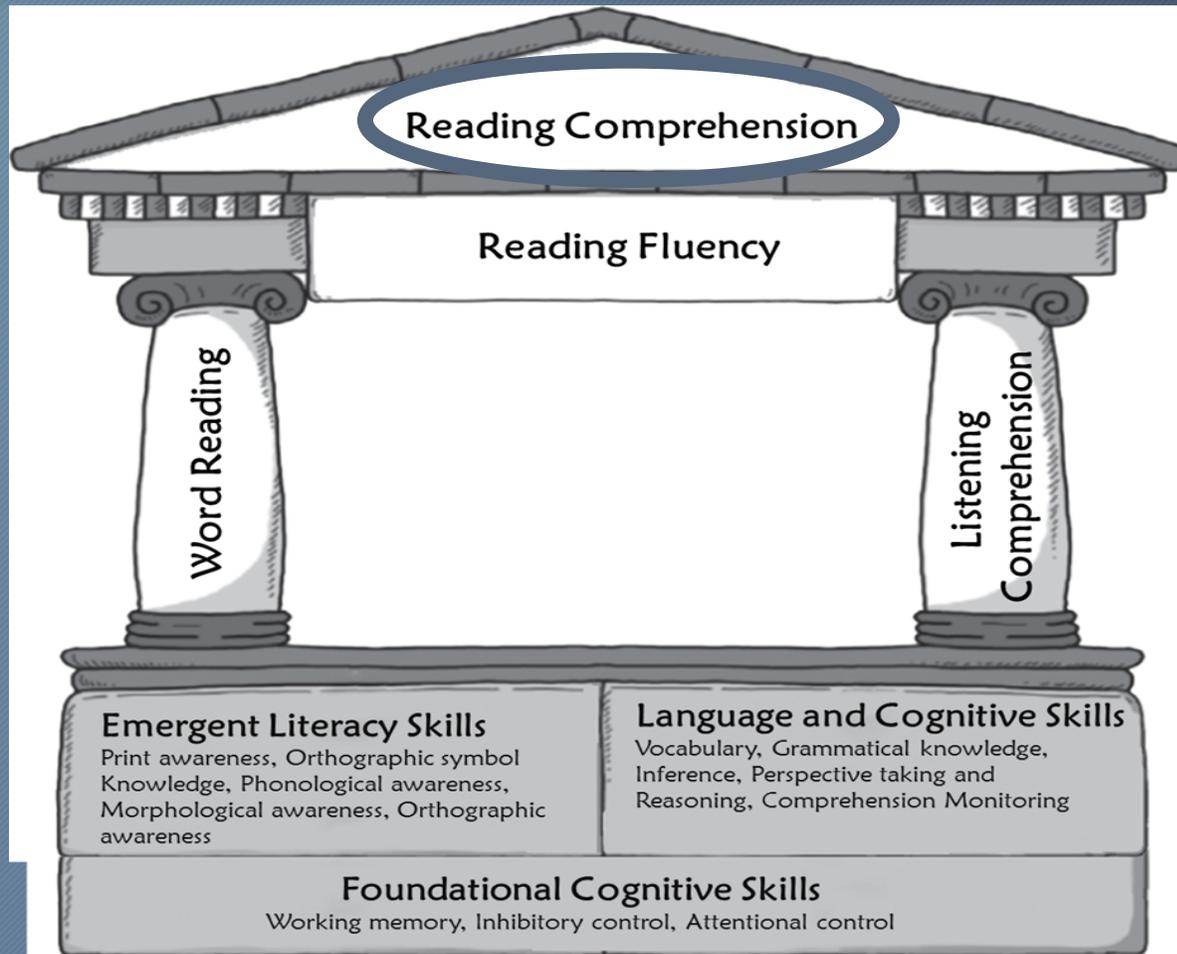
Reading Fluency: Recommendations

1. Build in instructional time and opportunities for text reading - Repeated reading
2. Model fluent reading

Reading Fluency: Research Gaps

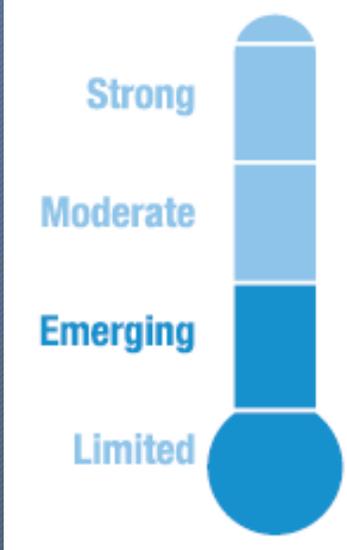
- Empirical studies on predictive validity are limited.
- Benchmarks need to be re-evaluated and updated reflecting changes in students' performance

Reading Comprehension



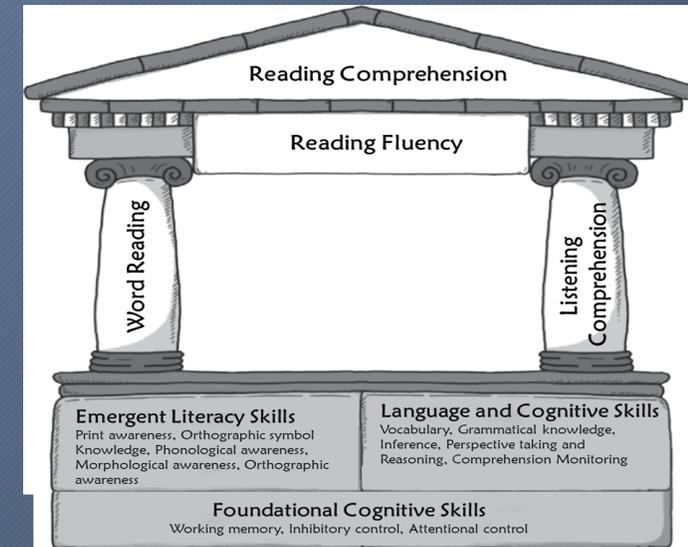
Reading Comprehension: Evidence

- Many studies found no effects
- A few moderate to large effects (e.g., DeStefano et al., 2013; Piper & Korda, 2011a; RTI, 2016a; World Bank, 2016).



Reading Comprehension: Recommendations

1. Build solid foundations in word reading and listening comprehension
2. Directly teach reading comprehension strategies e.g., predict, ask questions, summarize, visualization
3. Secure daily designated and extended time for comprehension instruction
4. Consider language and cultural characteristics



