

## Webinar 2: Handout 1

# Guidance on the content and design of teacher's guides

Teacher's guides should be designed with the end user in mind. Readability and accessibility of content are key.

### Level of scaffolding or scripting

One important consideration when developing teacher's guides is the amount and type of scaffolding, or scripting, included in the guide. The level of scripting will vary depending on several factors. These include teacher needs and preferences, time available to develop scripts, and previous experience and research regarding the effectiveness of scripting for a given population of teachers, program and context.

A recent study titled *Effectiveness of Teachers' Guides in the Global South: Scripting, Learning Outcomes, and Classroom* by Piper, B., Mejia, J., Sitabkhan, Y. & Betts, K. (2018) reviewed teacher's guides from 19 EGR programs in 13 countries and found wide variation in the amount of scripting. The study including reviewing the level of scripting of the teacher's guides, observing teachers' classroom practices and analyzing student outcomes. The study found that the quality of instruction was higher when teacher's guides were simple to use, had easy-to-follow instructions and when the instructional method was consistent. Scripted lesson plans that provided verbatim text for the teacher to read were found to be less effective than more simplified lessons that provided guidance on what to do and say.

In other words, detailed word-for-word instructions do not necessarily result in more effective instruction. This is because dense text may be difficult for teachers to read if they are not fluent in the language. It may also be difficult for a teacher to read fluidly and naturally when standing in front of a classroom of students if they are reading sentences that may not be "in their own voice." In addition, the more detailed the scripting, the longer (and heavier) a teacher's guide becomes, which will increase the cost, as well as how easily teachers are able to hold it throughout lesson delivery. The authors provide a set of recommendations on teacher guide structure, content and

Source: Piper, B., Sitabkhan, Y., Mejía, J., and Betts, K. (2018). *Effectiveness of Teachers' Guides in the Global South: Scripting, Learning Outcomes, and Classroom Utilization*. RTI Press Publication No. OP-0053-1805. Research Triangle Park, NC: RTI Press. <https://doi.org/10.3768/rtipress.2018.op.0053.1805>

See a summary of the report in: Mejia, J., Sitabkhan, Y., & Piper, B. (2018). How scripted is too scripted? A mixed-methods analysis of teachers' guides. Presentation at the annual conference of Comparative International Education Society (CIES). Mexico City, Mexico. Available at <http://shared.rti.org/content/how-scripted-too-scripted-mixed-methods-analysis-literacy-teachers-guides-cies-2018>.

## Recommendations on Teacher Guide content and design:

### Content and instruction

1. **Use a consistent instructional method.** The teachers' guide should be consistent throughout all lessons, to create routine and structure for the teachers and students. This should be derived from a carefully designed scope and sequence.
2. **Include daily lesson plans.** Develop one lesson (with appropriate number of activities) for each day. The number and type of activities will vary by grade and context, and should cover the critical skills but be limited by the amount of instructional time available.
3. **Use heavier scripting in the beginning of the guide and reduce to lighter scripting.** Use full scripting in the beginning lessons of the teachers' guide and reduce to lighter scripting later in the guide.
4. **Limit the number of activities per lesson.** The number of activities within a lesson should consider the amount of instructional time available and make sure that all critical activities can actually be done during the classroom instructional time. No more than five to seven activities should be done within a 30–45 minute lesson period. Time should be allocated for transitions between activities as needed.
5. **Embed in each lesson checks for understanding and other types of informal assessment.** Different strategies for teachers to monitor student learning should be included within the structure of the lesson.
6. **Include guidance on differentiated instruction.** Support to teachers for noticing and responding to student needs should be included slowly and deliberately, over the course of a project. For example, in Year 1, the focus may be on noticing that students respond differently. In Year 2, the teachers' guide may then provide suggestions and/or examples on extension activities for the particular needs of higher- and lower-performing students.

### Design/formatting

7. **Limit the length of each lesson.** Ideally, each 30–45 minute lesson should be only one page long, with initial lessons in the teachers' guide potentially two pages long to accommodate more detailed guidance to the teacher. The teachers' guide should use succinct wording. Ensure font is legible.
8. **List goals and/or objectives for each lesson.** Clearly identify the theme, goals, and/or objectives of each for the teacher such that she or he is clear on the overarching aim for the various activities contained within the day's lesson. In addition, list any resources or materials that are needed to aid the teacher in teaching the lesson.
9. **Embed an image of the student book page in the lesson.** The embedded page should be an appropriate size such that it is legible to the teacher.
10. **The guide should be lightweight with appropriate binding.** The guide should not be too heavy for teachers to use and have strong binding (PUR or threadsewn) that allows it to be frequently opened.

## Content and instruction

1. **Provide hints for teacher creativity.** Use text boxes that provide tips that will aid teachers in creating new activities or add to existing activities in creative ways to allow teachers to utilize their skills and ideas to go beyond the structured guidance. This can be to provide additional support or extension activities.
2. **Strategically embed the “why” of the activity.** This may include providing a basic explanation of the reason for some activities chosen and can be included either in the lesson plan or in the front matter. If included in the lesson plan, tips should be short and embedded where space is available and/or extra explanation is needed. For example, a lesson may have a tip for choosing extra practice opportunities (e.g., tips for choosing new words for a blending activity that are consistent with the targeted blend).
3. **Provide suggested activity pacing for the activities in a lesson, using a range of minutes.** List suggested pacing for each activity within the lesson using a range of minutes (for example, 4–7 minutes rather than 5 minutes). Ensure that all activities can be completed within the pacing suggested, considering transition time between activities.
4. **Provide guidance on inclusion.** The guide should contain information to support teachers on how to be inclusive of students with special needs.

## Design/formatting

5. **Reduce front and back matter to absolute basics.** Keep the introduction/conclusion to a minimum, given that they are infrequently used and add to the bulkiness of the guide.
6. **Limit the number of icons.** The teachers’ guide should use icons to guide teachers. However, these should be limited in number, used in a consistent manner, and explained in the introductory pages.
7. **Ensure language used in the guide matches the language of instruction.** The headings, scripts, instructions to teachers, and front matter should be written in the language that matches the language of the content being taught.
8. **Use consistent formatting. Be deliberate and consistent with formatting decisions.** New lessons should start at the top of a new page so they are easily identifiable.
9. **Compile all the necessary information for a lesson in a single place/on the same page.** Teachers’ guides should be designed to not separate the script/instructions from the relevant content, to maximize ease of use. Specifically, a teacher should not have to turn to various sections of the guide to find the content or instructions needed to teach the lesson.

While existing research does not pinpoint a precise amount or level of scripting due to differences in teacher needs, contexts and languages, experience and emerging research on early grade reading programs indicates that densely scripted teacher’s guides are not preferable, for the reasons described above—they become too long and difficult for teachers to read.

Potentially effective alternatives to verbatim lesson plan scripting include:

- Icons to indicate what teachers and students should be doing (see Nigeria RARA and Nigeria RANA examples below)
- Abbreviated, bulleted instructions a teacher should take to implement the lesson or conduct an activity
- An example “script” that illustrates what a teacher could say when teaching a particular skill or implementing a specific activity, included in an annex for reference.

Development of a teacher’s guide should also take into consideration the following:

- Design should allow teacher to easily read lesson plan instructions
- Visual cues can be used to indicate different components of lesson, instructions, etc.
- Binding should allow teacher to easily flip pages and hold book
- Physical specifications of the guide should allow teacher to have one hand free to use for writing on the board
- Book size and weight should be appropriate (consider how long teacher will need to hold it with one hand during lesson delivery)

### Example 1: Highly scripted lesson plan – Kenya PRIMR

- The lesson plan includes text teachers can read verbatim (in bold)
- Italicized text indicates what teachers should do
- Lesson also indicates what students (learners) should be doing

 **Vocabulary**

T: **The word is picks.** *Read it two times slowly.*

T: **How many of you know what the word picks means?**

L: If more than half of the pupils raise their hands, have pupils share with partners and ask at least one pair to tell the class what the word means. If not, continue as below:

T: *Pick up a pencil. Say, I pick up a pencil.*

T: *Pick up an exercise book. Say, I pick up an exercise book.*

**We do:**

T: **What is the word?**

T & L: *picks.*

**You do:**

T: **Your turn. Who can pick up something in our classroom?**

T: *Let 2-3 children do the gesture. Say, I pick up a \_\_\_\_.*

*Repeats steps 1-2 with the following words:*

**Long** *(Draw two lines of different lengths on the blackboard. Point to the long one. This is long.)*

**Name:** Say: My name is \_\_\_\_.

Ask a pupil: What is your name?

Help the pupil to respond by saying: My name is \_\_\_\_.

Give the pupils time to ask their partners: What is your name?

Source: Bulat, J., Dubeck, M., Green, P., Harden, K., Henny, C., Mattos, M., Pflapsen, A., Robledo, A., and Sitabkhan, Y. (2017). *What We Have Learned in the Past Decade: RTI's Approach to Early Grade Literacy Instruction*. RTI Press Publication No. OP-0039-1702. Research Triangle Park, NC: RTI Press.

## Example 2: Guided lesson plan – Nigeria Reading and Access Research Activity (RARA)

- Guidance on how to facilitate each lesson was provided in 3 facing-page spreads, for a total of 6 pages per lesson. These are pages 1-2.
- Teachers were provided with step-by-step instructions on how to teach specific skills and activities, not a verbatim script.
- Icons were further used to guide teachers through the “I do, We do, and You do” approach.

### The guidance to the teachers is as follows for the story read aloud activity:

- Open to page [ ] of the story Read Aloud book. (I do)
- Read the title of the story. Show the picture if one is available. Ask the pupils to predict what they think might happen in today’s reading. (I do)
- Teach two vocabulary words with pupil-friendly definitions: [ ]. Say the words and teach them using actions or pictures. (I do)
- Tell the pupils to listen for those words as you read the story and to give a “thumbs up” when they hear a vocabulary word. (We do)
- Read the story in an engaging manner. (I do)
- Ask the children to think about their predictions. (We do)
- Ask the pupils the questions about the story you read from the story Read Aloud book. (We do)

**Zango Na: 1 Mako Na: 1 Darasi Na 1 da Na 2**

**Kafin Darasi**

**M** 1. Rubuta wannan wafa a kan allo.

**Wakar Gaisuwa**

Idan muka tashi da safe  
Sai mu gai da iyayenmu x 2  
Mamata ina kwana  
Gaisuwa ce da safe  
Ina wuni Babana  
Gaisuwa ce da rana  
Mamata sai da safe  
Gaisuwa ce da dare.

**Waka** Minti-3

**M** 1. Rera wakar don dalibai su ji tare da kwaikwayon abin da wakar ke fada, don talmaka wa dalibai sanin ma'anar kalmomin da ke cikin wakar.

2. Sake rera wakar tare da nuna kalmomin a kan allo.

**MD** 3. Sake rera wakar tare da dalibai.

**D** 4. Ka/ki ce wa dalibai su rera wakar suna kwaikwayon abin da wakar ke fada.

5. Nemi dalibi/daliba daya ko fiye don rera wakar tare da nuna kalmomin.

**Amon Sautin Gaba** Minti 2

**M** 1. Furta wannan kalma [Nana]. Idan akwai hoton kalmar, sai a taimaki dalibai su gano ta cikin hoton da ke littafinsa.

2. Maimaita furta kalmar tare da tafa kowace gaba.

3. Nuna yawan gabobin da ke cikin kalmar da yatsun hannu.

**MD** 4. Ka/ki ce wa dalibai su furta kalmar tare da tafa kowace gabar kalma tare da kai/ke.

5. Maimaita mataki na daya zuwa na hudu (1-4) da sauran kalmomin [Nafsa, nama, noma].

Jagoran Malamai - Aji 2 4

**Zango Na: 1 Mako Na: 1 Darasi Na 1 da Na 2**

<p>■ Nn Aa</p> <p>● na an nan</p> <p>▲ Nana na ana</p> <p>★ Nana na gida.</p>	
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Karatun labari

N n N n N n  
A a A a A a  
N a A n n a n

2 3

**Sunayen Haruffa Da Sautukansu** Minti-6

<p><b>M</b> 1. Rubuta babba da karamin bakɪ na sabon harafi [N n].</p> <p>2. Nuna harafin ka/ki fadi sunansa da kuma sautinsa. "Wannan shi ne harafin [N], sautinsa /n/."</p> <p><b>MD</b> 3. Jagoranci dalibai zuwa ga sashe mai alamar akwari. Maimaita mataki na biyu (2) ta hanyar amfani da Littafin Dalibai.</p> <p><b>D</b> 4. Maimaita mataki na uku (3) tare da wasu rukunan dalibai daban-daban.</p> <p><b>M</b> 5. Koya wa dalibai furta sautin [N] ta hanyar motsin jikin da aka danganta da furta sautin harafin. "[N] na da sautin /n/ kamar a cikin kalmar noma." Ka/ki kwatanta yadda ake noma kana/kina furta sautin 'n' 'ni' noma.</p>	<p><b>MD</b> 6. Dukkan dalibai su shiga cikin aikin motsin jikin furta sautin tare da Malami/Malama.</p> <p><b>D</b> 7. Maimaita mataki na shida (6) tare da wasu dalibai daban-daban.</p> <p>8. Maimaita mataki na farko zuwa na hudu (1-4) da daya harafin [A a].</p> <p>9. Koya wa dalibai furta sautin [A] ta hanyar motsin jikin da aka danganta da furta sautin harafin. "[A] na da sautin /a/ kamar a cikin mamaki." Ka/ki daga hannuwanka/ki sama cikin mamaki kana/kina furta sautin 'a' 'ai'.</p> <p><b>MD</b> 10. Maimaita mataki na shida da na bakwai (6-7).</p> <p><b>MD</b> 11. Yi ta aikin bambanta sunayen haruffan [N, A], da sautukansu, ko kuma motsin jikin da aka danganta da haruffan.</p>
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Jagoran Malamai - Aji 2 5

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### Example 3: Mixed levels of scripting – Nigeria Reading and Numeracy Activity (RANA)

- Various levels of scripting are available within the teacher’s guide to meet different teachers’ needs. The far-right column includes extensive scripting. The middle column provides a summary of the steps: For example: 1) Write the proverb; 2) Read the proverb; and 3) Discuss the proverb.
- The varying levels of scripting are helpful for teachers who may have different literacy levels. They also may be helpful for teachers who have already internalized the lesson structure and do not need to read it fully every time.
- The icons help provide teachers with quick reminders about each step. For example, an icon of a teacher at the board with students typically means chorus reading. An icon of a book and a pencil means that students are writing in their books.

Manufa: Dalibai za su iya karanta labari da gane muhimman kalmomi da kuma cike jimloli ga me da labarin.			
AIKI		MATAKAN KOYARWA	BAYANI
<b>KARIN MAGANA</b>  Minti 4		1. Rubuta Karin magana.	Rubuta: <i>Kasuwa a kai maki dole</i>
		2. Karanta Karin magana.	• Mu karanta Karin maganar tare.
		3. Tambaya a kan Karin magana.	Duk wanda ya taɓa jin wannan Karin magana ya/ta daga hannu. • Me kake/kike ganin wannan Karin maganar take nufi? • Wannan Karin maganar na nufin cewa ita dai kasuwa tana nan inda aka santa kuma duk mai son ya saye ko ya sayar dole ya sameta inda take.
<b>SHIRIN KARATU TARE</b>  Minti 8		1. Tambaya a kan hoto: Shafi na 2	• Ku bude littafinku shafi na 2. • Me kuka gani a hoton? • Me kuke tunanin wannan labarin yake magana a kai?
	 	2. Gabatar da sababbin kalmomi:  <i>Kaka</i>	• Wannan labari ne a kan Kaka. Rubuta: <i>Kaka</i> Karanta gaboɓin da ke cikin kalmar Kaka, ka/ki fara kai/ke kaɗai, daga baya ku yi tare da dalibai. • Shin za ku iya gano kalmar Kaka a cikin labarin? Idan kun gani ku nuna ta. • Kalmar Kaka nawa kuka gani? Ku kirga su sai ku gwada amsarku tare da abokan zamanku.
	 	3. Gabatar da nahawu:  Babban harafi	• A wannan labarin za ku ga manyan haruffa kamar wannan. Nuna babban harafi dāya ko biyu da ke cikin labarin a kan allo. • Ana amfani da babban harafi wurin rubuta muhimman wurare ko kuma sunayen mutane. Misalin sunaye kamar “Kaka” ko muhimman wurare kamar “Nijeriya.” • Za ku iya gano babban harafi a littafin ku? Ku nuna shi! • Yanzu za mu tashi tsaye mu yi taken babban harafi. Kwatanta taken babban harafi sau dāya sannan ka/ki kwatanta tare da dalibai. • Kalmar farko a cikin jimla. Harafin farko ya zamo babba. Haka ma farkon sunan yanka. Shi ma harafin ya zamo babba.

## Webinar 2: Handout 2

# Guidance on developing decodable and leveled text

### Decodable text

Decodable text is text in which the letters and words are controlled. That means that the author of the text will only use letters and words that the children have already learned. Therefore, individual decodable texts are linked to the introduction of specific letter sounds.

Developing decodable readers begins by creating a scope and sequence of letter/grapheme introduction for a given language. The scope and sequence can be drawn from a national curriculum or be created if one does not already exist.

### Recommendations for developing decodable text across languages

*Source: Room to Read's Book Publishing program in collaboration with its Reading and Writing Instructional Program. This method was field tested in Bangladesh and Nepal in 2012 and 2013 and cited in Davidson, 2014.*

1. Develop a scope and sequence of letter sound instruction that may include individual letters, syllables or consonant-consonant or consonant-vowel combinations. For some languages, this will mean determining how many of more than 200 possible letters/combinations will be taught and in which order.
2. Create a list of sight words that progress from simple to more difficult that can be used to make the text more meaningful.
3. Make each decodable story range from 12 to 16 pages, including front and back covers and title page.
4. Use a 22-point font size and use Andika or another easy-to-read font if the language uses the Latin alphabet (download from SIL) unless the script is developed under a different system, for example, the Khmer language.
5. Make each page include one to three lines of text and three to six words per line.
6. Use approximately 75 percent new words and 25 percent review words for each decodable story after the first text in a developmental sequence.
7. Relate illustrations to the text, but do not provide the reader with the option of figuring out the text without having to read the words.



Writers in Northern Nigeria develop decodable text using Bloom software as part of the Enabling Writers Workshop Program

*Photo: Reading within REACH (USAID)*

## Leveled text

The purpose of leveled text is to provide beginning readers with opportunities to read independently, or with some support, to practice the skills they have learned, without becoming frustrated by text that is too difficult for them (Davidson, 2013). Leveled books help children to build vocabulary skills, develop comprehension skills and learn the structure of narrative or expository text, and develop fluency (Davidson, 2014).

Leveled text usually comes in the form of short fictional stories or non-fiction passages, referred to as “leveled books” or “leveled readers,” which range from very easy to complex. In some cases, leveled text may be linked to subject-matter curricular content for the grade level, to support both content learning as well as to provide children with an opportunity to build their vocabulary and practice fluency.

### Guidance on developing leveled text across languages

*Source: Davidson, 2014.*

#### The following steps describe general procedures for creating a system of leveled books:

**Step 1:** Determine how many grades of school/standards will need books. That will provide a guide for estimating the number of levels in the continuum.

**Step 2:** Ten levels are recommended for a system spanning grades 1 through 3. Within each level, it is recommended that a minimum of three different titles be created initially. The first books serve as the anchor against which newly developed titles will be compared.

**Step 3:** Convene a knowledgeable group of authors of children’s books/stories for a two- to four-day workshop with two goals: having the authors write storybooks that can easily be leveled according to the Rog and Burton (2011) criteria provided in Table 4 [see reference below], and field-testing the new material with children in the grades targeted for leveling.

