Project Design:
Early Grade Reading Programs

The “5 Ts” for Effective Reading Instructions: Teaching, Time, Text, Tongue, Test

Africa Regional Education Sector Workshop
Dakar, Senegal
June 5-7, 2013
Acknowledgments

• This presentation was prepared for the Africa Bureau’s Education Officer Training Course under EdData II Task Order 19: Data for Education Research and Programming (DERP).

• The USAID EdData II project is led by RTI International. Task Order 19 is EdData II Task Order Number 19, EHC-E-0X-04-00004-00.

• The presentation was developed by Colette Chabbot, Joe DeStefano, Ash Hartwell and Alison Pflepsen. Sylvia Linan-Thompson contributed content and slides related to reading components and language issues.

• The contents of this presentation are the professional opinions of the authors and do not represent the official position of either RTI International or USAID.
Day 1 Objectives

Participants will:

• Develop a deeper understanding of how children learn to read and what needs to be included in an instructional program that effectively teaches children to read.

• Discuss your country’s reading-related programs and the common issues projects face when trying to promote, support and sustain effective reading instruction.

➔ Focus will be on sharing ideas, best practices and experiences
The 5 Ts of Reading Improvement

**Teaching**
- Improve teacher knowledge of and skill in teaching reading

**Time**
- More time devoted to instruction of core reading components

**Text**
- Provide learners with more books and materials to support learning to read

**Testing**
- Use of assessments to identify reading levels and to track progress at all levels

**Tongue (language)**
- Provide instruction in familiar languages, support L1 to L2 transition

Ongoing Professional Development and Support
1. Teaching: the Core Reading Components

- Teaching a child to read requires specialized knowledge and practices.
- Across languages, learning to read includes teaching and acquiring key skills.
- **Key to teaching reading effectively is knowing the 5 core reading components** (National Reading Panel, 2000)

- Sentences can be combined to create **text** with meaning
- Words can be combined to produce **sentences**
- Letters can be combined to spell **words**
- Sounds can be represented with **letters**
- Words can be broken into **sounds**
Phonemic Awareness

• The ability to focus on, manipulate, and break apart the smallest units of sounds (phonemes) in words
• To read, the sounds of the language need to be mapped to print
• Taught/demonstrated by:
  – recognizing which words begin with the same sound
  – isolating and saying the first or last sound in a word
  – combining or blending separate sounds to say a word
  – breaking apart a word into its separate sounds
Phonics

“To the uneducated, an “A” is just three sticks.”
– A. A. Milne

• Instruction designed to help readers understand and apply the knowledge of how letters are linked to sounds to form letter-sound correspondences and spelling patterns

• Taught/demonstrated by:
  – blending simple word parts together to form a word
  – segmenting words sound by sound
  – understanding how changing a letter changes the sound and meaning of a word
  – sounding out unfamiliar words
Fluency

• The ability to read text orally with speed, accuracy and expression

• Being able to comprehend text requires being able to read words correctly at some minimal speed per minute
Vocabulary

• Knowledge of the meaning of words

• Taught/demonstrated by:
  – Using new words in speaking and writing
  – Recognizing a growing number of words and being able to provide definitions, use them in sentences and discuss their meanings
  – Asking questions about unfamiliar words
  – Figuring out the meaning of a new word based on the context in which the word is used
  – Recognizing parts of unfamiliar words that help them determine their meaning
  – Be able to look up words in a dictionary

• The more words one knows, the better one can read and understand
Comprehension

• The ability to understand, interpret and use what is read
• Dependent on all other components of reading, but also needs to be explicitly taught
• Taught/demonstrated by:
  – Making predictions about story content
  – Retelling stories
  – Asking and answering questions about basic information in a text (character, setting, time)
  – Recognizing and explaining which actions caused which things to happen
  – Determining the main ideas in a text and providing details that support their points of view
  – Separating fact from opinion and describing an author’s point of view
Twas brillig and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves
And the mome raths outgrabe.

“Jabberwocky’s Song,” in Through the Looking-Glass and What Alice Found There, by Lewis Carroll
Let’s try it again…. 

What if:

• Your teacher explained that a Jabberwocky is a rare, colorful bird in the rain forest
• Your class just finished a lesson on the rain forest
• You learned that:
  – brillig = evening
  – toves = birds
  – gyre = fly
  – wabe = night sky
  – borogroves = frogs
• Using your background knowledge, this new vocabulary, and other comprehension strategies, could you guess what “mome raths” are? Is “outgrabe” likely to be a noun or verb?

Jabberwocky’s Song

Twas **evening** and the slithy **birds**
Did **fly** and gimble in the **night sky**;
All mimsy were the **frogs**
And the mome raths outgrabe.

*Can you now begin to make meaning from the text?*
Putting all the components together…

1. Letters have sounds, that…

2. ...when blended together make words…

3. ...which need to be read fluently, with expression and inflection…

4. ...and paired with knowledge of LOTS of words…

5. …and comprehension strategies to help children learn to read—and enjoy it!

