CREATE an Effective Curriculum and Lesson Plans

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Opening Thought

• To improve student reading you have to change students’ learning experience.

• Three changes you can make that impact teaching and learning are:
  – the focus of instruction;
  – the quality of instruction; or
  – the amount of instruction.
Agenda

• **C**ollect data and set parameters
• **R**eview current curriculum
• **E**nhance the curriculum
• **A**pply a pilot
• **T**est the curriculum
• **E**xpand implementation (plan for scale-up)
Collect data and set parameters

• On what grades will the program focus? Why?
  – Collect or use existing data
    • Student reading data across grades
Collect data and set parameters

• When implementing change, data provide a baseline that identifies strengths and weakness in a system. With this information, changes can be made systematically.
Collect data and set parameters

• Student data serves as a barometer for how well the educational system is doing.

• It tells us:
  – What children know and do not know at each grade level.
  – The rate at which they are acquiring reading skills.

The data can be used to identify gaps in instruction.
Girls' Improved Learning Outcomes Project (GILO)

Upper Egypt EGRA 2009

Grade Progression and Performance Patterns are Consistent Across All EGRA Measures

Mean Scores by Grade

EGRA Measures

- Letter Names
- Letter Sounds
- Word Reading
- Non-Word Reading
- Oral Reading Fluency
- Reading Comp
- Dictation

Legend:
- 2nd Grade
- 3rd Grade
- 4th Grade
Collect data and set parameters

• Identify with precision what children know and when.
  – By second grade, over half the students know letter names.
  – By third grade, two thirds of the students know letter names, and about a quarter can spell words.
  – By fourth grade, about a third can read words and passages, and can spell words.
Girls’ Improved Learning Outcomes Project (GILO)

Grade 2
Tracking Performance Across EGRA Components - Based on Pupils' Category of Performance on Reading Letter Sounds

Upper Egypt EGRA 2009

Mean Scores for Each Component

27+ CLS
16-26 CLS
1-15 CLS
Zero CLS

EGRA Components

n= 958 pupils (1/2 girls)

al-Minia, al-Fayoum, & Qena Governorates
Collect data and set parameters

• Identify gaps in the curriculum
  – In general, it is taking approximately three years of instruction for children to develop basic literacy skills.
  – Across all three grades, students that know letter sounds can read words in isolation, in the passage and spell words *earlier* than students who do not know letter sounds.
Collect data and set parameters

• Use the data to set the parameters for identifying an entry point to begin systematic change.

• Factors to consider:
  – Are there challenges that will limit the implementation of the curriculum that have to be addressed first?
  – Is there an obvious entry point?
Review Current Curriculum

• Check alignment among standards, curriculum, materials, and assessment.
• Evaluate the content of curriculum
• Evaluate the delivery of instruction
Review Current Curriculum:
Check alignment among standards, curriculum, and materials

- **Standards**
  - Framework which outlines specific knowledge and skills students must acquire

- **Curriculum**
  - A specific learning program that operationalizes the standards

- **Materials**
  - Teachers’ guide, student texts and auxiliary materials

2011 Global Education Workshop: From Evidence to Action
Review Current Curriculum:
Check alignment among standards, curriculum, and materials

• Standard
  – Obj. 5.2.1e Read a range of materials with some independence, fluency, accuracy, and understanding

• Curriculum
  – Fluency instruction and practice
  – Comprehension strategy instruction and practice

• Materials
  – A range of reading materials
Review Current Curriculum

Do you have a core reading program with documented research based content that is aligned with the standards?

Yes

Does it include the 5 components of reading and systematic instruction?

Yes

No need to modify the curriculum.

No

Do you have staff able to review and enhance the curriculum?

Yes

Identify and proceed.

No

Identify source for technical advice
Review Current Curriculum: Evaluate the Content of the Curriculum

Components of Beginning Reading

1. Phonemic awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension
Review Current Curriculum: Evaluate the Content of the Curriculum

- Systematic instruction refers to instruction that is planned and sequenced to introduce targeted skills in a logical way.