*Steps 4 through 7 take place during the workshop. Step 8 may take place in a follow-up session.*

**Step 4:** Ask each author to create a short passage. Practice estimating an appropriate level of difficulty based on the qualitative leveling criteria.

**Step 5:** Use Emmett Betts’ levels for ensuring that children are provided with books at their reading skill level. In it, the percentage of words that a child reads correctly is used to estimate the child’s reading ability or level:

- Easy = 95 percent or better of words read correctly
- Instructional = 90 to 95 percent of words read correctly
- Frustrational = less than 90 percent of words read correctly

Count the number of words in each story created by the authors. Calculate how many words would be read at the 89 percent or lower level, how many would be read at the 90-94 percent level, and how many would be read at the 95 percent or higher level.

**Step 6:** Field test the stories in classrooms with at least six children per grade across at least three schools. Ask the teacher to select three children who are average readers, and three who are good readers, to read a set of stories aloud individually to a member of the team conducting the field testing.

- Ask each child to try to read the three stories designated for that grade level. Determining accuracy is a first step in validating the book levels.
  - If the stories are too difficult—the child misses more than 10 percent of the words she reads—go to the next lower level. (If the stories are at the beginning of the level, then simpler stories must be written.)
  - If the stories are read with 90 percent accuracy or better, then ask the student to read the next level up to see whether these books are more difficult to read and to validate the sequence of the texts.

The goal is for children to read one level easily; the higher levels should be progressively more difficult.

*Step 6 may be repeated several times until a clearly defined progression of levels is established across the designated grades.*

**Step 7:** Authors reconvene and adjust the stories if necessary according to the field test results.

At the end of the workshop, there should be at least three stories for each of the levels created and at least 20 copies per title available for students.

**Step 8:** The validated stories become the anchors for creating new stories at these levels. All new stories should be field tested, but with anchors for comparison, the process should become much more efficient.

See Davidson (2014), Table 4 (pg. 17) for information on how to determine book levels of existing text.

## References

Davidson, M. (2014). Books that children CAN read: Decodable books and book leveling. JBS International. Available at <https://www.globalreadingnetwork.net/publications-and-research/books-children-can-read-decodable-books-and-book-leveling>

## Case study: Developing leveled text in Niger

Source: School-to-School International (2018). Personal communication.

The Niger Education and Community Strengthening Plus (NECS+) project is piloting national language literacy instruction in grades 1 and 2 at 160 schools. School-to-School (STS) was responsible for the development of teachers' guides, student booklets and teacher training, as well as a set of leveled and decodable readers and other supplementary materials to support this approach.

STS worked with a curriculum development committee comprised of language specialists from MEP. Committee members used Bloom software to develop the leveled and decodable stories for four national languages (Hausa, Kanuri, Zarma and Fulfulde). (Bloom software was used to write stories. Levels were established in the system, and the software highlights a word if it is not decodable at that level, or if it doesn't meet the leveling criterion.) The committee produced six stories for grade 1 and six stories for grade 2. An example of one story can be found below.

STS trained committee members on the elements of a captivating story for children. Story-writing development focused on the need for each story to have a beginning, middle and end, rising action, problem resolution and other quality elements such as a primary character, gender sensitivity and the use of animal characters or topics from children's daily lives. Stories were developed across four levels. The Level 1 stories contained very few words, used large font and multiple spaces between words, were limited to six pages in length and utilized targeted sounds from the grade specific curriculum. After Level 1, each level was comprised of words with additional sounds that increased in complexity. Furthermore, the page numbers of the text increased at each level. Levels 1 and 2 stories contained illustrations on each page of the story, whereas Levels 3 and 4 stories contained one illustration every other page. Story topics included: getting water from the well, watching traditional wrestling matches, getting lost, enrolling in school and going to the market, as well as others with animal characters or traditional tales.

 <p>Burje</p>	<p>1</p>  <p>Hunkuna Faati gonda jiiri gu. Najo, Safi na burje soola.</p>	<p>3</p>  <p>Faati dake najo banda. Najo ne : « ye fu ! »</p>	<p>5</p>  <p>Faati naagu najo ga. Baabo ka moota ra.</p>
	<p>2</p>  <p>Safi na habu fonda sambu. Habo mo ga mooru.</p>	<p>4</p>  <p>Faati mana ma kaani. A ga ba najo ganayaj.</p>	<p>6</p>  <p>I furo ga ne habu. Faati go ga ma kaani.</p>

# Early Grade Reading Program Design and Implementation: Best Practices and Resources for Success

## Webinar 2: Handout 3

Nigeria Reading and Numeracy Activity (RANA) - FHI 360

P3 TERM 1										
SKILL MATRIX BY WEEK		WEEK								
		1	2	3	4	5	6	7	8	9
READING TOGETHER	Text length			30	30	30-35	35	35-40	40	40-45
	Sentence length			3-5 words	3-6 words	3-6 words	3-8 words	3-8 words	3-8 words	3-8 words
	Punctuation			full stop	full stop	full stop	full stop	full stop	full stop, comma	full stop, comma
	Familiar words			95%	95%	95%	95%	95%	95%	95%
	Dialogue			None	None	None	None	None	None	None
	Repetitive text			75%	75%	75%	75%	60%	60%	60%
READING BY MYSELF	Total words		15	15	15-20	20	20	20-25	20-25	
	Sentence length		3-5 words	3-5 words	3-5 words	3-6 words	3-6 words	3-6 words	3-6 words	
	Punctuation		full stop	full stop	full stop	full stop	full stop	full stop, comma	full stop, comma	
	Dialogue		None	None	None	None	None	None	None	
	Repetitive text (similar phrasing)		75%	75%	75%	75%	75%	75%	75%	
P3 TERM 2										
READING TOGETHER	Text length	45	45-50	50	50-55	55	55-60	60	60-65	65
	Sentence length	3-8 words	3-10 words	3-10 words	3-10 words	3-10 words	3-10 words	3-12 words	3-12 words	3-12 words
	Familiar words	90%	90%	90%	90%	90%	90%	90%	90%	90%
	Punctuation	full stop, uppercase	full stop, comma	full stop, comma	full stop, comma	full stop, comma, quotation marks				
	Familiar words	95%	95%	95%	95%	95%	95%	95%	95%	95%
	Dialogue	None	None	None	None	minimal (1-2 phrases)				
	Repetitive text	60%	60%	60%	50%	50%	50%	50%	40%	40%
READING BY MYSELF	Total words	25	25-30	30	30-35	35	35-40	40	40-45	45
	Sentence length	3-8 words	3-8 words	3-8 words	3-8 words	3-8 words				
	Words from instructional passage	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Punctuation	full stop, comma	full stop, comma	full stop, comma	full stop, comma	full stop, comma, quotation marks				
	Dialogue	None	None	None	None	minimal (1-2 phrases)				
	Repetitive text (similar phrasing)	60%	60%	60%	60%	60%	50%	50%	50%	50%
P3 TERM 3										
READING TOGETHER	Text length	65	65-70	70	70-75	75	75-80	80	80-85	85-90
	Sentence length	3-12 words	3-12 words	3-12 words	3-12 words	3-14 words	3-14 words	3-14 words	3-16 words	3-16 words
	Punctuation	full stop, comma, quotation marks, question mark	full stop, comma, quotation marks, question mark, exclamation point	full stop, comma, quotation marks, question mark, exclamation point	full stop, comma, quotation marks, question mark, exclamation point	full stop, comma, quotation marks, question mark, exclamation point	full stop, comma, quotation marks, question mark, exclamation point			
	Familiar words	90%	90%	90%	90%	90%	90%	90%	90%	90%
	Dialogue	minimal (1-2 phrases)	minimal (1-2 phrases)	minimal (1-2 phrases)	some (2-6 phrases)	some (2-6 phrases)	some (2-6 phrases)	significant (3-8 phrases)	significant (3-8 phrases)	significant (3-8 phrases)
Repetitive text	40%	40%	40%	30%	30%	30%	20%	20%	20%	
READING BY MYSELF	Total words	45	45-50	50	50-55	50-55	55	55-60	55-60	60
	Sentence length	3-10 words	3-10 words	3-10 words	3-10 words	3-10 words				
	Words from instructional passage	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Punctuation	full stop, comma, quotation marks, question mark	full stop, comma, quotation marks, question mark, exclamation point	full stop, comma, quotation marks, question mark, exclamation point	full stop, comma, quotation marks, question mark, exclamation point	full stop, comma, quotation marks, question mark, exclamation point				
	Dialogue	minimal (1-2 phrases)	minimal (1-2 phrases)	minimal (1-2 phrases)	some (2-6 phrases)	some (2-6 phrases)	some (2-6 phrases)	some (2-6 phrases)	some (2-6 phrases)	some (2-6 phrases)
	Repetitive text (similar phrasing)	40%	40%	40%	40%	30%	30%	30%	30%	30%

EGR Program Design and Implementation: Best Practices and Resources for Success

**Webinar 2: Handout 4**

## **Early Grade Reading Program Resource Examples**



# Zango Na 1

## Mako Na 1 — 12

### Alamomi

<b>M</b>	<p><b>Aikin Malami/Malama:</b>                  A nan malami/malama zai/za ta yi aiki shi/ita kadai yayin da dalibai ke koyon aikin ta hanyar kallo da sauraron aikin da malami/malama yake/take yi.</p>
<b>MD</b>	<p><b>Aikin Malami/Malama da Dalibai:</b>                  A nan malami/malama zai/za ta yi aiki sa'annan dalibai su gwada yin aikin da malamin/malamar ya/ta gama aikatawa.</p>
<b>D</b>	<p><b>Aikin Dalibai:</b>                  A nan dalibai kadai za su gwada yin aiki, yayin da malami/malama ke jagorantarsu.</p>
	<p><b>Alamar Akwati:</b>                  An danganta sashen 'Sunayen Haruffa da Sautukansu' da wannan alamar ta akwati. A nan malami/malama zai/za ta jagoranci dalibai zuwa ga sashen ta hanyar jan hankalinsu zuwa ga alamar akwati da ke cikin Littafin Karatun Dalibai.</p>
	<p><b>Alamar Da'ira:</b>                  An danganta sashen 'Gano Gabar Kalma' da wannan alamar ta da'ira. A nan malami/malama zai/za ta jagoranci dalibai zuwa ga sashen ta hanyar jan hankalinsu zuwa ga alamar da'ira da ke cikin Littafin Karatun Dalibai.</p>
	<p><b>Alamar Zuciya:</b>                  An danganta sashen 'Kalmomin da za a karanta' da wannan alamar ta dala. A nan malami/malama zai/za ta jagoranci dalibai zuwa ga sashen ta hanyar jan hankalinsu zuwa ga alamar dala da ke cikin Littafin Karatun Dalibai.</p>
	<p><b>Alamar Tauraro:</b>                  An danganta sashen 'Karatun Jimla' da wannan alamar ta tauraro. A nan malami/malama zai/za ta jagoranci dalibai zuwa ga sashen ta hanyar jan hankalinsu zuwa ga alamar tauraro da ke cikin Littafin Karatun Dalibai.</p>
	<p><b>Alamar Agogo:</b> Wannan alamar na nuna wa malami/malama lokacin da zai/za ta dauka domin karantar da sashe.</p>

## Wakar

🕒 minti 5

Wakar da za a gabatar.

### Wakar 'Yar Makaranta

Ke Nana, ke Nana,  
'Yar makaranta,  
Nana 'yar malamai,  
Nana a yi ta karatu,  
Nana ban da wasa,  
Nana 'yar makaranta.

1. Rera wakar sau biyu, tare da kwaikwayon abin da ake faɗa a cikin wakar.
2. Maimaita mataki na biyu (2) tare da ɗalibai.
3. Umurci ɗalibai da su rera wakar tare da kwaikwayon abin da ake faɗa a cikin wakar.

## Amon sautin gaba

🕒 minti 3

Kalmomin da za a tafa gabobinsu: [noma, nama, nono, na'ura]

1. Ka/ki ce: [noma]. Idan akwai hoton kalmar ɗalibai su nuna a littafinsu.
2. Maimaita furta kalmar [noma] tare da tafa amon sautin kowace gaba.
3. Nuna yawan gabobin kalmar da yatsun hannu.
4. Maimaita mataki na biyu da na uku (2-3) tare da ɗalibai.
5. Umurci ɗalibai da su furta, su tafa, sannan su nuna yawan gabobin da ke cikin sauran kalmomin [nama, nono, na'ura].

## Bambance Sautukan Gabobi

🕒 minti 3

Gabar da za a bambance: [na]

Kalmomin da za a bambance: [Nana, tafi, nawa, na'ura, kaka]

1. Ka/ki ce: Ina so a daga babban yatsa sama idan aka ji sautin gabar [na] a cikin kalmomin da zan faɗa. Idan kuma ba a ji sautin gabar [na] ba sai a yi kasa da babban yatsa.
2. Ka/ki ce: Misali [Nana].
3. Ka/ki ce: [kaka].
4. Ka/ki ce: To mu fara [Nana] (A jagoranci ɗalibai da su daga babban yatsa sama).
5. Ka/ki ce: [kaka] (A jagoranci ɗalibai da su yi kasa da babban yatsansu).
6. Umurci ɗalibai da su daga babban yatsansu sama ko kasa yayin da kake/kike furta kalmomin [Nana, tafi, nawa, na'ura, kaka].

Mako Na 3 Darasi Na 1 da Na 2



Nana na nan.  
Nana na gida.  
Nana na wasa.

2

## Sunayen Haruffa

🕒 minti 5

Harruffan wannan darasi: [Nn, Aa]

1. Rubuta harafin [N n] a kan allo.
2. Nuna harafin [N n] ka/ki fadi sunansa sau uku.
3. Jagoranci ɗalibai zuwa ga sashe mai alamar akwati.
4. Maimaita mataki na biyu (2) tare da umurtar ɗalibai da su nuna harafin a cikin littafinsu.
5. Umurci rukunan ɗalibai daban-daban da su karanta, tare da nuna harafin [N n] a cikin littafinsu.
6. Maimaita mataki na farko zuwa na biyar (1-5) da ɗaya harafin [A a].
7. Umurci ɗalibai da su nuna harafin da za ka/ki furta a cikin littafinsu. (Yi ta furta haruffan [N, A] kana/kina sassauya su).

## Fahimtar Gabar Kalma

🕒 minti 5

Gabobin da za a karanta: [na, an]

1. Rubuta gabar [na] a kan allo.
2. Nuna kowane harafi tare da furta sunansa.
3. Aza yatsa a kasan gabar ka/ki bi ta daga hagu zuwa dama kana/kina karanta ta.
4. Jagoranci ɗalibai zuwa ga sashe mai alamar da'ira.
5. Maimaita mataki na biyu da na uku (2-3) ta hanyar amfani da littafin ɗalibai.
6. Umurci ɗalibai da su karanta tare da nuna gabar kalmar [na] a cikin littafinsu.
7. Maimaita mataki na (1-6) da ɗaya gabar kalma [an].

## ♥ Fahimtar Kalmomi

🕒 minti 5

Kalmomin da za a karanta: **[na, ana]**

1. Rubuta kalmar **[na]** a kan allo.
2. Nuna kowace gaba **[na]** cikin kalmar kana/kina karantawa a hankali.
3. Aza yatsa a kasan kalmar **[na]** ka/ki karanta ta daga hagu zuwa dama da hanzari.
4. Jagoranci dalibai zuwa ga sashe mai alamar zuciya.
5. Maimaita mataki na biyu da na uku (2-3) ta hanyar amfani da littafin dalibai.
6. Umurci dalibai da su karanta tare da nuna kalmar **[na]** a cikin littafinsu.
7. Maimaita matakin farko zuwa na shida (1-6) da daya kalmar **[ana]**.

## ★ Karatun Jimla

🕒 minti 5

1. Rubuta jimlar **[Nana na gida]** a kan allo.
2. Karanta bakuwar kalmar **[gida]** yayin da kake/kike nuna ta a kan allo.
3. Maimaita mataki na biyu (2) tare da dalibai.
4. Umurci dalibai daban-daban su karanta bakuwar kalmar **[gida]**.
5. Karanta jimlar tare da aza yatsa a kasan kowace kalma, yayin karantawa.
6. Jagoranci dalibai zuwa ga sashe mai alamar tauraro.
7. Maimaita mataki na biyar (5) ta hanyar amfani da littafin dalibai.
8. Umurci dalibai su karanta jimlar yayin da suke nuna kalmomin da suke karantawa a littafinsu.

## Karatun Labari

🕒 minti 15

1. Jagoranci dalibai su gano sunayen abubuwan da ke cikin hoton littafinsu. A tambaye su abin da suke hasashe zai faru dangane da hotunan.
2. Rubuta labarin a kan allo.  
**Nana na nan.**  
**Nana na gida.**  
**Nana na wasa.**
3. Karanta labarin, kana/kina bi da yatsa a kasan kowace kalma.
4. Koya wa dalibai ma'anar kalmomin **[gida, wasa]** kamar yadda suka zo a cikin labarin, ta hanyar amfani da sassan jiki, ko hotuna, ko wata hanya da za su fahimta.

Mako Na 3 Darasi Na 1 da Na 2

■	N n	A a
●	na	an
♥	na	ana
★	Nana na gida.	

N	N	N	
n	n	n	
A	A	A	
a	a	a	

N	N	N	
n	n	n	
A	A	A	
a	a	a	

3

5. Maimaita mataki na uku (3) tare da umurtar dalibai da su nuna kalmomin a cikin littafinsu yayin da suke karantawa.
6. Umurci dalibai da su nuna kalmomin a cikin littafinsu yayin da suke karanta labarin a bayyane. A tabbatar suna karatun tare. Zagaya don taimaka wa daliban da ke da bukata a lokacin da suke karatun.
7. Auna fahimtar dalibai dangane da labarin ta hanyar tambayoyi.  
Umurci dalibai da su yi tunanin labarin da aka karanta kafin su daga hannu.

## Tambayoyi

1. A ina Nana ta ke?
2. Me Nana ke yi?

## Karatun Labari a Bayyane

🕒 minti 5

1. Karanta kan labari **[MahaKurci Mawadaci (1)]**
2. Nuna hoto idan akwai shi.
3. Tambayi dalibai su yi hasashen abin da suke ganin zai faru a labarin.
4. Koyar da ma'anar sabbin kalmomi **[ladabi, gulbi]** ta hanyar amfani da sassan jiki, ko hotuna, ko wata hanya da za su fahimta.
5. Umurci dalibai su gano kalmomin nan a lokacin da kake/kike karanta labarin, ta hanyar daga babban yatsa sama a duk lokacin da suka ji an fadi kalmomin.
6. Karanta labari ta yadda zai jawo hankalin dalibai.

*Kande na zaune da kishiyar mahaifiyarta da kanwarta da suke uba daya wato Delu. Kande na da hakuri da **ladabi** da biyayya da son zuwa makaranta. Ita kuwa Delu yarinya ce marar ladabi. Duk ayyukan gida Kande ke yi. Takan debo ruwa daga rafi, ta yi share-share da wanke-wanke kafin ta je makaranta. Wata rana*

kwatsam, cikin dare a ka ce ta debo ruwa a **gulbi**. A kan hanyarta ta haɗu da wani tsoho ta taimake shi. Tsoho ya ji daɗi, don haka, ya nuna mata akwatuna uku, ta zaɓi guda. Ta dauki karamin, ta yi godiya, ta tafi tana murna.

