

**Session 3: Handout 1**  
**Key early grade reading skills**

Skill	Definition
<b>Language Skills</b>	Knowledge of the vocabulary, grammar and discourse patterns (the way language is used) in oral or sign language
<b>Concepts of print</b>	Knowledge of the orientation of a book, the direction text is read, ability to identify illustrations, cover, title, capital and lower-case letters, punctuation marks and other basic aspects of print
<b>Phonological awareness</b>	Ability to hear, identify and manipulate sound units of oral language
<b>Alphabetic principle</b>	The understanding that letters represent the sounds which form words; it is the knowledge of predictable relationships between written letters and spoken sounds and the ability to map sounds to printed text in order to read and write words
<b>Spelling</b>	Ability to accurately use the graphemes of the language to write down words
<b>Vocabulary</b>	Knowledge of the meanings of words
<b>Reading fluency</b>	Ability to read connected text smoothly, quickly, and with expression
<b>Listening comprehension</b>	Ability to listen to and understand text read aloud by a parent, teacher or peer
<b>Reading comprehension</b>	Ability to read and understand connected text (sentences and paragraphs which convey meaning)
<b>Writing</b>	Ability to express ideas and knowledge in writing (far beyond handwriting skills)

**Session 3: Handout 2**

**Activity: KWL on Early Grade Literacy**

<b>K</b>	<b>W</b>	<b>L</b>



**Session 3: Handout 3**  
**Concepts of Print: Teaching Scripts**

**Teaching Concepts of Print: How Books Work**

I Do	We Do	You Do
<p>Teacher: Books are important for learning. Look at the book I am holding. See this part? <i>[put your hand on the cover]</i> This is the front cover of the book. These words are the title <i>[point to the title]</i>. This tells me the name of the book. These words are the name of the author <i>[point to the author's name]</i> - the person who wrote the book. I can open the front cover <i>[open the book]</i> and find the first page <i>[turn to the first page]</i>. I know this is the first page because it has the number 1 right here <i>[point to the page number]</i>. When I read a book, I start here on page 1, at the beginning. As I read, I turn the pages one at a time, like this <i>[turn to page 2]</i>. I can only turn one page at a time or I will miss parts of the story.</p>	<p>Teacher: Let's try it together. Is everyone holding their book upright? <i>[check that students are holding the book correctly]</i></p> <p>Teacher: Let's put our hand on the front cover of the book <i>[teacher and students put hand on the cover]</i>.</p> <p>Teacher: Who remembers what the title tells us? <i>[students say that the title tells us the name of the book]</i>. Let's point to the title <i>[teacher and students point to the title]</i>.</p> <p>Teacher: Who remembers what the author is? <i>[students say it is the name of the person who wrote the book]</i>. Let's point to the author's name <i>[teacher and students point to author]</i>.</p> <p>Teacher: Let's open the front cover and find the first page <i>[teacher and students turn to page 1]</i>.</p> <p>Teacher: Who can tell me how we know this is the page we start on? <i>[students say it has page number 1]</i>.</p> <p>Teacher: Who can show me what we do as we read each page? <i>[students and teacher turn the pages one at a time]</i>.</p> <p>Teacher: What will happen if I turn more than one page? <i>[students say they will miss part of the story]</i>.</p>	<p>Teacher: Now you try. Show me the front cover of the book <i>[students place their hand on the front cover]</i>.</p> <p>Teacher: Now point to the title <i>[students point to the title]</i>. What does the title tell us? <i>[students say the name of the book]</i>.</p> <p>Teacher: Now point to the author <i>[students point to the author]</i>. What is the author? <i>[students say the person who wrote the book]</i>.</p> <p>Teacher: Now open the book and show me what page to begin on <i>[students open to page 1]</i>. How do I know this is where I begin? <i>[students say it is page number 1]</i>.</p> <p>Teacher: Now show me what to do as I read the book <i>[students turn the pages one at a time]</i>.</p> <p>Teacher: Why should we turn only one page? <i>[students say that they will miss part of the story]</i>.</p>

## Teaching Concepts of Print: Purpose of Print

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

## Teaching Concepts of Print: How Print Works

I Do	We Do	You Do
<p>Step 1: Teacher: When we read a book or a story, we read the words. Pictures show us something that is happening, but we read the story from the words. Teacher: I will read the words on this line. <i>[Teacher points to the first word in a line of text and moves finger from left to right under the line as it is read aloud – this is called tracking text.]</i></p>	<p>Step 1: Teacher: Let’s do this together. Look at your Student Book page x. Point to the first word in the line and move your finger under the words in the line. <i>[Teacher and students both point to the first word in a line and move their finger under all the words in the line as the teacher reads the line – teacher is watching the students to be sure they understand. If a student is doing this incorrectly, the teacher prompts with: “Watch me and do as I do. Put your finger under the first word and then move your finger under all the words in the line.”]</i></p>	<p>Step 1: Teacher: Now it is your turn. Put your finger under the first word and then move your finger under all the words in the line. <i>[Students point to the first word and move their fingers under all the words in the line as the teacher reads the line – teacher circulates the room correcting students as needed]</i></p>
<p>Step 2 (when Students are able to do Step 1 with several different stories, without help or corrections):</p> <p>Teacher: Watch what I do when I read words in a story. When I get to the end of the line, I move my finger to the first word in the next line. <i>[Teacher tracks text under the first line, then returns the finger to the first word in the second line and continues reading.]</i></p>	<p>Step 2: Teacher: Let’s try this together. Look at your Student Book page x. Point to the first word in the line and move your finger under all the words in that line. Teacher: When you get to the end of the line, move your finger down to the first word in the next line. <i>[Teacher and students track text along the first line and down to the second line as the teacher reads the text – teacher is watching the students to be sure they understand. If a student is doing this incorrectly, the teacher prompts with: “Watch me and do as I do. Put your finger under the first word and then move your finger under all the words in the line. When you get to the end of the line, go down to the first word in the next line.”]</i></p>	<p>Step 2: Teacher: Now it is your turn. Put your finger under the first word and move your finger under all the words in the line. When you get to the end, go down to the first word in the next line. <i>[Students point to the first word and move their fingers under all the words in the line as the teacher reads the line – teacher circulates the room correcting students as needed.]</i></p> <p><b>**Note:</b> Once Students appear to have learned to do this, the teacher should constantly monitor that students are tracking text as they are practicing reading. This will allow teachers to see which students are on task and which students still need instruction in How Print Works**</p>

Session 3: Handout 4

Phonological Awareness Instruction



**1. Scavenger or treasure hunt**

Select three or four sounds. Distribute pictures around the room of items that begin with these sounds. Have students find the pictures for each sound. The class may be divided into groups, with each team looking for a particular sound (e.g., the /s/ team, the /b/ team).

Or

Pick a sound and have students find objects in the classroom that start with that sound.

**2. Clapping**

Say a simple sentence. Repeat it slowly and have students clap for each word you say. Start with sentences that use all single-syllable words. Then use names of students that have more than one syllable. Gradually, add more multisyllable words. Remind students to clap each word, not each syllable. For example:

- I have a cat.
- John saw a blue book.
- Matilda has a pretty dress

**3. Counters**

Have children put five counters in a row on their desk (rocks, bottle caps, etc.). As you say a sentence, have students move a counter forward (above the row) for each word you say.

**4. Boxes and counters**

Give each child a mat with four boxes, as well as four counters (rocks, bottle caps).



**Activity 1:** Say a sentence of up to four words. Children must put a counter in a different box for each word they hear and then count the number of words in the sentence.

**Activity 2:** Say a word of up to four syllables. Children must put a counter in a different box for every syllable they hear, and then count the number of syllables in the word.

**5. Teacher read aloud**

**Activity 1:** Read a Big Book, poem, or chart. Then have students identify some of the on “long” and “short” words they heard. With each word identified, have students clap out the syllables to verify if it is a long or short word.




**Activity 2:** Have students be “syllable detectives” and find words in the story that have a certain number of syllables (3, for example).

**6. Bag it**

Use real objects or pictures for this game. Put the objects or pictures in a bag. Have students take turns pulling a picture or object from the bag, saying the word, and then tapping out the syllables in the word.

**7. Picture or object sort**

Put a syllable chart, with accompanying drawing, on the board (see example for English below). Then have students choose an object in the classroom or picture, say the word, tap the number of syllables, and place the object or picture under the appropriate column.

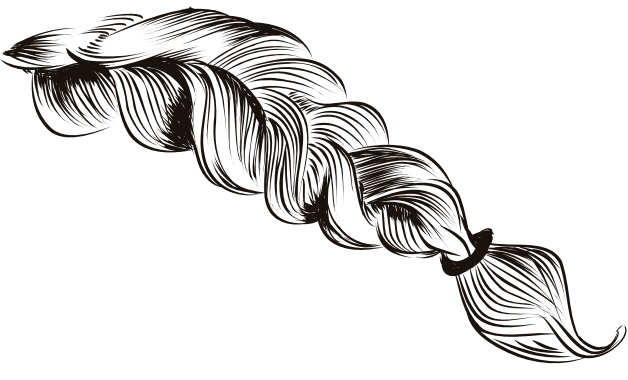

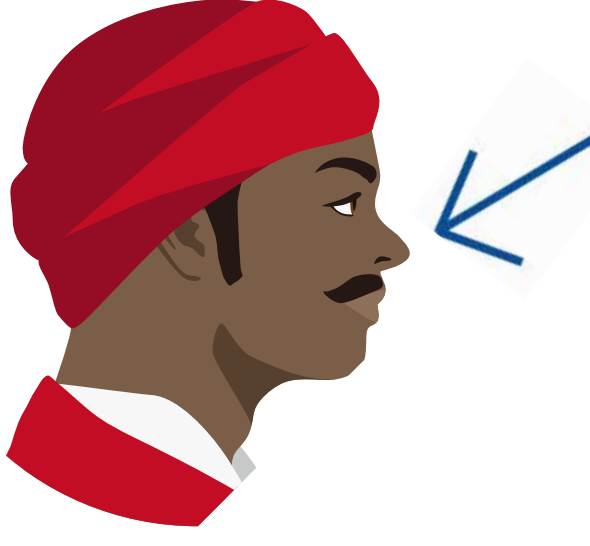

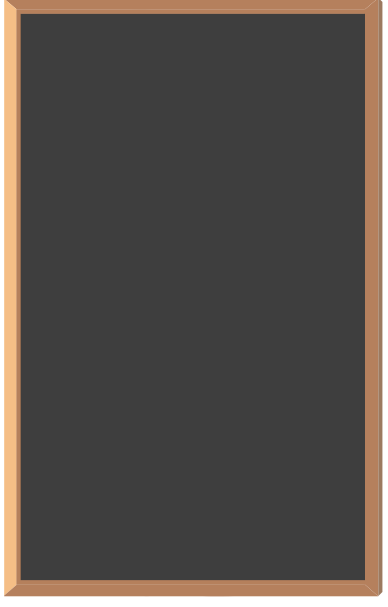


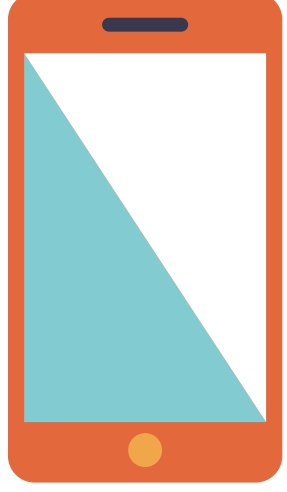
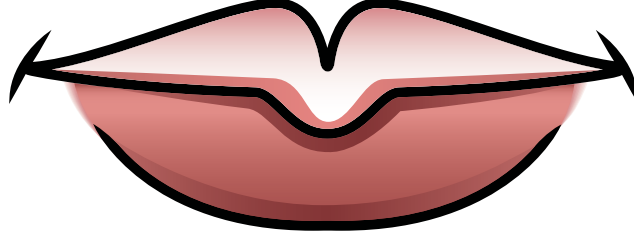



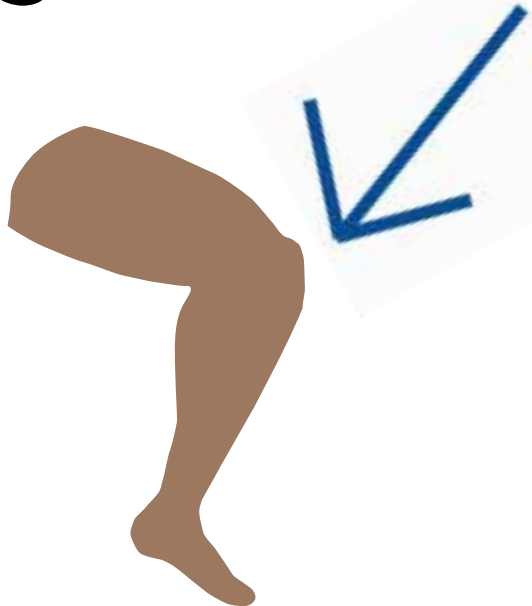
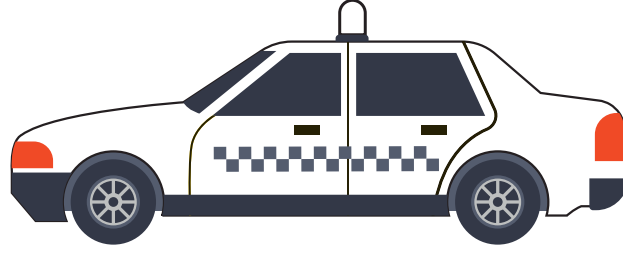

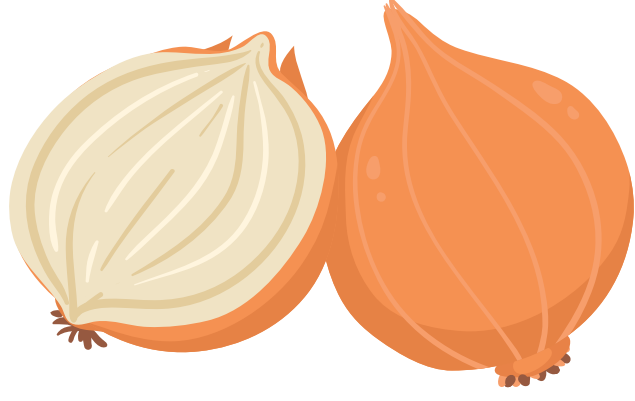
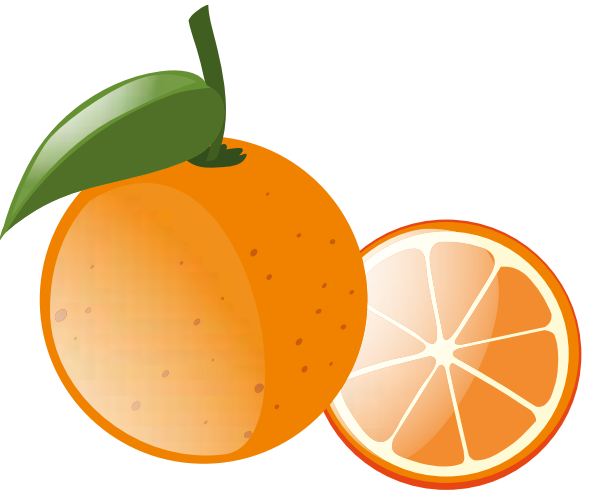

