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# Landscape Report

2015 Global Education Summit

# *Introduction to the Team*

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# Overview of the Landscape Report

**Goal:** Summary of what we have learned over the past 10 years, including academic research on reading as well as studies from practitioners in the field

**Format:** A user friendly information and resource guide to assist practitioners

**Audience:** Multiple audiences such as donors, Ministry officials, education NGOs

- Identify gaps in both the literature and lessons learned—what do we need to focus on moving forward? What areas need more research?
- Establish some criteria for what we consider “evidence-based” to guide future studies moving forward

# *What are We Reviewing?*

## **Academic literature**

- Evidence from multiple disciplines such as psychology, education, speech and communication, second language acquisition, and international education.
- Best practices in early grade reading and literacy initiatives taken place in all regions of the world – from low to high-income countries.
- Sequence: Thorough search of potential evidence using several databases as well as structured web searches, selection of relevant evidence, reading of materials, integrating and summarizing patterns, and writing up conclusions organized in different areas.

# *What are We Reviewing?*

Grey literature

Field based/project reports

Field-based or project research studies

# Methods

- Literature Review
- Interviews
  - ✓ Selection of balanced group of practitioners from NGOs (international and local) and Ministries
  - ✓ Donors
  - ✓ Foundations/Think Tanks
  - ✓ Academics

# *Levels of Evidence*

## **Strong evidence**

Consistent evidence exists that the recommended practices improve target outcomes. There is strong causal and generalizable evidence for the recommended practices.

## **Moderate evidence**

Evidence exists about the recommended practices. However, strong causal conclusions cannot be generalized to our target population due to lack of replication studies or causal ambiguity.

## **Minimal evidence or promising practices**

There is no clear causal evidence about the effects of recommended practices on target outcomes. This could be due to lack of studies, or weak or conflicting evidence. In some cases, minimal evidence could be due to difficulties to study using an experimental, causal design.

# *Overall Structure*

- Executive Summary
- Introduction
- Chapters
- Appendix
- References

# Chapters

1. Emergent literacy skills
2. Reading for meaning
3. Writing for meaning
4. Textbooks and materials for literacy instruction
5. Assessment in literacy acquisition
6. Promoting literacy acquisition in multilingual contexts
7. Language of instruction and its impact on literacy acquisition
8. Teacher knowledge about literacy development and instruction
9. Teacher education policy
10. Long-term considerations of literacy programs: Costs, financing, scaling up, and sustainability
11. Research gaps

# *Within a Chapter*

What is the target construct?

Why is the construct important?

How to teach and/or use target construct

- I. How to teach and/or use specifics
  - a. Summary of evidence
  - b. How to carry out the recommendation
    - i.
  - c. Question you may have

# Exemplar

## EMERGENT LITERACY



### WHAT IS EMERGENT LITERACY?

The ability to read and write emerges over time based on experiences with language and print. These experiences and related skills are called emergent literacy skills, and typically include print awareness, orthographic symbol knowledge, phonological awareness, and morphological awareness. Print awareness is knowledge of how print works and how it is different from other symbols such as pictures. Orthographic symbol knowledge is knowing shapes, names, and sounds of orthographic symbols. Phonological awareness refers to recognizing and being able to manipulate speech sounds of various sizes (e.g., words, syllables, and phonemes). Finally, morphological awareness is one's understanding of meaningful units in a language (e.g., unlock has two meaningful units called morphemes, un and lock).

### WHY IS EMERGENT LITERACY IMPORTANT?

Learning to read and write involves print. In alphabetic languages, print and symbols represent sounds. Therefore, at the center of learning to read and write is to understand that orthographic symbols have a specific function that is different than other symbols (e.g., pictures), and learning the association between orthographic symbols and their sounds.

### HOW TO TEACH EMERGENT LITERACY?

**RECOMMENDATION 1: Teach students names and sounds of orthographic symbols.**

Symbols are the components of written words. In alphabetic languages, symbols represent sounds in a systematic manner. In some languages, symbols represent phonemes (e.g., English) while in other languages, symbols represent syllables (e.g., Japanese).

In English, letter, b, represents /b/ sounds. In Japanese, symbol, <math>C</math>, represents a syllable /ku/.

Symbol names provide labels for shapes. In addition, symbol names provide clues to symbol sounds in many cases. For instance, in English, the name of letter, b, is /bi/, and the letter name contains the sound of the letter /b/. Early literacy instruction should include explicit and systematic instruction of symbol shapes, names, and sounds. Students need to learn that written symbols represent sounds, and have to knowledge of symbol-sound correspondences.

## EMERGENT LITERACY

### Summary of evidence

We identified XX studies which demonstrated the effect of systematic instruction on orthographic symbols on early reading skills.

### How to carry out the recommendation

1. Teach students the shapes and names of orthographic symbols. Teachers should demonstrate how to write each symbol. This includes showing letter formation - directions of writing each symbol. Show the symbol to the students, say the name, and demonstrate how to write. Introduce symbols whose shapes are visually distinct, and do not introduce similar symbols in temporal proximity as they cause confusion. Use various activities such as songs, handwriting, writing in the air, and matching letters.
2. Vary the amount of instructional time for different symbols. Some symbols need greater time to learn than other symbols. Spend more time on symbols that are more challenging and spend less time on symbols that are relatively easy. For instance, visually complex and similar symbols or symbols that have similar names tend to be confusing to students. Such letters need greater instructional time.
3. Teach students sounds of orthographic symbols systematically. Once students are proficient with symbol names and shapes, teach the sounds each symbol represents. If symbol name contains clues about symbol sound, explicitly point that out. For instance, the English letter, b /bi/, has /b/ sound in the name. Explicitly teach this so that students can use clues from symbol name to remember sounds of each symbol. An understanding of

#### Reminder

Display symbols in the classroom for environmental exposure.

symbol-sound relations builds the foundation for being able to sound out words.

4. Teach for accuracy and automaticity. Teach students to produce names and sounds of symbols accurately and rapidly. Students' ability to recognize symbols fast, say names and sounds with automaticity indicates mastery of learning. After teaching target symbols, review letter names and sounds for speed naming.

### QUESTIONS YOU MAY HAVE ABOUT TEACHING ORTHOGRAPHIC SYMBOL INSTRUCTION

When and to which students should orthographic symbols be taught?

Orthographic symbol instruction should be part of beginning literacy instruction. Students who are just beginning reading instruction should be taught.

How much time should be spent on orthographic symbol instruction?

Instead of spending a long stretch of class time per session, an effective symbol instruction should be brief but frequent (e.g., everyday) throughout the school year. Students vary in their familiarity and knowledge of symbols. Therefore, some students need greater instructional time than others.

How can we assess students' orthographic symbol knowledge?

Teachers can print orthographic symbols in a random order on a page, and ask students to name them. This can also be done with a time limit such that students are asked to name as many symbols as possible within a specified time (e.g., 30 sec or 1 min). The same can be done for symbol sounds. Teachers should use information from assessment to inform and plan instruction.



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