7. Tambayi dalibai su koma kan hasashensu.
8. Yi wa dalibai tambayoyin da ke kasan labarin.

## Tambayoyi

1. Me Kande ke so?
2. Me tsoho ya ba Kande?

## Rubutu

 minti 19

Haruffan da za a rubuta: **[Nn, Aa]**

Gabobin da za a rubuta: **[na, an]**

1. Rubuta **[N]** a kan allo, a hankali tare da bayanin yadda kake/kike rubutun.
2. Umurci dalibai da su yi amfani da yatsansu su tusa rubutun a littafinsu na karatu, yayin da kai/ke ma kake/kike tusawa a kan allo.
3. Umurci dalibai da su yi amfani da yatsansu su yi rubutun a cikin iska tare da kai/ke.
4. Umurci dalibai da su tusa **[N]** da ke da digo-digo, sannan su rubuta su a filin da aka tanada a littafinsu don rubutu a bangaren dama.
5. A duba yanayin zamansu, da yanayin rikon fensiri da inda suke fara rubutun da kuma yadda suke rubutun.
6. Maimaita mataki na farko zuwa na biyar (1-5) da sauran haruffa/gabobi **[n, A, a, na, an]**.

Mako Na 3 Darasi Na 1 da Na 2

N	N	N	
n	n	n	
A	A	A	
a	a	a	
na	na	na	
an	an	an	

N	N	N	
n	n	n	
A	A	A	
a	a	a	
na	na	na	
an	an	an	

4

## Aikin Gida

1. Tuna wa dalibai su karanta darasin yau tare da iyay-ensu ko 'yan'uwa ko abokai.
2. Tuna wa dalibai su gwada rubutun da aka yi a aji a sashen da aka tanadar don yin hakan a littafansu.

## Matashiya a Kan Darasi Na 2

1. Tuna wa dalibai cewa za a maimaita darasin da ya gabata.
2. A darasi na 2, a maimaita dukkan darasin amma a yi amfani da wannan labarin da tambayoyinsa a sashen Karatun Labari a Bayyane:

### Mahakurci Mawadaci (2)

Da ganin **alherin** da Kande ta samu na tufafi da gwala-gwalai da kudi, sai uwar Delu ta yi farat! Ta ce wa Delu "Ke ma je ki ki samo rabonki." A hanyar Delu ta dawowa, sai ita ma ta gamu da tsohon nan. Kai tsaye ta ce masa "ni ma ka ba ni nawa akwatina." Ai kuwa ta zaɓi babban cikinsu. Tana isa gida suka shige daki suka rufe. Da bude akwati, sai kunamu da macizai suka fito suka ciccije su. Hakan ya sa suka yi **nadama**, Kande kuwa ta yafe musu suka ci gaba da zama lafiya.

### Tambayoyi

1. Me Kande ta samu a cikin akwatinta?
2. Me Delu ta samu a cikin akwatinta?
3. Me ya sa Delu ta sami wadannan abubuwan a cikin akwatinta?



# Jagoran Malamai



Manufa: Dalibai za su iya karanta labari da gane muhimman kalmomi da kuma cike jimloli ga me da labarin.		BAYANI
AIKI	MATAKAN KOYARWA	
<u>KARIN MAGANA</u>  Minti 4	 1. Rubuta Karin magana.	Rubuta: <i>Kasuwa a kai maki dole</i>
	 2. Karanta Karin magana.	<ul style="list-style-type: none"> <li>• Mu karanta Karin maganar tare.</li> </ul>
	 3. Tambaya a kan Karin magana.	<p>Duk wanda ya taba jin wannan Karin magana ya/ta daga hannu.</p> <ul style="list-style-type: none"> <li>• Me kake/kike ganin wannan Karin maganar take nufi?</li> <li>• Wannan Karin maganar na nufin cewa ita dai kasuwa tana nan inda aka santa kuma duk mai son ya saye ko ya sayar dole ya sameta inda take.</li> </ul>
<u>SHIRIN KARATU TARE</u>  Minti 8	 1. Tambaya a kan hoto: Shafi na 2	<ul style="list-style-type: none"> <li>• Ku buɗe littafinku shafi na 2.</li> <li>• Me kuka gani a hoton?</li> <li>• Me kuke tunanin wannan labarin yake magana a kai?</li> </ul>
	  2. Gabatar da sababbin kalmomi: <i>Kaka</i>	<ul style="list-style-type: none"> <li>• Wannan labari ne a kan Kaka.</li> </ul> <p>Rubuta: <i>Kaka</i>                      Karanta gabobin da ke cikin kalmar Kaka, ka/ki fara kai/ke kadai, daga baya ku yi tare da dalibai.</p> <ul style="list-style-type: none"> <li>• Shin za ku iya gano kalmar Kaka a cikin labarin? Idan kun gani ku nuna ta.</li> <li>• Kalmar Kaka nawa kuka gani? Ku kirga su sai ku gwada amsarku tare da abokan zamanku.</li> </ul>
	 3. Gabatar da nahawu: Babban harafi	<ul style="list-style-type: none"> <li>• A wannan labarin za ku ga manyan haruffa kamar wannan.</li> </ul> <p>Nuna babban harafi daya ko biyu da ke cikin labarin a kan allo.</p> <ul style="list-style-type: none"> <li>• Ana amfani da babban harafi wurin rubuta muhimman wurare ko kuma sunayen mutane. Misalin sunaye kamar “Kaka” ko muhimman wurare kamar “Nijeriya.”</li> <li>• Za ku iya gano babban harafi a littafin ku? Ku nuna shi!</li> <li>• Yanzu za mu tashi tsaye mu yi taken babban harafi.</li> </ul> <p>Kwatanta taken babban harafi sau daya sannan ka/ki kwatanta tare da dalibai.</p> <ul style="list-style-type: none"> <li>• Kalmar farko a cikin jimla. Harafin farko ya zamo babba. Haka ma farkon sunan yanka. Shi ma harafin ya zamo babba.</li> </ul>



# SEMAINE I



## Thème : Salamu

**Objectifs clés de la semaine :** A la fin de la semaine, l'élève sera capable de :

- Apprendre la chanson de l'alphabet
- Identifier la rime dans des mots.
- Compter à l'oral les syllabes dans un mot.
- Savoir tenir un stylo.

### ELEMENTS DE REMEDIATION

Habilités / Objectifs opérationnels	Comment faire pour corriger les élèves ?
<p><b>Identifier les noms des lettres de l'alphabet.</b></p> <p><i>Dire le nom des lettres à travers la chanson "l'alphabet".</i></p>	<p>Au cas où les élèves ne chantent pas correctement les noms des lettres de la chanson :</p> <ul style="list-style-type: none"> <li>- Reprenez correctement les noms des lettres sans chanter et puis, faites répéter aux élèves ces noms.</li> </ul>
<p><b>Dégager la notion d'un mot à l'oral.</b></p> <p><i>Identifier la rime dans des mots.</i></p>	<p>Au cas où les élèves n'arrivent pas à identifier des mots qui riment :</p> <ul style="list-style-type: none"> <li>- Citez encore d'autres mots qui ont la même rime au début ou à la fin. Lorsque vous prononcez les mots, mettez l'emphase sur les parties qui riment pour faire entendre la rime (ex. <b>watoto</b>, <b>wapenzi</b>, <b>wafuto</b>).</li> </ul>
<p><b>Dégager la conscience syllabique à l'oral.</b></p> <p><i>Compter les syllabes à l'oral.</i></p>	<p>Au cas où les élèves n'arrivent pas à diviser les mots en syllabes :</p> <ul style="list-style-type: none"> <li>- Reprenez pour eux le mot et puis dites-leur de répéter avec la même cadence pendant qu'ils mettent leur main en dessous de leur menton. A chaque fois que leur menton bouge, c'est une syllabe.</li> </ul>
<p><b>Savoir tenir un stylo.</b></p> <p><i>Tracer des formes.</i></p>	<p>Au cas où les élèves n'arrivent pas à bien écrire une lettre ou tracer une forme :</p> <ul style="list-style-type: none"> <li>- Tenez la main de chaque l'élève en difficulté et aidez-le à tenir le stylo pour tracer la forme qui lui pose problème en lui expliquant les mouvements.</li> </ul>

◆ ❖ SEMAINE 1, JOUR 1 ❖ ◆

**Objectifs opérationnels :** A la fin de la leçon, l'élève sera capable de (d'):

- donner des informations sur son milieu spécifique au thème : **Salamu**.
- définir les nouveaux mots de vocabulaire du texte (**heshima, adabu, muda, uzuni**).
- répondre aux questions de compréhension sur le texte « **Mutoto mwenyi heshima** » à l'aide des illustrations.
- exprimer et illustrer une préférence basée sur le texte « **Mutoto mwenyi heshima** ».

**Références :** Texte de l'enseignant : **Mutoto mwenyi heshima**

**Matériels didactiques :** bande à lettres, poster

**Préparation :** Avant la leçon :

- Afficher la bande à lettres au tableau.
- Afficher au tableau le poster **Mutoto mwenyi heshima**.



◆ INTRODUCTION/RAPPEL ◆

**Apprendre la chanson de l'alphabet (5 minutes)**

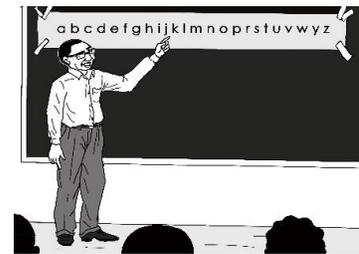
- Je chante toute la chanson deux fois. Pendant que je chante, je pointe chaque lettre sur la bande à lettres.
- Je chante la chanson partie par partie en demandant à la classe de répéter chaque fois après moi.

Partie 1 : **a b c d e f**

Partie 2 : **g h i j k l**

Partie 3 : **m n o p r s**

Partie 4 : **t u v w y z**



- Je demande à toute la classe de se mettre debout et de chanter deux fois la chanson entière avec moi. Je continue à pointer les lettres.

◆ PRE-LECTURE ◆

**Collecte des idées (10 minutes)**

**Pour ressortir le thème :**

- J'annonce aux élèves que le thème de la semaine est **Salamu** et je l'écris au tableau.
- Je pose aux élèves des questions liées au thème de la semaine :
  - **Namna gani twasalimu watu ?**
  - **Tunaaga namna gani ?**
  - **Kama mugeni anafika tunasema nini ?**
- Je demande aux élèves de partager leurs réponses en paire puis je désigne 4 élèves pour donner la réponse de leur ami.

**Pour ressortir le nouveau vocabulaire :**

- Je dis aux élèves chaque nouveau mot que nous allons voir dans le texte : **heshima, adabu, muda, uzuni**.
- Je demande à un élève d'expliquer les nouveaux mots et s'il n'arrive pas alors j'explique chacun de ces mots en me servant des gestes ou des illustrations.
  - **Heshima:** kuonesha utii kwakila mutu.
  - **Adabu :** mifano nzuri.
  - **Muda :** wakati.
  - **haraka :** kufanya mbiombio.
- Pour chaque mot, je désigne 2 élèves pour l'expliquer dans leurs propres mots.

## Student Reader Example 1: Nigeria NEI Plus

Contents align with lesson objectives on letter sounds and blending

Students can practice writing the letters they are learning

Mako Na 2 Darasi Na 3 da Na 4

■ Y y I i

● yin yau ra

♥ yin yara yawo

★ Yau ma ana yin yawon sallah.

yin yin yin

yau yau yau

ra ra ra

yin yin yin

yau yau yau

ra ra ra

Mako Na 3 Darasi Na 1 da Na 2



Amina na wasa da ulu.  
Nana na karatun littafi.  
Suna zaune a lambun makaranta.  
Suna zaune cikin lumana.

Decodable text based on the week's lesson helps students develop fluency skills

## Student Reader Example 2: Uganda School Health and Reading Program

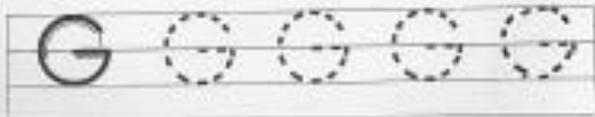
Embeera y'obudde

G g



ggaali gula kusiga

Enkuba etannya.  
Toata avuga eggaali.  
Ebijanjaalo biri ku ggaali.



64 Term 2 Week 2 Day 1

Bye tukola mu biseera eby'enjawulo

Agula ebijanjaalo



Musoke ava mu katale. Musoke ava kugula ebijanjaalo. Ebijanjaalo bya kusiga. Enkuba eyagala kutannya. Eggaali edduka nnyo.



65 Term 2 Week 2 Day 2

Source: RTI International. (2014). USAID Uganda School Health and Reading Program. "Nsobola okusoma n'okuwandiika" (Luganda) Primary 1. [Version for research purposes only]

# Asante Twi Teacher Guide

Primary 1 - Term 2



# Asante Twi

## Teacher Guide

### Primary 1 - Term 2

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ISBN: 978-9988-9767-7-7

*This Teacher Guide is made possible by the support of the American People through the United States Agency for International Development (USAID). The contents of this Teacher Guide are the sole responsibility of FHI 360 and do not necessarily reflect the views of USAID or the United States Government.*

## Asante Twi—Lesson 67 (A)

### Teacher Read Aloud: First Reading



#### Objectives

The pupils will be able to:

1. Use new words correctly in sentences
2. Use verbal and nonverbal communication appropriately
3. Sort objects into categories

#### 1. Teach the sound

(5 mins)

##### Listening game – Say each sound

- Say: Nsɛmfua a yɛkyekyɛ mu kɔ nnyeɣyɛɛ ahodoɔ mu no boɔ ma wotwɛɛ sɛnɛ sɔpɛ. Mɛpɛ sɛ motiɛ aɛɛmfua no. Yɛkyekyɛ mu akɔ aɛnsini ahodoɔ na yɛaka nnyeɣyɛɛ ahodoɔ a ɛwɔ aɛnsini ahodoɔ no mu no, nnyeɣyɛɛ baako hɛɛ koro mu.

- Give an example

Teacher says: **wisa**

Teacher and pupils clap out the syllables: **wi, sa**

Teacher says the first syllable: "wi"

Pupils say: /w/ /i/

Teacher says the second syllable: "sa"

Pupils say: /s/ /a/

- Continue with the rest of the words.

sina keka kɔsi

#### 2. Vocabulary – Before reading

(5 mins)

##### Teach and discuss vocabulary

- Tell pupils each word. Have them repeat it. Talk to the pupils about the new words they will hear in the text. Ask pupils what they know about each one.
- Discuss with the word meaning with pupils, using gestures or illustrations to support understanding.

gyimi piɛto kesu

**3. Read aloud**

**(8 mins)**

**Read the following story aloud**

- Show the picture that goes with the story as you read aloud. Or, if you have the NALAP big book, use that to show the pictures.
- While reading, pause to think aloud and talk to pupils about the story at key moments such as when you come to a vocabulary word the pupils just learnt or when you hear a syllable the pupils just practiced.

**Abena Ne Aponkye No**

Abena ne n'abusuafoɔ na na wɔtɛ. Na wɔwɔ mprako mmienu, nkoko mma mmiensa, nantwie ne aponkye. Na aponkye no agyimi pa ara. Oma Abena sere. Da bi, Abena hunuu sɛ aponkye no reye biribi a ɛnye. Abena de mmirika kɔka kyerɛɛ ne maame. Na ne maame reye adeɛ nti ɔkaa sɛ, "Oo! Abena gyae anansesɛm a woretɔɔ no." Ɔde mmirika kɔka kyerɛɛ ne papa. Na ɔno nso reye adeɛ. Ɔkaa sɛ, "Abena, gyae anansesɛm a woretɔɔ no." Ɔde mmirika kɔka kyerɛɛ ne nuabarima panin a na ɔreyɛ adeɛ. Ɔkaa sɛ, "Oo! Abena, gyae anansesɛm a woretɔɔ no." Ɔde mmirika kɔka kyerɛɛ ne nuabaa. Ɔkaa sɛ, "Oo! Abena, gyae anansesɛm a woretɔɔ no." Ɔde mmirika kɔka kyerɛɛ ne nanabaa. Nanabaa kaa sɛ, "Abena, kɔkyɛs me." Wɔde mmirika kɔhwɛɛ aponkye no. Na aponkye no rewe ntoma. Nanabaa teaa mu, "Oo! Edeen asem nie? Aponkye no rewe m'ataadeɛ!" Maame tu mmirika ba. Ɔtea mu bisa sɛ, "M'ataadeɛ no wɔ hefa? Papa tu mmirika ba. Ɔtea mu bisa sɛ, "Me hyɛɛte no wɔ hefa?" Nuabarima tu mmirika ba. Ɔtea mu bisa sɛ, "Me piɛto wɔ hefa?" Ne nuabaa tu mmirika ba. Ɔtea mu bisa sɛ, "Me sukuu ataadeɛ no wɔ hefa?" Wɔn nyinaa hwɛɛ aponkye no. Aponkye no hwɛɛ wɔn na ɔkesuie. Nanabaa faa n'ataadeɛ no. Ɔbamm Abena na ɔkaa sɛ, "Meda wo ase sɛ wokaa deɛ aponkye no reye kyerɛɛ me."

**4. Vocabulary – After reading**

**(12 mins)**

**Sort words**

- Write the following two words on the board (each will be a category).

abusuafoɔ	mfudeɛ
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- Model putting the first two words on the list below into one of the categories. Explain why you put it there.
- Read each word. Ask who has an idea about where it should go. For each word, a new volunteer puts it in a category and says why they think it should go there.
- If pupils struggle, help them talk about how the words are related to each other.
- Note: some words might fit into either category.

nanabaa borɔdeɛ mankani nuabarima

## Read Aloud Example 2: Nigeria RARA

The Nigeria Reading and Access Research Activity (RARA) piloted a Story Read Aloud to build children's oral language skills and strengthen their comprehension skills. This stand-alone book was meant to be read by the teacher to students during the course of the day's reading lesson. The read aloud book, which included a compilation of stories, was developed because this early grade reading pilot did not have sufficient time or budget to develop unique storybooks. In preparation for developing the read aloud book, program staff and government partners reviewed existing materials and identified stories that could be included, and in some cases, adapted. In the text, new vocabulary words are highlighted in bold. Comprehension questions for the teacher to ask the students are listed at the end of the story.

### Larai Ta Iya Kirge (1)

Wata rana mahaifiyar Larai ta aike ta kasuwa. A hanyarta ta zuwa kasuwa sai ta fara **kirga** duk abin da ta gani. Da farko, ta ga wani babban sa fari fat, mai kyan gaske guda daya . Sai ta ce masa "Ina kwana, sa?" Sa ya amsa da, "Moouuw". Da ta wuce gaba ta ga yara maza biyu suna gudu. Ta ce musu, "Ina za ku je?" Amma ba su ji ba. Sai ga 'ya'yan kyanwa guda uku a gefen hanya. Larai na son ta tambaye su, "Ina mamarku?" Suka ji tsoro suka watse.

Daga nan sai Larai ta daga kai sama sai ta ga mangwaro guda hudu nunannu, suna lilo a reshen bishiya. Sai ta yi tunani ta ce, "Gaskiya na ji kwadayin mangwaron nan" Can gaba Larai ta wace mata biyar suna daka gero. Sai ta ce a ranta, "Hmm! Mata akwai kokarin aiki!" Ta wuce tana **tunani**.



#### Tambayoyi

1. Ina Larai za ta je?
2. Shanu, dabbobi ne da muke da su a gidajenmu, mene ne amfaninsu a garemumu?
3. Mata na da kokarin aiki? Don me?

Source: RTI International (2015). *Nigeria Reading and Access Research Activity Story Read Aloud*. Available at: [http://pdf.usaid.gov/pdf\\_docs/PA00KX7R.pdf](http://pdf.usaid.gov/pdf_docs/PA00KX7R.pdf)

Following the pilot of the materials, the program was expanded through the USAID-supported Nigeria Northern Education Initiative Plus (NEI+) initiative. The read aloud stories were integrated into the teacher's guide. Illustrations to accompany the stories were provided in the student primer. See <https://www.creativeassociatesinternational.com/projects/nigeria-northern-education-initiative-plus/> for more information on NEI Plus.

