Teaching Literacy

COURSE GUIDE

Associate Degree in Education/
B.Ed. (Hons) Elementary

2012

Higher Education Commission

Foreword

Teacher education in Pakistan is leaping into the future. This updated Scheme of Studies is the latest milestone in a journey that began in earnest in 2006 with the development of a National Curriculum, which was later augmented by the 2008 National Professional Standards for Teachers in Pakistan and the 2010 Curriculum of Education Scheme of Studies. With these foundations in place, the Higher Education Commission (HEC) and the USAID Teacher Education Project engaged faculty across the nation to develop detailed syllabi and course guides for the four-year B.Ed. (Hons) Elementary and the two-year Associate Degree in Education (ADE).

The syllabi and course guides have been reviewed by the National Curriculum Review Committee (NCRC) and the syllabi are approved as the updated Scheme of Studies for the ADE and B.Ed. (Hons) Elementary programmes.

As an educator, I am especially inspired by the creativity and engagement of this updated Scheme of Studies. It offers the potential for a seismic change in how we educate our teachers and ultimately our country's youngsters. Colleges and universities that use programmes like these provide their students with the universally valuable tools of critical thinking, hands-on learning, and collaborative study.

I am grateful to all who have contributed to this exciting process; in particular the faculty and staff from universities, colleges, and provincial institutions who gave freely of their time and expertise for the purpose of preparing teachers with the knowledge, skills, and dispositions required for nurturing students in elementary grades. Their contributions to improving the quality of basic education in Pakistan are incalculable. I would also like to thank the distinguished NCRC members, who helped further enrich the curricula by their recommendations. The generous support received from the United States Agency for International Development (USAID) enabled HEC to draw on technical assistance and subject-matter expertise of the scholars at Education Development Center, Inc., and Teachers College, Columbia University. Together, this partnership has produced a vitally important resource for Pakistan.

PROF. DR SOHAIL NAQVI
Executive Director
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Islamabad

How this course guide was developed

As part of nationwide reforms to improve the quality of teacher education, the Higher Education Commission (HEC), with technical assistance from the USAID Teacher Education Project, engaged faculty across the nation to develop detailed syllabi and course guides for the four-year Bachelor Degree in Elementary Education (Hons) and two-year Associate Degree in Education (ADE).

The process of designing the syllabi and course guides began with a curriculum design workshop (one workshop for each subject) with faculty from universities and colleges and with officials from provincial teacher education apex institutions. With guidance from national and international subject matter experts, they reviewed the HEC scheme of studies, organized course content across the semester, developed detailed unit descriptions, and prepared the course syllabi. Although the course syllabi are designed primarily for Student Teachers, they are useful resource for teacher educators too.

In addition, participants in the workshops developed elements of a course guide. The course guide is designed for faculty teaching the B.Ed. (Hons) Elementary and the ADE. It provides suggestions for how to teach the content of each course and identifies potential resource materials. In designing both the syllabi and the course guides, faculty and subject matter experts were guided by the National Professional Standards for Teachers in Pakistan 2009 and the National Curriculum 2006. The subject matter experts for each course completed the initial drafts of syllabi and course guides. Faculty and Student Teachers started using drafts of syllabi and course guides, and they provided their feedback and suggestions for improvement. Final drafts were reviewed and approved by the National Curriculum Review Committee (NCRC).

The writers of the course aimed to respect copyright and have sought permission to use copyright material where necessary. Please contact EDC in case of questions or concerns about any of the materials used at www.edc.org.

