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READING WITHIN REACH

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

Webinar series presented by Reading within Reach
(REACH) in collaboration with the Global Reading
Network

June-July 2019

Photo: EHI 360, Rwanda MCOP (USAID)

Welcome!

- This EGR professional development series was developed by the **Reading within Reach (REACH)** initiative, which is funded by **USAID** and implemented by **University Research Co., LLC (URC)**
- REACH supports the **Global Reading Network (GRN)** to develop and share research, innovations and resources related to EGR programming
- For more information about REACH and the GRN, visit www.globalreadingnetwork.net



Webinar presenters

- Alison Pflapsen, REACH Reading Program Specialist (apflapsen@urc-chs.com)
- Amy Pallangyo, REACH Technical Advisor (aawbrey@gmail.com)
- Aristarick Lyimo, REACH Training & Curriculum Specialist (alyimo@urc-chs.com)
- Adrienne Barnes, Florida State University (adriennebarnes76@gmail.com)

Webinar series goal, content and approach

- The purpose of this professional development webinar series is to **provide participants with evidence-based information, guidance and resources to support the design and implementation of effective EGR initiatives**
- Each session is focused on a key technical topic and includes a summary of **research, experiences and best practices to date**
- **Cross-cutting issues** such as gender equity, ICT and inclusive education are integrated throughout the different webinars
- Issues related to EGR program **monitoring, evaluation, expansion and sustainability** will be addressed as well
- **Opportunities for interaction and questions** will be provided throughout each webinar

Webinar session topics and dates

- **Webinar 1** – Early grade reading programming: From conception to scale (June 25)
- **Webinar 2** – Resources for teaching and learning early grade reading (July 10)

*Materials for past webinars are now available on the GRN website!
Click on “Tools and Training” to download.*

- **TODAY! Webinar 3** – Key EGR skills and strategies for effective instruction and assessment (July 17)
- **Webinar 4** – Language considerations in early grade reading programs (July 24)
- **Webinar 5** – Continuous professional development in early grade reading programs (July 30)

TO REGISTER, VISIT:
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Key early grade reading skills and strategies for effective instruction and assessment

July 17, 2019

9:00 AM – 11:00 AM EDT



Adrienne Barnes
Florida State University



Amy Pallangyo
REACH Technical Advisor

Acknowledgments

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- It was prepared by Reading within Reach (REACH), which is implemented by University Research Co., LLC. (URC). Contract No. AID-OAA-M-14-00001, MOBIS#: GS-10F-0182T for the Office of Education (E3/ED).

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To share your questions and comments

- We will provide time throughout the webinar to address your questions and comments
- Please submit them via the chat box in Zoom
- Send them to “all panelists and attendees”



Section I: Reading and writing skills to teach and learn in the early grades



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Key reading skills to teach and learn in the early grades

- Language skills
- Concepts of print
- Phonological awareness
- Alphabetic principle
- Spelling
- Vocabulary
- Reading fluency
- Comprehension
- Writing

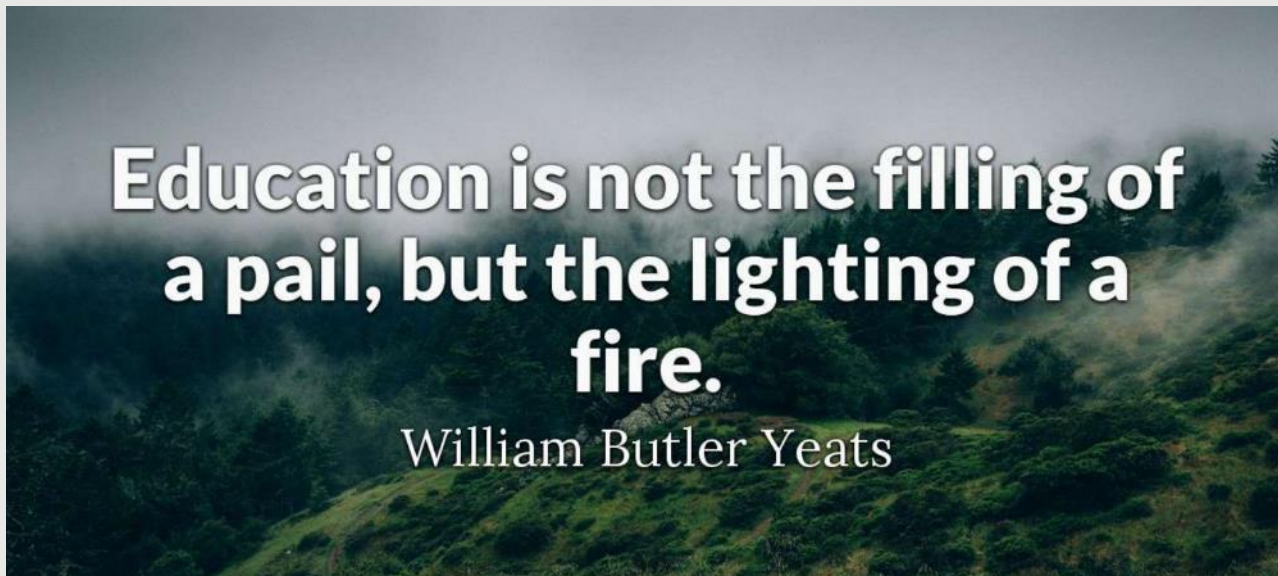
Why these skills?

- Research has indicated that these skills are critical to teach across languages (Bulat et al., 2016; Kim, Y.-S., G., Boyle, H. N., Zuilkowski, S.S., & Nakamura, P., 2016)
- Language-specific considerations may influence how some skills are taught, and how much time is spent teaching them
- Effective EGR programs include instruction in all of these skills
- Programs and instruction should address the needs of the students

