READING MATERIALS
Technical Session 1
All Children Reading Conference
Kigali, Rwanda
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Mango Tree’s
Northern Uganda Literacy Program
The Pedagogical Reasons for MT Instruction

- Learning to read is easier in the home language.
- Many African languages have transparent orthographies which are easier for children to learn.
- Teachers can use a wider range of instructional strategies and teach more creatively in their own language.
- Parents can be more involved in their children’s learning.
Africa’s Linguistic Heritage is Under Threat

The pace of language extinction we're seeing, it's really unprecedented in human history. And it's happening faster than the extinction of flora and fauna. More than 40% of the world's languages could be considered endangered compared to 8% of plants and 18% of mammals.

K. David Harrison, When Languages Die.
Oxford University Press. 2007
Beyond the Pedagogical Reasons...

- What is the long-term impact on African societies when indigenous languages are lost or become irrelevant?
- What might happen if indigenous languages have the opportunity to flourish?
- What is government’s role in preserving languages?
- What impact does institutionalizing indigenous languages in the education system have on preserving language over the long-term?
The Orthography Situation in Uganda

20+ Ugandan languages have inadequate or non-existent orthographies.
Presentation Overview

The Reading Materials Development Process:

Step 1: Orthography and Spelling Guidelines

Step 2: Instructional Model

Step 3: Instructional Design

Step 4: Implementation Plan

Step 5: Local Writers, Illustrators, Designers, Printers and Entrepreneurs
Presentation Overview

Other Cross-Cutting Issues to Address:

• Scalability
• Sustainability
• English Transition
• Special Challenges
Step 1: Orthography & Spelling Guidelines

- Is there an orthography?
- Is it any good?

If the answer is no, then:

- Gather a team of linguists, educators and local language experts to get an orthography in place.
- We used SIL’s expertise.

Mango Tree’s Northern Uganda Literacy Program
Step 2: Mango Tree’s Instructional Model

The 5 Big Ideas of Literacy
1. Phonemic awareness
2. Alphabetic principle
3. Vocabulary
4. Fluency
5. Comprehension

Integrated Approach
Using both whole language and phonics

Top-Down Approach
Using whole language

Bottom-Up Approach
Using phonics

Basic Literacy Strategies
1. We learn by doing
2. I do. We do. You do.
3. From simple to complex

Uganda Ministry of Education and Sports

- Reading Competences
- Thematic Curriculum
- Writing Competences
- 90 minutes of local language instruction every day
- Listening Competences
- Continuous assessment model
- Speaking Competences
### What Our Model Looks Like in the Classroom

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Top Down</strong></td>
<td><strong>Lesson 2: Creative Writing Time</strong></td>
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<tr>
<td><img src="image1.png" alt="Image" /></td>
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<tr>
<td><strong>Lesson 1: Story Reading Time</strong></td>
<td><strong>Reading for fluency and comprehension</strong></td>
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<td><strong>Lesson 3: Word Building Time</strong></td>
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<td><img src="image5.png" alt="Image" /></td>
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<tr>
<td><strong>Key letter and keyword lesson</strong></td>
<td><strong>Spelling dictation</strong></td>
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<tr>
<td><strong>Blending and segmenting letters and syllables to make new words</strong></td>
<td><strong>Handwriting (letter formation)</strong></td>
</tr>
</tbody>
</table>

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*Mango Tree’s Northern Uganda Literacy Program*
Step 3: Instructional Design

Mango Tree’s Northern Uganda Literacy Program
Instructional Design Considerations

• Texts must be inexpensive to replicate and durable enough to last for at least 3 academic years.
• Texts must be printed locally.
• Primer texts written by local writers. *No translations.* Use local illustrators as much as possible.
• Teacher’s guide should make planning easy. Scripted lessons.
• Daily assessment of literacy competences built into lessons. Assessment tools also provided.
• Systematic introduction of letter sounds with kinesthetic actions linked to each sound.
Essential Text and Non-text Materials

- One teacher’s guide per teacher for the full year.
- One pupil primer per child each term.
- One supplemental reader per pupil each term.
- One slate per child in P1.

Teacher’s Guide
US $ 10.00

Primers
US $ 2.25

Readers
US $ 2.25

Slate
US $ 1.75

TOTAL COST FOR CLASS OF 100 PUPILS FOR 3 YEAR’S INSTRUCTIONAL MATERIALS
US $ 635.00
Instructional Design Changes

Things we’ve eliminated from our core literacy kit:

• Thematic charts and picture cards
• Specially designed handwriting booklets
• Extra readers

Things we’ve added:

• More guidance on handwriting
• End-of-term assessment test guidelines and templates
• Instructional materials for English transition
Teacher’s Guide – Sample Pages 1-2

Theme and Sub-theme for the week

Comprehension Questions

Weekly Sight Words

Vocabulary

Weekly Competences in Reading, Writing, Listening & Speaking

Kinesthetic Sound Sign

Song, rhyme, riddle, poem or tongue-twister

Theme 9: Our Transport

Week 3

Comprehension Questions
1. Do some theme words to two different objects.
2. What does the theme word akaba ?” Do you know its meaning?
3. “What are the main features of a small bicycle? How many do you know?”
4. “What are the main features of a bicycle? Do you know the name?”