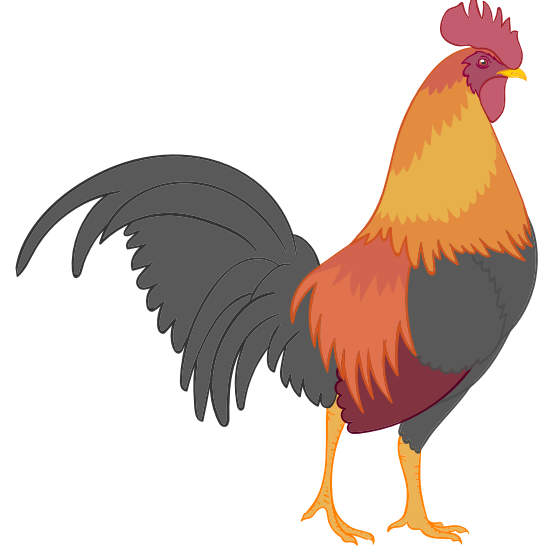

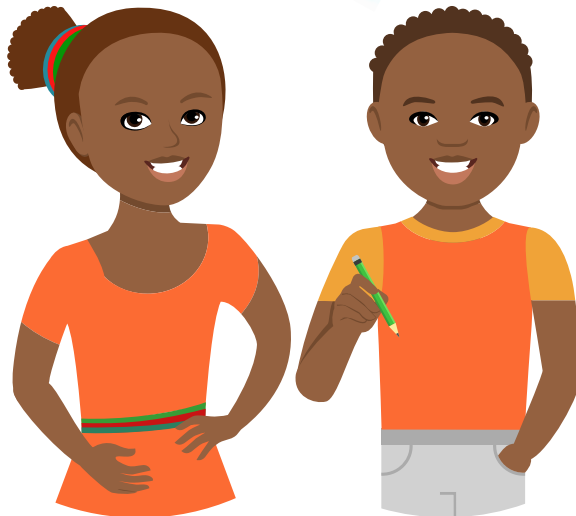
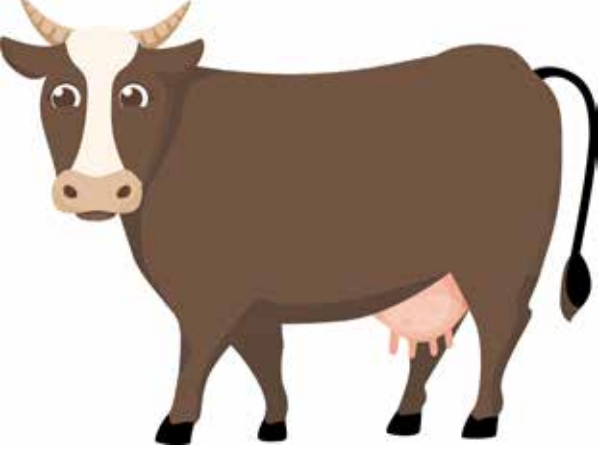
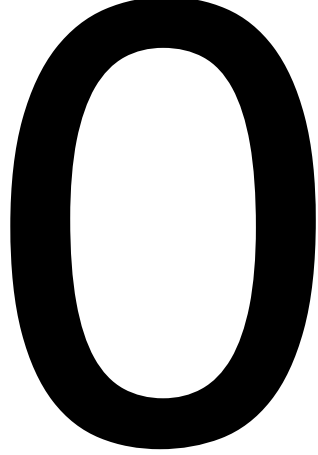
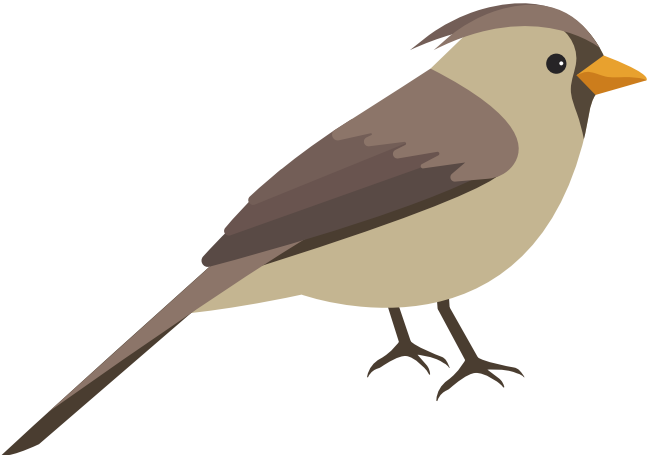
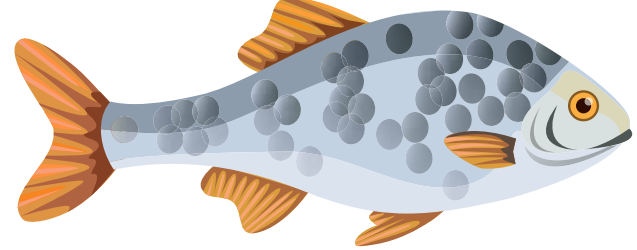



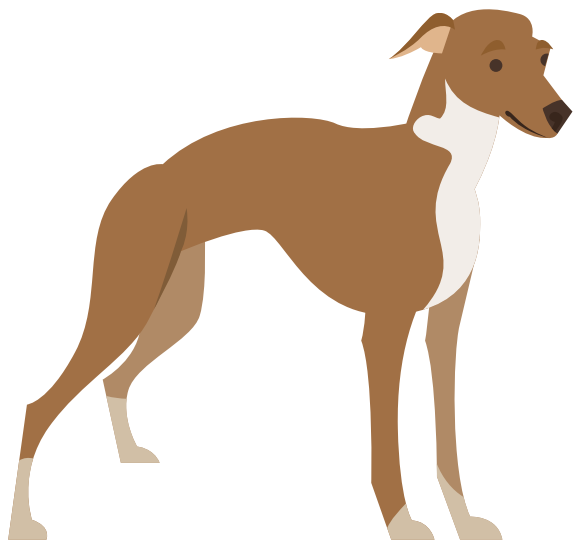




1	2	3
		

**8. Name sort**

Make room for three or four rows in the classroom. Choose a student whose name has one (two, three, or four) syllable(s) to represent the keyword for each of the number of syllables. Then have students take turns saying their names and figuring out which key name has the same number of syllables as theirs.


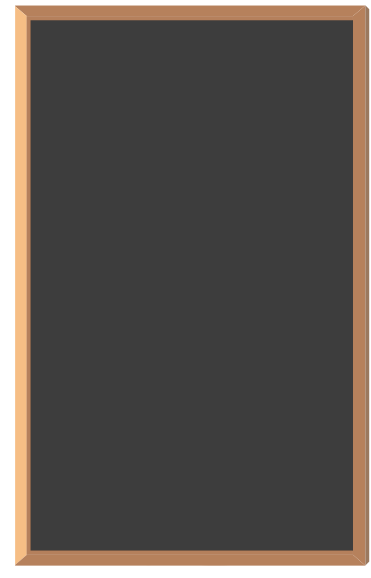


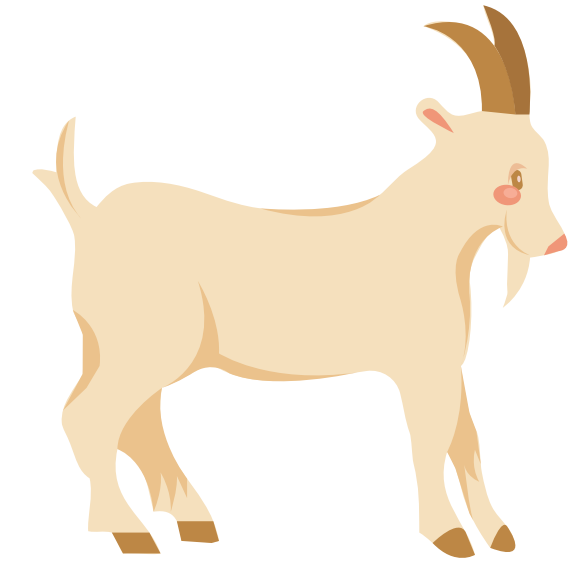

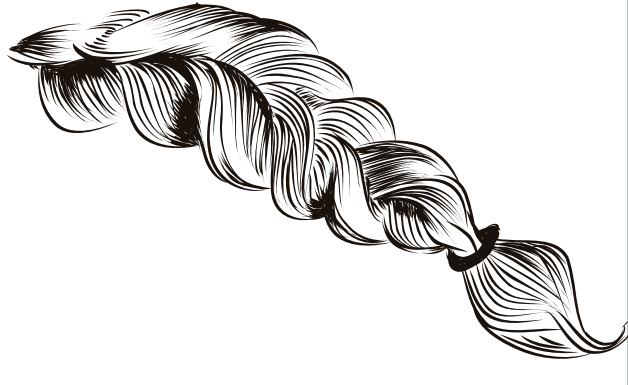
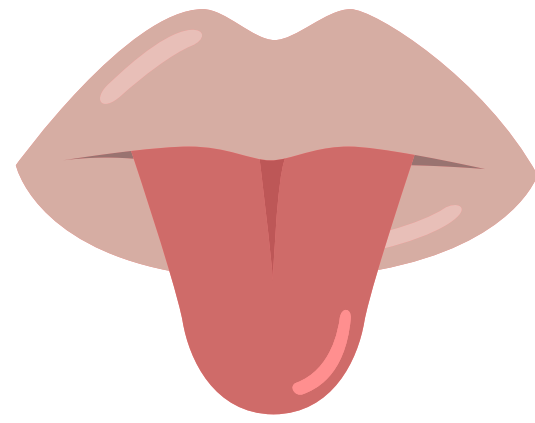





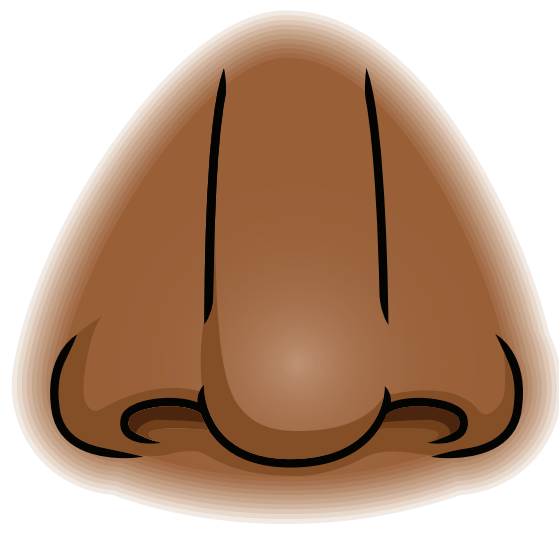
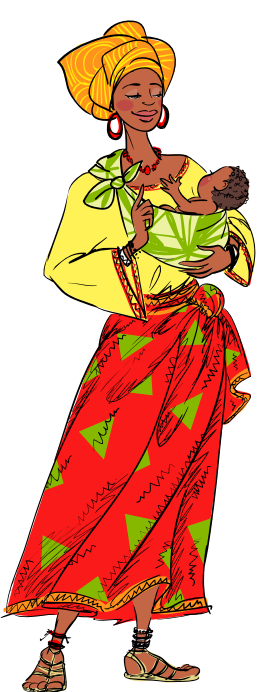

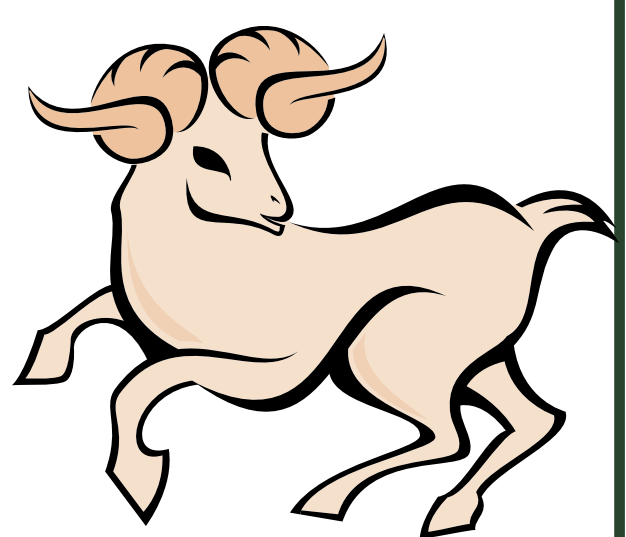


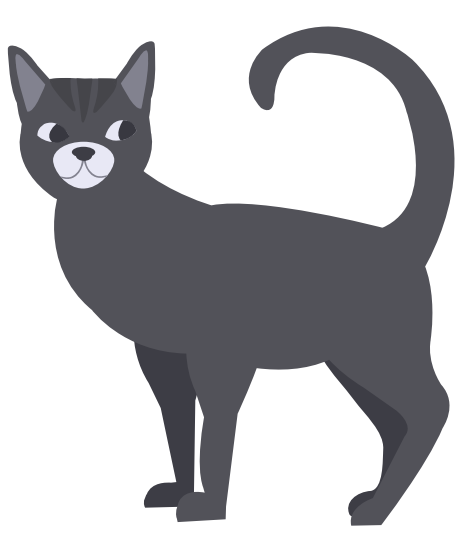

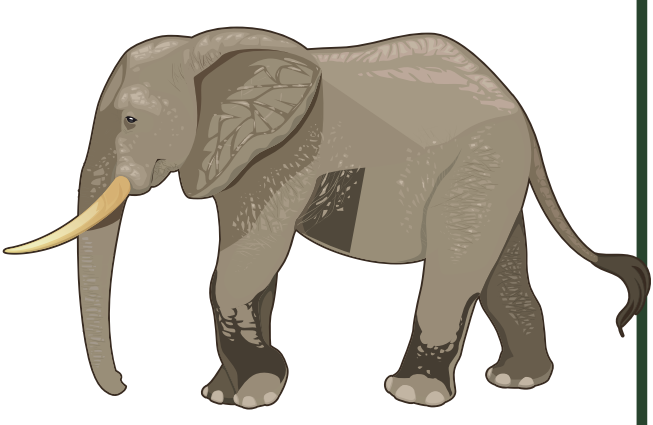
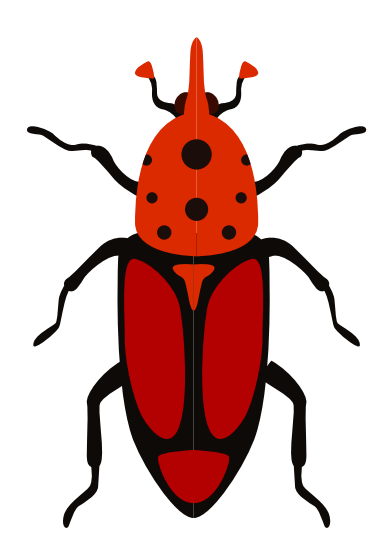
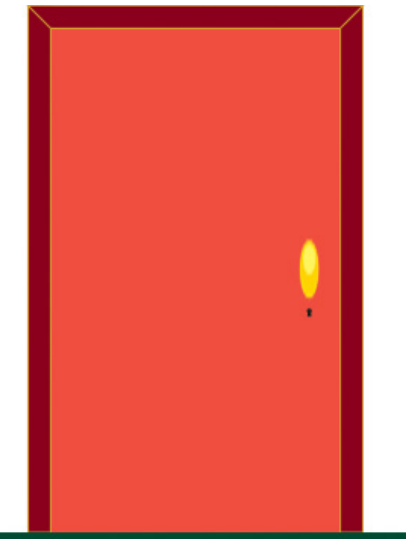