Handout 1: Key early grade reading skills

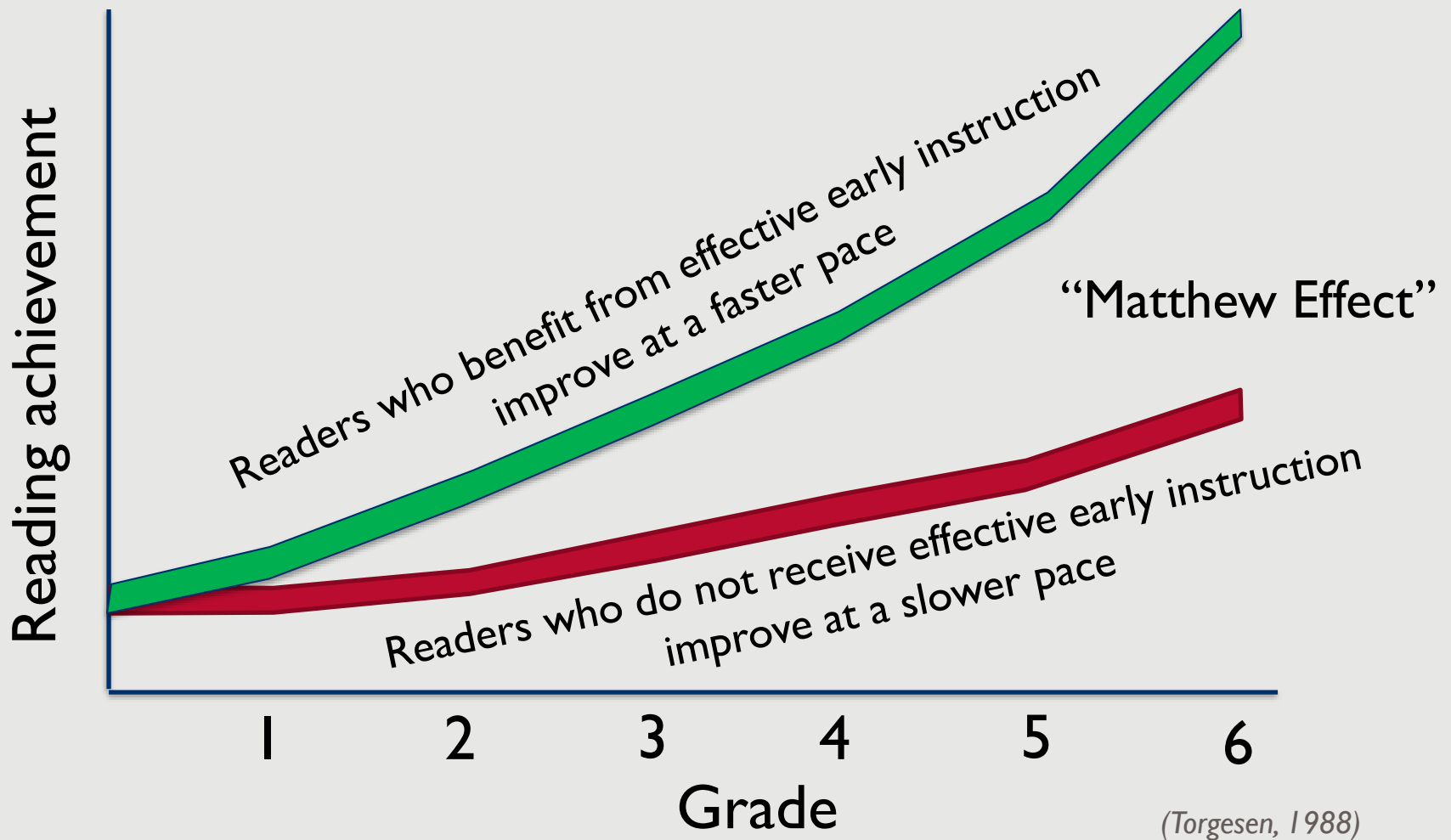
Instruction

- The way that teachers guide students in learning academic content
- The style of teaching
- The types of activities used in the classroom
- How students discover knowledge and learn skills



Source: www.brainyquote.com

Why effective early reading instruction matters



ACTIVITY

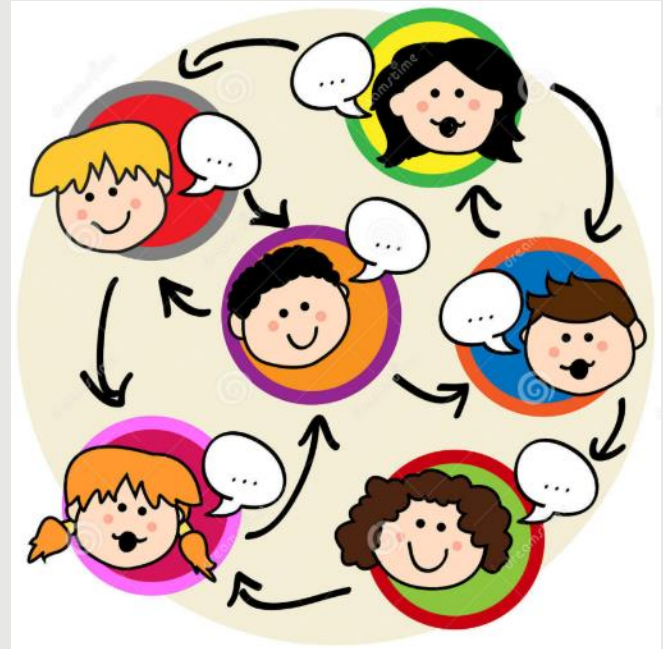
Reflect and use the Zoom chat window to share your experiences and ideas

When you think about early grade reading, what teaching and learning strategies have you used or seen incorporated into different reading programs?

Language skills

- Provide opportunities to talk in large and small group settings
- Encourage higher-level thinking through questioning
- Ask students their opinions
- Build background knowledge
- Support story telling
- Scaffold students' responses: Ask questions, restate the answer with elaboration, request clarification and provide encouragement and feedback

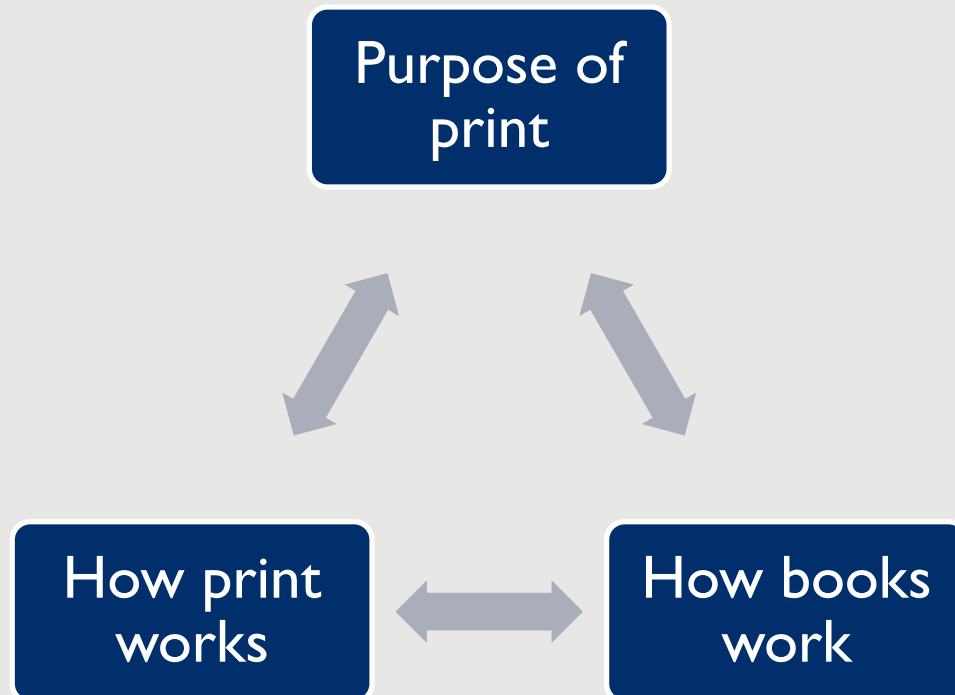
Handout 2: Language instruction examples



Students should be talking (or using sign language, if necessary) in class to develop language skills

Concepts of print

Concepts of print skills include knowledge of how print and books work



Purpose of print: Print carries a meaningful message

How print works: Print is made up of letters; words and letters can be different sizes; sentences have punctuation; we read in a specific direction

How books work: Books have a front and back cover; books are held upright; pages are turned one at a time

Handout 3:
Concepts of print – Teaching scripts

Concepts of print

**Top-to-bottom
and left-to-
right with
symbols**

(Chinese):

教業
師的
是理
所由
有
其
他
職

Teachers should explicitly teach text directionality and other concepts of print to emergent readers – particularly when there are competing languages with different styles of directionality.

