



Scripted lessons for Early Literacy Instruction

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#LetGirlsLearn

#endpoverty



Objectives

1. Evidence and rationale
2. Effective practices
3. Common errors
4. Successful strategies for grade 3 and above

Evidence and Rationale

1. Introducing new content & multiple subjects
2. Prioritize information
3. Coaches can support

Introducing Content and Multiple Subjects

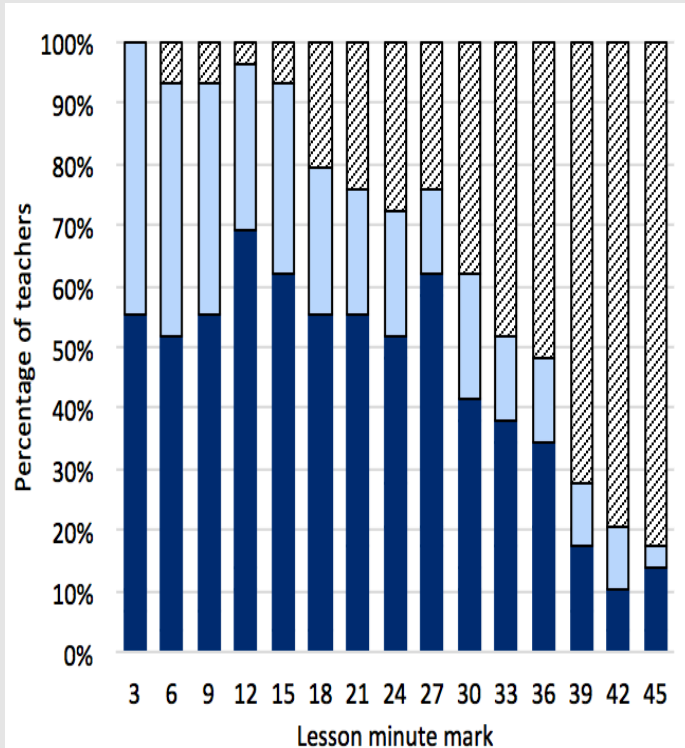
- Prior to intervention, teachers prioritized oral language over foundational literacy skills (*Dubeck et al., 2012*)
- Example of the content & subjects expected:

Uganda SHRP Grade 1

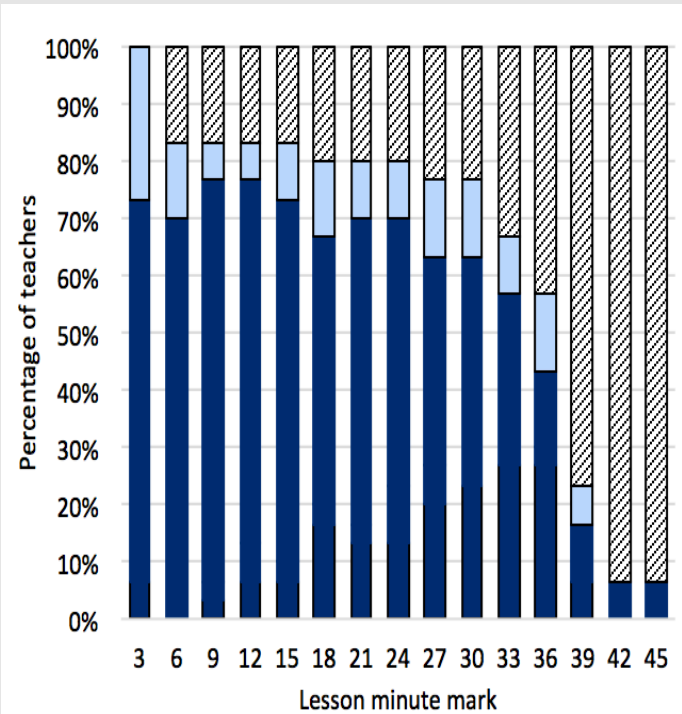
Literacy 1	Daily 30 min	phono awareness, letter knowledge, decoding, sentence reading, comprehension, assessment
Literacy 2	Daily 30 min	handwriting, spelling, story writing, response writing, assessment
News	3 x weekly 30 min	model news, write & share news
Oral Literature	2 x weekly 30 min	song, recite traditional text, read alouds, comprehension, vocabulary
English	Daily 30 min	phono awareness, print concepts, vocabulary, concept of word in text, storytelling, assessment