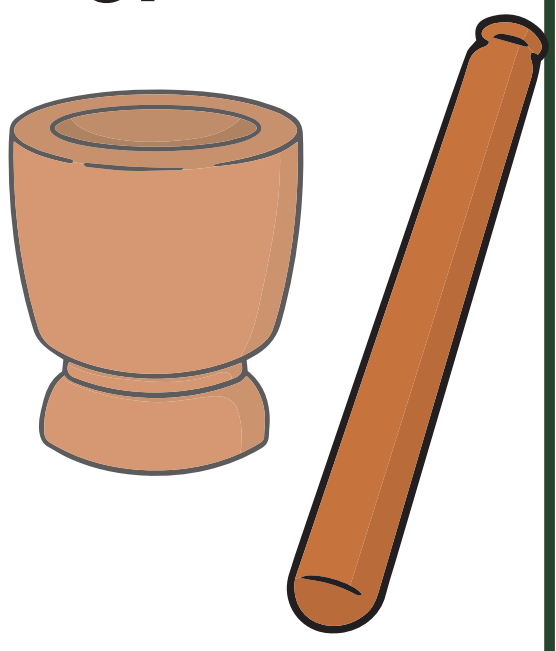
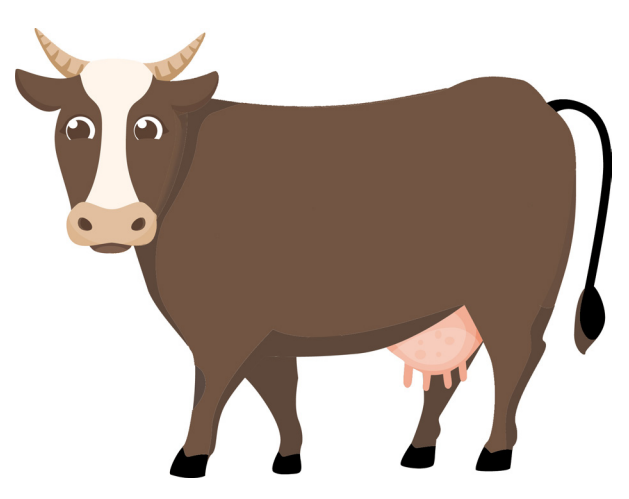




# Tableau des sons—français

e  bib <b>er</b> on	eu  chev <b>eu</b> x	é  b <b>é</b> bé	ez  ne <b>z</b>	au  ch <b>au</b> ssure	eau  table <b>au</b>
u  l <b>u</b> ne	ou  p <b>ou</b> le	ph  télé <b>ph</b> one	è  l <b>è</b> vre	et  tabou <b>et</b>	ai  bal <b>ai</b>
ei  p <b>ei</b> gne	g  g <b>en</b> oux	x  tax <b>i</b>	gu  lang <b>ue</b>	gn  o <b>ign</b> on	on  mont <b>re</b>
an/en  or <b>an</b> ge	ch  ch <b>at</b>	c/q  co <b>q</b>	c  cit <b>ro</b> n	ç  gar <b>ç</b> on	v  v <b>ach</b> e
z  z <b>é</b> ro	s  oi <b>s</b> eau	ss  poiss <b>ss</b> on	in  sing <b>in</b> e	ain  m <b>ai</b> n	ein  ce <b>in</b> ture
ion  scorp <b>ion</b>	ien  ch <b>ien</b>	oi  do <b>ig</b> t	eille  ore <b>ille</b>	ille  fil <b>le</b>	euille  feu <b>ille</b>

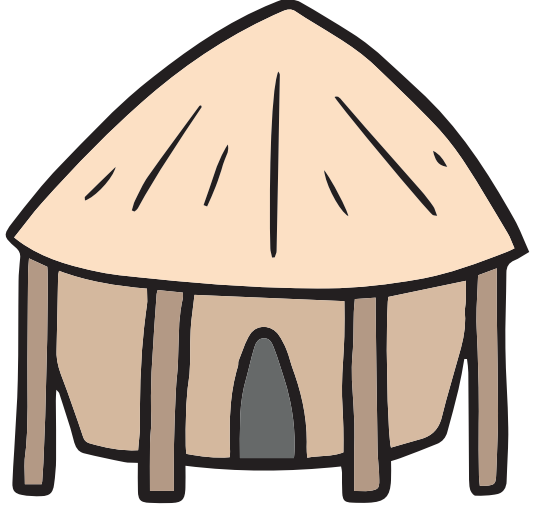

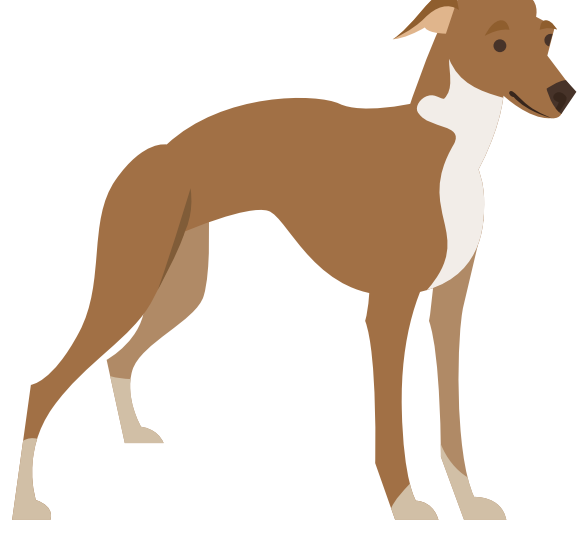
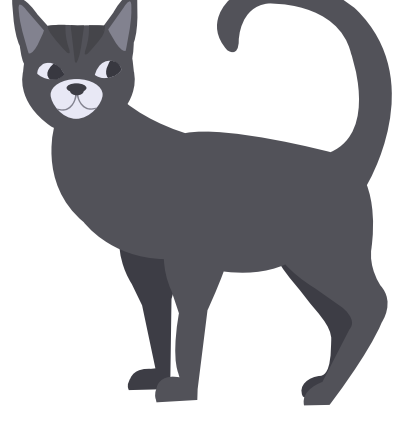





# Tableau d'alphabet—Fulfulde

'  ho'ore	A a  alluwa	B b  buuru	Ɓ ɓ  ɓowngu	MB mb  mbe'a	C c  catal
D d  daago	Ɗ ɗ  ɗemngal	ND nd  ndiyam	E e  eterde	F f  fado	G g  gortogal
NG ng  ngeelooba	H h  hinere	I i  inna	J j  junngo	NJ nj  njawdiri	K k  kolte
L l  lewru	M m  maageeru	N n  nofru	NY ny  nyiiwa	Ŋ ŋ  ŋeemu	O o  ommboogo
P p  piindi	R r  rajo	S s  sawru	T t  taabal	U u  unirgal	W w  wiige
Y y  yahre	Ƴ ƴ  yeelu				





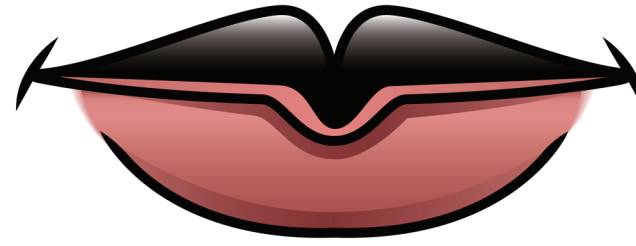
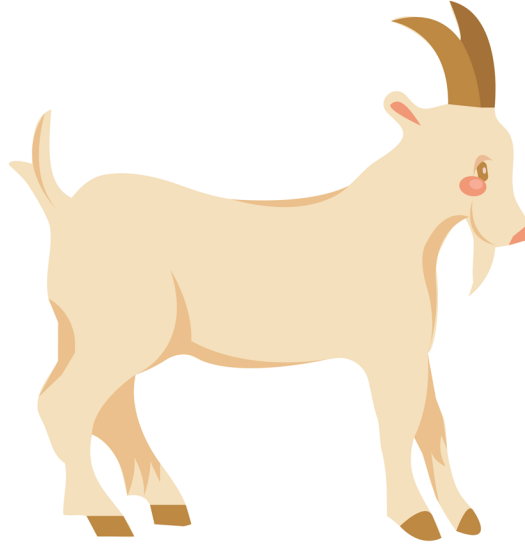
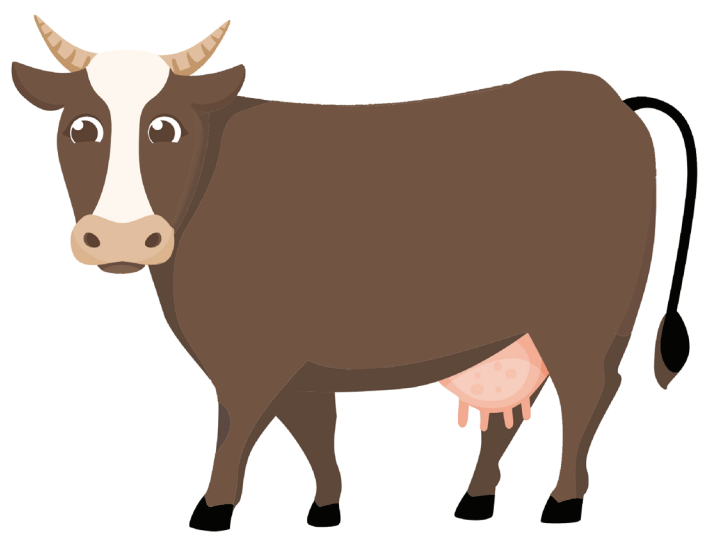


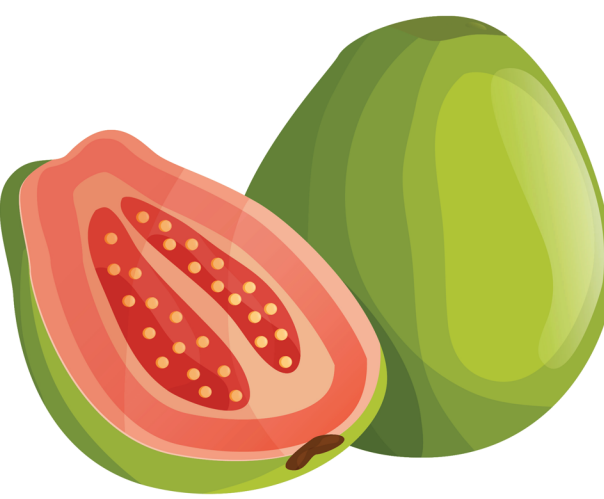
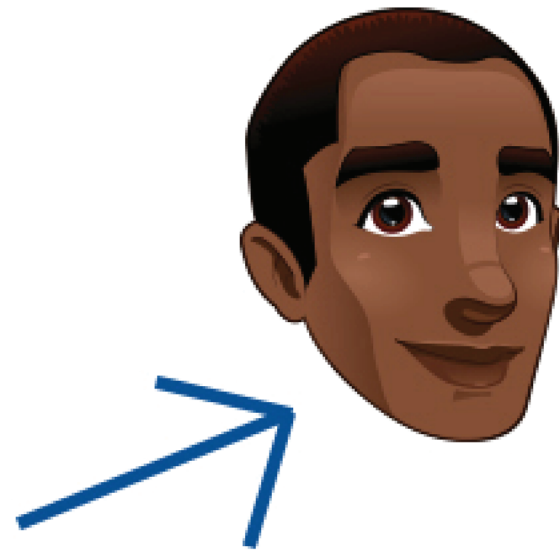