Left-to-right & top-to-bottom with symbols

(Amharic):

መምህራን ሁሉም መያዎቻቸው በቅደም ተከተል ናቸው

Left-to-right & top-to-bottom with letters

(French):

Les enseignants sont la voie par laquelle toutes les autres professions existent.

Right-to-left & top-to-bottom with letters

(Arabic):

المعلمون هم المسار الذي توجد ب جميع المهن الأخرى.

Phonological and phonemic awareness

- **Phonological awareness** is the ability to hear, identify and manipulate words and sounds in oral language (awareness of the sound structure of a language)
- **Phonemic awareness** is the most complex level of phonological awareness and is the ability to hear, identify and manipulate the *individual* sounds in words
 - Phonemic awareness supports an understanding of the alphabetic principle



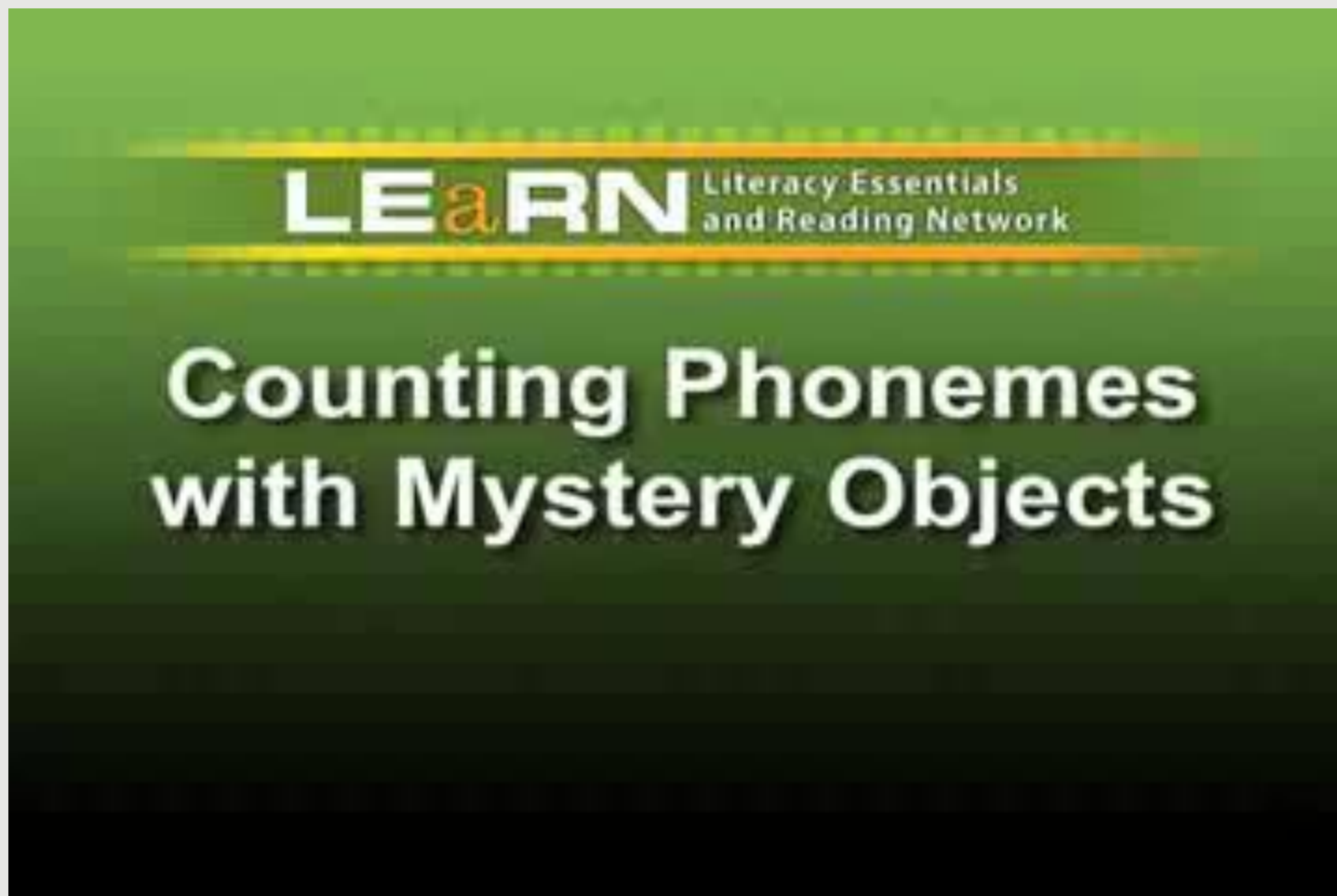
- Identifying words
- Listening for rhyme
- Identifying syllables
- Playing with sounds

NO letters
NO printed text
ONLY pictures and sounds

Handout 4:
Phonological awareness instruction

Source: Can Stock Photo, Inc

Instructing and discussing phonemic awareness: Video



Phonics and the alphabetic principle

Phonics is instruction to build decoding and encoding skills

- Teach letter name and letter sound
- Begin instruction with the most frequently used letters and sounds in the language
- Teach letters that look or sound similar in different weeks to avoid confusion
- Teach word families & sight words

Handout 5: Alphabet charts

Handout 6: Phonics instruction examples

Photo: EDC, Zambia Time To Learn (USAID)



Time reading connected text:
Students need time to apply phonics skills by reading connected text.

