CREATE an Effective Curriculum and Lesson Plans

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Goals

1. Ensure that all children learn to read.
2. Ensure that you have a program that is sustainable.
Ensure that all children learn to read

• 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.
Ensure you have a sustainable program

- Collect data and set parameters
- Review current curriculum
- Enhance the curriculum
- Apply a pilot
- Test the curriculum
- Expand implementation (plan for scale-up)
Collect data and set parameters

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

- Components that impact instruction:
  - National
    - Standards
    - Curriculum
  - Regional/Department/District
    - Priorities
  - Classroom
    - Teacher preparation
    - Expectations of supervisors
    - Instructional support
    - Class size
    - Time
  - Students
    - Opportunity to learn
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.
Collect data and set parameters

Girls' Improved Learning Outcomes Project (GILO)

Upper Egypt EGRA 2009

Grade Progression and Performance Patterns are Consistent Across All EGRA Measures
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?
Collect data and set parameters

- Procedures once you have data:
  - Examine the data
  - Identify the primary focus for change
  - Determine the level of change needed
Review Current Curriculum

- Check alignment among standards, curriculum, materials, and assessment.
- Evaluate the content of curriculum
- Evaluate the instructional design
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 → Identify and proceed.

No → Identify source for technical advice

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

Yes → No need to modify the curriculum.

No → Identify source for technical advice

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

Yes → Identify and proceed.

No → Identify source for technical advice

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

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

- Phonemic awareness is an early and essential skill.
- Letter sound knowledge is necessary to develop alphabetic principle.
- The alphabetic principle is necessary for reading words and spelling.
- The ability to read words automatically is needed for fluent reading.
- Reading fluency impacts 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 Content of the Curriculum

Builds Concepts and Academic Vocabulary

Opportunities to Practice

Emphasis on the Code

Emphasis on Meaning
Review Current Curriculum:
Evaluate the Content of the Curriculum

- Systematic instruction is defined as instruction that is carefully sequenced and provides sufficient practice to master content, and judicious review to retain learning over time (Carnine, Silbert, Kame’enui & Tarver, 2010).
### Systematic Instruction: Determining sequence of instruction

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
<th>Implication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of script</td>
<td></td>
<td>How much time will students need to discriminate one symbol from another?</td>
</tr>
<tr>
<td>Number of symbols and depth of orthography</td>
<td></td>
<td>This will determine how many weeks of instruction are needed.</td>
</tr>
<tr>
<td>If alphabetic, number of consonants and vowels</td>
<td></td>
<td>How will the letters be introduced to ensure a productive sequence?</td>
</tr>
<tr>
<td>Extent of visual or phonological similarity</td>
<td></td>
<td>These letters will have to be separated in the instructional sequence.</td>
</tr>
<tr>
<td>Are there diacritics, other markers, or phonics elements?</td>
<td></td>
<td>Are they frequent in words used commonly in primary grades? If so, when should they be taught?</td>
</tr>
<tr>
<td>Is it tonal? If so, are tones marked or unmarked?</td>
<td></td>
<td>Marked tones will be taught like other diacritics. If tones are unmarked, a lesson on how to use context to determine pronunciation will be needed.</td>
</tr>
</tbody>
</table>
Systematic Instruction

2. Provide sufficient practice to master content and review to retain learning over time
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 the new skill or strategy.