Weekly Sight Words:
- kopi
- mugi
- we
- amera
- daki

Vocabulary:
- bar
- ok
- mugi
- bansas
- daki
- we
- amera
- daki

Competences
Reading
- Identify the letter P in the name and sound it aloud at that.
- Identify the letter “P” in the name and sound it aloud.
- Identify the capital and small letter “p” correctly.
- Spell the weekly spelling words correctly.

Writing
- Write words and pictures to tell a story about the keyword.
- Write the capital and small letter “P” correctly.

Listening
- Listen with comprehension to stories about the week’s sub-theme.
- Recognize and identify words that have the sound “P”.

Speaking
- Talk about issues related to the week’s sub-theme with fluency.
- Answer questions related to the week’s sub-theme.
- Write an oral story on any of the keywords during Creative Writing Time. The story should demonstrate creativity, meaning, sequencing and fluency.
Teacher’s Guide – Sample Pages 3-4

Continuous Assessment Activities

Instructional Materials Development

Weekly Handwriting Patterns

Handwriting Tips

References to MoES documents

Class Story Starter

Theme 9: Our Transport

Week 3

Making Model Money

Handwriting Patterns

References to MoES documents:
- WPSC Teacher’s Guide, page 45
- Scheme of Work, page 43
- Lesson Plan Guidelines, page 151-157
- WPSC Children’s Songs and Empowerment
  - Page 44

Mango Tree Northern Uganda Literacy Program
“Apiwun Ocien, wot wunu iwek pi,” Atat okobo.

“Atat, kën ičękki wa icina ote wot wekko pi,” Api okobo.

“Aco bed wunu piŋ wēk acēkki wu icina,” Atat ogamo.

"Awo ro maca kic okaa ate kak," Apto okobo.

"Mito kic pe kaa," Ocen okobo.

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P1 Term 1 Reader: *Wot Atim i Limo*
Koc?
Alitto.
Kará ka alitto ni.

Mác olyèl iyi agol.

Weo otum okö.

Bed piŋ.
Lango Literacy Project Video: Methodology
Presentation Review

Step 1: Orthography and Spelling Guidelines

Step 2: Instructional Model

Step 3: Instructional Design
Step 4: Implementation Plan

Mango Tree’s Implementation Timeline

<table>
<thead>
<tr>
<th>Activity</th>
<th>When</th>
<th>Weeks</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptualization Workshop</td>
<td>July</td>
<td>1</td>
<td>Lay out plan for the year.</td>
</tr>
<tr>
<td>Content Development</td>
<td>Termly</td>
<td>6</td>
<td>Write all content for a term.</td>
</tr>
<tr>
<td>Design and Pre-test</td>
<td>Termly</td>
<td>8</td>
<td>Two review cycles + a pre-test.</td>
</tr>
<tr>
<td>Production</td>
<td>Termly</td>
<td>3</td>
<td>Source local production units.</td>
</tr>
<tr>
<td><strong>SUBTOTAL – 1 TERM</strong></td>
<td></td>
<td>17</td>
<td>(6 + 8 + 3 = 17)</td>
</tr>
<tr>
<td><strong>GRAND TOTAL – 3 TERMS</strong></td>
<td></td>
<td>52</td>
<td>(17 x 3 = 52)</td>
</tr>
</tbody>
</table>

Total development for one full grade level set of instructional materials takes 52 weeks!
Step 5: Local Writers, Illustrators, Designers, Printers & Entrepreneurs

- Identify talented writers and illustrators.
- Trainings on writing and illustrating children’s literature.
- Train local IT folks to use Publisher and InDesign software.
- Build the capacity of local printing companies.
- Challenge your preconceived notions of what the publishing business should look like in local languages! Encourage grassroots business models that make money.
Cross-cutting Issue: Scalability

• What is the core set of materials required for a successful literacy program?
• Is there a target for total per pupil or per school costs?
• What are the training requirements for teachers to get them competent to use the instructional materials?
• What are the features at the school level that make successful implementation possible?
• What does a demand-driven model look like?
• We know the limitations of existing scale up models. What new models are emerging?
Cross-cutting Issue: Sustainability

• What is the involvement of Primary Teacher Colleges, Local Government and Ministry?
• How do you involve parents and get their buy-in?
• Who owns the materials that are developed?
• How will schools get replacement materials over the long-term?
• How do you build/promote a local language publishing industry and the local language board?
• Corruption? Intellectual property theft?
Cross-cutting Issue: English Transition

- Linking English instruction to the local language. Consider the linguistic features of L1 when teaching English.
- P1 English is listening and speaking skills only (Teacher’s Guide and primer).
- P2 English introduces reading and writing (addition of a reader in P2 – P3).
- English Teacher’s Guide and Primer have similar design to the Local Language materials. Also feature related characters.
Cross-cutting Issue: Special Challenges

- Orthography changes
- Lexicography challenges
- Identifying talented writers, illustrators, editors, etc.
- The amount of time and skill it takes to develop a scripted model.
- The teacher training and support supervision costs required for successful uptake.
Teaching Early Literacy is Hard Work

Primary teachers consistently commented that local language classes in lower primary grades, and specifically the teaching of reading and writing, were the most difficult teaching assignments in primary schools because of the lack of trained reading specialists, the absence of suitable instructional materials/reading books and the scarcity of trained teachers with specific local language knowledge.

For more information, contact Mango Tree:

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