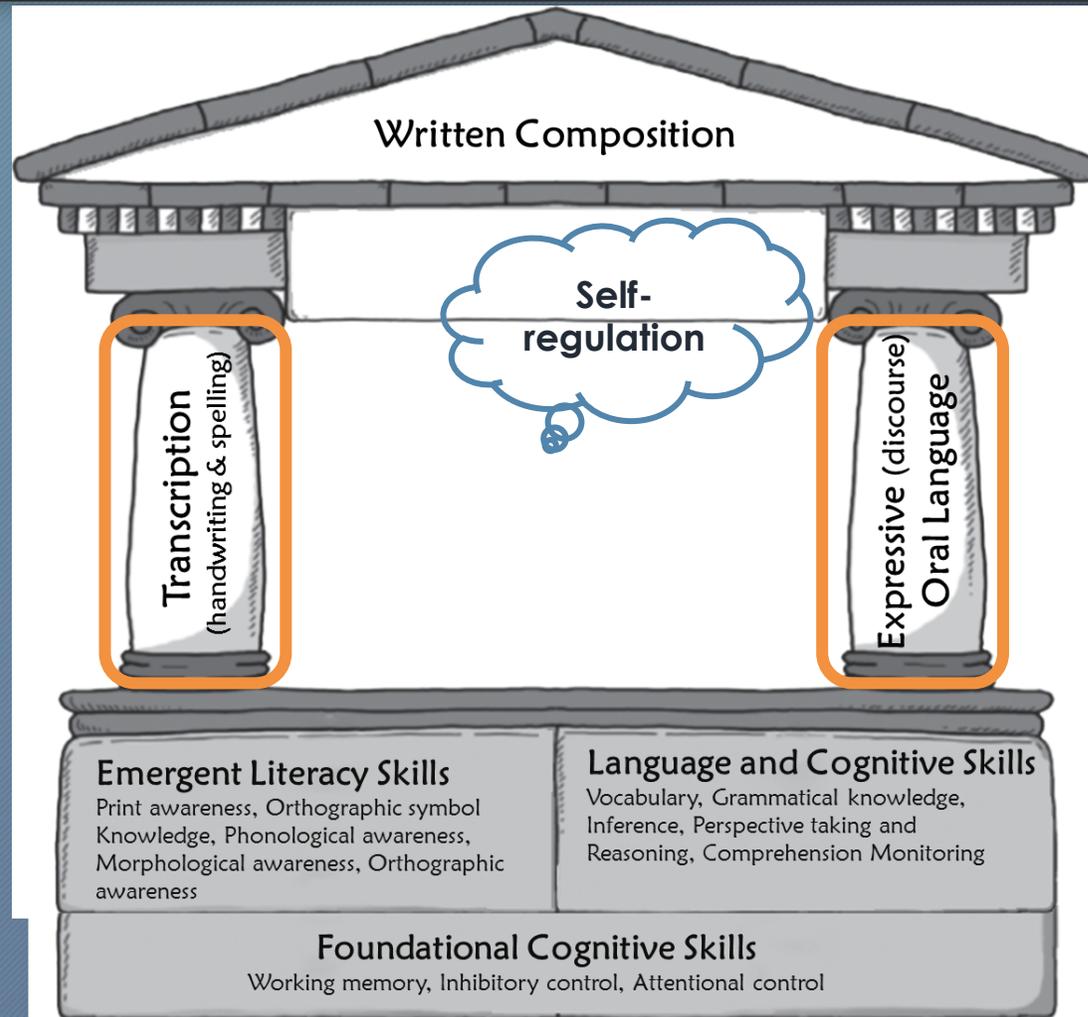
Reading Comprehension: Research Gaps

- What explains large variation in effects across multi-component projects?
- Fine grained and nuanced understanding about what works in what conditions

Writing for Meaning

- Ability to express one's ideas in written texts in a coherent and organized manner
- One of the most challenging learning tasks
- Takes years to develop