Percent of Teachers Allocating Class Time to Literacy Instruction - Baseline (Nigeria, RARA)

CONTROL



INTERVENTION



No Activity
 Other Activity
 Literacy Instruction

Nigeria
RARA



Nigeria Reading and Access Research Activity
Primary 2 Teacher's Guide

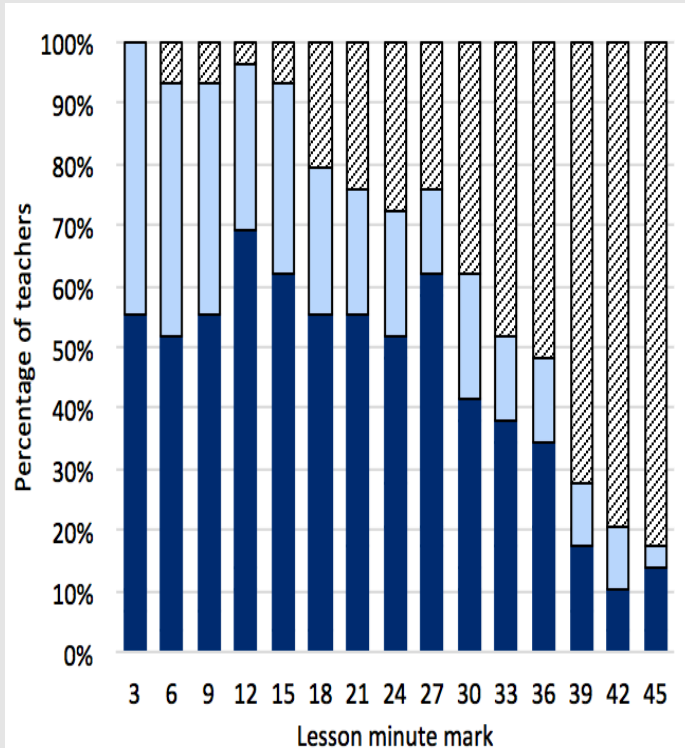


Jagoran Malamai

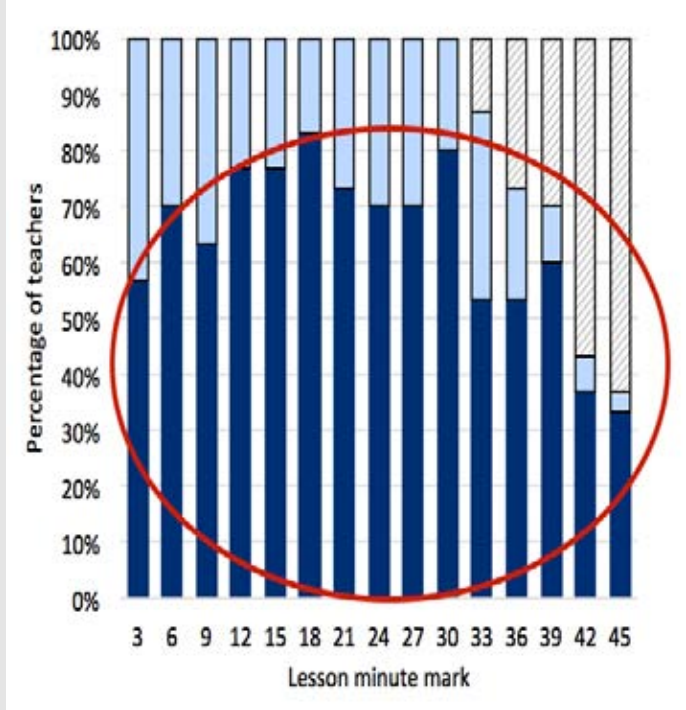
Aji 2

Percent of Teachers Allocating Class Time to Literacy Instruction - Endline (Nigeria, RARA)

CONTROL



INTERVENTION



No Activity
 Other Activity
 Literacy Instruction

Effective Practice

1. Specific language provided for activities that need to be explicit & systematic.
2. Steps provided for activities that can be open-ended and respond to children's responses.
3. Provide timing in minutes.
4. Iterative process.
5. Teacher guides written in a common language.
6. Evolve perceptions of teacher guides: Encourage teachers to hold & use them.