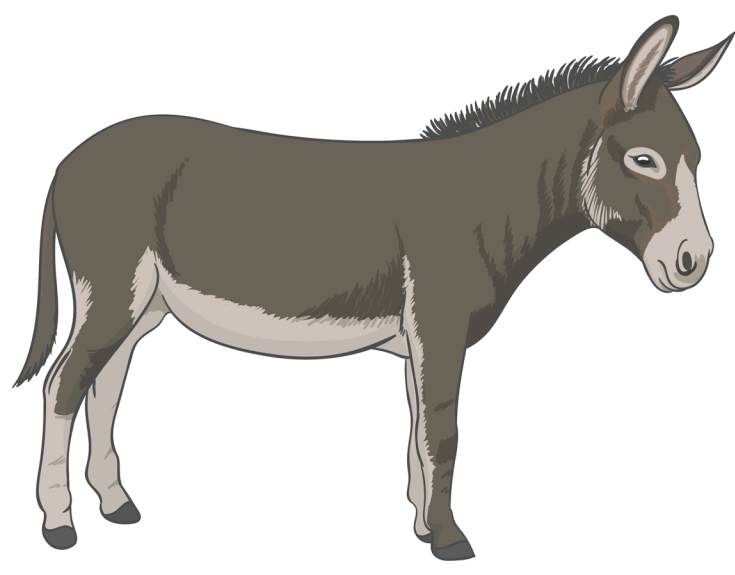




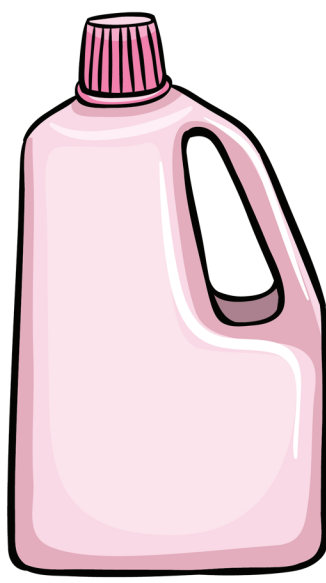

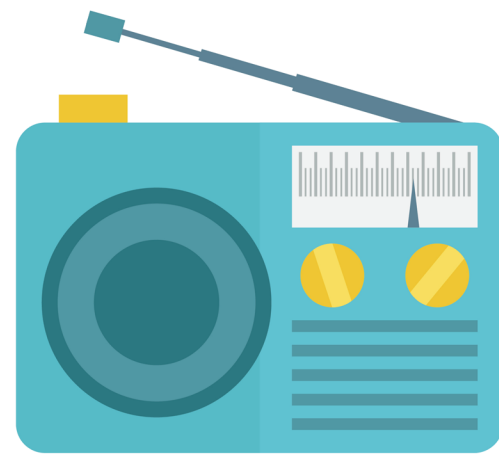
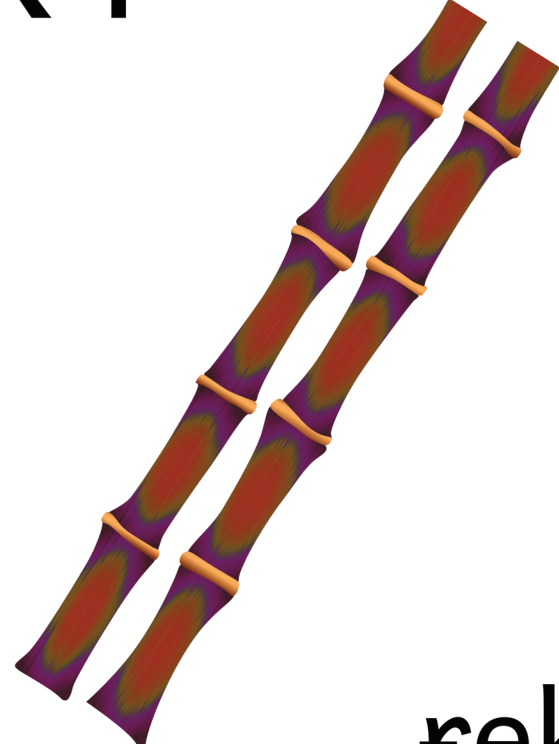


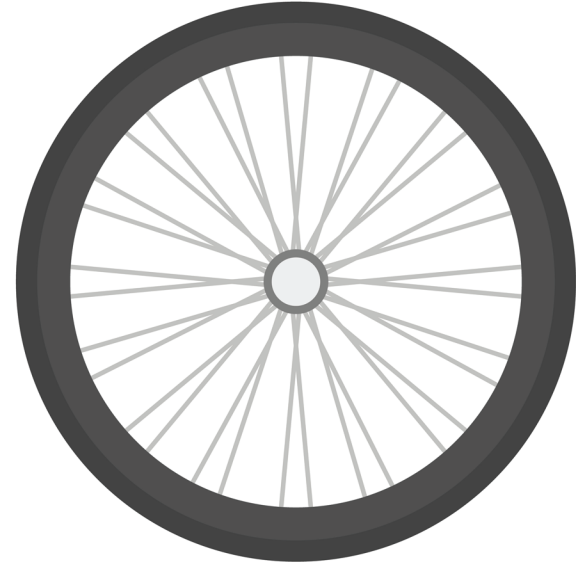



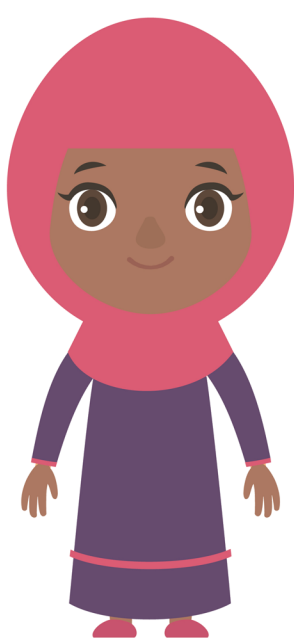
# Tableau d'alphabet—Hausa

A a  albasa	B b  biri	Ɓ ɓ  ɓera	C c  ciyawa	D d  dankali	Ɗ ɗ  ɗaki
E e  eriya	F f  fara	G g  gado	GW gw  gwiwa	GY gy  gyada	H h  hanci
I i  igiya	J j  jaki	K k  kare	KW kw  kwano	KY ky  kyashi	Kƙ  kofa
KW ƙw  kwazaza	KYA ƙya  kyanwa	L l  ludde	M m  mutum	N n  noma	O o  omo
P p  pampo	R r  randa	S s  sabili	SH sh  shaho	T t  tumati	TS ts  tsintsiya
U u  uba	W w  waina	Y y  yaro	Ƴ ƴ  ƴan wasa	Z z  zakara	





# Tableau d'alphabet—Kanuri

<p>A a</p>  <p>agogo</p>	<p>B b</p>  <p>bewo</p>	<p>C c</p>  <p>ci</p>	<p>D d</p>  <p>dal</p>	<p>E e</p>  <p>fe</p>
<p>Ə ə</p>  <p>kəla</p>	<p>F f</p>  <p>fado</p>	<p>G g</p>  <p>gonda</p>	<p>H h</p>  <p>harmu</p>	<p>I i</p>  <p>ingi</p>
<p>J j</p>  <p>je</p>	<p>K k</p>  <p>koro</p>	<p>L l</p>  <p>lemun</p>	<p>M m</p>  <p>maləm</p>	<p>N n</p>  <p>nanne</p>
<p>NY ny</p>  <p>nyamnyam</p>	<p>O o</p>  <p>omo</p>	<p>P p</p>  <p>pano</p>	<p>R r</p>  <p>radiyo</p>	<p>R r</p>  <p>reke</p>
<p>S s</p>  <p>suno</p>	<p>SH sh</p>  <p>sheri</p>	<p>T t</p>  <p>taya</p>	<p>U u</p>  <p>usur</p>	<p>W w</p>  <p>wadama</p>
<p>Y y</p>  <p>yalla</p>	<p>Z z</p>  <p>zara</p>			



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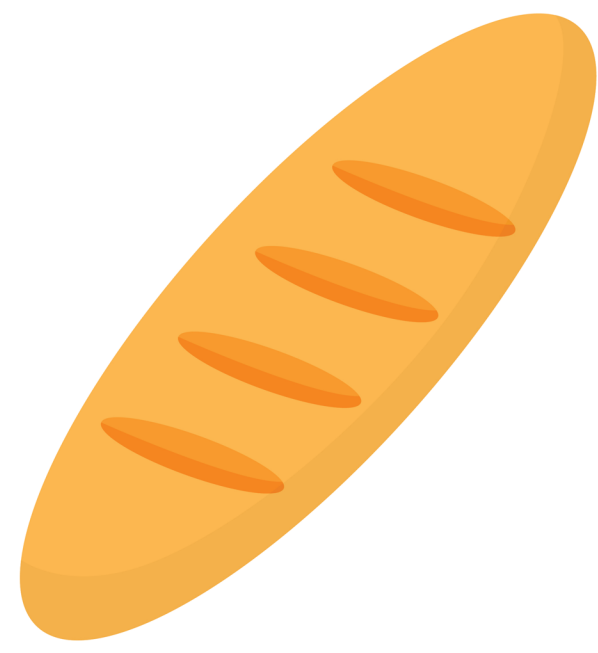
# Tableau d'alphabet—Zarma