Writing for Meaning: Component Skills

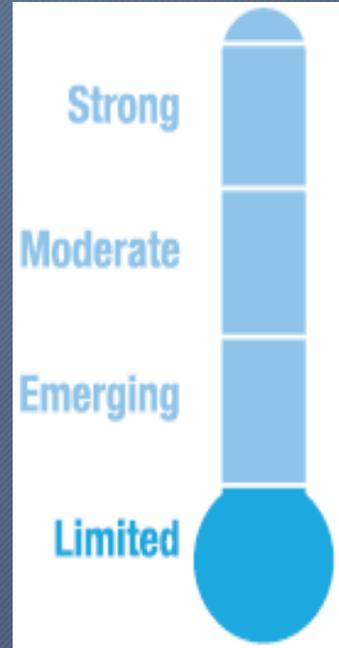


Development

Kim, 2017

Writing for Meaning: Evidence

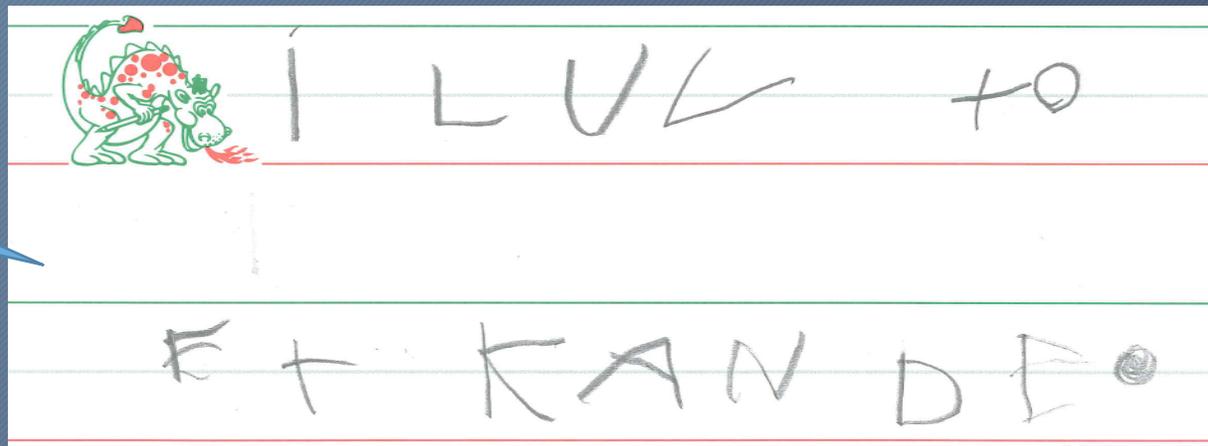
- Limited number of studies
- Extant studies focus on emergent writing and spelling
(e.g., Falconer-Stout et al., 2015; RTI, 2014a, 2016a; Taha & Saiegh-Haddad, in press)



Writing for Meaning: Recommendations

1. Explicitly teach transcription skills (handwriting and spelling)
2. Teach written composition as soon as students can start representing sounds using orthographic symbols

Invented Spelling



Writing for Meaning: Recommendations

3. Secure time for daily writing, integrated with reading and other subject areas

4. Model how to express ideas using various vocabulary words and sentences

5. Demonstrate how to use multiple writing strategies during various phases of writing process



Writing for Meaning: Assessment

- Spelling
 - ✓ Error analysis
- Written composition
 - ✓ Multiple samples
 - ✓ Clear rubric – what aspects?
 - ✓ Rigorous training for consistent evaluation

Writing for Meaning: Research Gaps

- Lack of studies – foundational questions about achievement levels, development, factors that contribute to development, effective instructional approaches, teacher capacity
- Reliable and valid writing assessments & evaluative approaches

Chapter 4. Key Factors and Actors

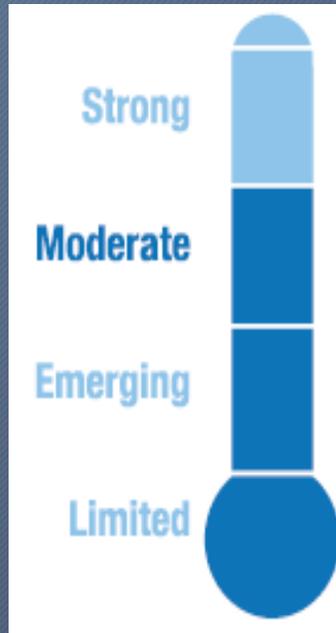
- ❖ Literacy acquisition in multilingual contexts
- ❖ Teacher knowledge and teacher education
- ❖ Parental and community engagement

Literacy in multilingual contexts

- Students learn better in a language comprehensible and familiar to them
- Cross-language transfer hypothesis (Cummins, 1979)
 - ✓ Literacy skills acquired in one language transfer to another language (e.g., phonological awareness)

Literacy in multilingual contexts: Evidence

- Children learning to read in L1 achieve higher scores
(Hovens, 2002; Hsieh & Jeng, 2016; Hungi & Thuku, 2010 ; RTI, 2008; Laguarda & Woodward, 2013; PASEC, 2015)
- Piper et al. (2016) – randomized control trial
- Effectiveness of various transitional programs?
 - Additive & subtractive models
 - Early transition (exit)
 - Late transition (exit)