Effective Practice (1 of 6)

Specific language provided for activities that should be explicit and systematic: e.g., letter knowledge & decoding

M

1. Rubuta babba da karamin baki na sabon harafi [S s].
2. Nuna harafin ka/ki fadi sunansa da kuma sautinsa. "Wannan shi ne harafin [S], sautin shi ne /s/."

M

5. Koya wa dalibai furta sautin [S] ta hanyar motsin jikin da aka danganta da furta sautin harafin. "[S] na da sautin /s/ kamar a cikin kalmar saka." Ka/ki riƙa lanƙwasa hannuwanka kamar kana saka kana/kina furta sautin 's''s''saka'.

Effective Practice (2 of 6)

Steps provided for activities that can be open-ended and respond to children's response: e.g., comprehension.

Storytelling: After Reading

- a. Ask In the Text questions.
- b. Ask In My Mind questions.
- c. Ask learners if their predictions about the story were correct.

In My Mind Questions

These types of questions do not always have "one correct" answer. For example:

Analyse: Why do you think the character did _____?

Connect: Does this story remind you of anything?


Evaluate: Why do you like the story?

Create: If you were _____ (a place, a character) what would you do?

Effective Practice (3 of 6)

Provide timing in minutes in the activity & an overview.

Karatun Labari

 Minti-5

M




1. Fada wa dalibai cewa za ka/ki karanta musu labari, ka/ki ja hankalinsu zuwa ga hoton da ke cikin littafinsu.
2. Jagoranci dalibai su iya banbanta zanen hotuna, da kuma aikin da hotunan ke nunawa.
3. Kira wasu daliban don su yi bayanin da za su fahimta.
4. Rubuta labarin a kan allo.

Nana na Nan.
Nana na gida.
Nana na wasan gala-gala.

Time	Step	Teacher's Activity
3 min.	1	Getting Ready
10 min.	2	Sentence Structures
12 min.	3	Concept of Word Rhyme
5 min.	4	Beat the Word

Effective Practice (4 of 6)

Iterative process: Informed, field test, refine, pilot, refine, use.

 "I do"	 "We do"	 "You do"
<p>Step 1: T: The sounds are: /m /, /a/, /t/. I join the sounds together. The word is mat.</p>	<p>Step 2: T: Let's do it together. I first say the sounds /m /, /a/, /t/. What is the word? T & L: mat.</p> <p><i>Continue practise with the words: met, mit</i></p>	<p>Step 3: T: Now I will say the sounds and you will say the word. T: /m /, /a/, /t/. What is the word? L: Word- mat</p> <p><i>Continue with examples: man, met, mit</i></p>

Early version – horizontal

Later version – vertical

→ Fit all activities one page

→ Increase usability

? Oral Blending

T: Today we will make words by joining sounds.

I do – Step 1

T: The sounds are: /m /, /a/, /t/. I join the sounds together. The word is **mat**.

We do – Step 2

T: Let's do it together. The sounds are /m /, /a/, /t/. What is the word?

T & L: **mat**.

You do – Step 3

T: Now I will say the sounds and you will say the word.

T: /m /, /a/, /t/. What is the word?

L: **mat**.

Continue with examples: man, met, mit.

Effective Practice (5 of 6)

Teacher guides written in a common language.