ACTIVITY

Reflect and use the Zoom chat window to share your experiences and ideas

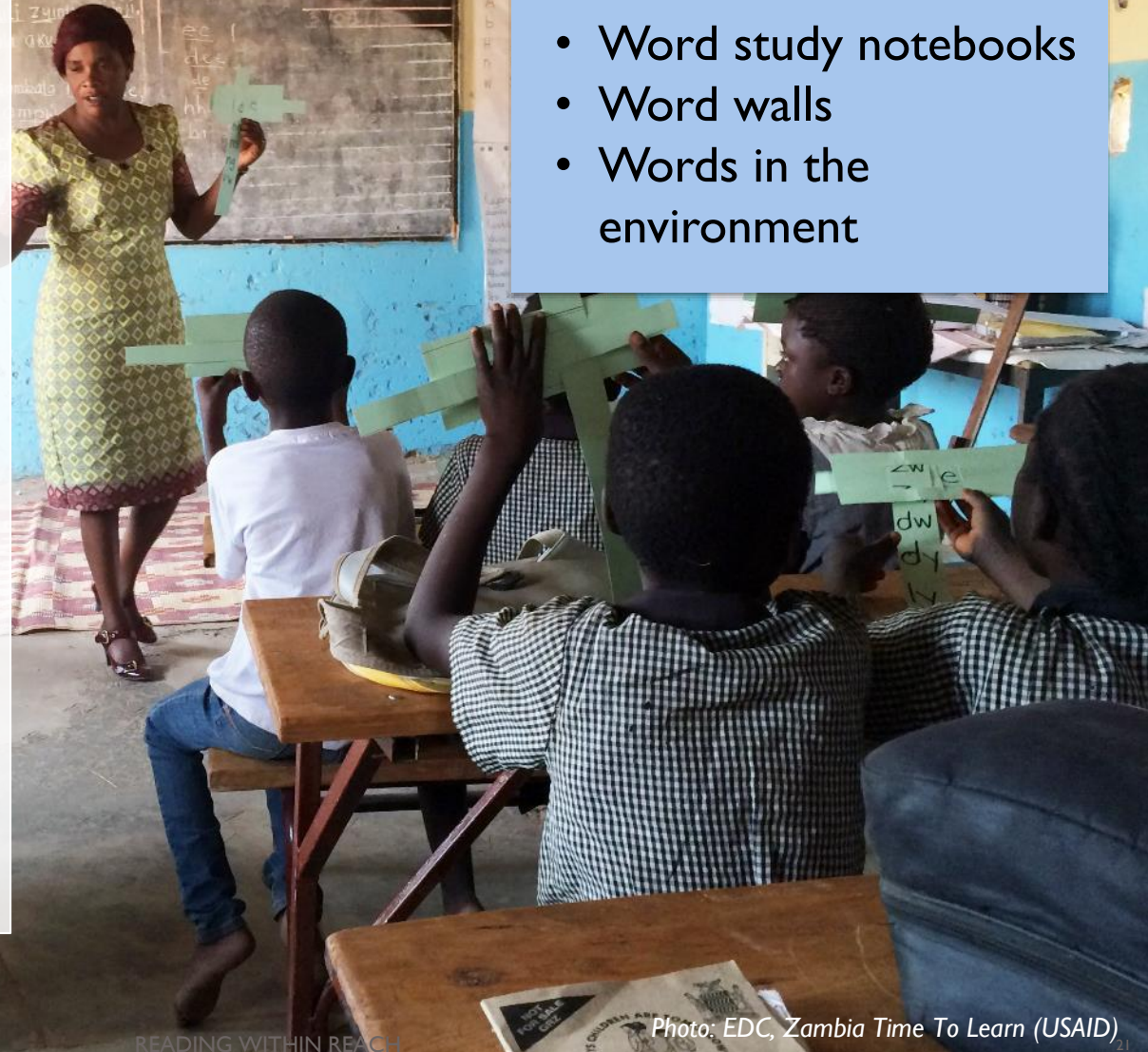
- How have you seen any or all of these skills (oral language, concepts of print, phonological/phonemic awareness or phonics) integrated into primary grade curricula?
- Can you provide specific examples of how these skills are taught in a program with which you are familiar?

Spelling

Tools for teaching spelling words:

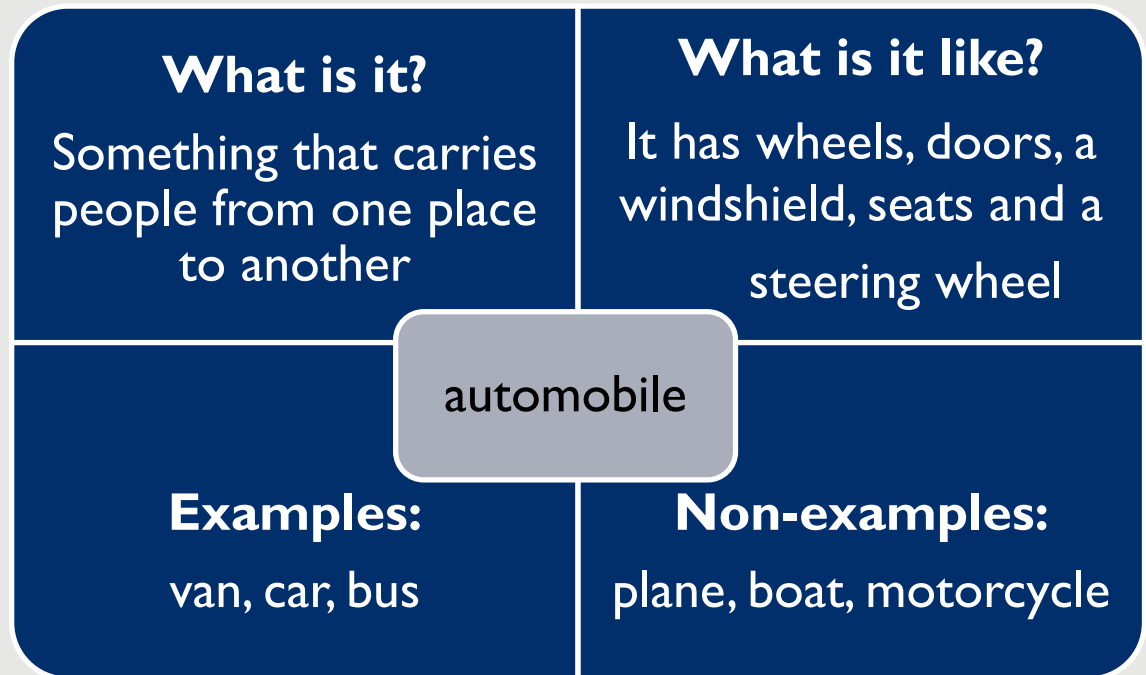
- Introduce a new spelling pattern by choosing words for students
- Encourage students to look for the pattern in their reading
- Help students relate this pattern to known words and experiences
- Provide frequent opportunities to practice writing words
- Incorporate words from reading lessons

- Word cards
- Word study notebooks
- Word walls
- Words in the environment



Vocabulary

- Use child-friendly definitions
- Use graphic organizers
- Pre-teach the meanings of important words
- Review words
- Create a word wall
- Teach multiple uses for words
- Teach related words



Conduct writing activities that involve using new vocabulary words

big

large

huge

giant

enormous

Word walls—and trees!