**Webinar 2: Handout 5**  
**EGR Program Planning Tool**

**RESOURCES: Key activities, questions and considerations**

**Purpose of this tool:**

The purpose of this worksheet is to assist early grade reading teams as they plan and implement their programs. Designed to guide initial discussions and decisions about program design, implementation, monitoring and evaluation, the worksheet includes a list of key activities, questions and considerations related to a specific topic. EGR teams are encouraged to complete the worksheet as a team, so all stakeholders' and collaborators' ideas can be considered. More detailed planning related to each topic and key activity would then follow.

**How to use this tool:**

1. Review the list of key activities at different stages of the program cycle.
2. Read and review the key considerations that will guide your planning.
3. In the "Your program experience and plans" column, for each key activity:
  - a. identify steps or tasks that your team will undertake to carry out the activity. Identify key collaborators and people responsible.  
*If you have already undertaken a particular activity:*
    - i. identify lessons learned or guidance that may inform scale up of the program, or that could be shared with others in a similar context (either within the same country or in another country)
    - ii. identify how you might need to modify an approach if you have encountered challenges during initial implementation, or if monitoring and evaluation has indicated the approach has not been effective
    - iii. identify how your approach might need to be modified when the program is scaled up
  - b. Identify specific challenges with respect to each activity or key consideration. What actions need to be taken and what strategies may need to be undertaken to address them?

## EGR RESOURCES – DEVELOPMENT & USE

Key activities	Questions & considerations to guide planning	Your program experience & plans
<b>1. Engage relevant stakeholders; form a materials development working group/team</b>	<ul style="list-style-type: none"> <li>• What institutions and individuals need to be involved in the materials development process?</li> <li>• Who should be part of a working group or materials development “team”?</li> <li>• What will they be responsible for doing? How frequently and where will they meet? Develop a “scope of work” for the working group that outlines responsibilities, expectations and timeline for work. Clarify issues of remuneration, if any, at the outset.</li> <li>• Who may need to be hired to develop materials? (Consider hiring a graphic design company or individual.)</li> </ul>	
<b>2. Review and conduct research to inform materials development</b>	<ul style="list-style-type: none"> <li>• What information already exists regarding student reading skills, teacher instructional practices, language use in the classroom, instructional time available and other issues that will inform materials development? (See list of information to gather in <b>Session 5, Handout 6: Research to inform materials development.</b>)</li> </ul>	
<b>3. Obtain stakeholder agreement on copyright and licensing</b>	<ul style="list-style-type: none"> <li>• Are all stakeholders knowledgeable about copyright and licensing issues?</li> <li>• Are all stakeholders aware of and in agreement about how materials will be copyrighted and licensed? (Organize meetings specifically on this topic to share information and obtain consensus.)</li> <li>• Do all stakeholders understand Creative Commons 4.0 attribution? (See additional resources listed for Session 3 for more information on copyright and licensing.)</li> </ul>	
<b>4. Identify what materials to develop</b>	<ul style="list-style-type: none"> <li>• What are the objectives of the program and how might these affect what materials need to be developed?</li> <li>• What are the timeline, budget and available human resources to develop materials?</li> <li>• What EGR materials already exist? Could these materials be used or adapted?</li> <li>• What will be the design parameters for the materials? (e.g., color, number of pages, binding, etc.)</li> </ul>	
<b>5. Draft a plan for materials development (and circulate and</b>	<ul style="list-style-type: none"> <li>• How much time and budget are available?</li> <li>• What local expertise needs to be involved in materials development? How long will it take to recruit and/or hire these people?</li> </ul>	

## EGR RESOURCES – DEVELOPMENT & USE

Key activities	Questions & considerations to guide planning	Your program experience & plans
<b>communicate it with all involved)</b>	<ul style="list-style-type: none"> <li>• How long will printing and procurement take? What local capacity is available?</li> <li>• What technology will be used to produce materials, or will be provided as a resource? What are the cost and timeline implications?</li> <li>• By when do materials need to be available for teacher training?</li> <li>• What holidays or events may affect the production schedule?</li> <li>• How might resource production be staggered to support quality production or other needs?</li> <li>• When will materials need to be field tested?</li> <li>• When and how often will materials be revised?</li> </ul>	
<b>6. Develop content</b>	<ul style="list-style-type: none"> <li>• Does a scope and sequence exist for the language? If not, develop one and use it to guide content.</li> <li>• Does the language writing system (orthography) need to be standardized?</li> <li>• What tools will be needed to develop decodable and leveled texts (e.g., Bloom software)?</li> <li>• How many lessons will be developed?</li> <li>• Who will lead and contribute to the development of content for the materials?</li> <li>• If content has been developed, ask these questions: Is it appropriate for context and learner needs and age? Is content aligned between teacher and student resources? Does it take gender equity and other issues of inclusion into account?</li> </ul>	
<b>7. Conduct quality control</b>	<ul style="list-style-type: none"> <li>• What materials and processes are needed for quality control? (Consider developing a lesson plan template for the teacher’s guide and student book, a “script” template, and processes for review, editing and formatting the document)</li> <li>• What tools and processes will be used to review materials for gender equity and other inclusive education considerations?</li> <li>• What is the process for officially approving materials, and who needs to approve?</li> </ul>	
<b>8. Field test materials</b>	<ul style="list-style-type: none"> <li>• When will prototypes be field tested?</li> <li>• Where will field testing take place? What logistics need to be arranged for the field test?</li> </ul>	

## EGR RESOURCES – DEVELOPMENT & USE

Key activities	Questions & considerations to guide planning	Your program experience & plans
	<ul style="list-style-type: none"> <li>• What instruments will be used to gather information during field testing?</li> </ul>	
<b>9. Plan for procurement, distribution and storage</b>	<ul style="list-style-type: none"> <li>• What is the process for procuring materials and the timeline for doing so? Who needs to be involved? (Discuss and develop a plan early on in the materials development process.)</li> <li>• How will materials be distributed? (Develop a process and procurement plan if needed; consider how technology could be used to support efficient distribution.)</li> <li>• How will materials be stored at the school level?</li> </ul>	
<b>10. Develop monitoring, evaluation and learning plan for materials</b>	<ul style="list-style-type: none"> <li>• How will materials use be monitored and evaluated? (Develop indicators, tools and processes for monitoring and evaluating a variety of issues, including content, design, use and storage.)</li> <li>• Who will be responsible for gathering, analyzing and communicating findings?</li> </ul>	
<b>11. Modify materials based on MEL findings</b>	<ul style="list-style-type: none"> <li>• Based on user feedback and monitoring and evaluation data, how do materials need to be modified?</li> <li>• What is the process and timeline for modifying materials?</li> </ul>	

## Webinar 2: Handout 6

# Research to inform materials development

Before any materials are developed, background research needs to be conducted. Key questions that need to be answered through this research include:

- What are the objectives of the EGR program, the timeline for implementation and the available budget for resources?
- What is the language policy? What languages are used for instruction? In what languages will children be taught to read, and will instruction in different languages take place at the same time?
- What materials exist that could be used or adapted for teaching EGR?
- What are students' current reading levels? How might they differ by language, region or other demographic characteristics?
- What are teachers' current instructional practices and needs? What materials are they currently using (or not), and why?
- What technology may be available and feasible to use to develop materials, as well as to make available in classrooms?
- What policies and protocols exist with respect to materials production for education?

Some activities to undertake to answer these questions and to put together a materials development plan include those listed below. Note that the list is not in chronological order, and that the information gathered will need to be reviewed comprehensively to inform decision-making.

1. **Review student EGR assessment data.** Knowing what skills children have and what skills they need to develop is critical in identifying which materials need to be developed. For example, reading assessment results may identify whether children could benefit from having a large number of decodable books available in the classroom. Similarly, assessment data that points to a lack of oral language skills might indicate a need to develop big books, or story read-aloud books, that provide opportunities for children to practice oral language skills.
2. **Review language policy documents and any reports on language of instruction and language use in schools.** Understanding official language of instruction policy as well as the realities of language-related instruction in the classroom will help to identify what materials may be needed to support instruction. Content developed for first language speakers of a language will be different than that developed for those who are learning to read in a second or foreign language.
3. **Review reading program objectives and curriculum to identify what materials may be needed.** Student needs should inform the objectives and curriculum of a reading program, but the objectives of a program may not necessarily respond to all needs. Therefore, it's important to be aware of the parameters of a program when identifying materials to develop. A program that includes instruction in multiple languages will need to develop materials that are similar across languages, so that teachers who may be teaching reading in more than one language are more easily able to use the resources. For example, this means using a similar design and layout across languages.

**4. Analyze language(s) to be used and verify that the writing system has been standardized.**

Before content is developed, those who develop content and materials will need to be familiar with the languages that are being used. This will include an in-depth understanding of the language properties. It's critical that the language's writing system, or orthography, be standardized prior to developing content. If multiple writing systems exist, a program will need to work with stakeholders to agree on a standard orthography that will be used. Linguists, local NGOs and community members (among others) should all be involved in this process. The text box above describes how one USAID-supported program in Uganda engaged in such a process prior to developing its EGR materials. An "Orthography Assessment Score Sheet" (SIL LEAD), included in this handout, provides guidance on how to analyze the readiness of a language's writing system. Additional resources related to language standardization include a UNESCO toolkit (Kosonen, Young, & Malone, 2007; Malone, 2007). Free dictionary software (for example, the Wesay freeware provided by SIL: [www.sil.org](http://www.sil.org)) also can be downloaded from the Internet to help communities to quickly start an initial dictionary.

**Language standardization to support EGR materials development: The Uganda experience**

Prior to developing reading materials in 12 Ugandan languages under the School Health and Reading Program, the project team engaged in a six-month process with local language boards to review and standardize each language's writing systems (orthography) and develop orthography guides.

Writers were then trained in the standardized orthographies and compiled vocabulary lists for each language.

*Source: Pfllepsen et al., 2015.*

**5. Review existing classroom observation findings and conduct additional classroom observations, as needed, with a focus on materials.**

Classroom observations of teachers teaching reading—complemented with teacher interviews—can provide valuable information on a range of issues pertinent to the development of content, materials and teacher professional development. With respect to materials development, such research provides insight into the availability of specific materials, class size, use of materials by teachers and students, and storage of materials. Observations of teachers' instructional practices are also useful in identifying what materials they currently use and are familiar with, how new materials might be used to reinforce good instructional practices and how materials could be used to improve other instruction practices. Existing classroom observation data may

**Recommendations for conducting classroom observations related to materials development include:**

- Develop a classroom observation and teacher survey instrument. This will help ensure that those who collect the information collect the same information at each site, in a similar manner.
- Enlist qualified observers to conduct the survey. Data collectors should have a background in teacher and/or EGR pedagogy, materials use or instructional practices. They are likely to be program staff or Ministry of Education personnel who may already be working on the program, or on materials development in particular.
- Provide training/orientation to the survey instrument. Clear directions and some form of training in advance of data collection (even just one day of informal training) will help team members to understand what is expected and to adhere to a similar protocol. Include hands-on practice using the instrument and recording information.

shed light on these issues, though during the materials design process a classroom observation focused specifically on resource availability and use is usually necessary to provide in-depth, current information to inform materials development. Semi-structured interviews with teachers can also bring to light issues they may experience related to the following areas: materials procurement, distribution and storage; challenges or successes they may have using existing materials; and resources they would like to have. Classroom observations and teacher surveys can include a relatively small sample of schools, depending on the diversity of the contexts in which they will be used. (For example, 10 schools—5 urban and 5 rural—should be sufficient within a region for which materials will be developed in one language.)

6. **Conduct research on instructional time use.** Identify how much time is available for instruction. This information will inform how much time teachers actually have to teach content, and thus what resources are needed and feasible to use for instruction. See Session 2 for more information on instructional time in EGR programs.
7. **Understand teachers' language skills.** While teachers should be able to fluently speak, read and write the languages they are teaching, this may not necessarily be the case. Information about teachers' literacy skills in the languages they will be teaching can then inform the design of materials such as the teacher's guide. For example, if teachers are expected to teach a language they do not read fluently, it may be helpful to include some text in the teacher's guide in a language they read well, as a way to support their comprehension of the content they are teaching. (Similarly, information on teacher literacy skills might indicate that teachers can read the language they are teaching well, and thus do not need a dual-language teacher guide.)

Understanding teachers' language skills may or may not require a formative assessment, which can be a sensitive issue, for many reasons. For example, teachers may be fearful that assessment data could result in them losing their jobs, if results are not confidential. It's therefore important that any assessment of teacher language skills be conducted with the clear understanding among everyone involved that the results will be confidential, and that they will be used with the explicit purpose of guiding materials development and, potentially, identifying needs that teachers may have for professional development and learning around their language skills.

Even if the above conditions are in place, the assessment tools and protocol should be designed in such a way that it is not perceived as being a "high stakes" test. This is because teachers may still be fearful of having their skills assessed, particularly if the assessment is conducted by someone with authority, or in a context in which a school principal or even another teacher may be able to hear or see them being evaluated. Note that a relatively small sample of teachers can be surveyed to obtain useful language data, depending on the context and diversity of the teacher workforce.

- 8. Identify and review existing materials.** Review existing research studies and program reports that might provide information on what materials are needed, and what materials have already been used in other programs. Visit local bookstores and markets where books are sold to find what is currently available. Identify any publishing companies in the country and materials printed. Talk to education ministry staff, donors and implementing organizations involved in education programs, as well as other education/EGR stakeholders, to find out what may exist. (Note that this process of finding resources can take several weeks, so leave time in the work plan to do it!) Be sure to develop a protocol and instrument for reviewing existing materials and to train/orient team members on how it should be used. It's recommended that team members review materials together, such as during an all-day working session, so that issues that arise can be discussed and agreement reached as a team.

#### **Tips and tools for reviewing existing materials**

In preparation for an early grade reading pilot for Hausa in Northern Nigeria, the Reading and Access Research Activity (RARA) inventoried and analyzed existing EGR materials. The purpose of the exercise was to identify what materials could be adapted and what needed to be developed. Materials were reviewed by a language expert, a reading expert and a teacher. Reviewers analyzed content, language, activities and design (readability) and recorded information in an evaluation rubric developed for the purpose.

*Consult "Nigeria Reading and Access Research Activity: Review of Existing Reading Materials to Support Hausa Literacy Instruction" (RTI International, 2014) to read the report and survey instruments.*

- 9. Understand the context for which materials will be developed.** Materials need to fit the context in terms of cultural relevance, appropriateness for the climate, publishing and printing considerations, and procurement and distribution considerations. For example, children will find a set of decodable readers more engaging if the topics relate to activities, places and other aspects of their lives. Providing the decodable text on laminated story cards may further help to preserve them and facilitate easier sharing among students, as well as be a more cost-effective way of getting an abundance of text to students. Such contextual factors should be researched, examined and discussed by the materials development team.
- 10. Identify the timeline, funding and technical capacity needed for materials development.** While student and teacher needs and other key factors may point to a need for a certain set of materials to be developed, considerations related to funding, the amount of time available to develop materials, and what might be feasible and sustainable on a large scale are also important factors. Local capacity to develop, print and distribute materials should also be researched.

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SIL LEAD, Inc. (2017). Orthography Assessment Score Sheet. Available at <https://globalreadingnetwork.net/resources/orthography-assessment-score-sheet>

## Webinar 2: Handout 7 - Materials Development Process Map

### Process map—Materials development

This process map is a guiding document for all project teams to appropriately plan for and manage the materials development process. It can be used to draft your annual and quarterly workplans and tools to support staff understanding of the process of materials development and steps where other departments (HR, logistics, operations, finance) and technical teams (ie. training team) need to get involved. This map can be adapted to your project to account for number of staff, language policy, and donor expectations.

**Overview:** The process is divided into 3 main steps and sub-steps:

A. Preparation for Materials Writing Process

- Start-up and planning
- Develop base documents
- Review and test base documents
- Finalize for validation

A. Materials Writing Process

- Development of all texts (read-alouds, student texts)
- Development and ongoing review of lesson plans

C. Desktop Publishing, Validation, and Printing

- Compilation and Final review of materials
- Validation and finalization of materials

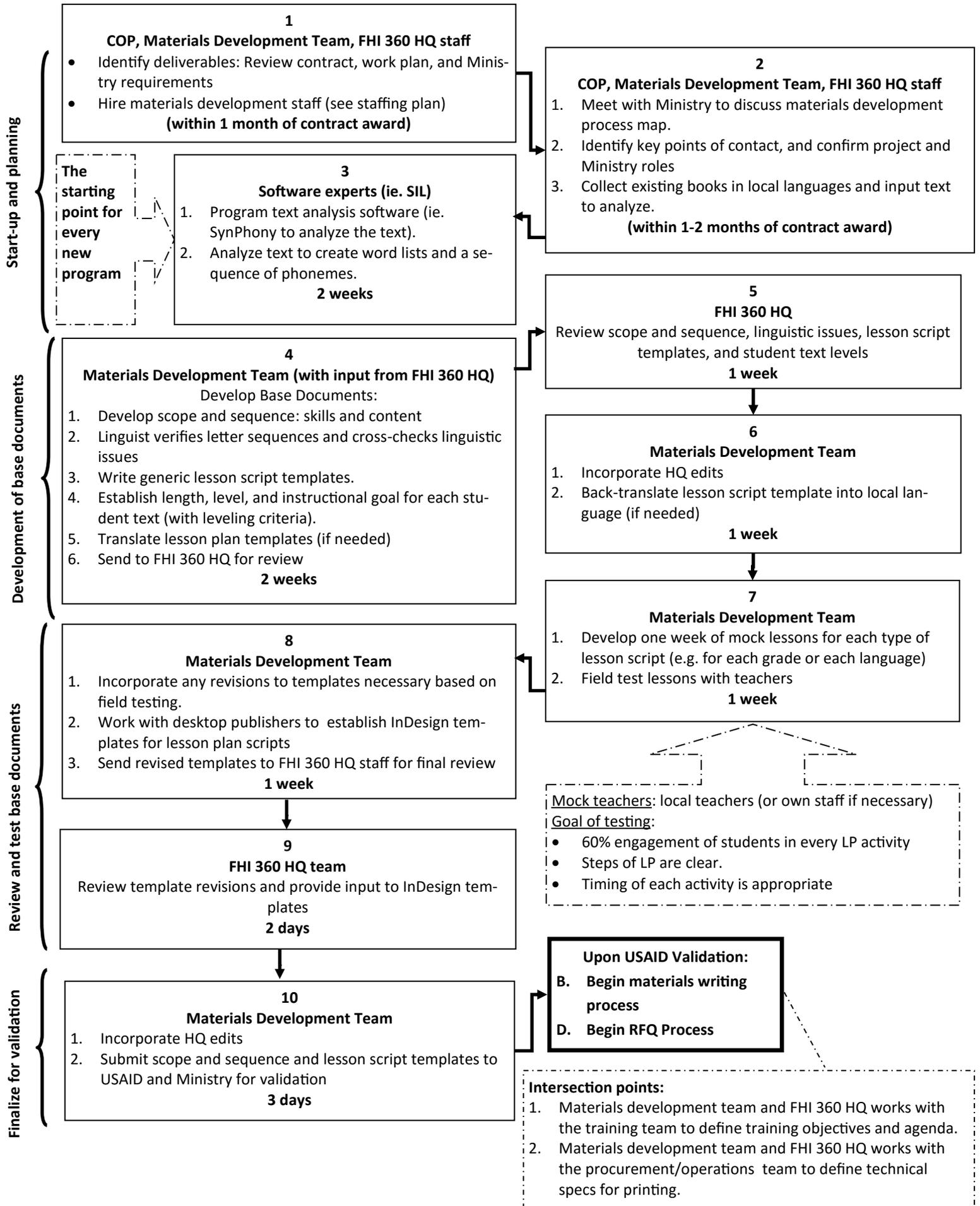
**Assumptions:** To most effectively adapt this process map, it's essential to understand the assumptions surrounding it:

- *Language readiness and orthography standardization:* This map assumes that the orthography of the languages of instruction chosen for materials development is standardized for education. If this isn't yet done, the language(s) of instruction need to be mapped out. Tools like SIL's's orthography assessment tool and assessment of language readiness (see <https://www.sil.org/language-assessment>) can be used to facilitate this process.
- *Time allocated to each step:* The time for each step assumes having sufficient trained staff onboard, good working relationships with the donor and the local government and local schools, and excellent communication between the local team and the HQ team.
- *Contracting issues:* The smooth and timely implementation of this map depends on the timely hiring of staff and coordination with other departments (finance, operations, logistics, HR). Therefore, this map assumes strong collaboration between technical and finance, HR, and operations team to avoid delays in the process of budgeting for activities, hiring of staff, procurement of materials.