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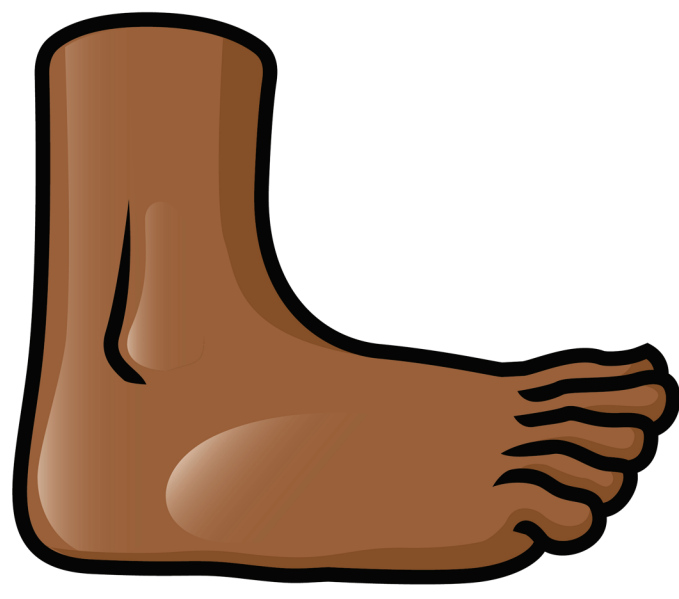
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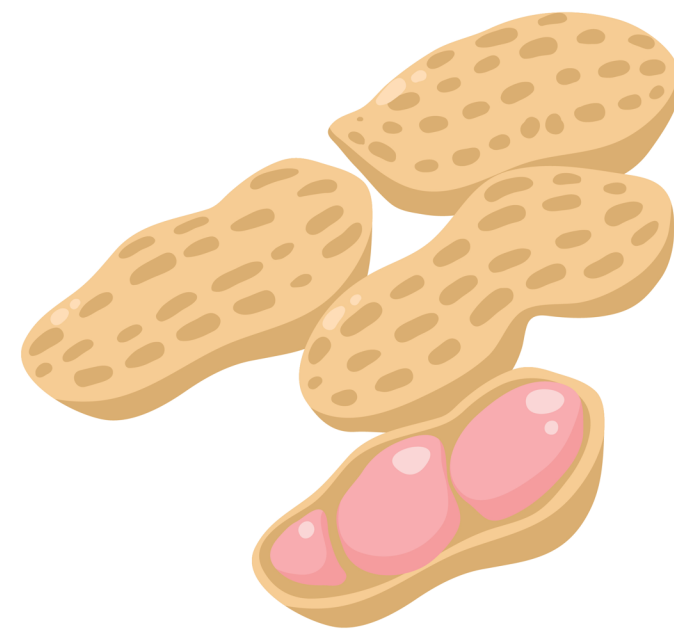
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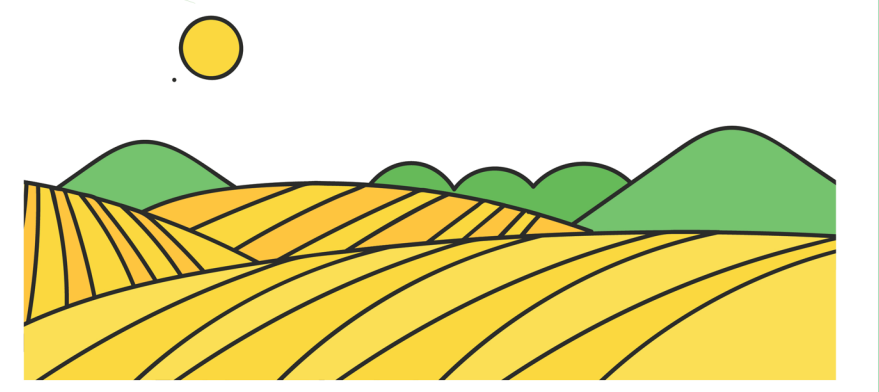
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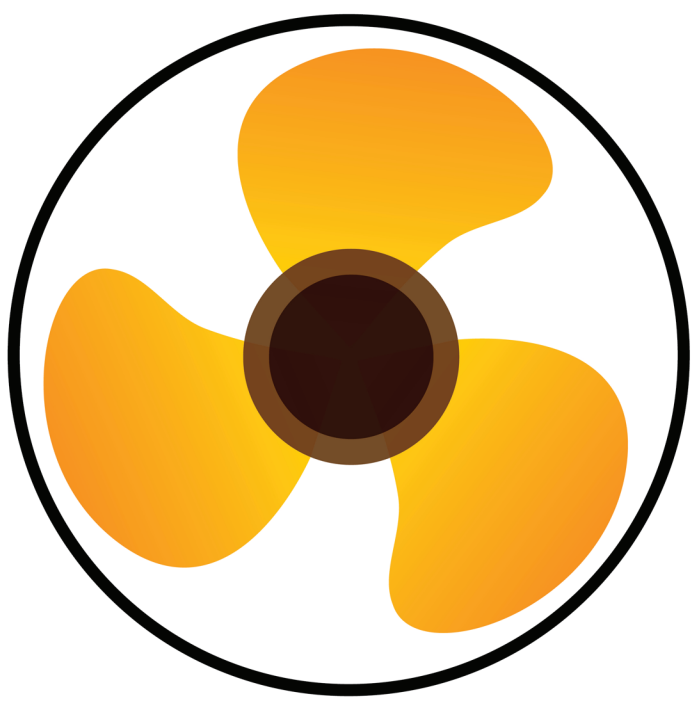
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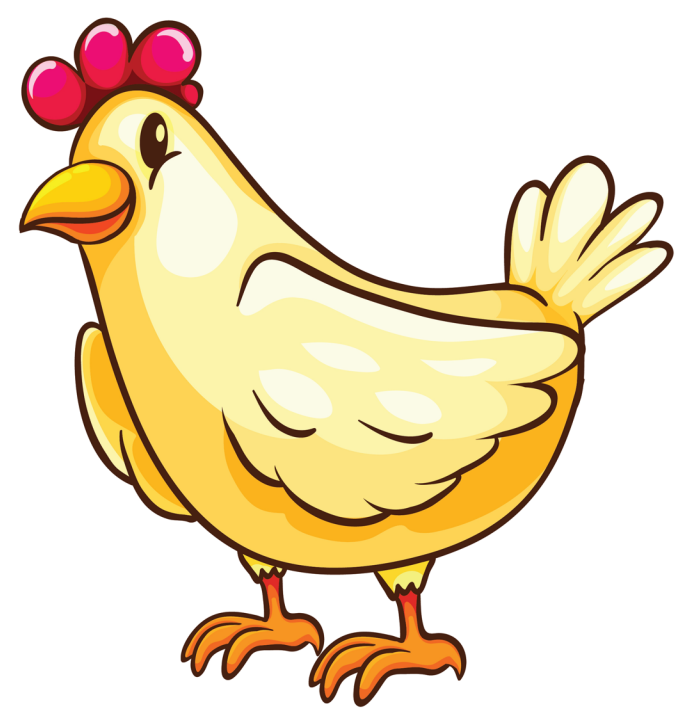
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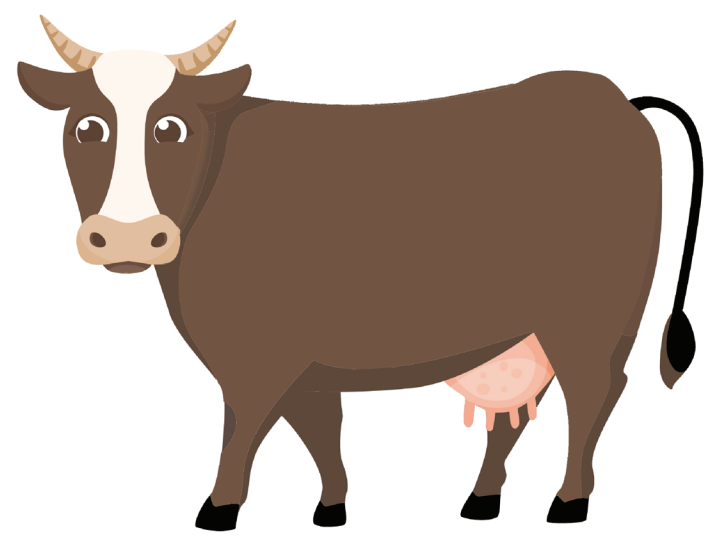
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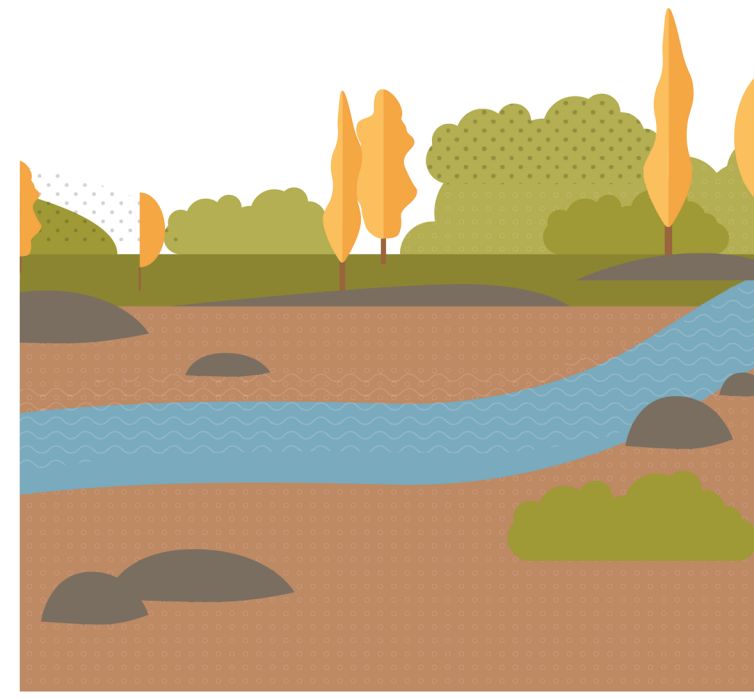
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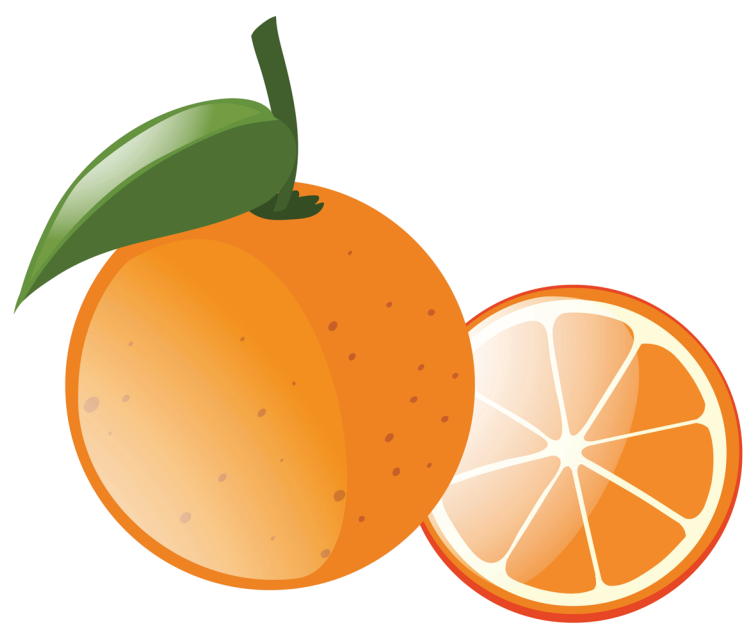
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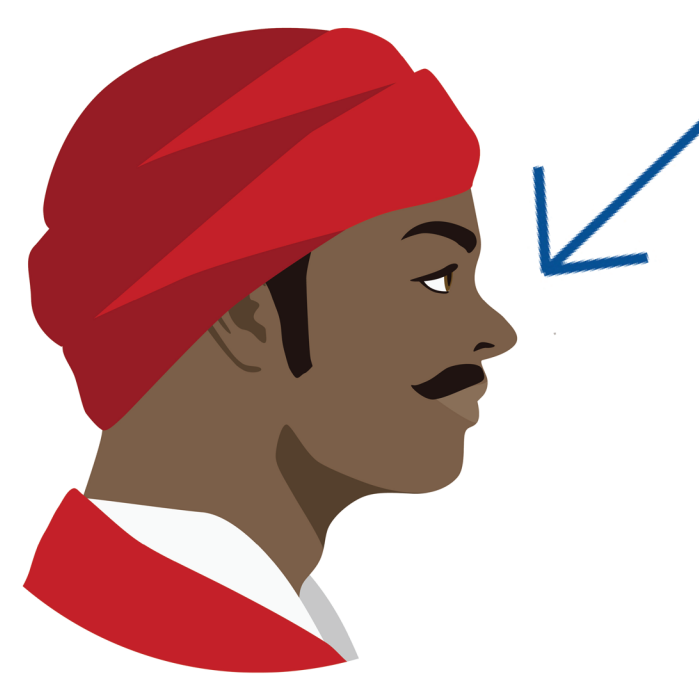
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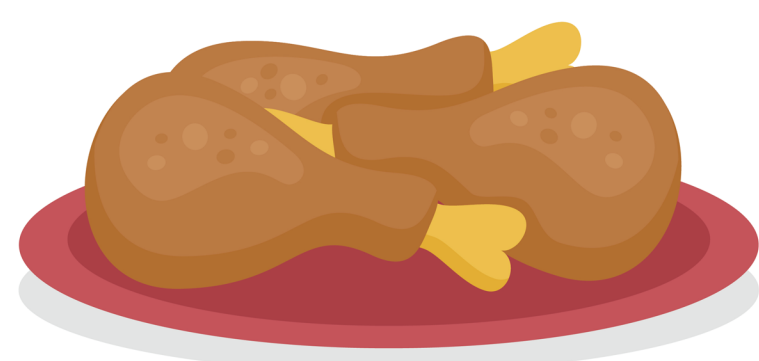
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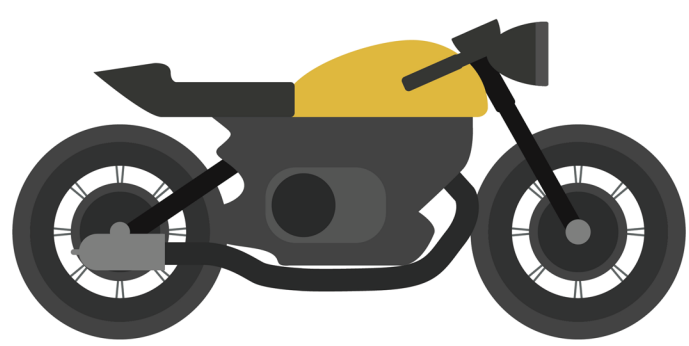
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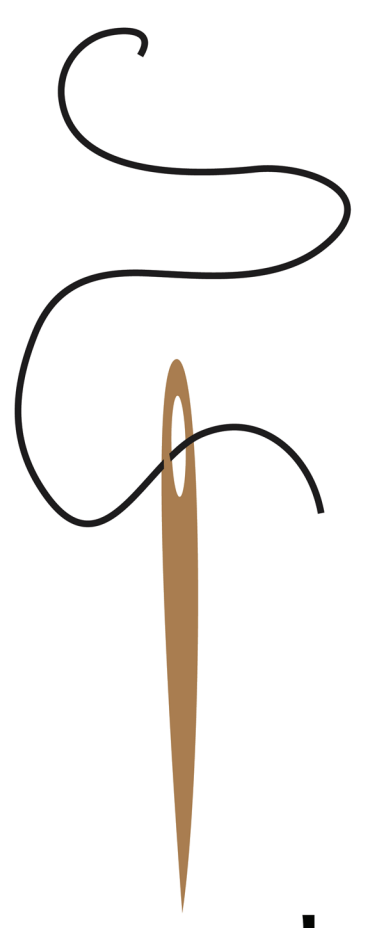
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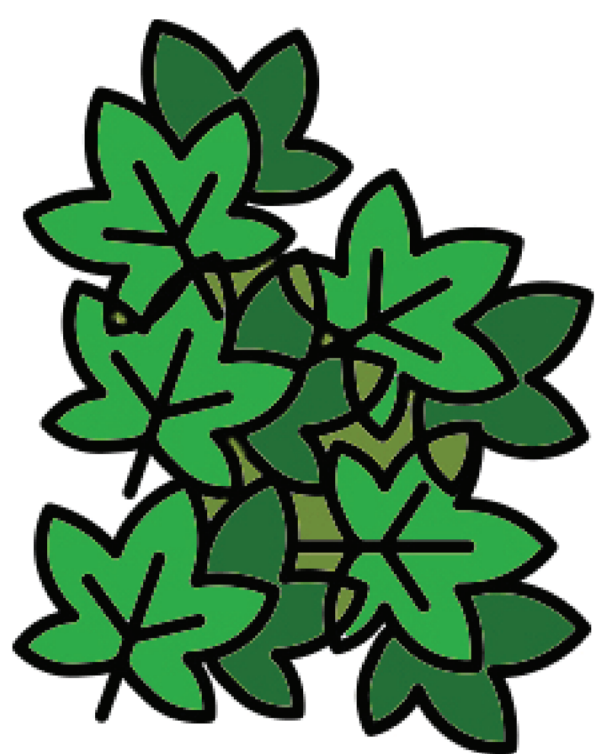
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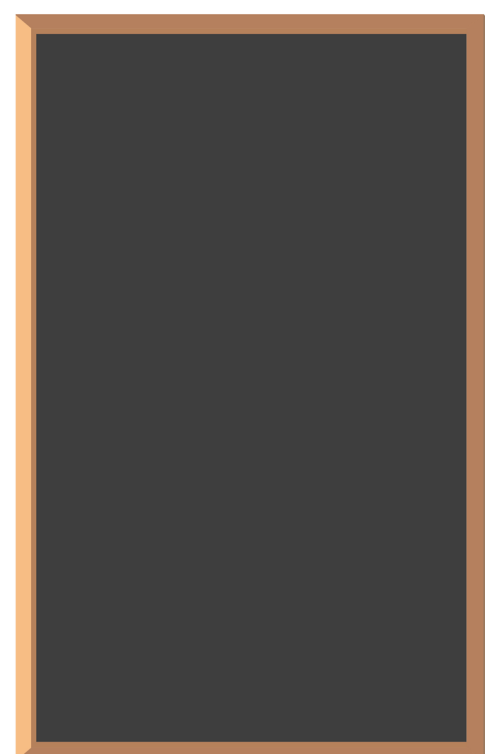
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Session 3: Handout 6

Reading and vocabulary instruction examples from Teacher Guides

**Egypt Primary Learning Program: Repeated Reading**

**Use:** To support beginning reading.

**Why:** In the beginning stages of reading, pupils may read slowly and with pauses. This is normal. Teachers can help their pupils become fluent readers. They do this by decreasing the amount of support they provide.

**How:**

**Echo Reading:** Use with the text when it is first introduced. The teacher reads first and then the class reads. Read enough material that pupils cannot rely on memory alone.

**Choral Reading:** Everyone reads the text together. The teacher's voice helps the pupils.

**Partner Reading:** Several pupils read the text together orally.

**Teach the procedures to the pupils:**

1. Take turns.
2. Follow along while your partner(s) reads.
3. Don't talk about other things.

The teacher should monitor pairs or small groups offering help as needed.

**Whisper Reading:** Beginning readers are not ready to read silently, but they can read the text in a whisper.

1. Remind pupils to listen only to their own voices.
2. Remind pupils to use whisper voices.
3. Provide pronunciations as needed.

Teacher  
Responsibility  
echo  
choral  
partner  
whisper

4

Reading and Comprehension

17 minutes

**Review**

Before students read the text, review sight words with them. Write the following words on the board: **call, live** (verb form of the word), **these, were, laugh, water, about, learn.**

*These are some sight words that are in this text. We have learned these words, but we'll review them to make sure we can read them quickly.*

Randomly point to each word and have students read them quickly. Repeat several times, focusing on words that seem to cause students problems.



Have students turn to **Student Activity Book page 101.**

*Today we will read this new nonfiction text and look for main ideas. A main idea is what the text is mostly about. We will look for main ideas in paragraphs. Then we will decide what the main idea of the whole text is. We can get a clue about the main idea of the whole text from the title.*



**Read Page 101**

Read the title with students.

*Based on the title, what do you think this text is about? Look at the photograph on the page. What do the photographs tell you about what the text is about?*

*The words in bold are words that you may not know. These words are important to the meaning of this text. Let's look at the words.*

Read each bold word aloud with students: **feathers, African, parrot, Liberia,** and **Africa.** Briefly discuss the meaning of each word.

Point out the map, and have students point to where Liberia is in Africa.