<table>
<thead>
<tr>
<th></th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>M</strong></td>
<td><strong>T</strong></td>
</tr>
<tr>
<td><strong>Vocabulary + Sight Words</strong></td>
<td><strong>Rage, his</strong></td>
<td>Review</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>Letter names, sounds, words</td>
<td>Sentence practice</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>decodable es and read-alouds</td>
<td>decodable es and read-alouds</td>
</tr>
</tbody>
</table>
How long does it take to learn to read? Depends on several factors:

Across languages, reading follows a similar path. What varies is the length of time needed based on the following factors:

1. Number of symbols of the alphabet
2. Degree of visual similarities in the alphabet (i.e., “d” and “b”)
3. Degree of phonological similarities (i.e., “c” in city and “s” in sip)
4. Relative orthographic consistency of the language (i.e., English is a very inconsistent, or not transparent language - the sound for /k/ is represented 10 different ways)
5. Phonological structure – rules for phoneme sequencing
6. Whether children speak the language they are learning to read

→But we do know that with good instruction, children can learn to read by the end of early primary.
Reading Skills Pyramid
by Time4Learning.com

On-Track Reader
Prepared for Success

Fluency
- Sight reads high-frequency words
- Uses new vocabulary in speech
- Makes predictions about stories
- Answers questions about stories

Vocabulary
- Knows words have antonyms and synonyms
- Follows simple written instructions
- States information learned while reading

Comprehension
- Builds vocabulary through daily reading
- Uses context clues to decode new words
- Identifies confusions passages/words and asks clarifying questions

Language-Rich Environment
- Takes notes on things they notice
- Makes predictions about stories
- Finds connections to familiar stories

Print concepts
- Understands that print has meaning
- Knows how to handle books, turning one page at a time

Alphabetic system: phonemic awareness / phonics
- Names ten letters of the alphabet
- Names all upper and lowercase letters

Storybooks
- Children start learning to read by sharing books and engaging in conversation with adults.

PreK
- Knows parts of books (index, chapters etc.)
- Understands that text is read from left to right and top to bottom

Kindergarten
- Knows how to handle books, turning one page at a time
- Notices letters in own name

16
- Reads one-syllable "CVC" words
- Reads words with one and two syllables
- Attemps larger words using phonics knowledge

2nd
- Knows words have a correct spelling
- Identifies syllables in words
- Blends sounds into words
- Changes sounds by adding, deleting, or substituting phonemes

3-4s
- Knows sounds of most letters
- Identifies words with same beginning sounds
- Knows that letters in each word correspond to sounds

First
- Names all upper and lowercase letters
- Knows sounds of most letters
- Identifies words with same beginning sounds
- Knows that letters in each word correspond to sounds

Second
- Reads at 114 words per minute
- Continues to read with increasing speed
- Creates meaning while reading
- Rereads decoded words to master texts

Third
- Builds vocabulary through daily reading
- Uses context clues to decode new words
- Uses roots, prefixes and suffixes
- Summarizes stories: recalls details and main ideas, sequences events, identifies characters
The 5 Ts of Reading Instruction

**Time**
More time devoted to instruction of core reading components

**Teaching**
Improve teacher knowledge of and skill in teaching reading

**Text**
Provide learners with more books and materials to support learning to read

**Testing**
Use of assessments to identify reading levels and to track progress at all levels

**Tongue (language)**
Provide instruction in familiar languages, support L1 to L2 transition

**Ongoing Professional Development and Support**
2. Time

• Children need time every day to learn to read.
• Dedicated reading time needs to be available for:
  – classroom-based reading instruction
  – teacher professional development and support
  – practicing reading at home/in community
### Time Available for Instruction

<table>
<thead>
<tr>
<th></th>
<th>Guatemala</th>
<th>Honduras</th>
<th>Mozambique</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Allocated time (length of school year)</strong></td>
<td>180</td>
<td>186</td>
<td>183</td>
</tr>
<tr>
<td>Days school closed</td>
<td>5</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Days lost to teacher absenteeism</td>
<td>29</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>Days lost to student absenteeism</td>
<td>11</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>Days lost to poor management of the school day</td>
<td>38</td>
<td>61</td>
<td>55</td>
</tr>
<tr>
<td><strong>Total equivalent days lost</strong></td>
<td>83</td>
<td>108</td>
<td>122</td>
</tr>
<tr>
<td><strong>as percent of allocated time</strong></td>
<td>44%</td>
<td>58%</td>
<td>67%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Guatemala</th>
<th>Honduras</th>
<th>Mozambique</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Allocated time (length of school year)</strong></td>
<td>180</td>
<td>186</td>
<td>183</td>
</tr>
<tr>
<td>Total equivalent days lost (from Table 1)</td>
<td>83</td>
<td>108</td>
<td>122</td>
</tr>
<tr>
<td>Total equivalent days wasted (time off task)</td>
<td>41</td>
<td>9</td>
<td>31</td>
</tr>
<tr>
<td><strong>Engaged time</strong></td>
<td>56</td>
<td>69</td>
<td>31</td>
</tr>
<tr>
<td><strong>as a percent of allocated time</strong></td>
<td>31%</td>
<td>37%</td>
<td>17%</td>
</tr>
</tbody>
</table>
The 5 Ts of Reading Instruction