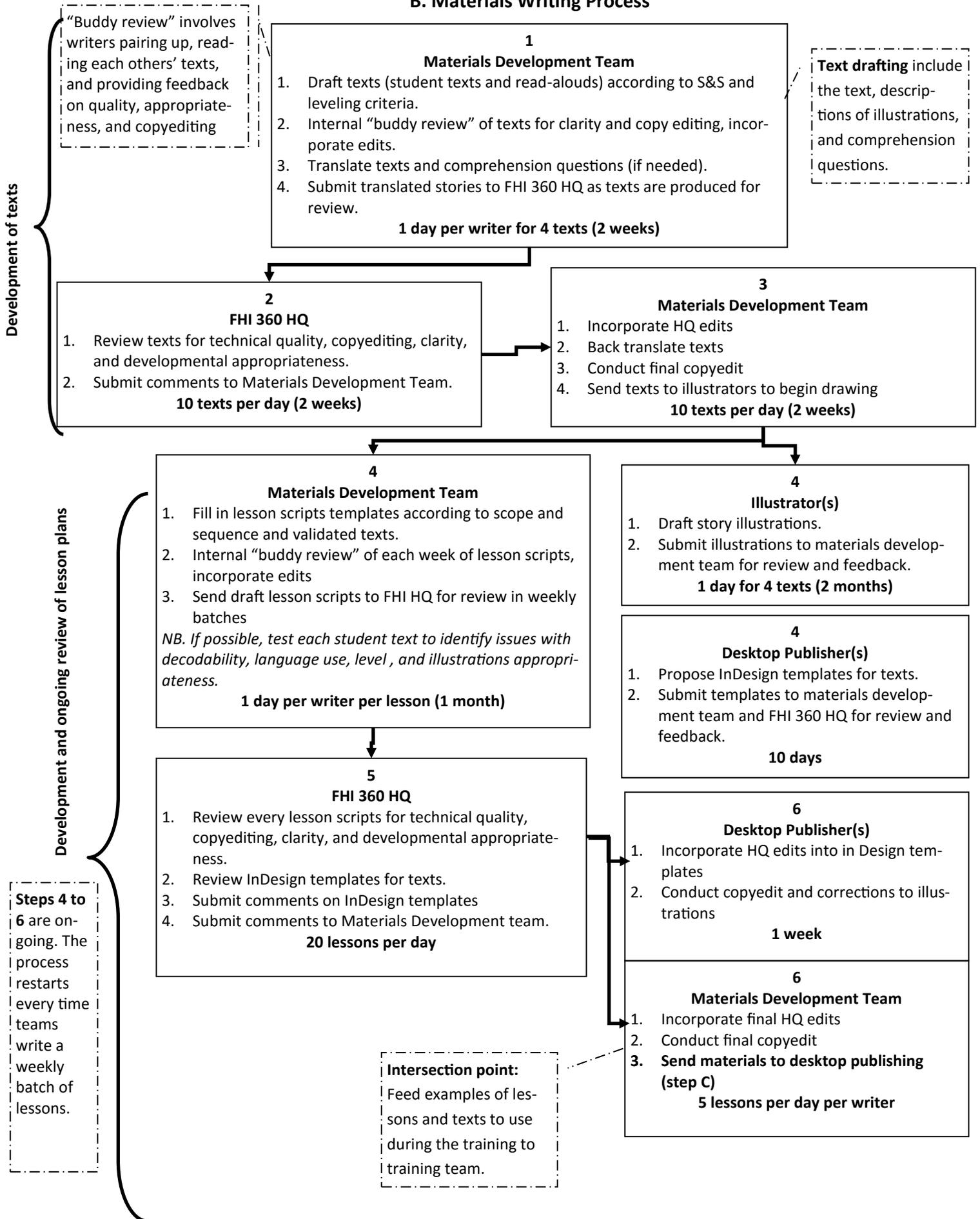
**Intersection points:** In projects, it's easy to become focused on your own deliverables. This sometimes leads to delays in coordination with other teams and departments who are essential to making sure your materials are of quality, get printed, distributed on time, and that your end-users (ie. teachers) get training on them. This map includes key "intersection points" with other departments and teams along the materials development process. Though, the more continuous coordination across departments, the better.

# Materials Development Process Map

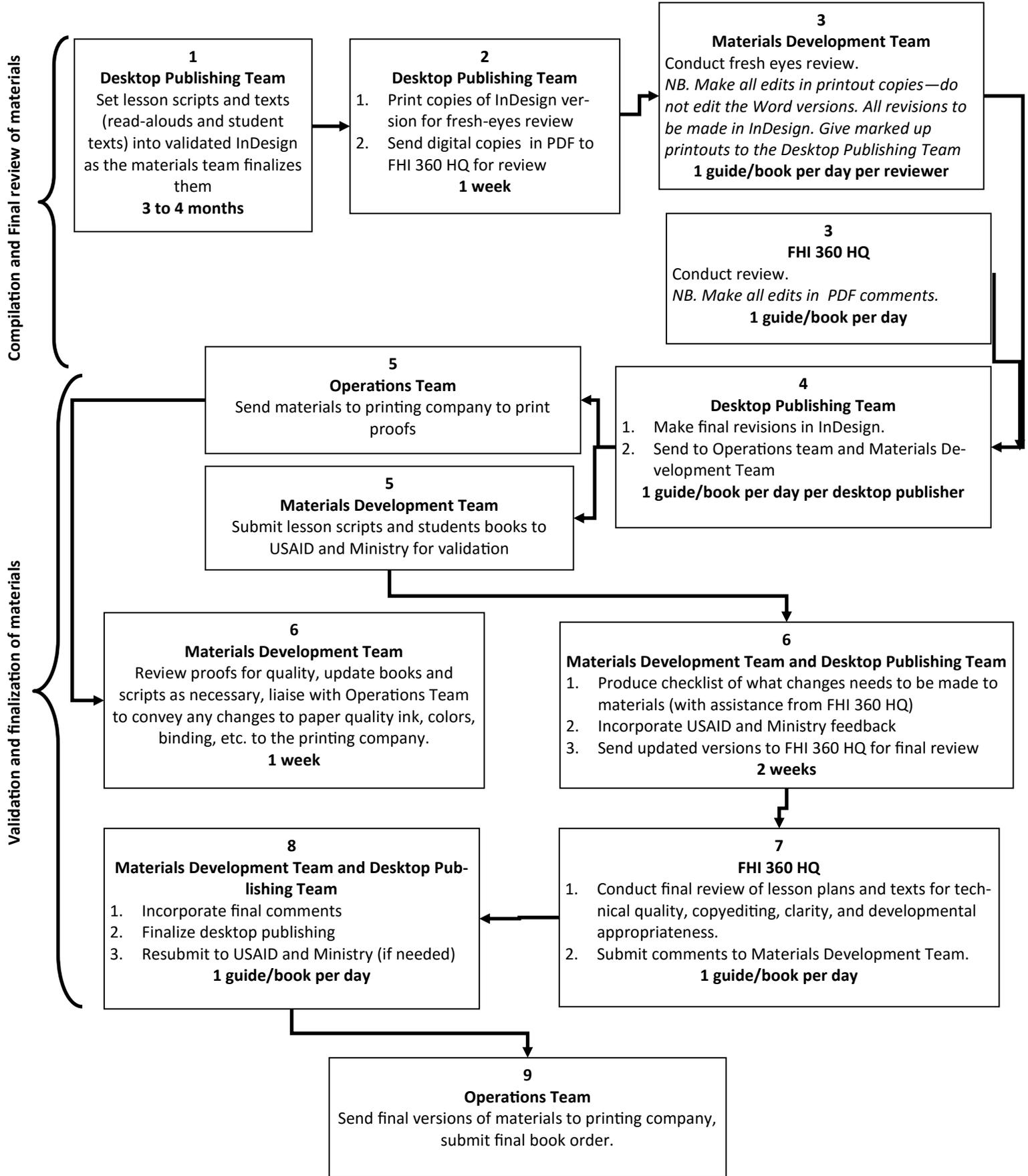
## A. Preparation for Materials Writing Process



## B. Materials Writing Process



### C. Desktop Publishing, Validation, and Printing



## Webinar 2: Handout 8

# Processes and tools to support quality assurance of early grade reading materials

Quality assurance is an integral part of the EGR materials development process. It is something that must be explicitly planned for. This includes planning when, how and by whom quality assurance will be conducted at different—and multiple—stages of the development process.

### Processes to facilitate quality control

- **Develop materials in a workshop-like setting** – A technical specialist/materials development manager can provide guidance and address issues with all writers at the same time, and in a timely manner as issues arise. Developing materials in a workshop-like setting also creates comradery and “energizes” participants.
- **Conduct frequent technical reviews** – Build in time for language/reading specialists and/or those not involved in the materials development process to review material (all or a sample).
- **Define roles, responsibilities and process** – Establish who develops what content, who needs to give feedback and on what materials, how feedback will be provided, and a timeline for conducting work.
- **Include illustrators and graphic designers in materials development workshops**, at least some of the time, to facilitate communication between all team members and to expedite review and revisions. It can be much easier for modifications to be made if people are working with each other face-to-face.
- **Maintain dual-language versions of key documents**, as needed, depending on the language needs of those involved in materials production. This can greatly help to keep everyone “on the same page” and to ensure that nothing gets “lost in translation.”
- **Back-translate materials** to verify that they have been adapted/translated appropriately

#### **Case study: Quality assurance processes and tools in Northern Nigeria**

The Nigeria Reading and Access Research Activity (RARA) developed several tools and processes to support quality control during production of materials for a pilot reading program in Hausa. These included:

- ✓ A lesson plan template for writers that included instructions for each section of the lesson, for both the teacher’s guide and the student book
- ✓ Documents outlining story character traits and letter-sound movements, in both Hausa and English
- ✓ A clear protocol for multiple reviews of each lesson at different stages of development

Those involved in materials development also participated in a training on EGR so they were familiar with early grade reading terminology, concepts and tools (e.g., the scope and sequence for instruction of letters and letter sounds).

### **Tools to support quality control**

The tools that follow can help everyone to “stay on the same page” during the materials development process. Programs are encouraged to develop ones that are specific to their needs.

- Scope and sequence for content to be included
- Template and guidelines for each resource being developed (see Nigeria RARA and Ghana *Learning* examples on subsequent pages)
- Story character profiles (to guide story development)
- Resource design specifications (information on font, font size, color, spacing, etc.)
- Leveled or decodable text planning documents (see Nigeria RANA leveled text matrix example in separate handout)

### **Resources to consult**

- blueTree Group (2014). *Best Practices for Developing Supplementary Reading Materials*. JBS International. Available at <https://globalreadingnetwork.net/publications-and-research/best-practices-developing-supplementary-reading-materials>
- Davidson, M. (2014). *Books that Children CAN Read: Decodable Books and Book Leveling*. JBS International. Available at <https://globalreadingnetwork.net/publications-and-research/books-children-can-read-decodable-books-and-book-leveling>
- Robledo, A. & Pflapsen, A. (2016). *Nigeria Reading and Access Research Activity: Development of Teaching and Learning Materials for Early Grade Reading Instruction*. Presented for the Global Reading Network June 16, 2016. Available at <https://www.globalreadingnetwork.net/resources/mother-tongue-based-multilingual-education-mtb-mle>
- RTI International (2015). *A Guide for Strengthening Gender Equity and Inclusiveness in Materials*. Washington, D.C.: U.S. Agency for International Development. Available at <http://shared.rti.org/content/guide-promoting-gender-equality-and-inclusiveness-teaching-and-learning-materials-2>
- RTI International (2017). *A Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials in Asia*. Washington, D.C.: U.S. Agency for International Development. Available at <http://shared.rti.org/content/asia-adapted-guide-strengthening-gender-equality-and-inclusiveness-teaching-and-learning>
- USAID (2013). “Checklist for Conflict Sensitivity in Education Programs.” Available at <https://www.usaid.gov/what-we-do/education/conflict-sensitivity-checklist>

## Webinar 2: Handout 9

**Lesson plan template – Nigeria Reading and Access Research Activity (RARA)**

The Nigeria Reading and Access Research Activity (RARA) developed a lesson content planning tool to guide content development. The contents of each daily lesson are described, term by term. *Opposite page:* The project also developed a lesson plan template to guide the development of the pupil book.

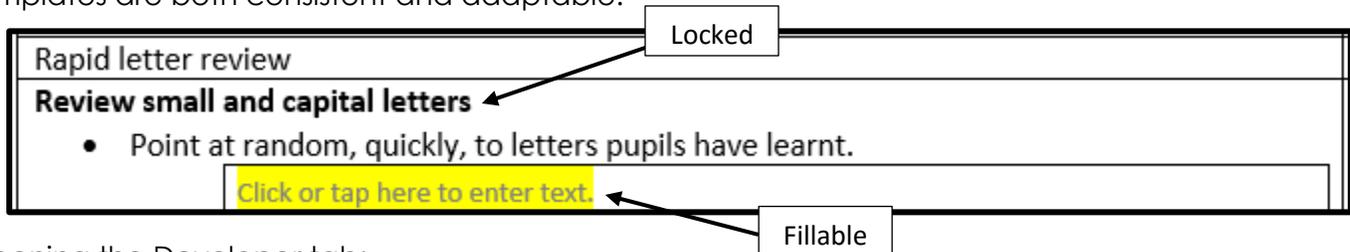
<b>Content</b>	<b>Parameters</b>
<b>Syllable counting</b>	<b>3 words</b>
<b>Letters</b>	<b>2 taught explicitly</b>
<b>Syllables</b>	<b>2 taught explicitly</b>
<b>Decodable words</b>	<b>3 words, Term 1: 1–2 syllables; Term 2: 1–3 syllables; Term 3: 1–3 syllables</b>
<b>Decodable sentence</b>	<b>Term 1: sentence with 3–4 words; Term 2: 3–5 words; Term 3: 4–6 words</b>
<b>Illustration</b>	<b>Related to the passage, not overly complex. Will develop character, setting and actions. Possibly used for syllable counting.</b>
<b>Passage reading</b>	<b>Term 1: 8–12 words, 3–4 sentences with a repetitive structure; Term 2: 10–20 words, 4–5 sentences, less repetition; Term 3: 20–30 words, 5–6 sentences, even less repetition</b>
<b>Sight words</b>	<b>2–3 per week</b>
<b>Story Read Aloud</b>	<b>75–150 words per reading; include before, during, and after activities; 2 vocabulary words explicitly taught.</b>

<b>Theme</b> <i>Guidelines:</i> Identify the theme for the week.			<b>Description of the illustration for the story</b> <i>Guidelines:</i> Describe the illustration for the illustrator. It should be related to the passage, as it will support word identification. It should not be overly complex. It might include images that are used in the Beat the Word activity.  <i>Note:</i> We should identify core characters that appear throughout the 48 lessons (e.g., a named girl, a named boy) and possibly the same setting.	
<b>Beat the Word</b> <i>Guidelines:</i> List 4 words that have 2-4 syllables. Ideally, the words could be communicated through an illustration, and use sounds that are being taught that week. These words will not appear in the pupil book. They will only appear in the teacher guide.				
<b>Letters</b> <i>Guidelines:</i> <ul style="list-style-type: none"> <li>Enter two per week</li> <li>Upper and lower case</li> <li>Even if they are not both new, we will teach two explicitly</li> </ul>	<b>Movement for letter sound 1</b> <i>Guidelines:</i> The action should be something that either: <ol style="list-style-type: none"> <li>Represents the sound of the letter (Example: A running engine can sometimes sound like the letter m)</li> </ol> <b>OR</b> <ol style="list-style-type: none"> <li>The first letter of the action makes the sound (Example: March for letter m)</li> </ol>	<b>Movement for letter sound 2</b> <i>Guidelines:</i> <ul style="list-style-type: none"> <li>Same guidelines as for the letter sound 1</li> <li>Even if the letter sound movement was already introduced, please write the description here</li> </ul>	<b>Passage reading</b> <i>Guidelines:</i> <ul style="list-style-type: none"> <li>Write a passage related to the theme.</li> <li>T1 passages should contain 8-10 words, 3-4 sentences (3 dominant); repetition of structure (Example: Mom is here. Dad is here. Dan is here. The family is together.)</li> <li>T2 passages should contain 10-30 words, 4-5 sentences (4 dominant) and less repetition than T1 passages.</li> <li>T3 passages should contain 20-30 words, 5-6 sentences (5 dominant) and even less repetition.</li> <li>The passage should have decodable words. It can include the decodable sentence that was written for the lesson.</li> <li>The passage can have 2 to 3 new sight words (a word that not all of the letters have been in isolation).</li> <li>Include an English translation.</li> <li>Underline the sight words.</li> </ul>	
<b>Syllables – Guidelines:</b> <i>Guidelines:</i> List two syllables. Both of them should include the new letters. There might be times when one of the syllables uses a vowel that has been taught in previous weeks.				
<b>Decodable words – Guidelines:</b> <ul style="list-style-type: none"> <li>List 3 words. Term 1 words should be 1-2 syllables; T2 1-3 syllables; T3 1-3 syllables.</li> <li>The words should use the syllables that were taught in that week’s lesson or in a previous week. (Each part of the word should have been taught explicitly at some point.)</li> <li>Include an English translation.</li> </ul>				
<b>Decodable sentence – Guidelines:</b> <ul style="list-style-type: none"> <li>Identify one sentence. It should have decodable words.</li> <li>Term 1 sentences should be 2-4 words; T2 3-5 words; T3 4-6 words. The sentences should use decodable words that were taught in that week’s lesson or in a previous week.</li> <li>A sentence can have one sight word. This is a word that the parts have not been taught in isolation. Underline the sight word.</li> <li>Include an English translation.</li> </ul>				
<b>Term number</b> <i>Write the term.</i>	<b>Week number</b> <i>Write the week number.</i>	<b>Writers (date and initials)</b> <i>List the authors of this week’s materials and the date written.</i>	<b>First proof (date and initials)</b> <i>Another writer or a facilitator should review the content to verify it conforms to the guidelines. The date and the reviewer’s initials should be entered.</i>	<b>Entered to soft copy (date and initials)</b> <i>After the proof has been reviewed, the content from this hard copy should be entered into a soft copy. The date and the typist’s initials should be entered.</i>
			<b>Read aloud</b>  <i>Guidelines:</i> This is a placeholder to list the story or page numbers from a longer story that will be used in this week’s lesson. These stories will <u>not</u> appear in the pupil book. They will only appear in the Story Read Aloud.	
			<b>Your turn</b>  <i>Guidelines:</i> This will be the same for each week. Nothing needs to be written. <i>Option 1:</i> Practice writing your letters. <i>Option 2:</i> Read today’s lesson to a friend or family member.	