  – Multiple opportunities for practice and review are included in each lesson.
Review Current Curriculum: Evaluate the Content of the Curriculum

• Areas to review
  – Components
  – Systematic instruction
    • Sequence of skills
    • Instructional Design (the frame on which the curriculum is built)
Review Current Curriculum:
Evaluate the Content of the Curriculum

Are these components of beginning reading present?
1. Phonemic awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension
Review Current Curriculum: Evaluate the Content of the Curriculum

- Language and Concept Knowledge (Vocabulary)
- Phonemic Awareness
- Letter-Sound Recognition → Word Reading and Spelling
- Automatic Word Recognition
- Connected Text Reading
- Comprehension Strategies
Review Current Curriculum:
Evaluate the Sequence of Skills

Sequence of skills: Phonics

• Includes each fundamental stage (letter/sound, blending, reading whole words, reading multisyllabic words)
• Uses a productive sequence to introduce letters
• Provides explicit strategy for blending words
• Provides multiple opportunities within lessons for students to blend and read words
• Provides guided reading practice in connected text
• Teaches advanced word analysis skills in isolation then applies to words and text
Review Current Curriculum:
Evaluate Instructional Design

Instructional Design Principles:

• Introduce a manageable amount of information and objectives within a lesson
• Structure adequate practice and review for mastery of new skill/strategy
<table>
<thead>
<tr>
<th>Component</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<td>n</td>
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<td>Identification</td>
<td>Recognition</td>
<td>Identification</td>
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<td>Name/sound/write</td>
<td>Name/sound/write</td>
<td>Name/sound/write</td>
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<td></td>
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<td>Read/write</td>
<td>Read/write</td>
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<td>Passage</td>
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<td>Name/Sound/Write</td>
<td>Name/Sound/Write</td>
<td>Name/Sound/Write</td>
<td>Capital Letter Bingo</td>
<td>Review and Test Both Upper and Lower Case</td>
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<td>i, i, k, K, u, U, m, M</td>
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<td>e</td>
<td>E</td>
<td>t</td>
<td>T</td>
<td>Practice</td>
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<td><strong>Syllable</strong></td>
<td>Read / Write</td>
<td>Read / Write</td>
<td>Read / Write</td>
<td>Read / Write</td>
<td>Review and Test</td>
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<tr>
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<td>ma, nu, ku, mi, mu ne, ke, me</td>
<td>ma, nu, ku, mi, mu ne, ke, me</td>
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<td>ta, ti, tu, te</td>
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<td>Read with a Friend</td>
<td>Word Blending 2</td>
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</tr>
<tr>
<td><strong>Teach</strong></td>
<td>kena, ena, mame, eya mkeka, make, mema</td>
<td>Practice</td>
<td>atate, mutu, tuta, tuma</td>
<td>Practice</td>
<td>Practice</td>
</tr>
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</table>
Review Current Curriculum: Evaluate Instructional Design

• Introduction activities teach new content and provide guided practice. These are the most explicit lessons.

• Review activities provide practice with skills that students have learned but still need additional practice to develop automaticity.

• Generalization activities provide opportunities for students to apply mastered skills in new ways. When students generalize their understanding of a skill, they can apply it appropriately in new situations.

• This cycle forms a spiral curriculum in which students learn new skills, practice them and apply them in new context.
Review Current Curriculum:
Evaluate the Delivery of Instruction

Lesson Plan:
• Provides sufficient modeled examples prior to learner practice
• Includes sufficient opportunities for student responses
• Provides specific guidance for corrective feedback
• Provides specific recommendations or guidance for re-teaching
Review Current Curriculum: Evaluate the Delivery of Instruction

Word Blending Routine 1
(T = teacher; S = student)

SKILL: Word blending

OBJECTIVES: Shown a word, the student will read 2-4 words composed of previously learned letters.

ADVANCE ORGANIZER:
T: We are going to learn to use the sounds that we have learned to read words. First, we will say each sound and then read the word. I will put my finger under each letter and you will say the sound of the letter. After you say all the sounds of the word, I will sweep my finger under the word, and you will read the whole word.

MODEL:
Put your finger under the first letter of a word on the board and say,

T: Watch me, /o/ /n/ /a/ ona.

GUIDED PRACTICE:
T: Now we will do it together. Remember to say the sound of each letter when I point to it.

Teacher points to each letter of the word on the board.

T & S: /_/ /_/ /_/ _____.

INDEPENDENT PRACTICE:
T: Now you try it.