Teacher Guides Include:

- a. Steps/scripted activities
- b. Definitions of literacy terms
- c. Overview of methodology
- d. Do Mores
- e. Remedial activities
- f. Accelerated activities
- g. Teaching tips

Reasons

1. Consistent explanations
2. Trainers
3. Understand fidelity to methodology
4. Production timelines
5. Availability of writers & editors in local languages

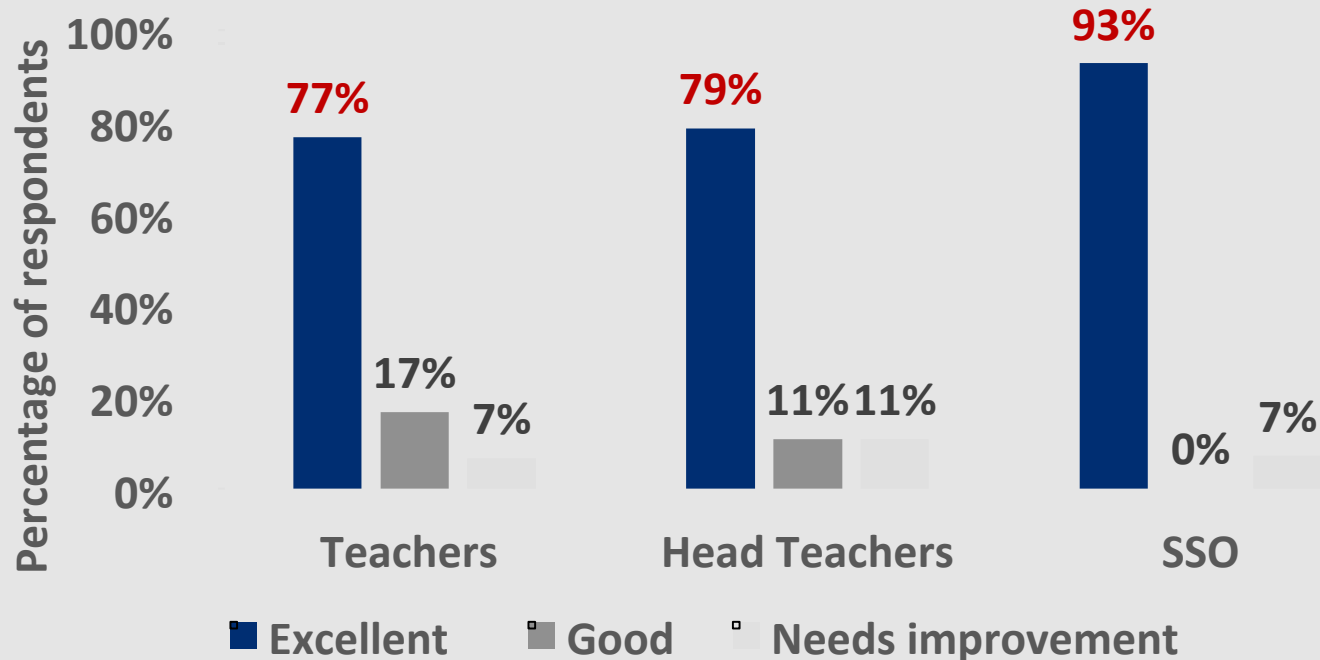
Effective Practice (6 of 6)

Evolve perceptions of teacher guides: Encourage teachers to hold and use them



Teacher Perception on Materials

How would you rate the RARA MATERIALS in helping you/teachers to teach better?



Common Errors

1. Too much text on the page
2. Too much language about setting the tone
3. Need to distill directions to key steps
4. Not supporting teachers use of guides
5. Lighting of classrooms
6. Busy fonts or small size
7. Bindings not designed for usability
8. No field test or pilot

Above Grade 3

1. Understand prevalence of teacher looping.
2. Use similar procedures to earlier grades (e.g., timing, steps).
3. Explore the same genres & writing activities.
4. Informal assessments compared to standards.
5. Shift more responsibility to student book. *Example:*

After Reading Activities

Comprehension Questions

1. Where do Lukiya and Rebecca like hiding?
 2. Do you think Lukiya and Rebecca have a good friendship? Why or why not?
 3. What was the main idea of this story?
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Thank you!



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