**Webinar 2: Handout 10****Creating Locked Templates**

Mackenzie Matthews, FHI360 | CIES 2018

Creating locked, fillable templates is a strategy for design and quality control in large-scale materials development. In these templates, the content that should not be edited is locked and fillable boxes are inserted for content that is to be inputted by the materials writer. This ensures templates are both consistent and adaptable.

Opening the Developer tab:

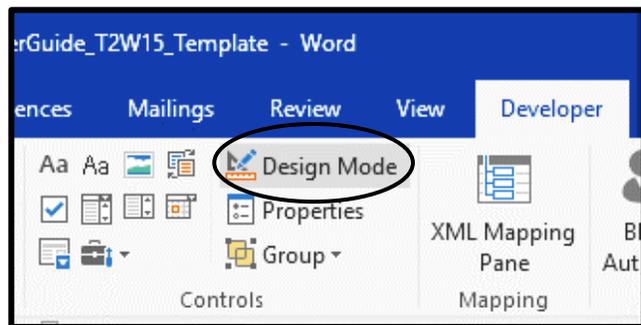
All functions related to creating locked templates are found in the Developer tab of Microsoft Word.

1. Click the **File** tab → **Options** → **Customize Ribbon**
2. Under **Customize the Ribbon**, in the **Main Tabs** list, select **Developer** and click **OK**.

Creating fillable text boxes in your template:

Fillable boxes are spaces for a materials writer to insert original content. All the controls to do this are found in the Developer tab.

1. Under the Developer tab, click **Design Mode**. This will show you the various content controls you are adding. The boxes and content controls shown in Design Mode will not print.

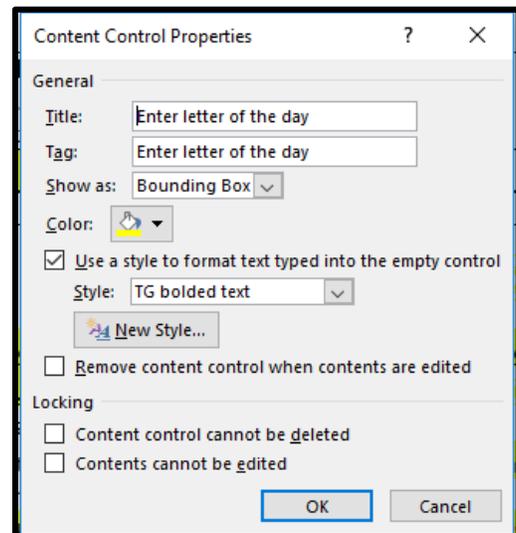


2. Under Developer tab, click **Rich Text Content Control** (allows writers to format text as bold or italic, and type multiple paragraphs) or **Plain Text Content Control** (allows writers to insert plain text without line breaks). This will add a fillable box to your template.

3. Click on the box. Under the Developer tab, click **Properties** to set the properties for the box:
  - Add a label to help writers know what should go into the box.
  - Set the style for content entered into the box. (*Optional* – Name and save the style for later use.)

4. *Optional* – Change the standard text in the box ("Click or tap here to enter text") to suggested scripting or other tips.

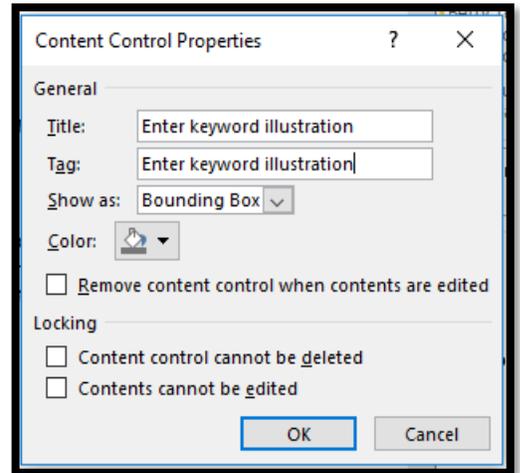
5. *Optional* – Click the label of your box to select it. Under the Home tab, click the **Text Highlight Tool**



## Creating fillable image boxes in your template:

Image boxes indicate where a writer or illustrator should insert illustrations, icons, or pictures.

1. Under Developer tab, click **Picture Content Control** 
2. Click on the box. Under the Developer tab, click **Properties** to set the properties for the box:
  - Add a label to help writers know what should go into the box.



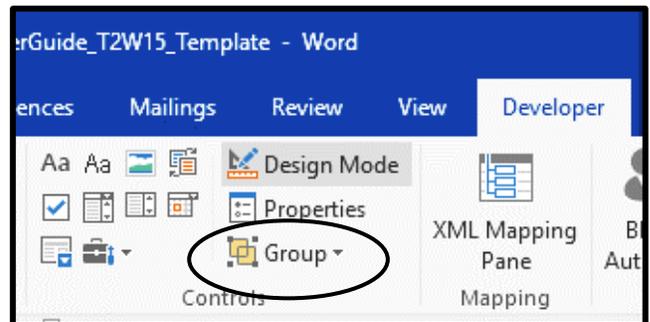
## Locking and unlocking your template:

Locking your template will ensure that users will be able to edit only the fillable text and image boxes you've set up. Anything not inputted using the Developer tab will be locked.

1. Select all (CTRL+a) of your document.
2. Under Developer tab, click **Group**. From the drop-down menu, choose *Group*.
  - Your template is now locked and ready for distribution!

Unlocking your template will allow you to make further edits to the content and fillable boxes.

1. Select all (CTRL+a) of your document.
2. Under Developer tab, click **Group**. From the drop-down menu, choose *Ungroup*.



**Webinar 2: Handout 11**  
**Lesson Plan Template - Ghana Learning EGR Program**

Source: FHI 360 (2018)

<b>ASANTE TWI – LESSON 81 (A)</b>	New Letter: <span style="background-color: yellow;">Click or tap here to enter text.</span>
Activity	Time (min)
The pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify and say the target sound, and recognize the letter that represents that sound</li> <li>2. Blend letter sounds to read syllables and syllables to read words</li> <li>3. Read syllables quickly and accurately</li> </ol>	
Rapid letter review	1
<b>Review small and capital letters</b> <ul style="list-style-type: none"> <li>• Point at random, quickly, to letters pupils have learnt.</li> </ul> <span style="background-color: yellow; display: inline-block; width: 600px; height: 15px; margin-left: 20px;"></span>	
Teach the sound	4
<b>Tongue twister—Say the sound</b> <ul style="list-style-type: none"> <li>• Say the tongue twister. Pupils repeat.</li> </ul> <span style="background-color: yellow; display: inline-block; width: 600px; height: 15px; margin-left: 20px;"></span> <ul style="list-style-type: none"> <li>• Ask pupils what sound they hear most. (Answer: /<span style="background-color: yellow;">Click or tap here to enter text.</span>/)</li> </ul>	
<b>Listening game – First sound</b> <ul style="list-style-type: none"> <li>• Say each word below. Pupils put a hand up if they hear the sound at the beginning of the word and on the desk if they do not.</li> </ul> <span style="background-color: yellow; display: inline-block; width: 600px; height: 15px; margin-left: 20px;"></span>	
Letter and keyword	10
<b>Teach the letter</b> <ul style="list-style-type: none"> <li>• Point to the small letter <span style="background-color: yellow;">Click or tap here to enter text.</span> on the alphabet strip or on the board.</li> <li>• Say: <span style="background-color: yellow;">This is our new letter of the day. This letter makes the sound /<span style="color: red;">[ENTER LETTER OF THE DAY]</span>/.</span> Say it with me: <span style="color: red;">/[ENTER LETTER OF THE DAY]/.</span>            Ask pupils to say the sound with you (no more than 2 times).            Point to the capital letter <span style="background-color: yellow;">Click or tap here to enter text.</span> on the alphabet strip or on the board.</li> <li>• Say: <span style="background-color: yellow;">This is the same letter. It also makes the sound /<span style="color: red;">[ENTER LETTER OF THE DAY]</span>/.</span> We see it look like this when it is at the beginning of a sentence.</li> <li>• Point to the small letter <span style="background-color: yellow;">Click or tap here to enter text.</span> on the alphabet strip or on the board again.</li> <li>• Say: <span style="background-color: yellow;">Most of the time in words, we will see it look like this.</span></li> </ul>	
<b>Keyword picture study</b> <ul style="list-style-type: none"> <li>• Say: <span style="background-color: yellow;">What do you see?</span></li> <li>• Call on 1-2 pupils to name what they see in the picture.</li> <li>• Say the keyword. Touch the letter of the day in the keyword in the pupil book. Say the sound.</li> <li>• Say: <span style="background-color: yellow;">Say the word with me: "<span style="color: red;">[ENTER KEYWORD]</span>". Can you hear the /<span style="color: red;">[ENTER LETTER OF THE DAY]</span> in "<span style="color: red;">[ENTER KEYWORD]</span>"?</span></li> </ul>	

**Webinar 2: Handout 12**

**Materials Peer Review Checklist [Excerpt]: Ghana *Learning*, FHI 360**

The purpose of the P1 Peer Review Checklist is to ensure that the *Learning* materials are complete and of the highest quality. There is one checklist for each lesson in a week. Only the activities that require writer input are included on the checklists.

Reviewer's Name: \_\_\_\_\_

Date of Review: \_\_\_\_\_

Writer's Name: \_\_\_\_\_

Lessons \_\_\_\_\_ - \_\_\_\_\_

First lesson of the week (A) **Lesson #** \_\_\_\_\_

Lesson Plan: New Letter	Comments
Rapid Letter Review <input type="checkbox"/> There are 8 review letters <input type="checkbox"/> Review letters include the most recent letter learned <input type="checkbox"/> Review letters include at least 4 letters from T1	
Teach the Sound <input type="checkbox"/> <i>Tongue Twister</i> emphasizes the letter sound of the week <input type="checkbox"/> Words chosen for <i>Listening Game</i> follow design guidance <input type="checkbox"/> Words chosen for <i>Listening Game</i> include the necessary instances of the letter sound of week	
Letter and Keyword <input type="checkbox"/> Steps have the correct letter of the week inserted. <input type="checkbox"/> Scripting has the correct keyword for the letter of the week inserted.	
Read Syllables <input type="checkbox"/> Letters inserted for practice syllable correspond with the first syllable in Box #2 in Pupil Book	
Overall Specifications	Comments
Alignment with S&S/Word Lists <input type="checkbox"/> Focuses on correct letter of the day	

<input type="checkbox"/> Activity words chosen are decodable (from word lists)	
<b>Content</b> <input type="checkbox"/> All scripting is correctly placed <input type="checkbox"/> Style guidance is followed	
<b>Pupil Book: New Letter</b>	<b>Comments</b>
<b>Letter and Keyword</b> <input type="checkbox"/> Letter of the week is correct <input type="checkbox"/> Letter of the week is in the following format: [small](one space)[capital] <input type="checkbox"/> Keyword is correct <input type="checkbox"/> Keyword analysis breaks word into syllables, then into letter of the week	
<b>Syllable Boxes</b> <input type="checkbox"/> Box #2 includes syllables built with the letter of the week <input type="checkbox"/> Box #3 includes syllables built with the letter of the week, as well as 3 previously learned letters (1-2 from T1)	
<b>Word Bubbles</b> <input type="checkbox"/> Words chosen are decodable (from word list) <input type="checkbox"/> Words chosen include letter of the week <input type="checkbox"/> Words chosen have at least 2 syllables	
<b>Suggestions for Improvement:</b>          	

[continues for other content areas]

## Webinar 2: Handout 13

# Guidance on field testing early grade reading materials

Field testing is a key step in the early grade reading materials development process. Field testing is the process by which prototypes (or initial versions) of the materials are trialed in classrooms before they are considered publishing-ready. Field testing provides valuable information about a variety of key indicators of book quality and the potential value of book use in early grade reading instruction, including:

- Appropriate level of difficulty for the target population
- Engagement and interest of learners in the materials
- Ability of teachers to use resources successfully for a variety of instructional purposes (e.g., teacher’s guide, story read alouds, etc.)
- Appropriate language
- Appropriate cultural context
- Inclusivity and positive representations and language related to gender, ethnicity, religion, ability or other characteristics
- Accessibility for students

Information on these indicators should be gathered in a systematic way from both teachers and students, using a common data collection tool across schools and data collectors. Feedback received should be used to modify the resources developed to ensure that the books are of the highest quality possible.

Field testing can take place at multiple points during the resource development process, and not all resources need to be field tested concurrently. For example, a materials development team may field test an initial prototype of the lesson plan structure in the teacher’s guide to verify that the layout and other aspects of design are acceptable by teachers. This means the team could develop only one or two complete lessons for a small group of teachers to “try out” and give feedback. Later, the team could field test completed stories to get children’s input on their content. As such, field testing should be viewed as an embedded, ongoing and iterative activity throughout the materials development process.

### Steps in the field testing process

#### Before field testing:

- Prepare the materials to be field tested
- Prepare a tool for collecting information during field testing
- Prepare a protocol for field testing materials (what data collectors do when they arrive at the school, key activities, etc.)
- Train data collectors and others involved in field testing on how to field test materials and record feedback
- Select and contact schools and teachers
- Arrange transportation and other logistics

#### During field testing:

- Observe teachers and students using resources
- Record information on the field testing data collection tool

- Interview/conduct focus groups with students and teachers about their experience using the materials

**After field testing:**

- Compile feedback collected across field testing sites
- Analyze the feedback
- Share and discuss feedback amongst the materials development team
- Identify what may need to be modified with respect to the resources field tested
- Modify field tested materials based on findings
- Update field testing protocol and data collection tools, as appropriate, for next round of field testing

**Additional resources:**

Enabling Writers Workshop Program. (2016). Book Field Testing Toolkit. Available at <https://www.globalreadingnetwork.net/resources/enabling-writers-workshop-program-guides-and-toolkits><https://www.globalreadingnetwork.net/resources/enabling-writers-workshop-program-guides-and-toolkits>

## Webinar 2: Handout 14

### Planning for early grade reading materials printing, distribution and storage

#### Plan for printing

- Long before materials are ready to be printed, actions should be taken to identify a printer.
- Printing procurement is usually made through a competitive bidding process, which should begin up to 3 to 4 months before materials are ready to be produced. Regulations and preferences regarding materials procurement should be carefully reviewed and agreement reached among all relevant stakeholders.
- Steps in the materials procurement process include drafting a request for bids that includes specifications on the resources to be produced, reviewing bids and selecting the top candidate based on transparent criteria. Key information that needs to be known at the time a request for bids is made includes:
  - Student-book or classroom-book ratio (i.e., number of books to be provided per student or per classroom)
  - Total number of each resource to be produced
  - Size of the book (e.g., A4, B1, B2, etc.)
  - Paper type/weight for cover and inside pages
  - Printing color (black and white, color cover only, full color)
  - Type of binding
- Before printing begins, ask the printer to submit an example of each resource to be printed. During printing, continue to monitor the quality of the resources.

#### For more information on printing specifications for EGR materials, consult

- blueTree Group. (2014). *Best practices for developing supplementary reading materials*. JBS International. Available at <https://globalreadingnetwork.net/publications-and-research/best-practices-developing-supplementary-reading-materials>
- Yurt, C. (2016). *Everything You Ever Wanted to Know About Book Production: International Printing Specifications for Print-Ready Files*. Presentation for the Global Reading Network, May 26, 2016. Available at <https://www.globalreadingnetwork.net/resources/book-production>

#### Plan for distribution

- A critical aspect of materials development and use is how to get books from a warehouse into schools.
- Depending on the context, needs and size of the program, distribution may be undertaken directly through a project, by the government or contracted out to a third party, such as a courier company.

- Explore different options with stakeholders to identify the most cost-effective, scalable and sustainable approach.
- Note that distributing materials during a small pilot is likely to be different than for a national program, though a pilot provides an opportunity to test different approaches.
- Consider how technology can facilitate and support quality control of book distribution.
- Develop a materials allocation plan that specifies the titles and quantities of materials allocated for each geographic area and school, based on the student-book and/or classroom-book ratio, number of teachers and number students of each school.
- Someone at the school level should sign off and verify that books were delivered and received.

### **Planning for storage**

- Even before materials are distributed to schools, a plan needs to be in place for properly storing and tracking them.
- Where and how resources are stored in schools may vary; however, it's important to encourage teachers and principals to store materials *in the classrooms where they will be used*, since that will facilitate more frequent use of the materials by teachers and children.
- A “check out” system may be needed in some situations where materials need to be stored centrally to track their movement and use.

It's not uncommon for teachers and school authorities to “ration” materials use, out of fear that they will get damaged or lost—and that they will not be replaced. Thus, targeted efforts may be needed to encourage teachers and schools not to let early grade reading materials sit in closets or on shelves. In addition to identifying where books can be safely stored, best practices on how to minimize damage and maintain books should be provided.

EGR Program Design & Implementation: Best Practices and  
Resources for Success

CIES  
2018

**Webinar 2: Handout 15**

Managing the writing process in 11 languages:  
Planning for quality and efficiency

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**Emily Miksic**

*Technical Advisor, G3E  
FHI 360*



**USAID**  
FROM THE AMERICAN PEOPLE



**Ministry of Education**  
REPUBLIC OF GHANA

**fhi360**  
THE SCIENCE OF IMPROVING LIVES

# From a team of 5 to 120 in one year – how to scale materials development

## Dagbani Prototype

Team	Produced
<ul style="list-style-type: none"><li>• <b>1 SIL expert / mgr.</b></li><li>• <b>4 Dagbani writers</b></li><li>• <b>1 illustrator</b></li></ul>	<ul style="list-style-type: none"><li>• <b>1 teachers guide, scripted lessons 1-45</b></li><li>• <b>1 pupil book (b&amp;w)</b></li></ul>

# From a team of 5 to 120 in one year – how to scale materials development

## Scaled program – 11 languages

### Team

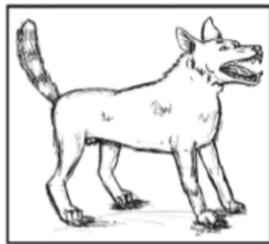
- **6 SIL + 2 local experts / mgr.**
- **70 writers**
- **9 writing assistants**
- **4 typists**
- **12 illustrators**
- **12 graphic designers**

### Produced

- **44 teachers guides (KG2 & P1)**
- **22 pupil books (P1)**
- **22 pupil take home books (P1)**
- **22 sets of flashcards (KG2 & P1)**
- **22 alphabet friezes (2/language)**
- **44 (revised) big books and poster chart books – conversational (KG2)**

# Prototype – Dagbani P1 pupil book example page

30



**Baa Taaya**

Danaa no Baba baa. Koi!

Baa maa kuuna.

Ka Danaa to tia.

# National scale - Kasem P1 pupil book example page

## Kasem - Lesson 51



ken kaao  
kenkaao

see ne  
seene

kam bia  
kambia

laa re  
laare

Lira kenkaao

Kameomeo ne lira kenkaao o kambia ne.

O maa kaase, Eee! Kenkaao mo to a kambia ne.

Ko maa ta ne, ye go ne se a ta taane a bere-m.

N na yage ne n na sabu.

Kameomeo maa yage ko ye o seene o na sabu.

