



Webinar 2: Resources for teaching and learning early grade reading

Resources and References

This list was compiled by Reading within REACH, in collaboration with the Global Reading Network. It accompanies the webinar delivered on July 10, 2019.

- 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>
- Bloom Library. Software and guidance for developing decodable and leveled books. Available at <https://bloomlibrary.org/landing>
- Bloom training materials. Comprehensive guides on how to use Bloom software. Available in English, French and Spanish. <https://www.globalreadingnetwork.net/resources/bloom-training-resources>
- Boakye-Yiadom, F., Matthews, M., Miksic, M., & Trudell, B. (2018). Developing Early Grade Reading Materials in 11 Languages: Learning in Ghana. Panel presented at the annual conference of the Comparative and International Education Society (CIES). Mexico City, Mexico. Available at <https://globalreadingnetwork.net/resources/developing-early-grade-reading-materials-11-languages-learning-ghana>
- Davidson, M. (2013). *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>
- Developing effective and appropriate decodable and leveled books. (April 2019). GRN-organized panel presented at the annual conference of the Comparative and International Education Society (CIES). Presentations (listed below) available at: <https://www.globalreadingnetwork.net/resources/developing-effective-and-appropriate-decodable-and-leveled-books>
 1. A Pill in a Banana: Making Decodable Texts Educational and Fun - Kerri Thompsen, Room to Read
 2. More than Stories: Developing Decodable and Leveled Texts in Mozambique - Corrie Blankenbeckler, Creative Associates

3. Developing Effective and Appropriate Decodable and Leveled Books: The Case of Niger -
Lisa Easterbrooks, School-to-School International

- Education Development Center (EDC). Rwandan Teacher Community of Practice. Teacher commentary on L3 P3 materials. Available at <http://www.tcop.education.rw> on March 5, 2015.
- EDC. (2015). Rwandan Teacher Community of Practice. Teacher commentary on L3 P3 materials. Retrieved from <http://www.tcop.education.rw> on March 5, 2015.
- Enabling Writers Workshop Program. (2016). Four resources on how to develop decodable and leveled books are available: General Program Guide, Language Set-up Guide, Field Testing Toolkit and Program Evaluation Toolkit. Available at <https://www.globalreadingnetwork.net/resources/enabling-writers-workshop-program-guides-and-toolkits>
- Enabling Writers Workshop Initiative. Information available at <https://globalreadingnetwork.net/news-and-events/blog/building-wealth-books-enabling-writers%E2%80%99-workshop-initiative>
- Fulcher, G. (1997). Text difficulty and accessibility: Reading formulae and expert judgment. *System*, (25) 4, pp. 497-513.
- Hayes, A., Turnbull, A., Moran, N. (2019) *Universal design for learning to help all children read: Promoting literacy for learners with disabilities*. Produced for Reading within REACH and the U.S. Agency for International Development (USAID). Available at: <https://www.globalreadingnetwork.net/publications-and-research/universal-design-learning-help-all-children-read-promoting-literacy>
- 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>.
- Morris, D. (2005). *The Howard Street tutoring manual: Teaching at-risk readers in the primary grades* (2nd ed.). New York: Guilford Press.
- Pinto, C. (2018). *The missing genre: Creating quality non-fiction books for the early grades*. Presentation at the annual conference of the Comparative and International Education Society (CIES). Mexico City, Mexico. <https://globalreadingnetwork.net/resources/missing-genre-creating-quality-non-fiction-books-early-grades>
- 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*, Volume 49, July 2016, Pages 204–214. Available at <https://www.sciencedirect.com/science/article/pii/S0738059316300293>
- 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>

- Prouty, D. (2017). The Magic of KTTM: Kids To Text Match - Writing Books That Children Can & Will Read. Presentation to the Global Reading Network. [URL forthcoming]
- 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>
- Robledo, A. & Pflapsen, A. (2016). *Developing Materials to Support Early Grade Literacy in Hausa in Northern Nigeria: Considerations, Processes and Reflections*. 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 (2014). *Nigeria Reading and Access Research Activity: Review of existing reading materials to support Hausa literacy instruction*. Prepared for USAID under the EdData II project, Task Order No. AID-620-BC-14-00002 (RTI Task 26). Research Triangle Park, NC: RTI. Retrieved from http://pdf.usaid.gov/pdf_docs/PA00KM2M.pdf
- 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>
- 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>
- RTI International. (2016). *Survey of Children's Reading Materials in African Languages in Eleven Countries*. Available at <http://shared.rti.org/content/survey-childrens-reading-materials-african-languages-eleven-countries-general-report>
- SIL LEAD, Inc. (2017). Orthography Assessment Score Sheet. Available at <https://globalreadingnetwork.net/resources/orthography-assessment-score-sheet>
- Track and trace models facilitating book distribution and more access. (April 2019). GRN-organized panel presented at the annual conference of the Comparative and International Education Society (CIES). Presentations (listed below) available here: <https://www.globalreadingnetwork.net/resources/track-and-trace-models-facilitating-book-distribution-and-more-access>
 1. Track & Trace Books Cambodia - Sarah Andersson, John Snow, Inc. & World Education
 2. The opportunity, technology and call for a global education materials Track and Trace information ledger - Ayan Kishore, Creative Associates International
 3. The future of supply chain and track and trace - Vinodh Subramanian, GraphLI

- USAID (2013). Checklist for Conflict Sensitivity in Education Programs. Available at <https://www.usaid.gov/what-we-do/education/conflict-sensitivity-checklist> [includes materials development]
- 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>

Copyright and Open Licensing

- Global Reading Network (2017). Guidance and Best Practices on Using Creative Commons Licensing for Early Grade Reading Program Resources. Presentations from seminar delivered December 11, 2017. Available at <https://globalreadingnetwork.net/resources/creative-commons-workshop-training>
- Copyright.gov – Frequently asked questions about copyright <https://www.copyright.gov/help/faq/>
- Creative Commons - <https://creativecommons.org/>
- Global Reading Network (June 2019). Open licensing business models. Presentations and recordings available at <https://www.globalreadingnetwork.net/resources/open-licensing-business-models-publishers-childrens-books-and-other-learning-materials>
- Green, C. (April 2018). Creative Commons basics. (April 2018). Webinar presented on behalf of the Global Reading Network. Presentation materials and recording available at <https://www.globalreadingnetwork.net/resources/creative-commons-basics>
- OER Commons – Information about open educational resources <https://www.oercommons.org/>

Technology-related resources to support teaching and learning

- 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. Available at <https://www.sciencedirect.com/science/article/pii/S0738059316300293>
- Papaya application:
- Ethiopia: <https://www.rti.org/impact/improving-reading-and-writing-ethiopia>
- Uganda: 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

- Ralaingita, W. (2017). Using ICT to support evidence-informed instruction. *Presentation at the Open Learning Exchange (OLE) conference in Kathmandu, Nepal*. Available at <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. Available at <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>