Read page 101 aloud with students. After reading, discuss the main idea.

Source: Bulat, J., Dubeck, M., Green, P., Harden, K., Henny, C., Mattos, M., Pflipsen, 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.

Left column: Egypt GILO; Right column: Liberia LTTP II

## Skills, Instruction, and Assessment in EGR Programs

### Adapting instruction to specific contexts

#### 1. Large Classroom Settings

- **Myth:** Large classrooms limit best practices.
- **Truth:** Best practices support effective learning in large group settings. They require good instructional management, a key component of any teacher training.
- **Lesson:** Large classrooms are not barriers to instruction, they are opportunities for training.

#### 2. Multi-Age/Multi-Grade Settings

- **Myth:** Multi-grade classrooms cause disjointed low-level instruction.
- **Truth:** Multi-grade classrooms enable continuous progress and peer learning strategies. They thrive from similar strategies for large classrooms.
- **Lesson:** Multi-grade settings encourage and require a student-centered approach.

#### 3. Low-resource Settings

- **Myth:** Extensive external resources are required to support quality instruction.
- **Truth:** While professionally-made resources are important, teachers can be taught to create simple low/no-cost materials that are of high quality. Students need highly engaging materials, not necessarily high volume.
- **Lesson:** Know your context and possibilities for resource provision. Integrate localized resource strategies as a core program component. Invest your funds wisely.

#### 4. Conflict Settings

- **Myth:** High-quality education is not possible in crisis and conflict settings.
- **Truth:** Many community-based education (CBE) programs are able to meet the needs of learners when they have additional support.
- **Lesson:** Invest in early childhood development and community-based education programs that are well-structured and well-managed; research mobile phone platforms and other distance learning innovations that show promise and are likely to be particularly important to highly mobile, hard-to-reach populations affected by conflict and crisis.

## Example Scope and Sequence Primary 2 Scope and Sequence Term 2 (10 Weeks, 5 periods/week, 35 minutes/period)

Week and Objectives	Materials	Phonemic Awareness and Alphabetic Principle	Language Patterns, Vocabulary, Listening and Speaking	Listening Comprehension: Read Aloud Story	Application, Check for Understanding & Homework
<p><b>Week 1: My Family</b>  <i>By the end of the week, the pupils will be able to:</i></p> <ol style="list-style-type: none"> <li>1) Recognise the letter [E, e] and say the sound /e/.</li> <li>2) Recognise the letter [W, w] and say the sound /w/.</li> <li>3) Ask and answer questions about family members in English.</li> <li>4) Listen to the story <i>The Magic Danwake Pot</i> and answer comprehension questions about the story.</li> </ol>	<ol style="list-style-type: none"> <li>1) Flashcards with the letters [E] and [e] and [W] and [w].</li> <li>2) Flashcards with the pictures of [E, e] and [W, w] words.</li> <li>3) Flashcards with pictures of a <b>pot</b>, <b>Nana saying “Cook little pot, cook,” market.</b></li> </ol>	<p><b>See, Say, and Write:</b>                      Letters [E, e] and [W, w] <b>Letter songs: E and W</b>  <b>Song: Are You Reading?</b></p> <p>Do this if you hear the sound /e/ or /w/.</p>	<p>Answer and ask questions about family members in English.</p> <p>Vocabulary:  <b>elephant, egg, exit, window, water, web</b></p>	<p><b>The Magic Danwake Pot</b></p> <p>Listen to the story and answer comprehension questions</p>	<p>Practice <b>See, Say, and Write</b> with flashcards and with Pupil’s Book</p> <p>Point to objects that begin with the /e/ and /w/ sounds.</p> <p><i>Lesson 5: Review and catch-up</i></p>
<p><b>Week 2: My Family</b>  <i>By the end of the week, the pupils will be able to:</i></p> <ol style="list-style-type: none"> <li>1) Recognise the letter [J,j] and say the sound /j/.</li> <li>2) Recognise the letter [P,p] and say the sound /p/.</li> <li>3) Ask and answer questions about yourself in English.</li> <li>4) Listen to the story <i>The BIG Carrot</i> and answer comprehension questions about the story.</li> </ol>	<ol style="list-style-type: none"> <li>1) Flashcards with the letters [J] and [j] and [P] and [p].</li> <li>2) Flashcards with the pictures of [J,j] and [P,p] words.</li> <li>3) Flashcards with pictures of: a <b>bell, a carrot, man and wife, pulled, and soup.</b></li> </ol>	<p><b>See, Say, and Write:</b>                      Letters [J, j] and [P, p] <b>Letter songs: J and P</b>  <b>Song: Jingle, Jingle, Little Bell</b></p> <p>Do this if you hear the sound /j/ or /p/.</p>	<p>Answer and ask questions about yourself in English.</p> <p>Vocabulary:  <b>bell, carrot, man and wife, pulled, soup</b></p>	<p><b>The BIG Carrot</b></p> <p>Listen to the story and answer comprehension questions</p>	<p>Practice <b>See, Say, and Write</b> with flashcards and with pupil’s book</p> <p>Point to objects that begin with the /j/ and /p/ sounds.</p> <p><i>Lesson 5: Review and catch-up</i></p>

Week and Objectives	Materials	Phonemic Awareness and Alphabetic Principle	Language Patterns, Vocabulary, Listening and Speaking	Listening Comprehension: Read Aloud Story	Application, Check for Understanding & Homework
<p><b>Week 3: Parts of the Body</b> By the end of the week, the pupils will be able to:</p> <ol style="list-style-type: none"> <li>1) Recognise the letter [Y,y] and say the sound /y/.</li> <li>2) Recognise the letter [X,x] and say the sound /x/.</li> <li>3) Ask and answer questions about parts of the body in English.</li> <li>4) Listen to the story <b>Go, Go, Gorillas!</b> and answer comprehension questions about the story.</li> </ol>	<ol style="list-style-type: none"> <li>1) Flashcards with the letters [Y] and [y] and [X] and [x].</li> <li>2) Flashcards with the pictures of [Y,y] and [X,x] words.</li> <li>3) Flashcards with pictures of: a <b>gorilla, race, pool of water, stretch</b></li> </ol>	<p><b>See, Say, and Write:</b> Letters [Y,y] and [X,x] <b>Letter songs: Y and X</b> <b>Song: Hokey Pokey</b></p> <p>Do this if you hear the sound /y/ or /x/.</p>	<p>Answer and ask questions about body parts in English.</p> <p>Vocabulary: <b>gorilla, race, pool of water, stretch</b></p>	<p><b>Go, Go, Go Gorillas!</b></p> <p>Listen to the story and answer comprehension questions</p>	<p>Practice <b>See, Say, and Write</b> with flashcards and with pupil's book</p> <p>Point to objects that begin with the /y/ and /x/ sounds.</p> <p><i>Lesson 5: Review and catch-up</i></p>
<p><b>Week 4: Parts of the Body</b> By the end of the week, the pupils will be able to:</p> <ol style="list-style-type: none"> <li>1) Recognise the letter [Q,q] and say the sound /qu/.</li> <li>2) Recognise the letter [Z,z] and say the sound /z/.</li> <li>3) Ask and answer questions about parts of the body in English.</li> <li>4) Listen to the story <b>Zebra on the Bus</b> and answer comprehension questions about the story.</li> </ol>	<ol style="list-style-type: none"> <li>1) Flashcards with the letters [Q] and [q] and [Z] and [z].</li> <li>2) Flashcards with the pictures of [Q,q] and [Z,z] words.</li> <li>3) Flashcards with pictures of: a <b>veterinary centre, surgeon, sore (leg).</b></li> </ol>	<p><b>See, Say, and Write:</b> Letters [Q, q] and [Z, z] <b>Letter songs: Q and Z</b> <b>Song: Head, Shoulders, Knees, and Toes</b></p> <p>Do this if you hear the sound /qu/ or /z/.</p>	<p>Answer and ask questions about parts of the body in English.</p> <p>Vocabulary: <b>veterinary centre, surgeon, sore (leg)</b></p>	<p><b>Zebra on the Bus</b></p> <p>Listen to the story and answer comprehension questions</p>	<p>Practice <b>See, Say, and Write</b> with flashcards and with pupil's book</p> <p>Point to objects that begin with the /qu/ and /z/ sounds.</p> <p><i>Lesson 5: Review and catch-up</i></p>

Week and Objectives	Materials	Phonemic Awareness and Alphabetic Principle	Language Patterns, Vocabulary, Listening and Speaking	Listening Comprehension: Read Aloud Story	Application, Check for Understanding & Homework
<p><b>Week 5: Favourite Colours</b> By the end of the week, the pupils will be able to:</p> <ol style="list-style-type: none"> <li>1) Recognise the letter team [Ch, ch] and say the sound /ch/.</li> <li>2) Recognise the letter team [Sh, sh] and say the sound /sh/.</li> <li>3) Ask and answer questions about colours in English.</li> <li>4) Listen to the story <b>The Monkey at School</b> and answer comprehension questions about the story.</li> </ol>	<ol style="list-style-type: none"> <li>1) Flashcards with the letter teams [Ch] and [ch] and [Sh] and [sh].</li> <li>2) Flashcards with the pictures of [Ch, ch] and [Sh, sh] words.</li> <li>3) Flashcards with pictures of: <b>knock, school bag, branches</b></li> </ol>	<p><b>See, Say, and Write:</b> Letter teams [Ch, ch] and [Sh, sh] <b>Letter songs: Ch and Sh</b> <b>Song: The Colour Song</b>  Do this if you hear the sound /ch/ or /sh/.</p>	<p>Answer and ask questions about colours in English.  Vocabulary: <b>knock, school bag, branches</b></p>	<p><b>The Monkey at School</b>  Listen to the story and answer comprehension questions</p>	<p>Practice <b>See, Say, and Write</b> with flashcards and with pupil's book</p> <p>Point to objects that begin with the /ch/ and /sh/ sounds.</p> <p><i>Lesson 5: Review and catch-up</i></p>
<p><b>Week 6: Favourite Colours</b> By the end of the week, the pupils will be able to:</p> <ol style="list-style-type: none"> <li>a) Recognise the letter team [Th, th] and say the sound /th/.</li> <li>b) Recognise the letter team a. [-ck] and say the sound /ck/.</li> <li>c) Ask and answer questions about colours in English.</li> <li>d) Listen to the story <b>The Blue Balloon</b> and answer comprehension questions about the story.</li> </ol>	<ol style="list-style-type: none"> <li>1) Flashcards with the letter teams [Th] and [th] and [-ck].</li> <li>2) Flashcards with the pictures of [Th, th] and [-ck] words.</li> <li>3) Flashcards with pictures of: <b>a veterinary centre, surgeon, sore (leg).</b></li> </ol>	<p><b>See, Say, and Write:</b> Letter teams [Th, th] and [-ck]  <b>Letter Team songs: Th and -ck</b>  <b>Song: The Rainbow Song</b>  Do this if you hear the sound /th/ or /ck/.</p>	<p>Answer and ask questions about colours in English.  Vocabulary: <b>veterinary centre, surgeon, sore (leg)</b></p>	<p><b>The Blue Balloon</b>  Listen to the story and answer comprehension questions</p>	<p>Practice <b>See, Say, and Write</b> with flashcards and with pupil's book</p> <p>Point to objects that begin with the /th/ and /ck/ sounds.</p> <p><i>Lesson 5: Review and catch-up</i></p>

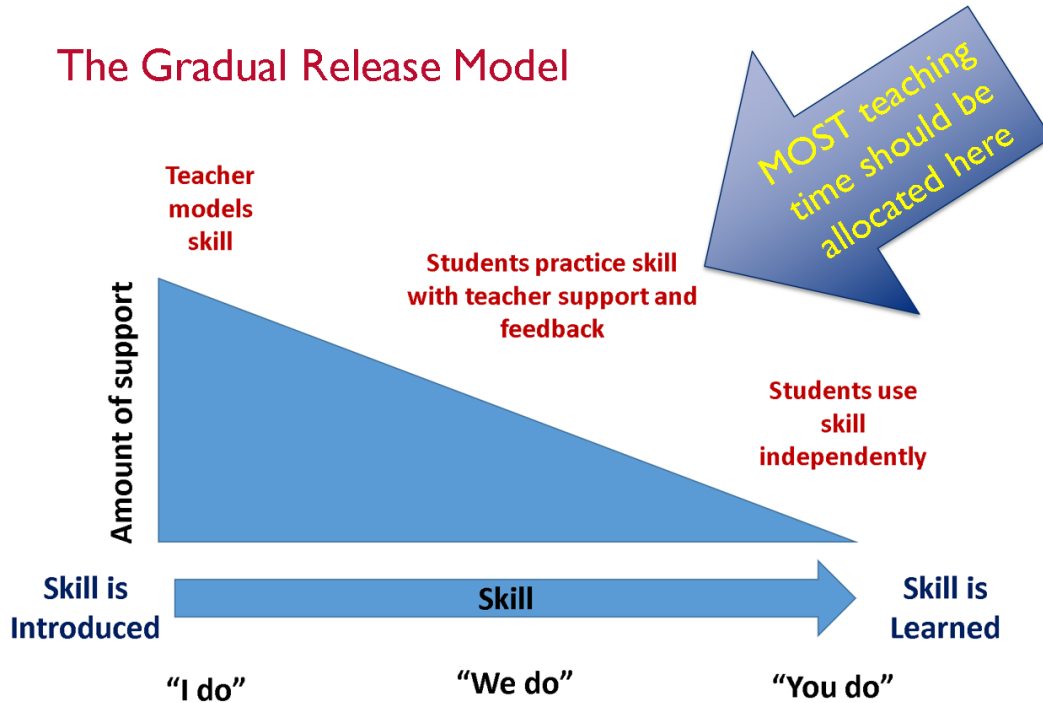
Week and Objectives	Materials	Phonemic Awareness and Alphabetic Principle	Language Patterns, Vocabulary, Listening and Speaking	Listening Comprehension: Read Aloud Story	Application, Check for Understanding & Homework
<p><b>Week 7: My Home: Objects in the Home</b>  <i>By the end of the week, the pupils will be able to:</i></p> <ol style="list-style-type: none"> <li>1) Recognise the letter team [Wh,wh] and letter [W,w] and say the sound /wh/ same as /w/ sound.</li> <li>2) Ask and answer questions about objects in the home in English.</li> <li>3) Listen to the story <b>The Three Little Goats</b> and answer comprehension questions about the story.</li> </ol>	<ol style="list-style-type: none"> <li>1) Flashcards with the letter team [Wh, wh] and letter [W,w].</li> <li>2) Flashcards with the pictures of [Wh,wh] and [W,w].</li> <li>3) Flashcards with pictures of: <b>straw, sticks, bricks, strong</b></li> </ol>	<p><b>See, Say, and Write:</b>  Letters [Wh, wh] and [W, w].</p> <p><b>Letter Team song and Letter song: Wh and W</b></p> <p><b>Song: This Little Goat</b></p> <p>Do this if you hear the sound /wh/ of /w/ (same sound).</p>	<p>Answer and ask questions about objects in the home in English.</p> <p>Vocabulary: <b>straw, sticks, bricks, strong</b></p>	<p><b>The Three Little Goats</b></p> <p>Listen to the story and answer comprehension questions</p>	<p>Practice <b>See, Say, and Write</b> with flashcards and with pupil's book</p> <p>Point to objects that begin with the /wh/ and /w/ (same) sound.</p> <p><i>Lesson 5: Review and catch-up</i></p>
<p><b>Week 8: My Home: Objects in the Home</b>  <i>By the end of the week, the pupils will be able to:</i></p> <ol style="list-style-type: none"> <li>1) Review the letter [N,n] and say the sound /n/.</li> <li>2) Review the letter [A,a] and say the sound /a/.</li> <li>3) Divide words into syllables.</li> <li>4) Follow simple requests and ask and answer simple question about the home in English.</li> <li>5) Listen to the story <b>The Big and Little Chick</b> and answer comprehension questions about the story.</li> </ol>	<ol style="list-style-type: none"> <li>1) Flashcards with the letters [N,n] and [A,a].</li> <li>2) Flashcards with the pictures of letter [N,n] and [A,a].</li> <li>3) Flashcards with pictures of: <b>wild, friendly, afraid.</b></li> </ol>	<p><b>See, Say, and Write:</b>  Letters: [N,n] and [A,a].</p> <p><b>Song: Build a House</b></p> <p><b>Do this if you hear the sound /n/ or /a/.</b></p>	<p>Follow simple requests and ask and answer simple question about the home in English.</p> <p>Vocabulary: <b>wild, friendly, afraid</b></p>	<p><b>The Big and Little Chick</b></p> <p>Listen to the story and answer comprehension questions</p>	<p>Practice <b>See, Say, and Write</b> with flashcards and with pupil's book</p> <p>Point to objects that begin with the /n/ and /a/ sounds.</p> <p><i>Lesson 5: Review and catch-up</i></p>