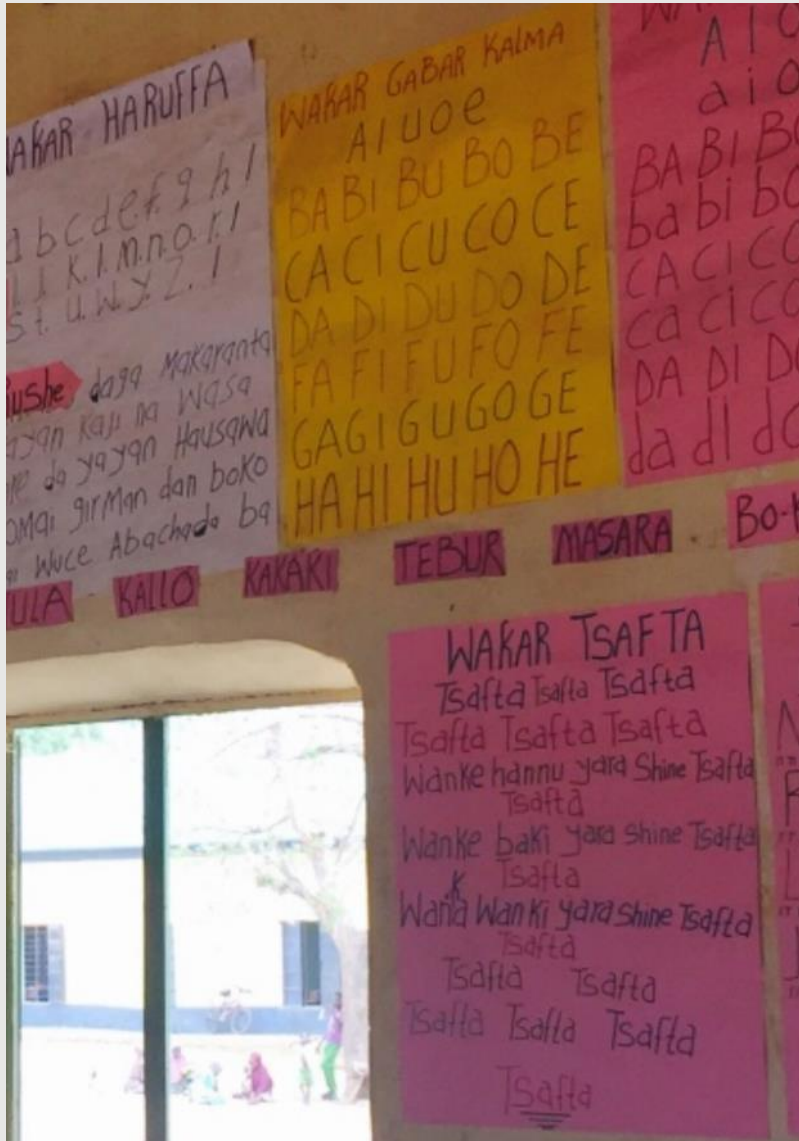


Photo: RTI International, Nigeria RARA (USAID)



Photo: EDC, Zambia Time To Learn (USAID)

Reading fluency

- Students should have fingers/eyes on the text while reading – and many opportunities to read!
- Use **decodable texts**
 - Teach the phonics pattern, then allow the students to sound out words in the passage
- Randomly assess isolated word/sentence reading



Photo: World Education, Cambodia (USDA McGovern-Dole Food For Education)

Memorizing is not reading!

Handout 7: Fluency instruction examples

ACTIVITY: Fluent versus non-fluent readers

Watch the video: Ghana EGRA & EGMA – High and Low Performers to see the difference between fluent and non-fluent readers

<https://tinyurl.com/fluent-nonfluent-readers>

As you are watching, reflect on these questions:

1. What did you notice about the first student? Do you think he understood the story? Why or why not?
2. What did you notice about the second student? Do you think he understood the story? Why or why not?

Listening comprehension

Listening comprehension is the ability to listen to and understand text read aloud by a parent, teacher or peer

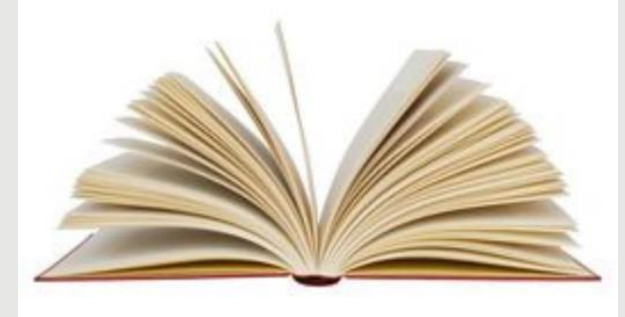
- Comprehension is the goal of listening
- Students need to orally practice skills in preparation for reading
- Students develop listening comprehension through read-aloud by:
 - Retelling stories
 - Recalling details
 - Predicting events
 - Analyzing problems and solutions
 - Responding to questions about the text



Source: Can Stock Photo, Inc

Reading comprehension

Reading comprehension is the ability to read and understand connected text



Source: Can Stock Photo, Inc

- Comprehension is the goal of reading
- A text's meaning is influenced by the reader's skills – prior knowledge, experience and vocabulary
- Once students learn how to read words, they need to be taught:
 - Predicting based on what is already known
 - Understanding vocabulary within the context
 - Monitoring their comprehension and rereading when needed
 - Identifying sequences, causes & effects, and comparisons

Handout 8: Comprehension instruction examples

Text structure: Example for introducing and teaching

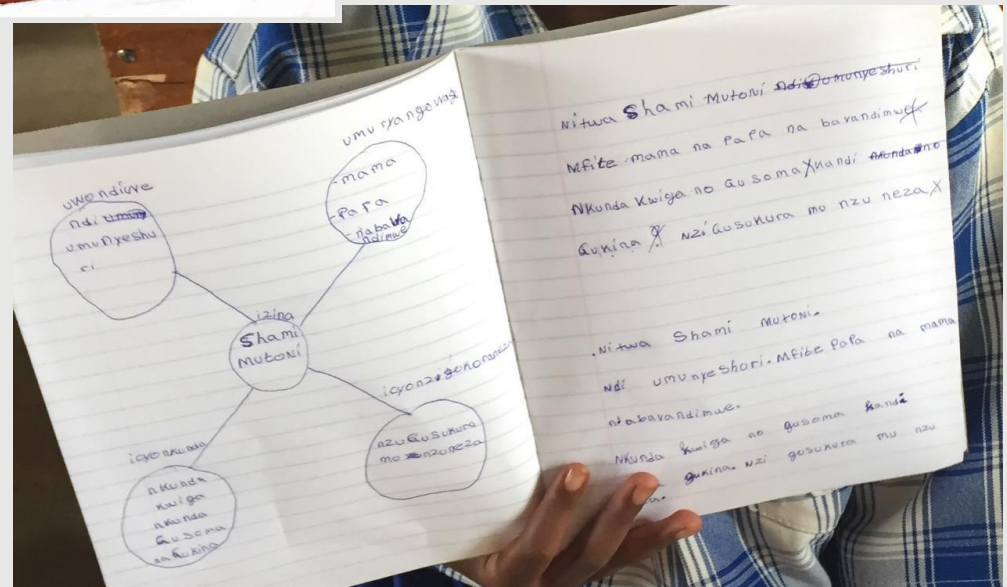


Teachers can begin with oral discussions of the parts of stories and informational text to build **listening comprehension...**

Photo: FHI 360, Rwanda Mentorship Community of Practice (USAID)

...then help students create graphic organizers and text.