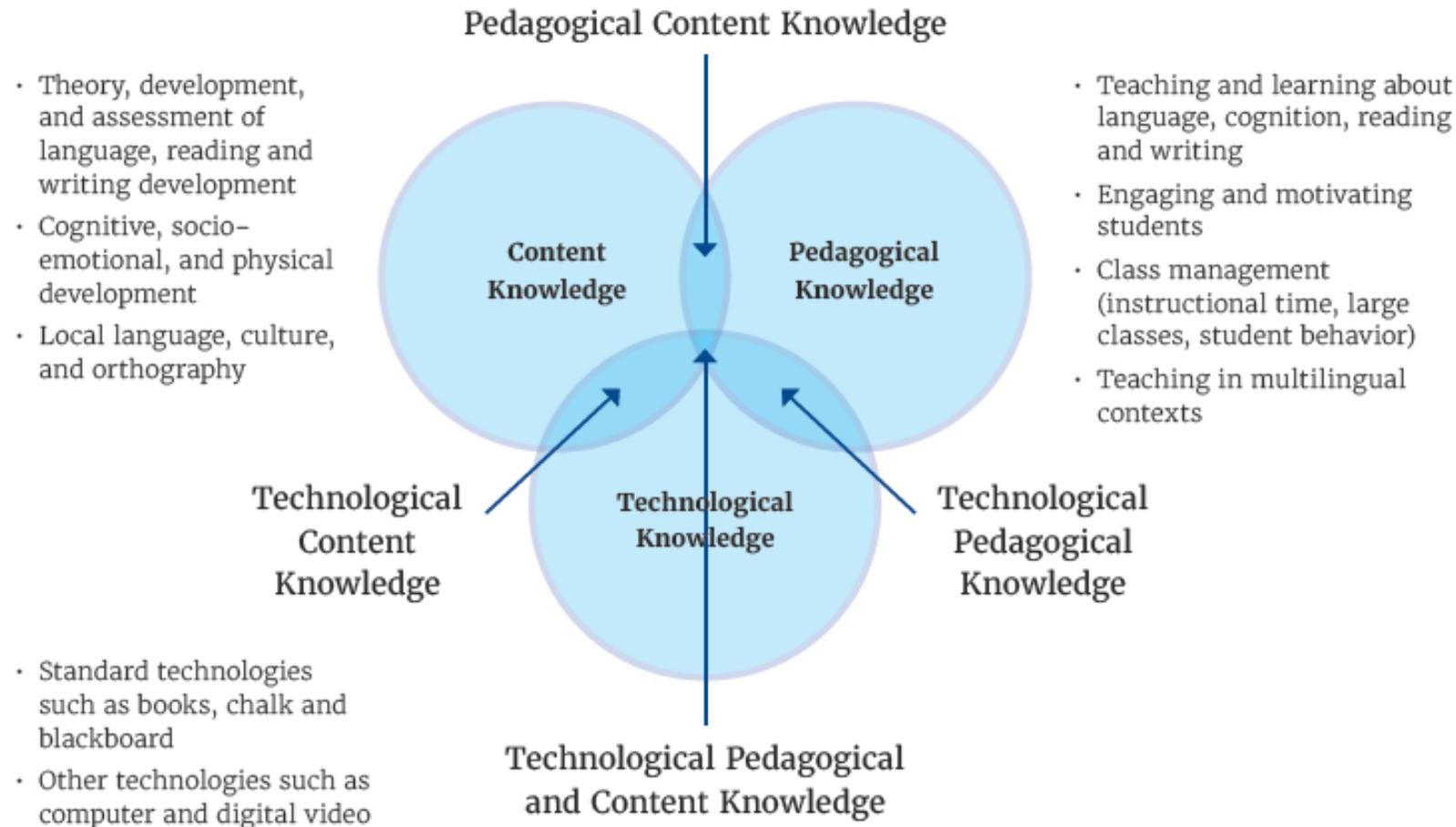
Literacy in multilingual contexts: Recommendations

1. To the extent possible, ensure quality instruction in a language most familiar to the child
2. Bridge into an L2 literacy by building L2 oral language proficiency
3. Create curricula, standards, benchmarks, assessments, & instructional methods that reflect the language systems
4. Build teachers' own language proficiency in the language of instruction
5. Reflect contextual issue and local needs

Literacy in multilingual contexts: Research Gaps

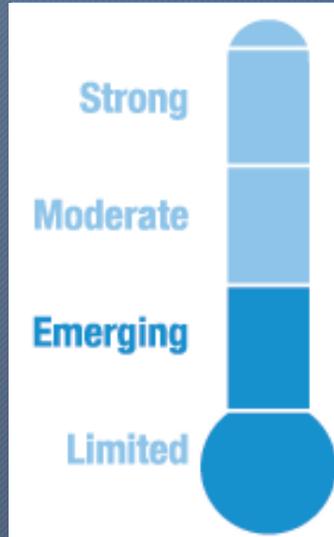
- Effects and costs of various language transitional models
- Impact of language policy and implementation on children's language and literacy achievement in real life context via randomized control trial

