



USAID
FROM THE AMERICAN PEOPLE



READING WITHIN REACH

Webinar 2: Handout 16

Design and readability in EGR materials – An annotated example






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		Karatum labari	
 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.

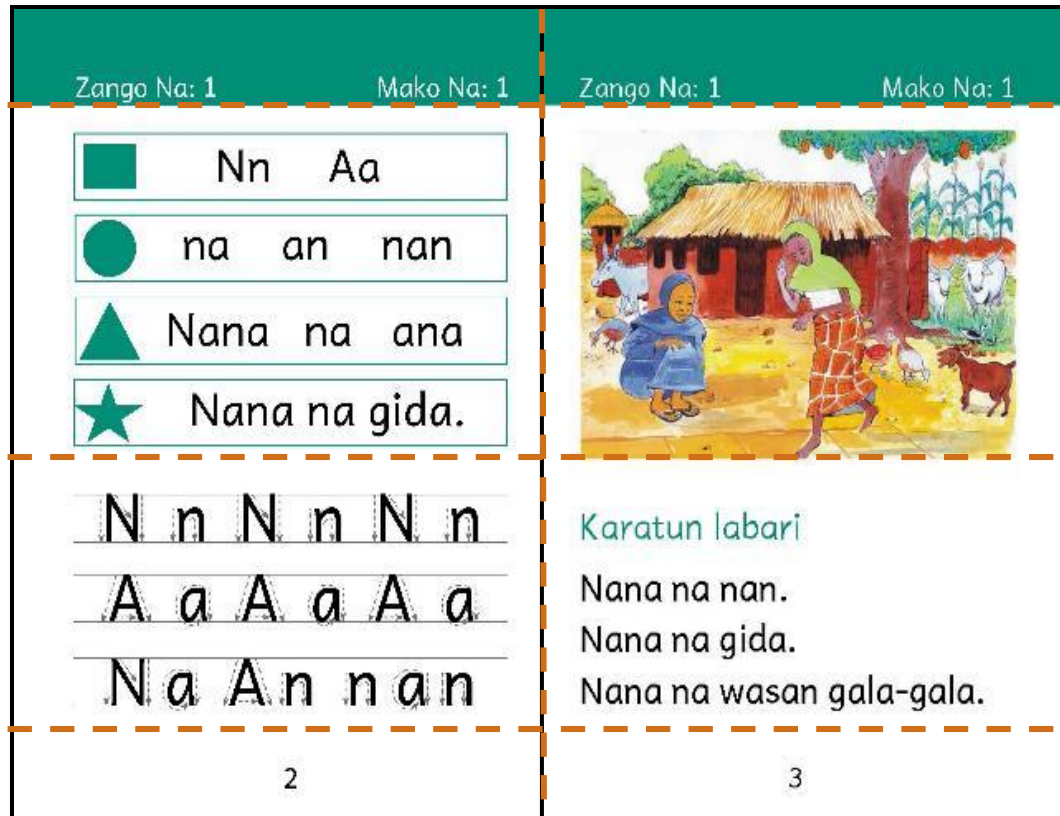
Andika font makes letter identification easier for learners than a font like Times New Roman, for example.

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.



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

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.

M 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].


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

Nn Aa

na an nan

Nana na ana


Nana na gida.



Karatun labari

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

2 3

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 [Aa].

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 4

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

Karatun Labari A Bayyane



- M** 1. Buda shafi na 2 a cikin Littafin Karatu A Bayanne.
- MD** 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.
- M** 5. Karanta labari ta yadda zai burge dalibai.
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.
6. Tambayi dalibai su koma kan hasashensu.
7. Yi wa dalibai tambayotin da ke karshen labarin da ka/kika karanta musu daga cikin Littafin Karatu A Bayyane.
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.

Rubuta Haruffa



- M** 1. Fada wa dalibai su lura da yadda kake/kike rubuta haruffa manya da kanana a kan allo [Nn, Aa].
- MD** 2. Nemi dalibai su yi amfani da yatsunsu su tisa haruffan da ke cikin littafinsu, yayin da kake/kike tisa wa a kan allo.
- D** 3. Ka/ki sa dalibai su rubuta haruffan a iska da yatsa, ko a bayan wani dalibi/daliba da suke tare.
4. Ka/ki sa dalibai su rubuta haruffan a cikin littattafansu.
5. Zagaya cikin aji domin duba dukufarsu, da rikon fensiri da inda suka fara rubutun, da kuma yadda suke rubutuwa.

Zango Na: 1

Mako Na: 1

Darasi Na 1 da Na 2

Aikin Gida

- D** 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.
2. Ka/ki tabbatar da dalibai sun gwada rubuta haruffa da kalmomin da aka koya a cikin darasin na yau a cikin littafinsu.

Ayyukan kara kwarewa

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.

Reshen Darasi: Fahimtar Kwayoyin Sauti.

Aiki: Bambanta Sautuka.

Manufa: Yi gwajin gano ko dalibai na iya bambantawa tsakanin sautin farko da na karshе.

Tsari: Fadi kalmomi biyu. Nemi dalibai su gaya maka/maki sautukan farko da na karshе na kalmomin daya ne.

Shawara

Rubuta wakar kan babbar takarda na taimaka wa dalibai wajen rera wakar. Ana iya amfani da bayan kwalaye wajen rubuta wakar.

Waiwaye

- Wane bangare na darasi dalibai suka fi fahimta?
- Me ya sa ka/ki ke ganin ka/kin shirya wa wannan darasi?
- Bayan waiwaye me ka/ki ke ganin ya kamata a canza cikin wadannan abubuwa?

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

Kowane Alheri Da Sakamakonsa (3)

Da Saratu ta isa gida, sai ta shiga dakin da suke kwana ta bufe kyautar da tscho ya ta ta. Tana bufe kwalin sai ga luafi da **gwala-gwala** da riguna da wadansu 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 tschon da ta hadu da shi a hanya, yayin da take dawowa daga dibar ruwa a kogi.



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?

Utzalin Kuratu A Bisyayane - 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.