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: Fufulde, Hausa, Kanuri, Zarma
- National language is French
Scope & Sequence

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
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

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

See Handout Pages 6–7
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

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