Teacher Knowledge & Education



Teacher Knowledge: Evidence

- Many teachers not prepared to teach reading and writing
- Teacher knowledge, practices and attitudes impact student achievement (EDC, 2014a)
- Growing evidence about effect of teacher training on literacy outcomes (Chesterfield & Abreu-Combs, 2011; Clark- Chiarelli & Louge, 2016; RTI, 2014a, 2016a; Tilson et al., 2013a)



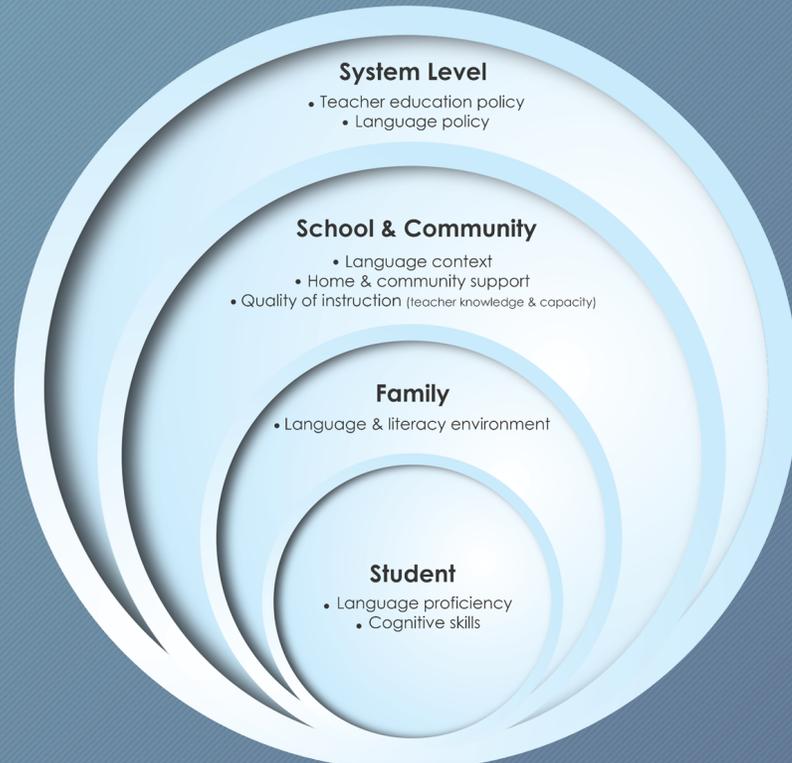
Teacher Knowledge: Recommendations

1. Establish curriculum aligned with evidence-based effective literacy instruction in teacher education and training
2. Develop expertise of teacher education faculty in literacy acquisition and instruction
3. Provide systematic and on-going in-service training

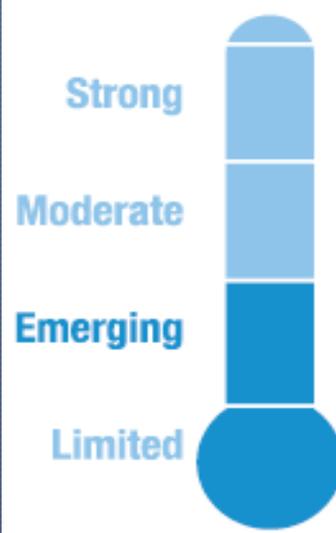
Teacher Knowledge: Research Gaps

- Effective incentive programs that
 - attract strong teacher candidates
 - keep them and teach at school
 - adopt evidence-based instructional practices
- Approaches that connect pre-service with in-service teacher education
- In-service teacher education models
- Effective ways of building teacher educator capacity