S: /_/ /_/ /_/ _____.
Review Current Curriculum: Evaluate the Delivery of Instruction

Corrective Feedback

Once students are able to complete the task alone, use **corrective feedback** if a mistake is made to quickly get the students back on track.

Correcting errors assures that students practice the skills correctly and keeps the activity moving at an appropriate pace.
Review Current Curriculum:
Evaluate the Curriculum

• Does the curriculum align with the standards?
• Does the curriculum support the learning process?
• Is the content presented in a logical order, in a way that encourages teachers to build progressively to greater skills?
• Do the curriculum and materials reflect best practices in the teaching of early reading?
• Are the materials practical and grounded in classroom practice?
• Do they encourage application and direct use?
“BRAINS ARE BASICALLY THE SAME ACROSS LANGUAGES. ORTHOGRAPHIES ARE NOT.”
—GOSWAMI, 2006, P. 478
Enhance the Curriculum (and Materials)

• Identify strengths and gaps and identify level of change needed.

• Enhance the curriculum using the same criteria used for the review.
  – Instructional design
  – Content
  – Delivery of instruction
Enhance the Curriculum (and Materials)

• Determine the rate for introducing letters

• Determine a sequence for the gradual introduction of routines

• Determine a review schedule

• Sequence routines
Enhance the Curriculum (and Materials)

• Once the framework for the program is established, complete a scope and sequence for instruction using the steps below.

• Step 1: Identify the words for the phonemic awareness routines.
• Step 2: Identify words and sentences for the phonics routines.
• Step 3: Identify stories for the teacher to read aloud.
• Step 4: Identify the vocabulary and comprehension routines for the teacher to read aloud.
• Step 5: Write stories for the passage section. This is the passage students will read and that should be aligned with the letters being introduced. After stories have been written, vocabulary and comprehension routines are identified.

Sample Scope and Sequence.docx
Word Blending Routine 1
(T = teacher; S = student)

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MODEL:
Put your finger under the first letter of a word on the board and say,
T: Watch me, /k/ /e/ /n/ /a/ kena
T: Now I will do another /o/ /n/ /a/ ona.

GUIDED PRACTICE:
T: Now we will do it together. Remember to say the sound of each letter when I point to it.
Teacher points to each letter of the word on the board.
T & S: /k/ /e/ /n/ /a/ kena

INDEPENDENT PRACTICE:
T: Now you try it.
S: /k/ /e/ /n/ /a/ kena

Continue practicing with more words.
Enhance the Curriculum (and materials)

• Start with a systematic scope and sequence.
• Ensure that the five components of reading included in your reading curriculum.
• Ensure the elements are present in daily lesson plans.
• Align and include these elements in teacher and students materials.
Apply a Pilot

• Determine the scope of the pilot.
  – Geographic area
  – Language of instruction
• Identify intervention and control schools with similar demographics
• Collect pre- and post-test data.
• Determine the impact.
Test the Curriculum (and materials)

• Provide professional development with follow-up and mentoring.

• Document fidelity of implementation.

• Obtain feedback from teachers to determine social validity.
Expand Implementation

• Factors to address in planning for expansion:
  – Reading goals and objectives are clearly defined and quantifiable at each grade level.
  – There is sufficient time allocated for reading and that instructional time prioritizes the main components of reading.
  – You have an assessment system and databases are established and maintained.
  – Measures assess student performance on prioritized goals and assessments.
Expand Implementation

• Factors to address in planning for expansion:
  – The curriculum and lesson plans provide explicit and systematic instruction on critical reading priorities.
  – Professional development is explicitly linked to assessment and instructional priorities (see sessions on teacher training).
  – A communication plan for reporting and sharing student performance with teachers, parents, and other stakeholders (see session on communications).
  – Costs and logistics have been carefully planned (see session on logistics).
Summary

Collect Data

Expand

Review the curriculum

Enhance the curriculum

Test the curriculum

Apply a pilot
Conclusion

• An effective curriculum has a strong focus on the components of reading instruction;
• Has as a foundation a systematic and explicit instructional design
• Ensures that an adequate amount of time is allocated to reading instruction.
For discussion in your groups

Is a systematic, direct approach to reading instruction evident in the curriculum?

If not, can it be developed?

Can curricular space be created for a pilot, or changes in curriculum for scale up?
WHAT STARTS HERE CHANGES THE WORLD