Week and Objectives	Materials	Phonemic Awareness and Alphabetic Principle	Language Patterns, Vocabulary, Listening and Speaking	Listening Comprehension: Read Aloud Story	Application, Check for Understanding & Homework
<p><b>Week 9: Activities at Home</b> <i>By the end of the week, the pupils will be able to:</i></p> <ol style="list-style-type: none"> <li>1) Review the letter [G,g] and say the sound /g/.</li> <li>2) Review the letter [I,i] and say the sound /i/.</li> <li>3) Divide words into syllables.</li> <li>4) Ask and answer questions about activities in the home in English.</li> <li>5) Listen to the story <b>The Happy Hippo</b> and answer comprehension questions about the story.</li> </ol>	<ol style="list-style-type: none"> <li>1) Flashcards with the letters [G,g] and [I,i].</li> <li>2) Flashcards with the pictures of [G,g] and [I,i] words.</li> <li>3) Flashcards with pictures of: <b>hide, covers her eyes, open</b></li> </ol>	<p><b>See, Say, and Write:</b> Letters: [G,g] and [I,i] <b>Song: I Have a Little Toothbrush</b> <b>Do this if you hear he sound /g/ or /i/.</b></p>	<p>Answer and ask questions about actions in the home in English.</p> <p>Vocabulary: <b>hide, covers her eyes, open</b></p>	<p><b>The Happy Hippo</b></p> <p>Listen to the story and answer comprehension questions</p>	<p><b>Practice See, Say, and Write</b> with flashcards and with pupil's book</p> <p>Point to objects that begin with the /g/ and /i/ sound.</p> <p>Lesson 5: Review and catch-up</p>
<p><b>Week 10: Activities at Home</b> <i>By the end of the week, the pupils will be able to:</i></p> <ol style="list-style-type: none"> <li>1) Review the letter [B,b] and say the sound /b/.</li> <li>2) Review the letter [O,o] and say the sound /o/.</li> <li>3) Divide words into syllables.</li> <li>4) State requests, ask and answer questions about activities in the home in English.</li> <li>5) Listen to the story <b>The Lion and the Mouse</b> and answer comprehension questions about the story.</li> </ol>	<ol style="list-style-type: none"> <li>1) Flashcards with the letters [B,b] and [O,o].</li> <li>2) Flashcards with the pictures of [B,b] and [O,o] words.</li> <li>3) Flashcards with pictures of: <b>trap, net, roar.</b></li> </ol>	<p><b>See, Say, and Write:</b> Letters: [B,b] and [O,o] <b>Song: Ready for School</b> <b>Do this if you hear the sound /b/ or /o/.</b></p>	<p>Answer and ask questions about actions in the home in English.</p> <p>Vocabulary: <b>trap, net, roar.</b></p>	<p><b>The Lion and the Mouse</b></p> <p>Listen to the story and answer comprehension questions</p>	<p><b>Practice See, Say, and Write</b> with flashcards and with pupil's book</p> <p>Point to objects that begin with the /b/ and /o/ sound.</p> <p>Lesson 5: Review and catch-up</p>



Session 3: Handout 9

## The Gradual Release Model



**Scaffolding:** Teaching by demonstrating what is expected and continuing to support learning

**I do:** The teacher models the skill that the students are going to learn.

**We do:** The students practice the skill with the teacher. If the teacher sees students making mistakes, the teacher goes back to the “I do” stage and models the skill for the class. When nearly all students are using the skill successfully, move to the “You do” section of the lesson and provide one-on-one instruction for those students who need it.

**You do:** The students use the skill while the teacher monitors the students for understanding. If the teacher sees students making mistakes, the teacher models the skill for those students.


**Sample teacher guide lesson for teaching concepts of print: How print works**

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

**Example of how gradual release model has been applied to teach a specific skill or skill set**

This image is in the grade 1 teacher’s guide, at a point in the less students are just being introduced to letters and their sounds. The excerpt below illustrates the gradual release model, where the teacher first introduces the letter (I do), then students and teachers practice together (We do) and finally students practice and apply their knowledge (You do). The use of the icons consistently throughout the guide supported teachers in implementing the gradual release approach to instruction.

3
Phonics
10 minutes




*“I do.”*

**Today we will learn to read a new sound.**

Write the letter **m** on the board.

**This is the letter m. The letter m stands for the /m/ sound.**


Extend the sound as you say it: **/mmmmm/.**



*“We do.”*

**Say the sound of m with me: /m/.**

Have students say the sound three times.



*“You do.”*

Ask students to look around the room to find things that begin with the sound /m/.

Have students turn to **Student Activity Book page 1.** Name each picture with students. Then, ask them to draw a circle around the pictures of things that start with the sound /m/.

Source: Early Grades Reading Program Teacher Instruction Guide Grade 1, Vol. 1. 2013. Liberia Teacher Training Program 2 (LTTP2). Ministry of Education, Republic of Liberia. RTI International: USAID.



# POLICY BRIEF

## Providing Enough Instructional Time for Children to Learn to Read

NOVEMBER 2017



**USAID**  
FROM THE AMERICAN PEOPLE

NORTHERN EDUCATION INITIATIVE **PLUS**

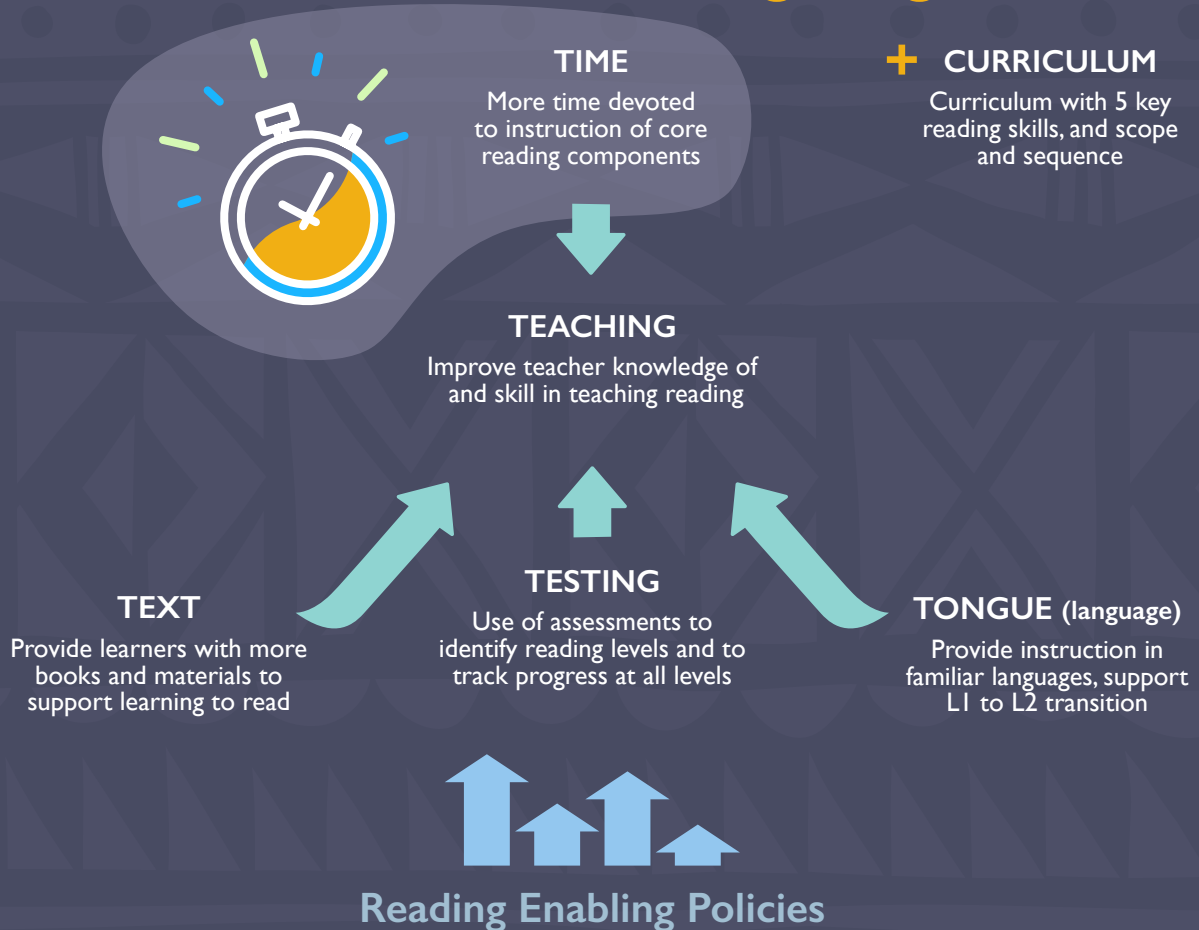
## INTRODUCTION

Commencing in October 2015 with support from the United States Agency for International Development (USAID), the five-year Northern Education Initiative Plus project (the Initiative) is strengthening the ability of Bauchi and Sokoto states to provide greater access to basic education - especially for girls and out-of-school-children - and to significantly improve reading outcomes for more than two million school-aged children and youth. In reaching these outcomes, the Initiative employs an evidenced-based and system-strengthening approach that recognizes the need for

engagement at the policy level.

Evidence from effective reading programs has led to the 5Ts plus C framework for Early Grade Reading. The framework is a result of analyzing what works globally and helps education ministries, practitioners and development partners develop sound, evidenced-based policies, practices and programs.<sup>i</sup> Reading supporting policies have to be in place in order to get consistent, sustained improvements in the delivery of the early reading program.

## 5Ts + C of Good Reading Programs



## WHY EARLY GRADE READING?

The first three years of primary school are critical years for children to establish themselves as emergent readers. Children at this stage are developmentally and cognitively ready to learn to read. If they haven't learned to read by the time they reach primary four, they may find it difficult to catch up.<sup>ii</sup> They often drop out of school as a result of not being able to read. Numerous studies have shown<sup>iii</sup> that children learn to read faster if they speak the language in which they are learning to read. When children are successful at reading and writing:



1. They are better able to understand their other subjects
2. They are successful in school
3. Their parents are supportive and send them to school
4. They proceed through to grade 4 and beyond
5. School drop out is reduced
6. Girls' enrollment and retention increases
7. More children complete high school and have greater social and economic returns to the individual and society



## Background: Time on Task

International research examining time on task supports the conclusion that learning gains among students are maximized when time on task or “engaged learning time” is maximized.<sup>iv</sup> In fact, international best practice dictates that to bolster students’ opportunity to learn, the school year must have a minimal instructional time between 850 and 1,000 hours per year. While improvements have been made in Sub-Saharan Africa in terms of instructional hours, these improvements leave much to be desired. Particularly in early grades, the median yearly instructional hours fall short of these best practices. The reality is increasingly evident when considered within the global educational context where countries such as the United States, China, Japan, and Germany boast significantly higher median yearly instructional hours.<sup>v</sup>

Various reasons account for low levels of instructional time in schools. Chief among these reasons is the challenge of teacher absenteeism. What accounts for teacher absenteeism? First, research suggests that context matters. Teacher absenteeism is lower in urban communities compared to their rural counterparts.<sup>vi</sup> Second, accountability mechanisms matter. Limited and/or ineffective monitoring by both internal and external actors is correlated with higher levels of teacher absenteeism.<sup>vii</sup> Third, the distance from the branch Ministry of Education office has also been correlated with teacher absenteeism. Higher rates of teacher absenteeism is associated with greater distance from a branch office of education.<sup>viii</sup>

*A nation’s economic prospects follow the learning curve of its children.*

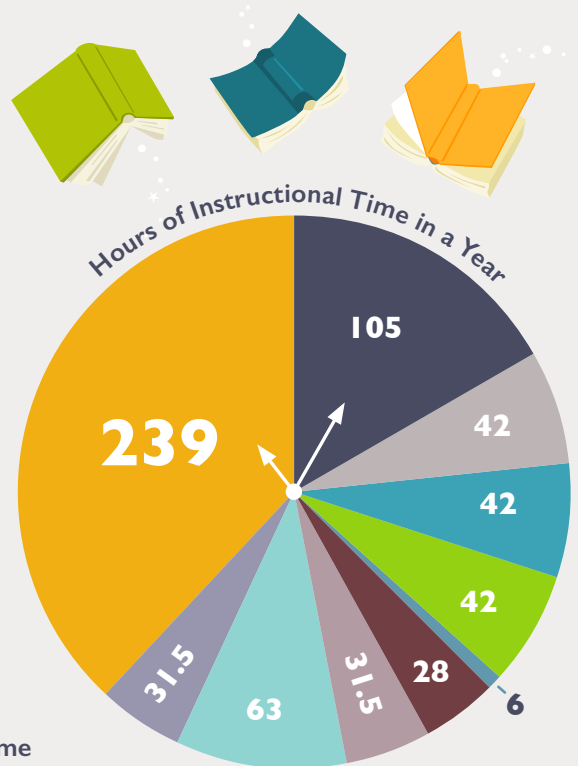
- (Gove, A. and P. Cvelich., 2010)

While instructional time provides useful preliminary insights related to learner’s engagement, this factor provides only a snapshot of a pupil’s engagement. As noted above, time on task is a measure of engagement.