This supports both **reading comprehension** and **writing skills**.



Writing

Writing supports reading

- Students who practice **encoding** (using phonics skills to write words) are better at **decoding** (using phonic skills to read words)
- Students should begin writing as soon as they can form letters

The Writing Process:

P1-P2:

1. Brainstorming
2. Drafting
3. Guided revising and editing

P3-P6:

1. Brainstorming
2. Drafting
3. Conferencing and revising
4. Conferencing and editing
5. Publishing

Self-expression through the writing process supports comprehension - not copying or handwriting exercises

ACTIVITY

Reflect and use the Zoom chat window to share your ideas

1. What is something new that you learned in this section of today's webinar?
2. How can you apply this new knowledge/strategy to a program you are currently working on?

Section 2: Effective instruction for teaching and learning early grade reading skills



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Structured pedagogy results in effective instruction

Six Principles:

1. Maximize instructional time
2. Practice systematic & explicit instruction
3. Establish instructional routines
4. Provide scaffolding
5. Make assessment-informed instructional decisions
6. Foster socio-emotional learning

Promoting Successful Literacy Acquisition through Structured Pedagogy

Global Reading Network Critical Topics Series



Download this REACH/GRN resource to learn more:

Promoting Successful Literacy Acquisition through Structured Pedagogy
(Kim & Davidson, 2019)

Principle I: Maximize instructional time

- Children need “eyes on print” - time to learn to read
- In many low-income countries, children do not have enough time to learn to read efficiently
- Lessons should focus on providing children with enough time to effectively practice what they are learning

Allocated time: The amount of time officially scheduled for teaching – the time that is allotted by the government.

Instructional time: The amount of time left for instruction after taking contextual factors into account

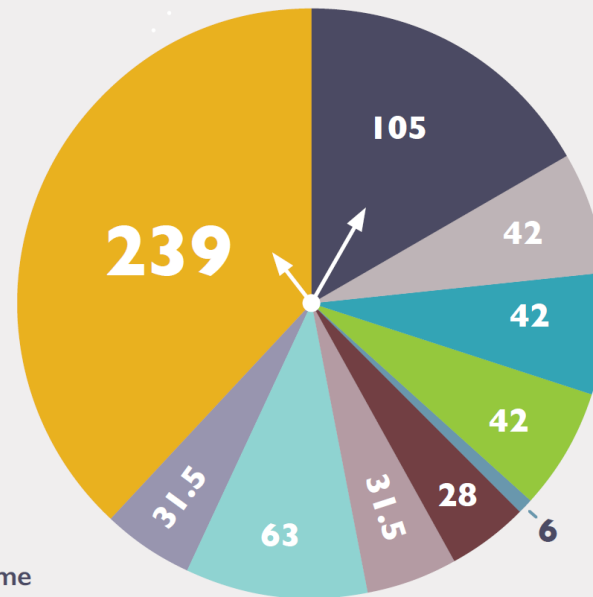
Engaged time: The amount of time students spend attending to school-related learning tasks such as following directions and engaging in learning activities

Allocated vs. instructional vs. engaged time

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**



(Source: Creative Associates International, 2017)

Handout 9: Time to Read brief on instructional time

Principle 2: Practice systematic and explicit instruction

Systematic instruction: Sequencing lessons so that skills are taught in a logical and developmental progression. This is called a **Scope and Sequence**.

Scope

The depth and breadth of the content to be taught at a specific grade level and the development of the content across grade levels

Sequence

The order in which the content should be taught for the best learning within a grade level and across grade levels

Explicit instruction: Teachers directly tell students what they are learning (e.g., the meanings of vocabulary words) and model skills and strategies so that students do not have to guess what is expected of them.

Handout 10: Scope and Sequence example

Principle 3: Establish instructional routines

- Classroom time is used more efficiently when teachers use routines
 - Teachers know what to do
 - Students know what to expect, and what is expected of them
- Phases:
 - Review previous material
 - Present new materials
 - Provide a model
 - Provide time for practice
 - Provide feedback
 - Conduct regular reviews



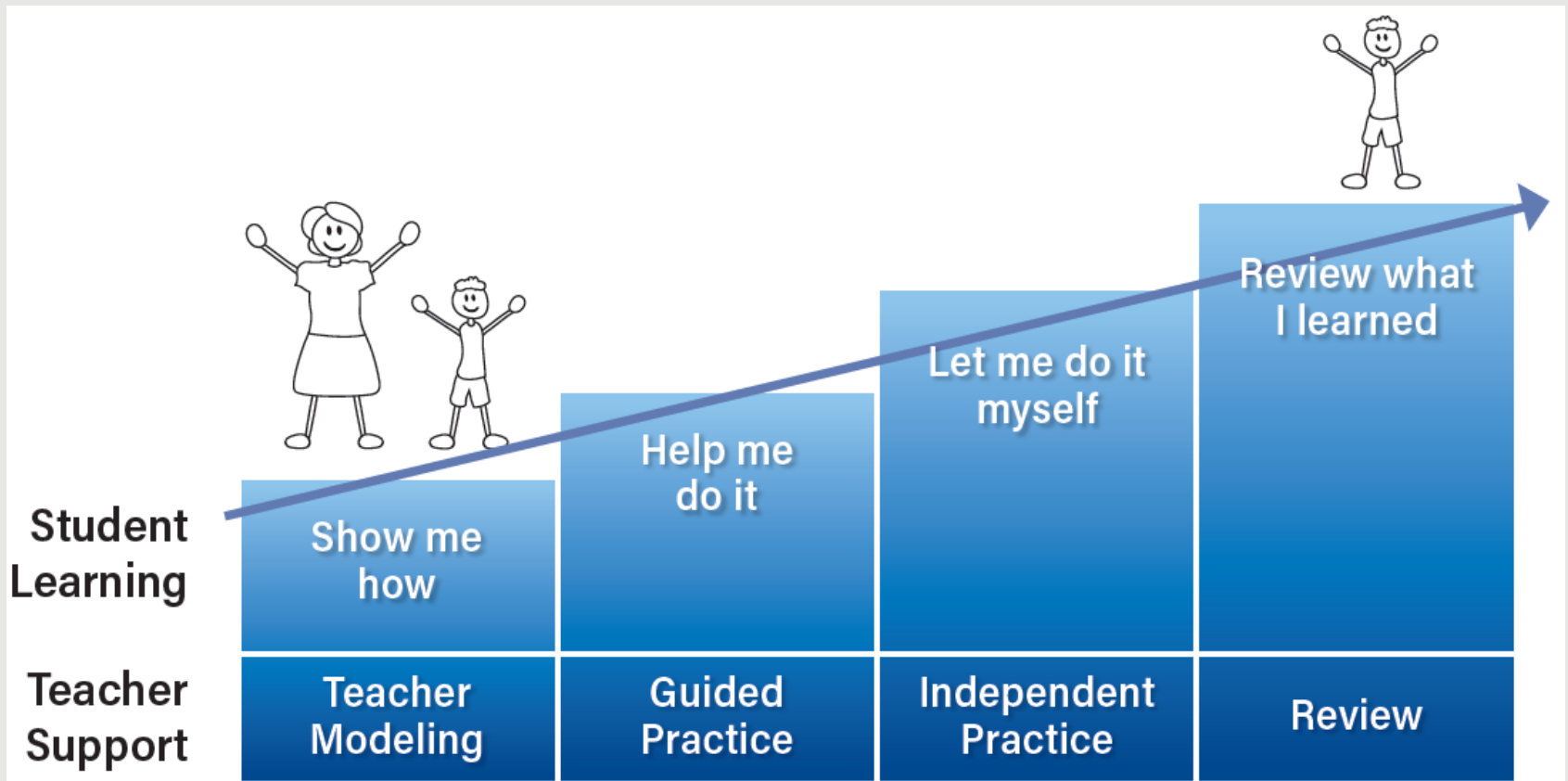
Photo: RTI, Indonesia Prioritas (USAID)

