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# Scripted Lessons: An Example- ASL



2015 Global Education Summit@USAIDEducation

# Teaching Skills or Understanding?

Acquiring a **skill** requires:

- Explicit, incremental, sequential, and cumulative instruction
- Repeated practice of steps, often in isolation first, to develop automaticity
  - Higher level skills rely on automaticity of lower level skills
  - Skills ultimately operate in the background without much conscious effort

Reading fluently requires a whole host of skills

# Teaching Skills or Understanding?

## Acquiring **understanding**:

- Involves learning and applying vocabulary and background knowledge
- Applying reasoning skills
- Understanding language

# Teaching decoding to low literacy students

- When teaching skills, assumptions about student ability cannot be made
- Unless teachers have deep experience teaching severely challenged students, they tend to make unconscious assumptions
- Our experiences tell us that too often students fail to learn because of these assumptions

# Our recent experience

## Apprentissage Systématique de la Lecture (ASL) Systematic Approach to Reading

- Niger, West Africa
- Grade 1 reading curriculum
- Pilot in 150 schools
- 4 languages: Ffulde, Hausa, Kanuri, Zarma
- National language is French

# Scope & Sequence

See Handout Pages 3–5

## Phase 1: Getting Ready to Read – Pre-reading

- About Books
- Letter Song
- Letter Names - Lower, then Upper Case
- Oral Syllable
- Letter Sounds
- Blending Letter Sounds into Syllables

## Phase 2: Learning to Read – Decoding

- Read 2-Syllable Words in isolation, lists, sentences, and short paragraphs
- Read 3-Syllable Words in isolation, lists, sentences, and short paragraphs

## Also includes:

- Daily Read Aloud with vocabulary and questions
- Letter Formation & Spelling as a separate component

# Pre-reading skills: a new concept

Explicitly teaching pre-reading skills was a new concept for our teachers

Detailed complete scripts for each lesson provide teachers with:

- Specific and complete content for each lesson
- Step-by-step instruction of concepts and skills (Instruction with I Do, We Do, You Do)
- Routines for practice with I Do, We Do, You Do
  - Procedures insure individual practice for all students
  - Scripts include immediate Positive Error Correction

# Example of step-by-step instruction

See Handout Pages 6–7

## ASL Lesson 1, Part 4 – About Books

- Teach How to Hold a Book
- Practice Holding the Book Correctly
- Teach Front of the Book
- Practice Front of the Book
- Teach Back of the Book
- Practice Back of the Book

# Look at an ASL lesson script

- Bilingual:
  - Teacher directions in French
  - What students hear in local language
- Each lesson has a complete script
- Teacher's words in bold in numbered steps
- What goes on the blackboard is pictured
- 'Junior pages' show page in student book
- Word lists for oral syllable give teachers words to use for instruction and practice

See Handout Pages 9–14

Pages 15–19 are from  
Student Book

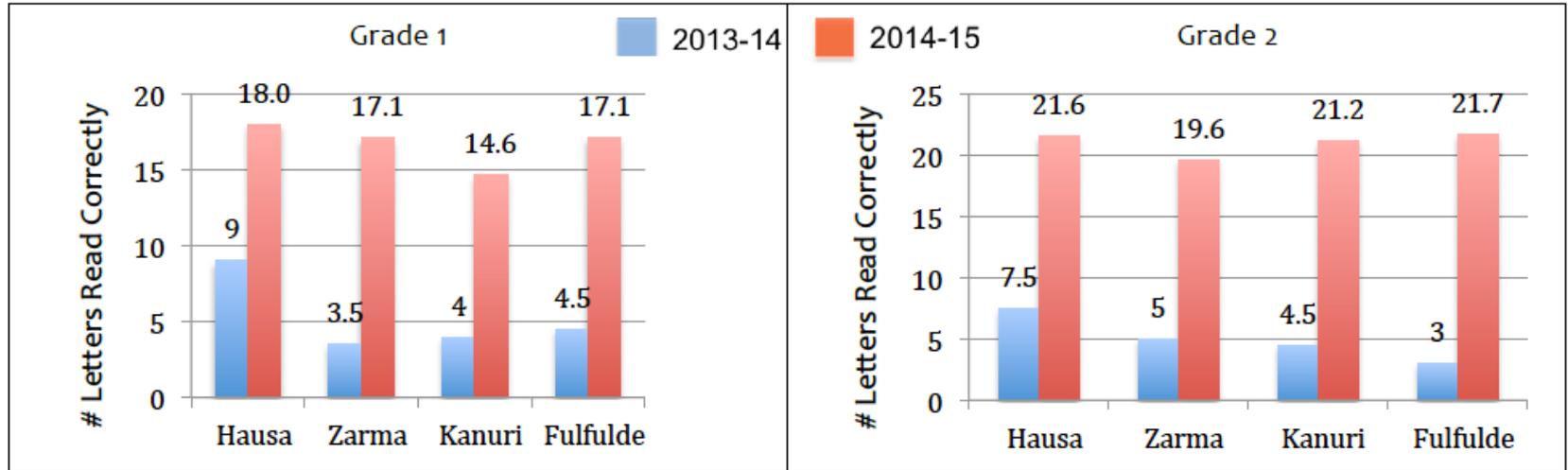
# A bit of ASL lessons in action



# Some early results

See Handout Page 20

Letters Named Correctly



2013-2014: ARL approach used for Grade 1 (4 months of accelerated instruction in local languages).  
Nigerien national curriculum used for Grade 2 for two years.

2014-2015: ASL approach used for Grades 1 & 2 for up to two months at the end of the year. ARL approach used for first 4 months of the school year.

# Everyone Sings the Alphabet Song