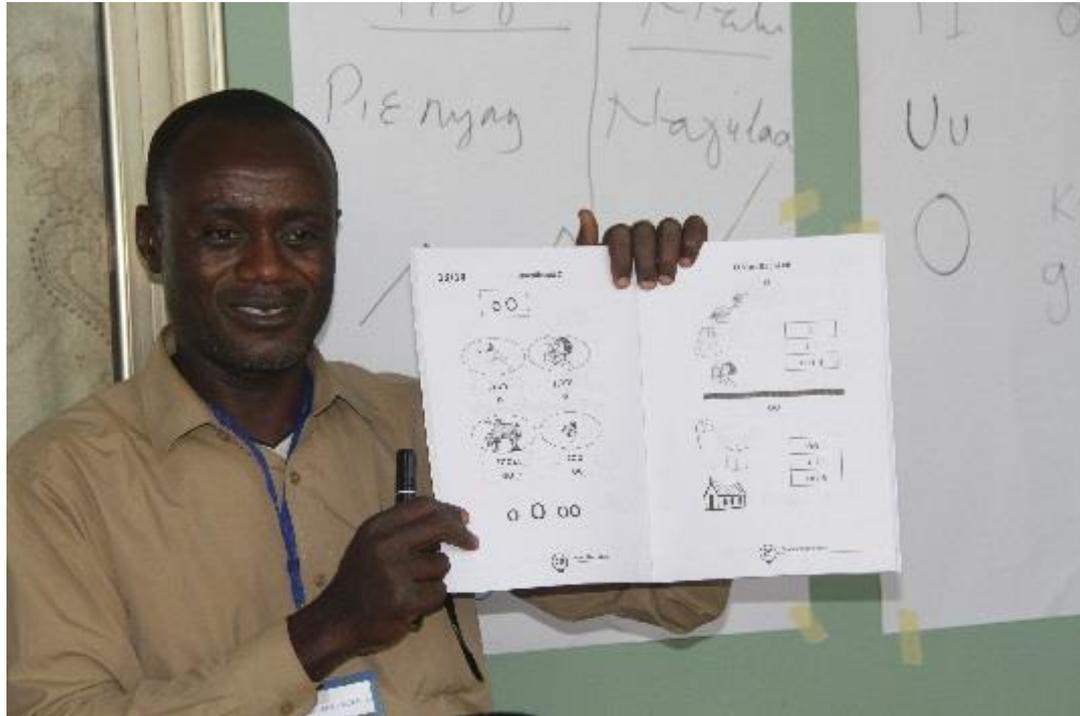
# Institutional involvement in material development workshops



Writers workshop included:

- GES (national & regional)
- Colleges of Education
- Universities
- Language Specialists
- Educators

...



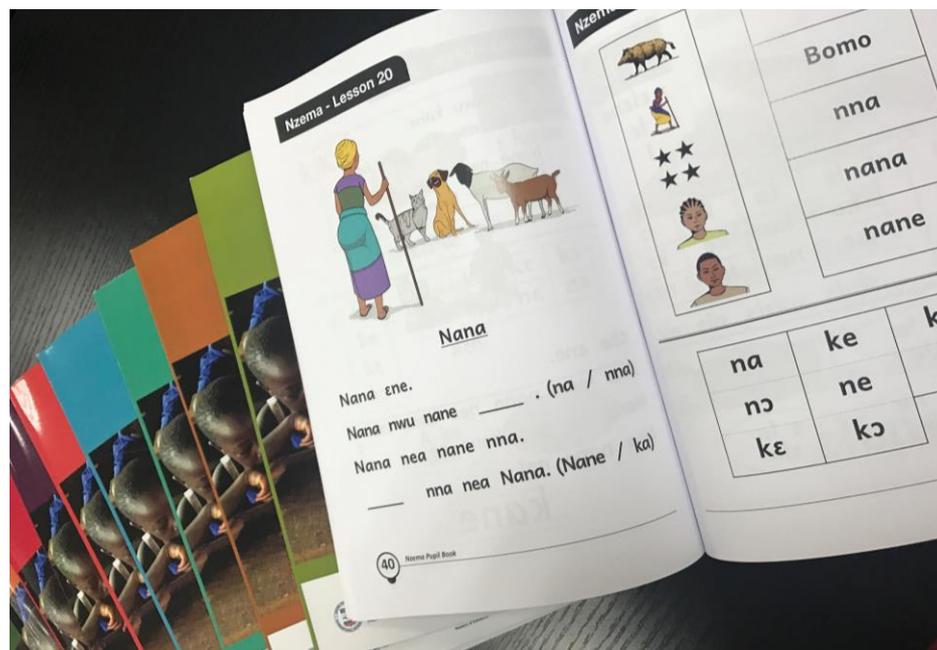
## Workshop 1

### Dagbani Prototype

### P1 : Term 1 Material Development

# Dagbani Prototype

- Intended as a proof of concept (prototype) for scaled program
- Discoveries along the way
  - Strong talent in country – linguistics & writing
  - Flexibility required for linguistic anomalies in terms of content & scope and sequence
  - Technology was a limiting factor
  - Quality was uneven, despite the small group



## Workshop 2

### 11 Language Scale-up

### P1 & KG 2 : Term 1 Material Development

## Scale up: 11 languages

- FHI 360 & Ghanaian MoE – established model, processes, had oversight
- SIL – expert team leads: linguistics, children’s writing, team management skills
- GILLBT – administrative & logistical mgmt., as well as talent recruitment
  - Recruitment – lang. & education networks
  - Infrastructure – allowed close coordination
  - Surge support – typing, printing, etc.

# Scale up: 11 languages

KG2		P1	
Orientation			
		Pupil book writing	• <b>44 writers</b>
		Editing	
Teachers guide writing	• <b>22 writers</b>	Teachers guide writing	• <b>22 writers</b>
Editing		Editing	
Supplementary mats.		Supplementary mats.	

# Post-workshop reflections :

## Survey results

- Positive
  - Orientation was highly appreciated & wanted more
  - Technology was viewed as very important for quality control
- Improvements requested
  - Timing of student book & teacher guide change - request to do these products side-by-side
  - Linguistic challenges could not all be unearthed in advance
  - Editing needs more attention earlier in the process



**Workshop 3**  
**11 Language Scale-up**  
**P1 & KG 2 : Term 2 & 3 Material Development**

# Management & Technical Preparations

## — Quality

- Linguist analysis expansion
- Additional content guidance & examples
- Formal peer review added (1 day each week)
- Admin. support to team lead (run Primer Pro, type...)

## — Efficiency & Communication

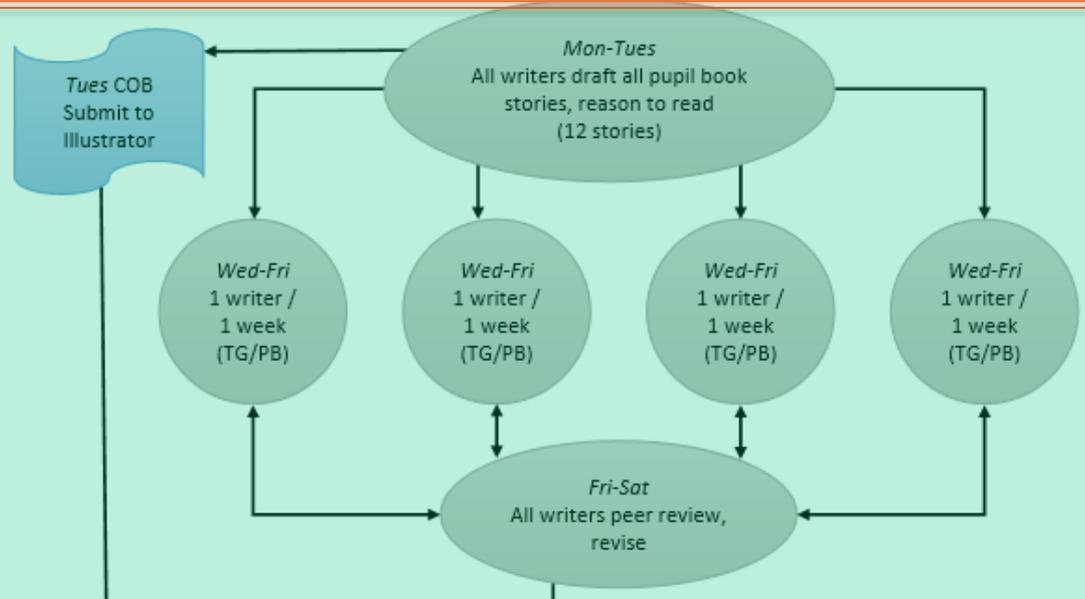
- Translation of template script in advance
- Process guidance (tracking forms, naming/file conventions, process maps)
- Roles & responsibilities
  - Hired writers with capacity to use technology
- Communication protocols (POCs – IT, printing, tech...)

## Prep work & inputs

- Step 1: Technical Prep**
- Finalize S&S
  - Draft templates
  - Translate scripting
  - Review & finalize templates
  - Draft, review, finalize InDesign templates

- Step 2: Material Drafting**  
1 week
- 4 weeks of lessons
  - 4 writers

## Weekly work cycle for a language team



## Design, Validation, final edits & printing

- Step 3: Material Pre-Finalization**
- STTA review
  - Validator review and edits
  - Reconciliation of edits by writers
  - Weeks sent for setting in InDesign
  - Further writer corrections made on printout (NO manipulation of Word docs)

- Step 4: Finalization (After all weeks are done)**
- Make printout corrections in InDesign
  - Fresh eyes review
  - Fresh eyes edits made to InDesign docs
  - Make print-ready
  - Obtain approvals
  - Send to BtG, printers

	Language 1					Language 2			
	Writer 1	Writer 2	Writer 3	Writer 4	SIL consultant	Writer 1	Writer 2	Writer 3	Writer 4
8-8:30	Discuss story themes, review progress and weekly plan								
8:30-9	Review my language lessons & set language group objectives					Organize & prep			
9-9:30	Organize & prep				Review my language lessons & set language group objectives				
9:30-10:30	Write stories 1-3				Monitor & Syllable drills	Write stories 1-3			
break	break								
10:45-12	Write stories 1-3 (contd.)				Monitor & Syllable drills	Write stories 1-3 (contd.)			
12-1	Lunch								
1-1:30	Review stories 1-3 - content and technical guidance*					Write stories 4-6			
1:30-2	Write stories 4-6				Review stories 1-3 - content and technical guidance*				
2-3:30	Write stories 4-6				Monitor; fill new letters & language lessons into PB templates	Write stories 4-6			
3:30-4	Review stories 4-6 - content and technical guidance*				Monitor the lang. groups	Review stories 4-6 - content and technical guidance*			
4-5	Write comp questions, vocab & describe illustrations for stories 1-6 (individually or in pairs)				Focus on writing quality - monitor & respond to questions	Write comp questions, vocab & describe illustrations for stories 1-6 (individually or in pairs)			

	Language 1					Language 2			
	Writer 1	Writer 2	Writer 3	Writer 4	SIL consultant	Writer 1	Writer 2	Writer 3	Writer 4
8-8:30	Review daily objectives, distribute PB templates with syllable drills and language lessons filled in								
8:30-9:30	Peer review: Stories, comprehension questions and vocab 7-12 (individually or in pairs)				Copy language lessons into 16 lessons (8 per language)	Peer review: Stories, comprehension questions and vocab 7-12 (individually or in pairs)			
9:30-10	Edit stories 7-12					Edit stories 7-12			
10-10:30	Read lesson plans for Wednesday, copy and organize source files for the week					Read lesson plans for Wednesday, copy and organize source files for the week			
break									
11-12:30	Lesson plan & PB 61A	Lesson plan & PB 66A	Lesson plan & PB 71A	Lesson plan & PB 76A	Monitor quality & answer questions	Lesson plan & PB 61A	Lesson plan & PB 66A	Lesson plan & PB 71A	Lesson plan & PB 76A
12:30-1:30	Lunch								
1:30-3	Lesson plan & PB 61B	Lesson plan & PB 66B	Lesson plan & PB 71B	Lesson plan & PB 76B	Contd.	Lesson plan & PB 61B	Lesson plan & PB 66B	Lesson plan & PB 71B	Lesson plan & PB 76B

## Final thoughts

- Individual accountability to specific lessons was critical
- Adaptive mgmt. was key (more pair work than planned created more quality & motivation)
- Every detail required protocols and management & shared expectations were appreciated
- Proactive problem-solving had to be cultivated
- Empowerment of Ghanaian national staff for leadership with clear authorities & support
- Listening & responsiveness was important (survey)





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## READING WITHIN REACH

### Webinar 2: Handout 16

### Design and readability in EGR materials – An annotated example

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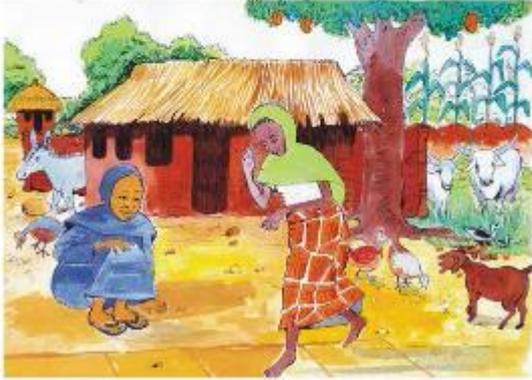
Source: The following slides were excerpted from:

Robledo, A. & Sankey, S. (2016). *Nigeria Reading and Access Research Activity (RARA): Development of Teaching and Learning Materials for Early Grade Reading Instruction*. Internal presentation for RTI International.

# About Nigeria RARA

- Nigeria RARA, an EdData II Task Order funded by the US Agency for International Development (USAID), was implemented from February 2014 to December 2015.
- The objective of the project was to identify factors that improve reading skills and increase access to schooling for out-of-school children in northern Nigeria.
- RARA assisted the Nigerian government with the development and testing of an instructional model to improve the Hausa reading skills of Primary 2 children in Bauchi and Sokoto states.
- The instructional approach tested by RARA included designing materials for teachers and learners.

# Elements of readability in the Pupil Reading Book

Zango Na: 1	Mako Na: 1	Zango Na: 1	Mako Na: 1
 Nn Aa			
 na an nan		<p>Karatun labari</p>	
 Nana na ana		Nana na nan.	
 Nana na gida.		Nana na gida.	
N n N n N n		Nana na wasan gala-gala.	
A a A a A a			
N a A n n a n			
2		3	

Decodable text on page 3 uses letters and words taught in the week's lesson. Only 3 lines of text.

Font: Andika Basic  
Size: 32 pt

Wide space between lines of text.

Andika font makes letter identification easier for learners than a font like Times New Roman, for example.

a	g
a	g

# Elements of good design in the Pupil Reading Book

Entire lesson fits in a symmetrical, facing-page spread.

Information in header is isolated in a different color block.



The four main sections of the lesson are easy to identify.

One colorful illustration in the larger portion of the page.

Wide margins and a lot of “white” space on the page.

Story title is in a different color font, a simple cue that children can grasp.

Page number can be easily found – it is alone at footer of page.

Design elements are applied consistently throughout the entire book.

# Making materials for teachers “user-friendly”

- When designing materials for competent readers, such as teachers, readability also needs to be considered. Issues of formatting, such as font type and size, line spacing, text density on a page and overall organization of content also come into play when developing materials for adults.
- In general, designing materials requires careful thought about the end user and the context in which the book will be used. The aim is to make materials “user-friendly.”
- RARA wanted to produce a Teacher’s Guide that teachers could consult during a lesson. This implied:
  - Ensuring correspondence between the Pupil Reading Book and the Teacher’s Guide.
  - Providing clear visual cues for quickly finding instructions for the activity they are facilitating.
  - Using printing specifications that would allow the teacher to have at least one hand free to use for writing on the board, etc.

# Create correspondence between student and teacher materials

- RARA developed a simple system whereby students, who are still learning how to decode, could easily find the section on the page that corresponds to the activity the teacher is facilitating through the use of shapes. Children can recognize shapes more easily than letters at this initial stage of literacy development. These icons were also used in the Teacher's Guide.

Square indicates activity is about letters.

Circle indicates activity is about syllables.

Triangle indicates activity is about words.

Star indicates activity is about sentences.

	Nn Aa
	na an nan
	Nana na ana
	Nana na gida.

# Use icons to guide teacher instruction

In addition to using shapes as specific activity prompts, the Teacher's Guide used a simple key to guide gradual release:

- M is the initial letter for “teacher” in Hausa, indicating the “I Do” activity phase.
- D is the initial letter for “student” in Hausa, indicating the “You Do” activity phase.
- MD indicates the “We Do” activity phase.
- The clock icon was used to remind teachers of time allocated for each activity.

Alamomi	
	<b>Aikin Malami/Malama:</b> A nan malam/malama za'iz za ta yi aiki shi'ita kadai yayin da dalibai ke koyon a'kin ta hanyar kallo da sauraron aikin da ma ami/malama yake/ta ke yi.
	<b>Aikin Malami/Malama da Dalibai:</b> A nan malam/malama za'iz za ta yi aiki sa'an nan dalibai su gwada yin aikin da malam/malamar ya/ta gama aikatawa.
	<b>Aikin Dalibai:</b> A nan dalibai kadai za su gwada yin aiki, yayin da malam/malama ke jagorantarsu.
	<b>Alamar akwati:</b> An danganta sashen 'Sunayen Haruffa da Sautukansu' da wannan alamar ta akwati. A nan malam/malama za'iz za ta jagoranci dalibai zuwa ga sashen ta hanyar jan hankalinsu ga alamar akwati da ke cikin Littafin Dalibai.
	<b>Alamar da'ira:</b> An danganta sashen 'Gano Gabar Kalma' da wannan alamar ta da'ira. A nan malam/malama za'iz za ta jagoranci dalibai zuwa ga sashen ta hanyar jan hankalinsu ga alamar da'ira da ke cikin Littafin Dalibai.
	<b>Alamar dala:</b> An danganta sashen 'Kalmomin da za a karanta' da wannan alamar ta da dala. A nan malam/malama za'iz za ta jagoranci dalibai zuwa ga sashen ta hanyar jan hankalinsu ga alamar dala da ke cikin Littafin Dalibai.
	<b>Alamar tauraro:</b> An danganta sashen 'Karatu Jimla' da wannan alamar ta tauraro. A nan malam/malama za'iz za ta jagoranci dalibai zuwa ga sashen ta hanyar jan hankalinsu ga alamar tauraro da ke cikin Littafin Dalibai.
	<b>Alamar agogo:</b> Wannan alamar na huna wa malam/malama lokacin da za'iz za ta dauka domin karantar da sasha.

# Elements of user-friendly design - Teacher's Guide (1)

Guidance on how to facilitate each lesson was provided in 3 facing-page spreads, for a total of 6 pages per lesson. These are pages 1-2.

**Zango Na: 1 Mako Na: 1 Darasi Na 1 da Na 2**

**Kafin Darasi**

**M** 1. Rubuta wannan waka a kan allo.

**Wakar Gaisuwa**

Idan muka tashi da safe  
Sai mu gai da iyayenmu x 2  
Mamata ina kwana  
Gaisuwa ce da safe  
Ina wuni Babana  
Gaisuwa ce da rana  
Mamata sai da safe  
Gaisuwa ce da dare.

**Waka** Minti-3

**M** 1. Rera wakar don dalibai su ji, tare da kwaikwayon abin da wakar ke fada, don taimaka wa dalibai sanin ma'anar kalmomin da ke cikin wakar.

2. Sake rera wakar tare da nuna kalmomin a kan allo.

**MD** 3. Sake rera wakar tare da dalibai.

**D** 4. Ka/ki ce wa dalibai su rera wakar suna kwaikwayon abin da wakar ke fada.

5. Nemi dalibi/daliba daya ko fiye don rera wakar tare da nuna kalmomin.

**Amon Sautin Gaba** Minti 2

**M** 1. Furta wannan kalma [**Nana**], idan akwai hoton kalmar, sai a taimaki dalibai su gano ta cikin hoton da ke littafinsu.