Why? Well-delivered and supported instruction helps to create a safe environment in which students can acquire new knowledge.
<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>
</tr>
</thead>
<tbody>
<tr>
<td>Letter</td>
<td>a</td>
<td>A</td>
<td>n</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td>Recognition</td>
<td>Identification</td>
<td>Recognition</td>
<td>Identification</td>
<td>Blending Segmenting</td>
</tr>
<tr>
<td>Letter Knowledge</td>
<td>Name/sound/write</td>
<td>Name/sound/write</td>
<td>Name/sound/write</td>
<td>Name/sound/write</td>
<td>Name/sound/write</td>
</tr>
<tr>
<td>Syllable</td>
<td></td>
<td></td>
<td>Read/write</td>
<td>Read/write</td>
<td>Read/write</td>
</tr>
<tr>
<td>Word</td>
<td></td>
<td></td>
<td></td>
<td>Read/write</td>
<td>Read/write</td>
</tr>
<tr>
<td>Passage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter Knowledge</td>
<td>Name/Sound/Write Lower case</td>
<td>Name/Sound/Write Capital</td>
<td>Name/Sound/Write Lower case</td>
<td>Capital Letter Bingo</td>
<td>Review and Test Both Upper and Lower Case</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------</td>
<td>--------------------------</td>
<td>-----------------------------</td>
<td>---------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>Review</strong></td>
<td>i, i, k, K, u, U, m, M</td>
<td>i, i, k, K, u, U, m, M</td>
<td>i, i, k, K, u, U, m, M, e, E</td>
<td>i, i, k, K, u, U, m, M, e, E, t, T</td>
<td></td>
</tr>
<tr>
<td><strong>Teach</strong></td>
<td>e</td>
<td>E</td>
<td>t</td>
<td>T</td>
<td>Practice</td>
</tr>
<tr>
<td><strong>Syllable</strong></td>
<td>Read / Write</td>
<td>Read / Write</td>
<td>Read / Write</td>
<td>Review and Test</td>
<td></td>
</tr>
<tr>
<td><strong>Review</strong></td>
<td>ma, nu, ku, mi, mu</td>
<td>ma, nu, ku, mi, mu, ne, ke, me,,</td>
<td>ma, nu, ku, mi, mu, ne, ke, me,</td>
<td>ma, nu, ku, mi, mu, ne, ke, me, ta, ti, tu, te</td>
<td></td>
</tr>
<tr>
<td><strong>Teach</strong></td>
<td>ne, ke, me,</td>
<td>Practice</td>
<td>ta, ti, tu, te</td>
<td>Practice</td>
<td>Practice</td>
</tr>
<tr>
<td><strong>Word Reading</strong></td>
<td>Word Blending 1/Write</td>
<td>Read/ Write</td>
<td>Word Blending 1/Write</td>
<td>Read with a Friend</td>
<td>Word Blending 2</td>
</tr>
<tr>
<td><strong>Review</strong></td>
<td>uku, uka, una, ukani, mina, nama, ima</td>
<td>anu, inu, kanu, nanu, mama, uma, kumana, kena, ena, kena, ena, mame, mkeka, make, mma</td>
<td>kena, ena, mame, mkeka, make, mkeka, make,,</td>
<td>kena, ena, mame, mkeka, make, mkeka, make,,</td>
<td></td>
</tr>
<tr>
<td><strong>Teach</strong></td>
<td>kena, ena, mame, eya mkeka, make, mma</td>
<td>Practice</td>
<td>atate, mutu, tuta, tuma,</td>
<td>Practice</td>
<td>Practice</td>
</tr>
</tbody>
</table>

Practice greatly increases the likelihood that students will permanently remember new information that they encounter by transferring it into their knowledge base.
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 Instructional Design

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
<table>
<thead>
<tr>
<th><strong>Word Blending Routine 1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(T = teacher; S = student)</em></td>
</tr>
</tbody>
</table>

**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:* / / / / / ___.

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**Review Current Curriculum:**

Evaluate the Instructional Design
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?
One size does not fit all.

- Diversity of population
- Equity of resources
- Level of capacity
- Willingness and ability to change
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.
  – Content
  – Instructional design

• In relation to what is already in place
  – and working
  – and reasonable.
Enhance the Curriculum (and Materials)

- Identify components for framework:
  1. Determine the rate for introducing letters
  2. Determine a sequence for the gradual introduction of routines
  3. Determine a review schedule
  4. 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.
**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:**

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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: /_/_/_/_/ ___.

*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.
Enhance the Curriculum (and materials)

- Cognitive learning theory provides the basis for this approach.
- This approach focuses on how children generalize from present understanding of new untaught examples.
- It informs the sequencing of classroom tasks for children and the means by which teachers lead children through those tasks.
- The resultant extended interactive lessons are supported by scripted lessons.
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

1. Reading goals and objectives are clearly defined
2. Sufficient time is allocated
3. Assessment system and databases
4. Curriculum and lesson plans are systematic
5. Student measures
Expand Implementation

• Other factors to address in planning for expansion:
  – Professional development is explicitly linked to assessment and instructional priorities.
  – A communication plan for reporting and sharing student performance with teachers, parents, and other stakeholders.
  – Costs and logistics have been carefully planned.
Summary

Collect Data

Enhance the curriculum

Review the curriculum

Expand

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

• Do you have appropriate reading standards?
  – How are they communicated to teachers and parents?

• Are there standard lesson plans for teachers?
  – Are they explicit and systematic?

• How much time is devoted to reading the official time-table?
  – What opportunities and time are created out-of-school?
References

References