ACTIVITY

Reflect and use the Zoom chat window to share your experiences and ideas

1. Have you seen structured pedagogy used in early grade programs?
2. Can you provide specific routines for early grade reading that improve instruction?

Principle 4: Provide scaffolding



Principle 5: Make assessment-informed instructional decisions

Assessment allows teachers to:

- Identify skills that need review
- Monitor student progress
- Use data to guide instruction
- Demonstrate the effectiveness of instruction
- Gather information on how instruction can be improved



Photo: RTI International, Nigeria RARA (USAID)

Assessment to Inform Instruction

This forthcoming resource from REACH/GRN will describe different types of formative assessments, key assessment areas for early grade reading, and formative assessment tools

Formative and summative assessment

- **Formative assessment:**

- Evaluation of student learning that occurs as part of the ongoing classroom curriculum; during the “We do” and “You do” parts of the lesson

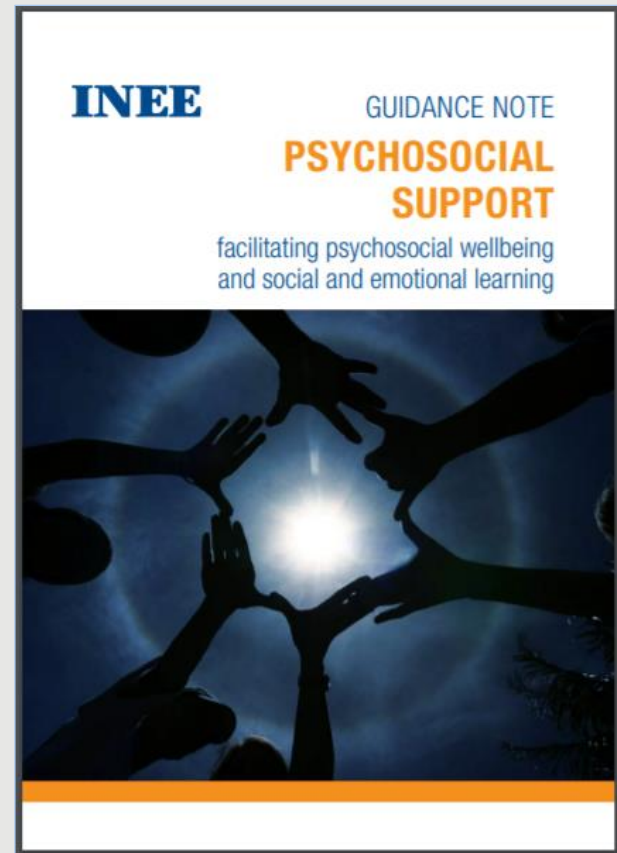
- **Summative assessment:**

- An evaluation of student learning conducted once instruction of a particular skill or concept has been completed; this should be in the same format as how the skill was taught

“When the cook tastes the soup, that's formative.
When the guests taste the soup, that's summative.”
~ Robert Stake, as discussed in Scriven, 1991

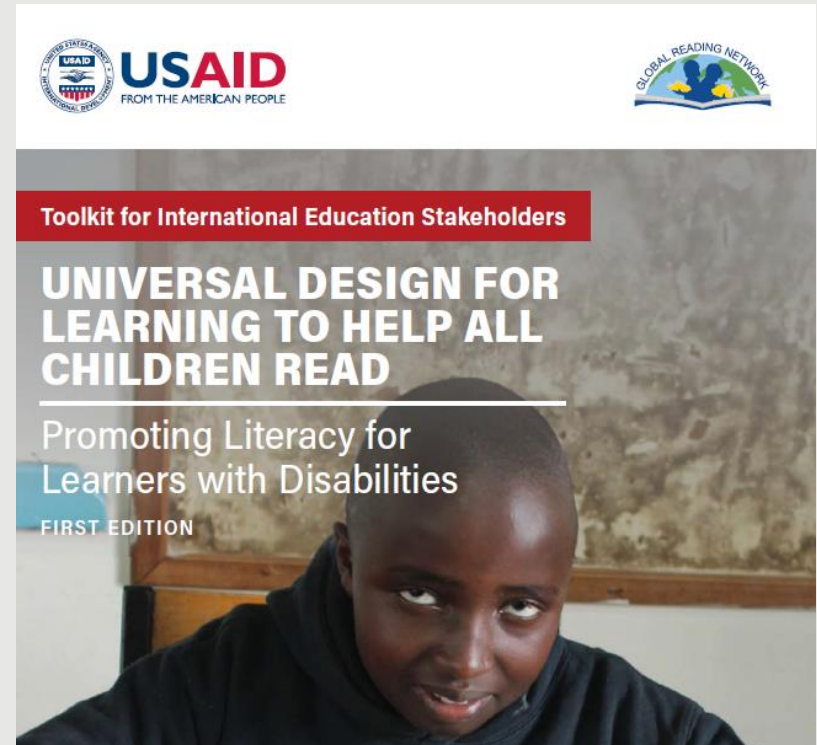
Principle 6: Foster socio-emotional learning

- Learning occurs best when:
 - Students are socially and emotionally engaged in learning
 - Classrooms have a positive climate, pleasant conversations, and excitement
 - Teachers are aware of the children's needs, moods, interests, and abilities
 - Teachers use that awareness to guide their interactions with the children



Inter-agency Network for Education in Emergencies Guidance Note
Download at: <https://tinyurl.com/PsychosocialWellbeing>