2. Maimaita furta kalmar tare da tafa kowace gaba.

3. Nuna yawan gafofin da ke cikin kalmar da yatsun hannu.

**MD** 4. Ka/ki ce wa dalibai su furta kalmar tare da tafa kowace gabar kalma tare da ka/ke.

5. Maimaita mataki na daya zuwa na hudu (1-4) da sauran kalmomin [**Nafisa, nama, noma**].

Jagoran Malamai - Aji 2 4

**Zango Na: 1 Mako Na: 1 Darasi Na 1 da Na 2**

<p>■ Nn Aa</p> <p>● na an nan</p> <p>▲ Nana na ana</p> <p>★ Nana na gida.</p>	
---	---

2 3

Karatun labari

Nana na nan.  
Nana na gida.  
Nana na wasan gala-gala.

**Sunayen Haruffa Da Sautukansu** Minti-6

**M** 1. Rubuta babba da karamin baki na sabon harafi [**Nn**].

2. Nuna harafin ka/ki fadi sunansa da kuma sautinsa. "Wannan shi ne harafin [**N**], sautinsa /n/."

**MD** 3. Jagoranci dalibai zuwa ga sashe mai alamar akwati. Maimaita mataki na biyu (2) ta hanyar amfani da Littafin Dalibai.

**D** 4. Maimaita mataki na uku (3) tare da wasu rukunan dalibai daban-daban.

**M** 5. Koya wa dalibai furta sautin [**N**] ta hanyar motsin jikin da aka danganta da furta sautin harafin. "**[N]** na da sautin /n/ kamar a cikin kalmar noma." Ka/ki kwatanta yadda ake noma kana/kina furta sautin 'n' 'n' noma.

**MD** 6. Dukkan dalibai su shiga cikin aikin motsin jikin furta sautin tare da Malami/Malama.

**D** 7. Maimaita mataki na shida (6) tare da wasu dalibai daban-daban.

8. Maimaita mataki na farko zuwa na hudu (1-4) da daya harafin [**A a**].

9. Koya wa dalibai furta sautin [**A**] ta hanyar motsin jikin da aka danganta da furta sautin harafin. "**[A]** na da sautin /a/ kamar a cikin mamaki." Ka/ki daga hannuwanka/ki sama cikin mamaki kana/kina furta sautin 'ah' 'ah'!

10. Maimaita mataki na shida da na bakwai (6-7).

**MD** 11. Yi ta aikin bambanta sunayen haruffan [**N, A**], da sautukansu, ko kuma motsin jikin da aka danganta da haruffan.

Jagoran Malamai - Aji 2 5

Large thumbnail of the Pupil Reading Book

Notice the use of icons.

Notice that each activity is clearly highlighted in its own text box. The name of the activity is in a blue text box.

# Elements of user-friendly design - Teacher's Guide (2)

These are pages 3-4 of the daily lesson plan.

Header and footer provide essential information about the user's place in the book.

Zango Na: 1	Mako Na: 1	Darasi Na 1 da Na 2	Zango Na: 1	Mako Na: 1	Darasi Na 1 da Na 2
<h3>Gano Gabar Kalma</h3> <p>Minti-6</p> <ul style="list-style-type: none"><li><b>M</b> 1. Rubuta gabar kalma a kan allo [na].</li><li>2. Nuna kowane harafi da ke cikin gabar, kana/kina furta sautinsa a hankali.</li><li>3. Aza yatsa a kasan gabar ka/ki bi ta daga hagu zuwa dama kana/kina furta sautinta da sauri.</li><li><b>MD</b> 4. Jagoranci dalibai zuwa ga sashe mai alamar da'ira. Maimaita matakai na biyu zuwa na uku (2-3) ta hanyar amfani da Littafin Dalibai.</li><li><b>D</b> 5. Maimaita matakai na huɗu (4) tare da rukunin dalibai daban-daban.</li><li>6. Maimaita matakai na farko zuwa na biyar (1-5) da sauran gabobin kalma [an, nan].</li></ul>			<h3>Karatun Jimla</h3> <p>Minti-3</p> <ul style="list-style-type: none"><li><b>M</b> 1. Rubuta jimlar a kan allo [Nana na gidai].</li><li>2. Nuna, kuma ka/ki karanta bakuwar kalmar da aka ja wa layi a cikin jimlar [gida].</li><li><b>MD</b> 3. Nuna, kuma ka/ki karanta bakuwar kalmar tare da dalibai.</li><li><b>D</b> 4. Umarci dalibai daban-daban su karanta bakuwar kalmar.</li><li><b>M</b> 5. Karanta jimlar kana/kina aza yatsa a kasan kowace kalma, yayin karantawa.</li><li><b>MD</b> 6. Jagoranci dalibai zuwa ga sashe mai alamar tauraro a Littafin Dalibai.</li><li>7. Karanta jimlar tare da dalibai.</li><li>8. Maimaita karanta jimlar ta hanyar amfani da Littafin Dalibai.</li><li><b>D</b> 9. Maimaita matakai na takwas (8) tare da rukunin dalibai daban-daban.</li></ul>		
<h3>Kalmomin da za a Karanta</h3> <p>Minti-5</p> <ul style="list-style-type: none"><li><b>M</b> 1. Rubuta wannan kalma [Nana] a kan allo.</li><li>2. Nuna kowace gaba da ke cikin kalmar kana/kina karantawa a hankali.</li><li>3. Aza yatsa a kasan kalma ka/ki karanta ta daga hagu zuwa dama, cikin sauri.</li><li><b>MD</b> 4. Jagoranci dalibai zuwa ga sashe mai alamar dala. Maimaita aikin ta hanyar amfani da Littafin Dalibai.</li><li><b>D</b> 5. Maimaita aikin tare da rukunin dalibai daban-daban.</li><li>6. Maimaita matakai na farko zuwa na biyar (1-5) da sauran kalmomin [na, ana].</li></ul>			<h3>Karatun Labari</h3> <p>Minti-5</p> <ul style="list-style-type: none"><li><b>M</b> 1. Fada wa dalibai cewa za ka/ki karanta musu labari, ka/ki ja hankalinsu zuwa ga hoton da ke cikin littafinsu.</li><li>2. Jagoranci dalibai su iya banbanta zanen hotuna, da kuma aikin da hotunan ke nunawa.</li><li>3. Kira wasu daliban don su yi bayanin tasu fahimta.</li><li>4. Rubuta labarin a kan allo. <b>Nana na nan.</b> <b>Nana na gida.</b> <b>Nana na wasan gala-gala.</b></li><li>5. Karanta labarin, kana/kina bi da yatsa a kasan kowace kalma.</li><li><b>MD</b> 6. Maimaita karanta labarin ta hanyar amfani da Littafin Dalibai.</li><li><b>D</b> 7. Sake maimaita karatun tare da rukunin dalibai daban-daban.</li></ul>		
Jagoran Malamai - Aji 2 6			7 Jagoran Malamai - Aji 2		

This section corresponds to the Story Read Aloud passage for that day.

# Elements of user-friendly design - Teacher's Guide (3)

These are pages 5-6.

Story Read Aloud comprehension

Homework

Zango Na: 1	Mako Na: 1	Darasi Na 1 da Na 2	Zango Na: 1	Mako Na: 1	Darasi Na 1 da Na 2						
<b>Karatun Labari A Bayyane</b> <span>Minti-5</span> <p><b>M</b> 1. Buda shafi na 2 a cikin Littafin Karatu A Bayanne.</p> <p>2. Karanta taken labari. Nuna hoto idan akwai shi. Tambayi dalibai su yi hasashen abin da zai iya faruwa a cikin labarin da za a karanta a yau.</p> <p>3. Koyar da ma'anar sabbin kaimomi ta hanyar da dalibai za su fahimta [kabila, rana]. Fadi kalmomin, kuma ka koyar da su ta hanyar amfani da sassan jiki, ko kuma hotuna.</p> <p><b>MD</b> 4. Nemi dalibai su gano kalmomin nan a lokacin da kake/kike karanta labarin. Sai ka/ki ce musu su daga babban yatsa a duk lokacin da suka ji an fadi kalmomin.</p> <p><b>M</b> 5. Karanta labari ta yadda zai burge dalibai.</p> <p>6. Tambayi dalibai su koma kan hasashensu.</p> <p>7. Yi wa dalibai tambayotin da ke karshen labarin da ka/kika karanta musu daga cikin Littafin Karatu A Bayyane.</p>			<b>Aikin Gida</b> <p><b>D</b> 1. Ka/ki tuna wa dalibai su tafi da littafin karatunsu gida, don su karanta darasin yau tare da iyayensu ko 'yan'uwa ko abokai.</p> <p>2. Ka/ki tabbatar da dalibai sun gwada rubuta haruffa da kalmomin da aka koya a cikin darasin na yau a cikin littafinsu.</p>								
<b>Rubuta Haruffa</b> <span>Minti-5</span> <p><b>M</b> 1. Fada wa dalibai su lura da yadda kake/kike rubuta haruffa manya da kanana a kan allo [Nn, Aa].</p> <p><b>MD</b> 2. Nemi dalibai su yi amfani da yatsunsu su tisa haruffan da ke cikin littafinsu, yayin da kake/kike tisa wa a kan allo.</p> <p><b>D</b> 3. Ka/ki sa dalibai su rubuta haruffan a iska da yatsa, ko a bayan wani dalibi/daliba da suke tare.</p> <p>4. Ka/ki sa dalibai su rubuta haruffan a cikin littattafansu.</p> <p>5. Zagaya cikin aji domin duba dukufarsu, da rikon fensiri da inda suka fara rubutun, da kuma yadda suke rubutuwa.</p>			<b>Ayyukan kara kwarewa</b> <p>Ana son Malamai su kara ba da damar karin goguwu ga dalibai ta hanyar ganin yiwuwar shigo da 'Ayyukan Kara Kwarewa'. Ayyukan Kara Kwarewa suna jaddada manyan rassan koyo da ake cin karo da su a tsarin darussan yau da kullum. Ana son malamai su yi amfani da wadannan ayyukan lokacin da suka fahimci dalibai na bufatar karin ayyuka, ko kuma a fadada fahimtar daliban.</p> <p><b>Reshen Darasi:</b> Fahimtar Kwayoyin Sauti. <b>Aiki:</b> Bambanta Sautuka. <b>Manufa:</b> Yi gwajin gano ko dalibai na iya bambantawa tsakanin sautin farko da na karshe. <b>Tsari:</b> Fadi kalmomi biyu. Nemi dalibai su gaya maka/maki sautukan farko da na karshe na kalmomin daya ne.</p>			<b>Shawara</b> <b>Rubuta wakar kan babbar takarda na taimaka wa dalibai wajen rera wakar. Ana iya amfani da bayan kwalaye wajen rubuta wakar.</b>			<b>Matashiya a kan Darasi Na 2</b> <p>1. Ka/ki tuna wa dalibai cewa za a maimaita darasin da ya gabata.</p> <p>2. A darasi na biyu, ka/ki maimaita dukkan darasin amma ka/ki yi amfani da labarin da ke shafi na 3 a Littafin Karatu A Bayyane. Kalmomin da za a koyar su ne [zaune, tebur].</p> <p>3. Ka/ki tunatar da dalibai inda aka kwana cikin labarin da ke shafi na [2] a cikin Littafin Karatu A Bayyane.</p>		
<b>Waiwaye</b> <ul style="list-style-type: none"><li>Wane bangare na darasi dalibai suka fi fahimta?</li><li>Me ya sa ka/ki ke ganin ka/kin shirya wa wannan darasi?</li><li>Bayan waiwaye me ka/ki ke ganin ya kamata a canza cikin wadannan abubuwa?</li></ul>											

Do More section

For teacher coaching activities

Writing

# Negotiating trade-offs between design quality and cost-efficiency in book design

- The reality is that developing instructional materials almost always requires decisions whereby “ideal” specifications need to be sacrificed to work around time and cost constraints.
- RARA made a significant effort to develop a high-quality Pupil Reading Book that had all of the characteristics of readable, engaging material.
- RARA also endeavored to develop a user-friendly, functional Teacher’s Guide that was rich with content for teachers.
- As the Story Read Aloud was not intended to be read directly by children, but by the teacher to the children, some elements of readability could be sacrificed in favor of cost savings on printing.
- As long as children could see the large, colorful illustration while the teacher was reading the story to the class, the book fulfilled its function.
- The Story Read Aloud had a total of 64 pages, the lowest of all titles despite the length of its contents.

# Elements of functional design in the Story Read Aloud

Space for story text is small and line spacing is tight, in favor of making the illustration the largest part of page composition.

Sub-section titles are highlighted in a different font color and size for easy navigation through the page.

Zango Na 1 Darasi Na 6

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## Kowane Alheri Da Sakamakonsa (3)

Da Saratu ta isa gida, sai ta shiga dakin da suke kwana ta bufe kyautar da tshe ya ta ta. Tana bufe kwalin sai ga luafi da **gwala-gwala** da riguna da wadansa kyawawan abubuwa. Saratu ta yi fadin doli sosai. Sai ta kira Delu da mamanta su zo su gari. Da suka gari, auka yi **mamaki** kwarai da gaske. Sai auka tambaye ta, inda ta samo wadannan abubuwa. Saratu ta fada musu labarin tsheon da ta hadu da shi a hanya, yayin da take dawowa daga dibar ruwa a kogi.

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**Tambayoyi**

1. Mene ne a cikin kwalin da aka bai wa Saratu?
2. Kana jin Delu da mamanta za su bar Saratu ta mallaki abin da ke cikin kwalin?
3. Shin Saratu ta kyauta da ta fada musu gaskiyar inda ta samo kayan? Mene ne ra'ayinku?

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Uzalin Kurcu A Bayyane - 2012 2

Margins are narrow to maximize use of space.

Illustration is colorful and conveys the action of the story.

Header and footer provide essential information about the user's place in the book.

## Webinar 2: Handout 17

# Text difficulty, readability and complexity: An overview

### Text difficulty

Children who are learning to read need text that matches their skill level. Their ability to read content thus depends on the *level of difficulty of the text*, the *complexity of the text*, and various *design elements*.

**Text difficulty** refers to the “accessibility of text to the reader” (Fulcher, 1997). “Appropriate text difficulty” is text that can be read with satisfactory speed, accuracy and comprehension (Morris, 2005). Text difficulty is based on several elements, including:

- sentence complexity
- vocabulary
- organization of the text
- style
- subject matter content
- predictability

The level of text difficulty is important to consider when identifying, developing and selecting text for children. Text difficulty can be analyzed in terms of *quantitative* measures such as word length or frequency, text cohesion and sentence length, as well as *qualitative* measures including language structure, levels of meaning of a text, language conventions and clarity, and knowledge demands on the reader (Davidson, 2013).

#### Text difficulty: An example

In English, Text A contains short words and a low level of sentence complexity. It is less difficult than Text B, which contains longer words and a more complex sentence structure (Davidson, 2014).

Text A: “The dog ran. He sat on a mat.”

Text B: “The dog ran while carrying a bone in its mouth.”

This online readability analyzer can assist in identifying the level of difficulty of a text:

<https://datayze.com/readability-analyzer.php>

### Text readability

Developing early grade reading materials requires careful attention to design elements that affect **text readability** and ultimately the effectiveness of the materials developed. Key considerations include:

- **Font type:** Letters should have a shape (font) that may already be familiar to students. A sans-serif font is recommended for younger children.
- **Text size:** The font size should be large enough to be easily read. Use a larger font size when learners will need to read text independently than for text that will be read by a teacher (e.g., story read aloud).
- **Spacing between lines of text:** Lines should have enough space between them so children do not lose their place in the text. Single spacing is not recommended for text for beginning readers.

- **Text alignment:** Align text on the left for Latin scripts, and on the right for Arabic scripts. Do not justify text.
- **Organization of text on page:** Text should be orderly and attractive, without too many distracting elements.
- **Color:** Use of color may depend on budget available. Providing color can help attract learners to books. However, care should be taken to use color consistently and to not use so many colors that they become a distraction.

### **Text complexity**

Some researchers have framed the issues of text difficulty and readability in a broader term called **text complexity** (Davidson, 2013). Text complexity includes a variety of factors that determine how challenging a given text is for a particular person.

Text complexity includes:

- Words, syntax and discourse structure
- Word length and sentence length
- Word frequency
- Language structure (sequence, pace and repetition in the text)
- Text cohesion
- Levels of meaning in a text
- Language conventions and clarity
- Knowledge demands on the reader

Measuring text complexity is more complicated than measuring text difficulty, but early grade reading programs should be aware of the factors that determine text complexity when developing materials for both teachers and students.

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Fulcher, G. (1997). Text difficulty and accessibility: Reading formulae and expert judgment. *System*, (25) 4, pp. 497-513.

Morris, D. (2005). *The Howard Street tutoring manual: Teaching at-risk readers in the primary grades* (2nd ed.). New York: Guilford Press.

Readability Analyzer. Estimates the readability of a passage of text using the Flesch Reading Ease, Fog Scale Level, Flesch-Kincaid Grade Level, and other metrics. Available at <https://datayze.com/readability-analyzer.php>

## Webinar 2: Handout 18

# Guidance on developing gender equitable and inclusive materials

The following is excerpted and adapted from: *A Guide for Strengthening Gender Equity and Inclusiveness in EGR Materials* (RTI International, 2015). Consult the guide for detailed information and tools. An Asia-specific adaptation of the guide is also available (RTI International 2017).

### Why it's important to develop gender equitable materials

Efforts to improve reading instruction and children's reading skills are part of a broad global effort to provide both girls and boys with a quality education, as well as to ensure that the most marginalized populations are included in efforts to improve learning outcomes.

The materials in EGR programs that teachers and students use on a daily basis transmit messages—explicitly and implicitly—through the topics they include and the characters they portray (RTI, 2015). Research has shown that these messages can have a profound positive or negative impact on how children view themselves and those around them. As a result, care should be taken to develop EGR materials that are free of bias and that promote equality and inclusiveness of those who may be marginalized, disadvantaged or underrepresented.

### Guidance on integrating gender equity and inclusivity in EGR materials

Concrete steps can be taken to develop materials that portray girls and boys, men and women in positive ways. These include:

- **Identify what issues may be particularly important in your context.** This includes gender, ethnicity, religion and physical ability. Take time to discuss what issues are particularly salient in your context.
- **Pay explicit attention to gender equity and inclusivity.** Devote time to discussion and training on these topics. Integrate it into support and preparation provided to a materials development team.
- **Build gender equity and inclusiveness into materials QC process.** Review materials during various stages of development for gender equitable and inclusive illustrations, language, etc. Develop specific tools to guide the process.

"I noted the care that was taken by the authors to be gender sensitive. There is a balanced use of gender pronouns like 'he' and 'she.' In addition to that, female characters are given roles that are predominantly thought to be masculine. Girls are driving taxis, climbing trees, and they are policewomen. This should set a foundation for the elimination of gender bias." Stakeholder feedback on stories used in the Rwanda L3 program.

*Teacher, commenting on locally developed materials for the Rwanda Literacy, Language and Learning (L3) initiative (Source: EDC, 2015)*

## References

RTI International. (2015). A guide for strengthening gender equality and inclusiveness in teaching and learning materials. Washington, D.C.: U.S. Agency for International Development. Available at <http://shared.rti.org/content/guide-promoting-gender-equality-and-inclusiveness-teaching-and-learning-materials-2>

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EDC. (2015). Rwandan Teacher Community of Practice. Teacher commentary on L3 P3 materials. Retrieved from <http://www.tcop.education.rw> on March 5, 2015.