**Text**
Provide learners with more books and materials to support learning to read

**Time**
More time devoted to instruction of core reading components

**Teaching**
Improve teacher knowledge of and skill in teaching reading

**Testing**
Use of assessments to identify reading levels and to track progress at all levels

**Tongue (language)**
Provide instruction in familiar languages, support L1 to L2 transition

**Ongoing Professional Development and Support**
3. Text

- Children need to be exposed to a rich print environment to learn to read
- Text should be appropriate for the given context and language needs
- Should focus on key reading components
- Include teacher’s guides, leveled readers, storybooks, etc.

Photo Credit: Barbara Trudell, SIL International
But just having text is not enough…

Why do you think the books were not being used?
The 5 Ts of Reading Instruction

**Time**
More time devoted to instruction of core reading components

**Teaching**
Improve teacher knowledge of and skill in teaching reading

**Text**
Provide learners with more books and materials to support learning to read

**Testing**
Use of assessments to identify reading levels and to track progress at all levels

**Tongue (language)**
Provide instruction in familiar languages, support L1 to L2 transition

**Ongoing Professional Development and Support**
4. Tongue (language)

- Research has shown that children learn to read with understanding more quickly if they speak the language they are learning to read.
- This is because their existing knowledge of vocabulary (approx. 6,000 words when they enter school), linguistic construction of the language, and sounds facilitates learning to read. Being able to read and understand a familiar language in turn facilitates academic learning.
- And learners can use their knowledge of reading in a familiar language (or L1) to acquire language and literacy skills in another language (transfer).
- Learning to read is not the same as learning a second or foreign language – they are two separate processes.
What do we know about teaching reading in multilingual contexts?

• Children who learn the core components of beginning reading (phonemic awareness, phonics, fluency, and comprehension strategies) in their native language will transfer their skills to learning another (Durgunoglu, Nagy, & Hancin-Bhatt, 1993; Bialystock, Luk, & Kwan, 2005; Geva & Zadeh, 2006).

• However, to ensure that students become literate in the second language:
  – elements that are different across languages have to be explicitly taught, and
  – vocabulary has to be built systematically over time.
Mother tongue reading comprehension, Kenya & Netherlands

Comprehension scores grade 2

Dutch children’s reading comprehension – Netherlands
Sabaot children’s reading comprehension – Kenya

Source: Van Ginkel and Graham, in preparation 2012
Considerations regarding language, reading, instruction and transition

- Use of particular languages for reading (and for overall academic instruction) should be based on an in-depth analysis of the following:
  - Country’s education goals
  - What research has shown will lead to the greatest learning achievement
  - How best to foster different language skills needed for different purposes
  - Current language environment
  - Teacher training, capacity
  - Conditions needed to implement effective instruction in specific languages

→ Need to think and plan long-term

See reference PowerPoints and briefs for more detailed information on research and how to plan for language use in education
The 5 Ts of Reading Instruction

**Time**
More time devoted to instruction of core reading components

**Teaching**
Improve teacher knowledge of and skill in teaching reading

**Text**
Provide learners with more books and materials to support learning to read

**Testing**
Use of assessments to identify reading levels and to track progress at all levels

**Tongue** (language)
Provide instruction in familiar languages, support L1 to L2 transition

**Ongoing Professional Development and Support**
5. Testing

- Assessment of reading should take place at many levels and for different purposes
  - **At the classroom level**, teachers need to frequently evaluate pupils’ learning outcomes and use that information to inform instruction
  - **At the school level**, head teachers, parents and local education authorities need to be aware of overall progress to know how to better support schools
  - **At the system level**, sub-national and national governments can use large-scale, diagnostic assessments to monitor overall progress and to make decisions about teacher training, curriculum design and materials, planning, budgeting and policy.
Supporting the 5 Ts

- What else does an early grade reading program need to address?
A path to effective reading instruction?
Country Team Exercise

Review the elements of your country education program and how it addresses the “5 T’s” and the key reading components. Prepare a presentation (10 minutes) for the rest of the group.

1. **Teaching**: Teacher pre- and in-service training and professional support for reading
2. **Time**: Allocated and actual time on task for reading instruction
3. **Text**: Instructional materials for learners and teachers, including country curriculum, syllabi, and standards and benchmarks for reading
4. **Tongue**: Policy and practice regarding language and reading
5. **Testing**: Classroom-based, school- and system-level assessments