Providing inclusive instruction that supports access and equity for all

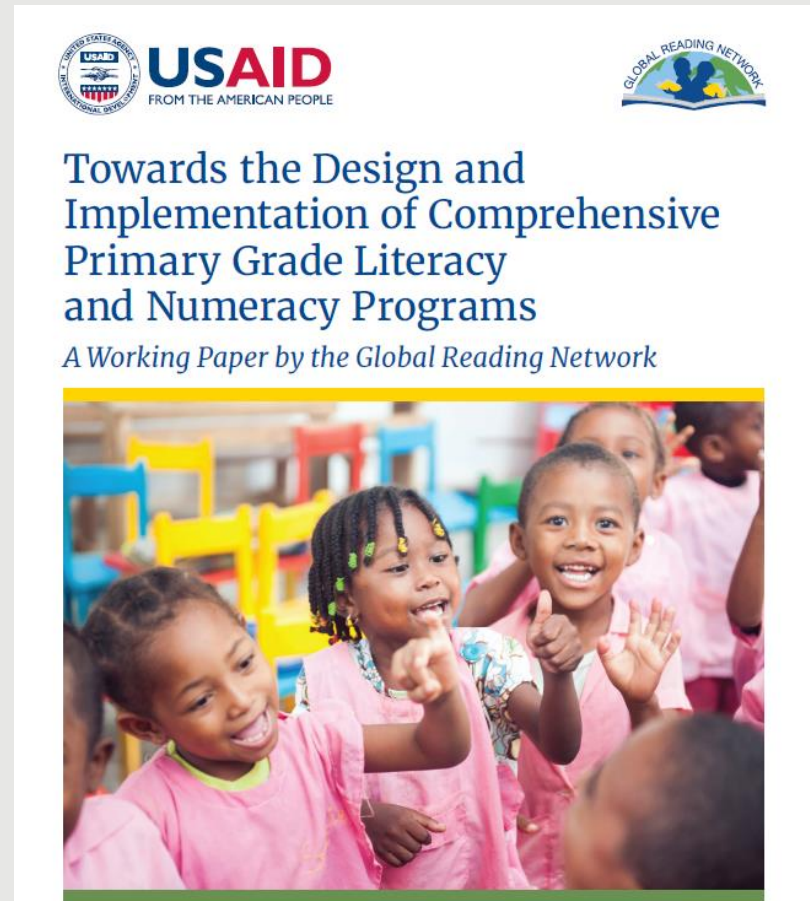


22-23 August 2019: Universal Design for Learning toolkit in-person training, Washington, DC, Global Reading Network; registration info coming soon

See list of resources on inclusive instruction for learners with disabilities and other needs at the end of this presentation

Teaching literacy & math: A comprehensive approach

- This REACH resource is designed to support the design and implementation of early grade reading and math programming
- It describes synergies and unique characteristics of literacy and numeracy instruction
- Available for download at the Global Reading Network website (see resources and reference list)



Technology to support instruction

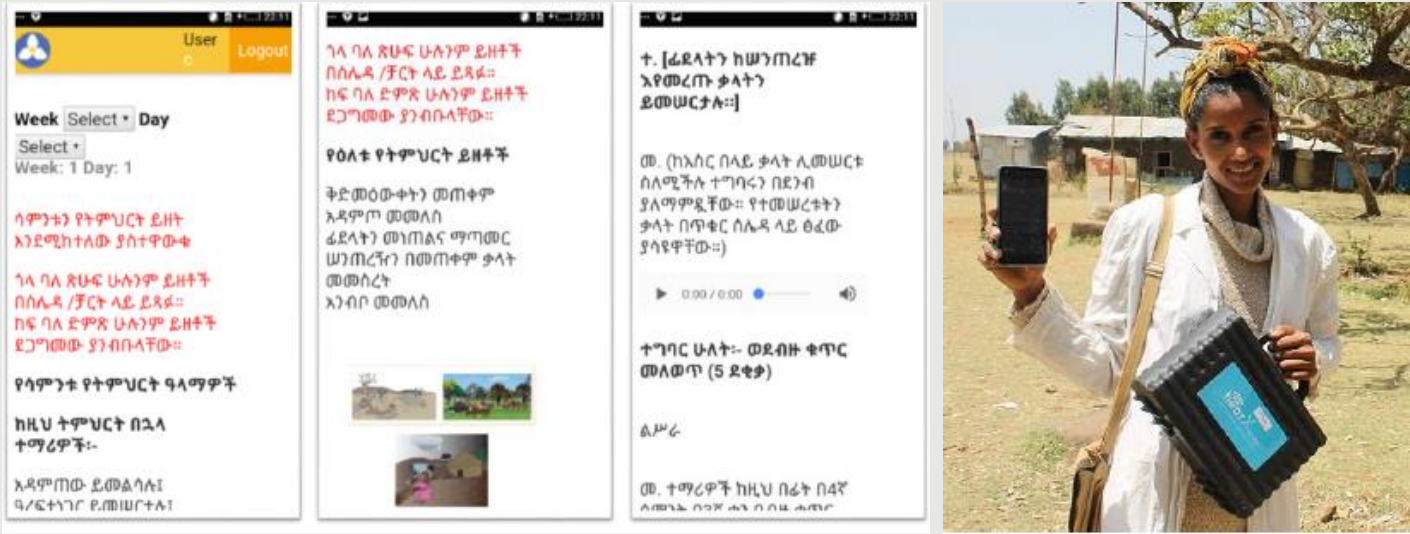
Technology has the potential to assist teachers in improving their instruction in a variety of ways, such as:

- **Videos** that feature effective instructional techniques can help teachers learn new effective practices (Ethiopia, Nigeria, Rwanda, among others)
- **Mobile apps** can provide teachers with targeted instructional support
 - **Papaya:** Phonological awareness application that assists teachers and students in learning correct letter/syllable sounds
 - **HearScreen:** Hearing and vision screening app teachers can use to identify learners with disabilities (Ethiopia pilot)
- **Software programs** can support teachers in a number of ways
 - **TangerineClass:** Online continuous assessment platform for teachers to track student progress (Kenya Tusome)
 - **Stepping Stone:** Open-source platform to make mobile learning apps for Android devices that run offline (DRC, Mali, Philippines, Zambia)

See the “Resources and References” handout for links

Example of ICT to support instruction for ALL

- The Ethiopia READ TA program developed inclusive multimedia lesson plans (IMLP) that included explicit guidance to teachers on how to adapt lessons for certain needs
- Audio files were embedded to support phonemic awareness instruction and story activities



(Strigel, C., 2018)

See the “Resources and References” handout for additional resources

Key takeaways on EGR skills children need and effective instructional strategies for teaching them

- ✓ A large body of evidence provides guidance on effective instructional strategies for teaching early grade reading skills
- ✓ Children progress through specific developmental reading stages, which should be reflected in the scope and sequence of the curriculum
- ✓ Classroom-based assessment is an essential component of instruction
- ✓ Instructional approaches should be inclusive and provide equitable opportunities to learn for girls, children with disabilities, and others with specific needs



Thank you for attending the “Early Grade Reading Program Design and Implementation: Best Practices and Resources for Success” webinar series!

Session presentation materials and handouts may be downloaded from the “Tools and Training” category at:

www.globalreadingnetwork.net



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Upcoming webinars



EGR Program Design and Implementation Series

- **July 24** – Language considerations in early grade reading programs
- **July 30** – Continuous professional development in early grade reading programs

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