## Total Instructional Time In Sokoto and Bauchi

(630 hours/Year) Minus Estimated Losses in Instructional Time  
= Actual Instruction Time of 239 Hours

- Resumption  
10 days x 3 terms = 30 days
- Teacher Absent  
4 days/term = 12 days
- Market Days  
1 day x 12 weeks = 12 days
- Extended Public Holidays  
4 days/term = 12 days
- Teacher Tardiness  
2 mins/day x 180 days
- Professional Development  
8 days
- Visit to LGEA  
3 days/term = 9 days
- Teacher Verification  
6 days per term = 18 days
- Salary  
1 day per month = 9 days
- Remaining Instructional Time



Instructional time is often squandered on tasks unrelated to teaching. In some classrooms, studies have shown that only 63 percent of class time was devoted to teaching activities. What is more, when teaching activities were undertaken, the vast majority of this time was spent on lecture-based lessons as opposed to interactive lessons.<sup>ix</sup> Therefore, the challenge of time on task reaches beyond simply mandating increased instructional hours. Addressing the challenge of time on task must consider how instructional time is used within the classroom.

### Findings from Bauchi, Sokoto and Federal Level

In Bauchi and Sokoto states, data shows that time on task is much lower than the international standard of between 850 and 1,000 hours of instructional time, with only 630 hours of timetabled instructional time per year, and even less in reality. Since the inception of the Initiative, encouraging policy shifts have occurred. The number of periods for Hausa for learners in primary 1-3 has increased from five 30-minute periods to ten 30-minute

periods a week in both Bauchi and Sokoto, ultimately doubling the time on task for early grade reading. Gains in instructional time are realized when teachers use structured lessons to teach early grade reading. Findings from the Reading and Access Research Activity (RARA) intervention in 2015 show that in 30-minutes of class time, teachers at baseline without the use of structured lessons only taught 10 percent of the lesson (three minutes). At endline teachers using a structured lesson taught reading 80 percent of the 30-minute lesson (24 minutes).<sup>x</sup>

Despite these achievements, there is still work to be done. In Bauchi and Sokoto states, teacher tardiness and absenteeism remain a hindrance to time on task. The pie chart (above) is an outcome of policy dialogues held in Bauchi and Sokoto in 2016. Educational officials participating in the dialogue were asked to estimate how much learning time is lost due to teacher absenteeism and other events at the school. The pie chart shows the total hours of timetabled instructional time. At 630 hours, the total instructional hours depicted above, this is far below

the minimum instructional time of 850 hours, according to global research. Participants estimated the actual instructional time of 239 hours in a year, with an estimated 391 hours of lost opportunities for learning. With this low amount of instructional time in

### Understanding the Cumulative Effect of Absenteeism and Tardiness

- If a teacher is absent for four days per term, three weeks of instructional time is lost.
- If a teacher arrives two minutes late for class, 3,200 minutes or two days of instructional time is lost.
- If a teacher attends four days of training each term, two weeks of instructional time is lost.
- If a teacher visits the LGEA Secretariat twice per term, one week of instructional time is lost.
- If teachers participate in teacher verification exercises for two days each term, six days of instructional time is lost.
- If a teacher must travel each term to collect his/her salary, two weeks of instructional time is lost.

schools, it is likely that many children will fail to learn to read in school.

Trainings, visits to the LGEA Secretariat, participation in teacher verification exercises, and the collection of salaries are all factors that feed into the prevalence of teacher absenteeism in Bauchi and Sokoto states. Beyond teacher absenteeism, pupil absenteeism must also be considered. For example, for learners in rural communities, absences often occur on market days or during planting or harvest seasons as a result of expectations to provide support to family on these days. The cumulative

effect of tardiness and absenteeism of teachers can significantly diminish instructional time over the year.

Finally, instructional time in primary grades at 3.5 hours/day is far below international standards. Combined with long morning/breakfast breaks and other disruptions, the 3.5 hours is likely rarely reached.

The Initiative is working with SUBEB in both states to study time on task in schools. A report that is expected to provide greater insight into instructional time at schools is due in early in 2018. ■

## POLICY RECOMMENDATIONS

1. Increase the instructional time in primary grades 1-3 to at least five hours a day. Reduce morning breakfast break to 20 minutes.
2. Address teacher absenteeism in several ways:
  - Strengthen headteacher roles and practices in holding teachers accountable for daily and on time attendance.
  - Strengthen SSOs role and practices in providing support and supervision to schools to increase teacher time on task in the classroom and their attendance at school.
  - Develop reasonable but effective consequences for unexcused teacher absenteeism by implementing verifiable attendance systems (e.g. mobile apps), docking pay for absenteeism, and providing rewards for perfect attendance.
  - Pay teachers on time.
  - Strengthen LGEA capacity to monitor and support schools and communities to improve teacher and pupil attendance.

## Endnotes

<sup>i</sup> Kim, Y.-S. G., Boyle, H. N., Zuilkowski, S. S., & Nakamura, P. (2016). *Landscape Report on Early Grade Literacy*. Washington, D.C.: USAID.

<sup>ii</sup> Gove, A. and P. Cvelich. 2010. *Early Reading: Igniting Education for All*. A report by the Early Grade Learning Community of Practice. Research Triangle Park, NC: Research Triangle Institute.

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<sup>iv</sup> Moore A. S., Ph.D., DeStefano J., & Adelman E. (2012). *Opportunity to Learn: A high impact strategy for improving educational outcomes in developing countries* (pp. 10 – 20). Funded by the United States Agency for International Development under the EQUIP2 Program. FHI 360. <https://www.epdc.org/sites/default/files/documents/EQUIP2%20OTL%20Book.pdf>

<sup>v</sup> See citation above.

<sup>vi</sup> King, E.M., and Berk Ozler. 2001. *What's Decentralization Got to do with Learning? Endogenous School Quality and Student Performance in Nicaragua*. Washington, D.C.: The World Bank; Rogers, F. H., J. Lopez-Calix, et al. 2004. "Teacher Absence and Incentives in Primary Education: Results from a National Teacher Tracking Survey in Ecuador." Excerpt from Ecuador: Creating Fiscal Space for Poverty Reduction. Washington, D.C.: The World Bank.

<sup>vii</sup> See citation above; Habyarimana, J. Draft 2004. *Measuring and Understanding Teacher*

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<sup>viii</sup> See citation above; King, E.M., and Berk Ozler. 2001. *What's Decentralization Got to do with Learning? Endogenous School Quality and Student Performance in Nicaragua*. Washington, D.C.: The World Bank; Rogers, F. H., J. Lopez-Calix, et al. 2004. "Teacher Absence and Incentives in Primary Education: Results from a National Teacher Tracking Survey in Ecuador." Excerpt from Ecuador: Creating Fiscal Space for Poverty Reduction. Washington, D.C.: The World Bank.

<sup>ix</sup> Abadzi, H. 2006. *Efficient learning for the poor: insights from the frontier of cognitive neuroscience*. Washington (DC): World Bank.

<sup>x</sup> Research Triangle Institute (2016) *Nigeria Reading and Access Research Activity (RARA): Results of an Approach to Improve Early Grade Reading in Hausa in Bauchi and Sokoto States*. USAID/Nigeria. [http://pdf.usaid.gov/pdf\\_docs/PA00KYMI.pdf](http://pdf.usaid.gov/pdf_docs/PA00KYMI.pdf)



## Session 3: Key early grade reading skills and effective strategies for instruction and classroom-based assessment

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- Strigel, C. Mobile resources to promote teacher efficacy in teaching children with disabilities in Ethiopia. Presentation at the annual conference of the Comparative International Education Society (CIES). Mexico City, Mexico. Available at [http://ierc-publicfiles.s3.amazonaws.com/public/resources/Strigel%2C%20Carmen\\_CIES2018\\_EthiopiaAssistiveTechnologyInitiative.pdf](http://ierc-publicfiles.s3.amazonaws.com/public/resources/Strigel%2C%20Carmen_CIES2018_EthiopiaAssistiveTechnologyInitiative.pdf)
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- International Rescue Committee (2016). Safe Healing and Learning Spaces toolkit. Available at <http://shls.rescue.org/> This toolkit was developed with support from USAID/OFDA and is designed to support the rapid set up, implementation and monitoring of a SHLS in an acute crisis. It includes

scripted lesson plans in reading, math and social-emotional learning, training guides and project manager guides/tools.

- **All Children Reading – A Grand Challenge for Development** has awarded several grants to organizations working to identify and implement strategies and technologies to help children with disabilities learn to read. Read more about their efforts here:  
<https://allchildrenreading.org/innovation/round-2-innovator-profiles/>
  - Bookshare India: Improving Reading Skills Among Primary Students with Low Vision or Blindness - Beneficent Technologies, India.  
<https://allchildrenreading.org/innovators/benetech/>
  - Reading Beyond Sight: Improving Reading Scores of Children with Visual Impairment in Early Primary Education - Resources for the Blind, Philippine.  
<https://allchildrenreading.org/innovators/resources-for-the-blind-inc/>
  - Lesotho Literacy for Young Visually Impaired Persons - Catholic Relief Services, Lesotho.  
<https://allchildrenreading.org/innovators/catholic-relief-services/>
  - Moroccan Sign Language Assistive Technology for Reading Improvement of Children who are Deaf/Hard of Hearing - Institute for Disabilities Research and Training  
<https://allchildrenreading.org/innovators/institute-for-disabilities-research-and-training-inc/> & <https://allchildrenreading.org/technology-opens-literacy-opportunities-for-moroccan-children-who-are-deafhard-of-hearing/>

### Resources on ICT and instruction

- All Children Reading Grand Challenge for Development. Focused on supporting innovative and effective uses of technology to improve early grade reading. See list of awards and prize competitions and read evaluations at: <https://allchildrenreading.org/>
- Piper, B., Simmons Zuilkowski, S., Kwayumba, D. & Strigel, C. (2016). Does technology improve reading outcomes? Comparing the effectiveness and cost-effectiveness of ICT interventions for early grade reading in Kenya. *International Journal of Educational Development*, 49, 204–214. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0738059316300293>
- Papaya application:
  - Ethiopia: <https://www.rti.org/impact/improving-reading-and-writing-ethiopia>
  - Uganda example:  
[https://play.google.com/store/apps/details?id=org.rti.papayaUganda&hl=en\\_US](https://play.google.com/store/apps/details?id=org.rti.papayaUganda&hl=en_US)
  - RTI International (no date). Technology for Education and Training. Available at [https://www.rti.org/sites/default/files/brochures/ict\\_ed\\_training.pdf](https://www.rti.org/sites/default/files/brochures/ict_ed_training.pdf)
- Ralaingita, W. (2017). Using ICT to support evidence-informed instruction. *Presentation at the Open Learning Exchange (OLE) conference in Kathmandu, Nepal*. Retrieved from <http://shared.rti.org/content/using-ict-support-evidence-informed-instruction-presentation>
- Stepping Stone mobile app (ACR-GCD awardee): <http://sstone.edc.org/>

- Strigel, C. (2018) Mobile resources to promote teacher efficacy in teaching children with disabilities in Ethiopia. *Presentation at the annual conference of the Comparative International Education Society (CIES)*. Mexico City, Mexico. Retrieved from <http://shared.rti.org/search/site/Strigel%20Ethiopia>

#### **Interactive Audio Instruction (IAI):**

- Christina, R. Waves of Change: Using Interactive Audio Instruction to Support the Hardest to Reach. Available at <http://ltd.edc.org/waves-of-change>
- Christina, R. & Louge, N. (2014). Expanding Access to Early Childhood Development Using Interactive Audio Instruction. Available at <http://idd.edc.org/resources/publications/expanding-access-early-childhood-development-using-interactive-audio-instru-0>

#### **SMS:**

- Jukes, et al. (2017). Improving Literacy Instruction in Kenya Through Teacher Professional Development and Text Messages Support: A Cluster Randomized Trial. *Journal of Research on Educational Effectiveness*. Volume 10, Issue 3. Available at <https://www.tandfonline.com/doi/abs/10.1080/19345747.2016.1221487?journalCode=uree20>
- Kipp, S. (2017). Low-cost, familiar tech for teacher support: Evidence from a SMS campaign for early grade teachers in Malawi. Presentation at the annual conference at the Comparative International Education Society (CIES). Atlanta, Georgia. Available at <http://shared.rti.org/content/low-cost-familiar-tech-teacher-support-evidence-sms-campaign-early-grade-teachers-malawi>
- Tangerine:Class (for teacher-conducted assessment) and Tangerine:Tutor (for coaches) [www.tangerinecentral.org](http://www.tangerinecentral.org)
- HearScreen: Hearing and vision screening app: <http://shared.rti.org/content/invisible-classroom-addressing-reading-hurdles-low-vision-and-hard-hearing-students-0>
- Instructional videos:
  - Various countries: <https://globalreadingnetwork.net/eddata/multimedia-video-and-audio>
  - Cambodia (World Education) [https://www.youtube.com/watch?v=80CZLzTzEM&index=12&list=PLIMfSiUPpWPEUVk4O9FyL3\\_OonTlcFVLr](https://www.youtube.com/watch?v=80CZLzTzEM&index=12&list=PLIMfSiUPpWPEUVk4O9FyL3_OonTlcFVLr)
  - Indonesia Prioritas (RTI International) <https://www.youtube.com/watch?v=yAsK29iFguw>; <https://www.youtube.com/watch?v=vFwnR6gOvyE>; <https://www.youtube.com/watch?v=dCV49uVj2uw>