Parental and Community Engagement



- Largely correlational evidence (Chansa- Kabali, Serpell, & Lyytinen, 2014; Dowd, Wiener, & Mabeti, 2010; Friedlander, 2013; Kalia & Reese, 2009)
- Causal evidence base is weak
- Effective approaches to involve parents and community members into literacy programs

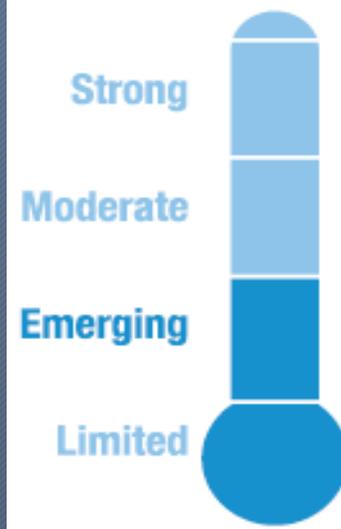


Chapter 5: Long-run considerations

Costs, Financing, Scaling up, and Sustainability

❖ Cost estimation per child for achievement outcome (Piper et al., 2014; Raupp et al., 2015; Tilson et al., 2013a)

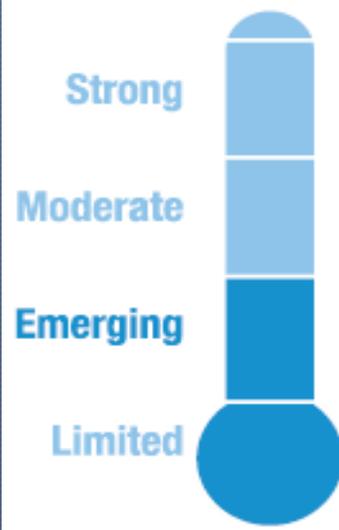
- Careful examination of the per student costs of programs, including teacher training and supervision, materials, and ICT
- Donors develop long-term partnerships for scaling up and sustainability – longer funding periods
- Evidence-based recommendations to justify continuation and expansion of literacy programs.
- Building local capacity to conduct research



Chapter 5: Long-run considerations

Costs, Financing, Scaling up, and Sustainability

- Not enough data
 - to compare cost-effectiveness across different types of interventions
 - to identify what political and economic factors support long-term policy change sustainability



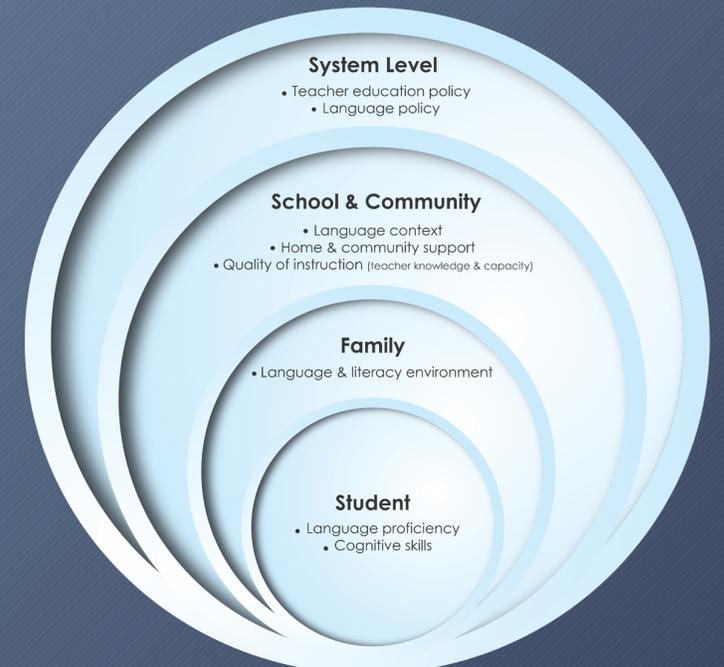
Closing thoughts

- Considerable efforts and stride made



Closing thoughts

1. Requires systemic approach & long-term, cumulative-effects perspective
2. Large and deep research gaps
 - Language development, language of instruction
 - Reading comprehension
 - Instructional time
 - Integrating results into teacher education
3. A need to establish standards for reporting results (e.g., donor-funded projects)





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