Scripted lessons for Early Literacy Instruction

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@USAIDEducation #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:

<table>
<thead>
<tr>
<th>Uganda SHRP Grade 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy 1</strong></td>
<td>Daily 30 min</td>
<td>phono awareness, letter knowledge, decoding, sentence reading, comprehension, assessment</td>
</tr>
<tr>
<td><strong>Literacy 2</strong></td>
<td>Daily 30 min</td>
<td>handwriting, spelling, story writing, response writing, assessment</td>
</tr>
<tr>
<td><strong>News</strong></td>
<td>3 x weekly 30 min</td>
<td>model news, write &amp; share news</td>
</tr>
<tr>
<td><strong>Oral Literature</strong></td>
<td>2 x weekly 30 min</td>
<td>song, recite traditional text, read alouds, comprehension, vocabulary</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Daily 30 min</td>
<td>phono awareness, print concepts, vocabulary, concept of word in text, storytelling, assessment</td>
</tr>
</tbody>
</table>
Nigeria
RARA

Jagoran Malamai

Aji 2
Percent of Teachers Allocating Class Time to Literacy Instruction - Endline (Nigeria, RARA)
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.
Specific language provided for activities that should be explicit and systematic: e.g., letter knowledge & decoding

1. Rubuta babba da karamin baki na sabon harafi [S s].

2. Nuna harafin ka/ki fadi sunanssa da kuma sautinsa. “Wannan shi ne harafin [S], sautin shi ne /s/.”

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?
Provide timing in minutes in the activity & an overview.

**Karatun Labari**

1. Fada wa dalibai cewa za ka/ki karanta musu labari, ka/ki ja hankalinsu zuwa ga hoton da ke cikin littafinsu.
4. Rubuta labarin a kan allo.

**M**

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
<th>Teacher’s Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 min.</td>
<td>1</td>
<td>Getting Ready</td>
</tr>
<tr>
<td>10 min.</td>
<td>2</td>
<td>Sentence Structures</td>
</tr>
<tr>
<td>12 min.</td>
<td>3</td>
<td>Concept of Word Rhyme</td>
</tr>
<tr>
<td>5 min.</td>
<td>4</td>
<td>Beat the Word</td>
</tr>
</tbody>
</table>
Effective Practice (4 of 6)

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

Early version – horizontal

Later version – vertical

→ Fit all activities one page

→ Increase usability
**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?

- **Teachers**: 77% Excellent, 17% Good, 7% Needs improvement
- **Head Teachers**: 79% Excellent, 11% Good, 11% Needs improvement
- **SSO**: 93% Excellent, 0% Good, 7% Needs improvement
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?
Thank you!