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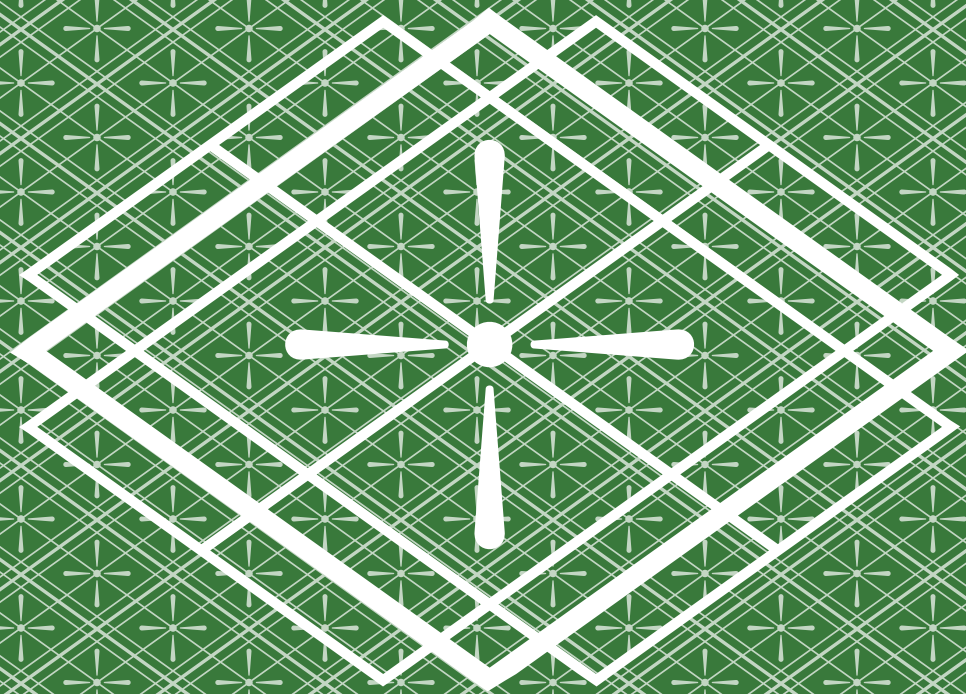
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Syllabus

TEACHING LITERACY

TEACHING LITERACY

Year/semester
Year 2, semester 3

Credit value
3 credits

Prerequisites
Successful completion of semesters 1 and 2

Course description

The purpose of this course is to help Student Teachers understand the theory and practice of teaching early reading and writing. Reading and writing are seen as related, integrated meaning-making processes that are reciprocal with the oral language processes of listening and speaking. Like oral language, reading and writing develop over time through a child's active interaction with print and the environment and with support and facilitation by the teacher. Adopting effective strategies that foster success and a love of reading is a key to supporting all children as they become readers and writers.

The course will provide Student Teachers with an understanding of what it means to be a reader and the significance of early reading development, which is the foundation for the continuation of literacy development. A major goal is to develop Student Teachers' understanding of reading as a complex process that involves constructing meaning through the interaction of a reader's existing knowledge, the information in the text, and the context of the reading. Student Teachers will also examine the connection between reading and writing as well as the important role of writing in early literacy development.

Furthermore, we will consider that most children will be learning to read and write in a language that is not their first language. Although the development of reading and writing in a second language follows the same course of development as in a first language, students must first become orally proficient. Thus the trajectory of learning may not initially be as steep as in a child's first language.

Numerous topics will be discussed, exemplified, conceptualized and developed within a three-unit span: Unit 1: What Is Reading? What Is Writing?; Unit 2: Growing Up to Read and Write: Early Reading and Writing; and Unit 3: Becoming Readers and Writers (Classes 1–3). Within these units, Student Teachers will come to understand that individual reading abilities develop at different rates and in different ways, but that there are enough commonalities to be able to group students for instruction that is specifically designed to meet their needs.

Course outcomes

After completing this course, Student Teachers will be able to:

- describe reading as a holistic process comprising comprehension, fluency, and word recognition/solving

- identify phases of second language development and the implications for reading and writing instruction

- identify various phases in reading development

- explain the reciprocal nature of reading and writing and the effects of children's language on their development as readers and writers

- develop a repertoire of strategies for teaching comprehension, vocabulary, fluency, and word recognition/solving to diverse early readers, including multilingual learners and children learning a new language

- differentiate instruction through various classroom organizational structures and teaching strategies

- identify supports for learning to read and write, including family and community.

Learning and teaching approaches

Student Teachers will engage in small group work in order to process and clarify assignments, reading material, and class presentations. Additionally, the class will include lectures, large group discussions, modelled lessons, and video presentations. Student Teachers will work with partners or small groups.

Semester outline

1   UNIT 1:   What Is Reading? What Is Writing?

Week #	Topics/themes
1	What is reading? What is writing?
2	Components of reading Oral language as the foundation of reading and writing
3	Learning to read and write in a multilingual context
4	Stages of second language development Stages and models of reading development
5	Writing development

Unit 1 overview

The first unit will provide Student Teachers with an understanding of reading as a meaning-based language process with a specified set of components. Furthermore, they will see how reading fits with writing and language development, particularly within a multilingual context. The stages and models of reading and development will be examined.

2   UNIT 2:   Growing Up to Read and Write: Early Reading and Writing

Week #	Topics/themes
6	Phonological awareness The alphabetic principle
7	Instructional strategies for word recognition
8	Reading books
9	Literacy-rich classroom environments Types of print resources to use in an early-literacy classroom Differentiating instruction in a print-rich classroom

Unit 2 overview

The second unit will provide Student Teachers with an understanding of phonological awareness and the alphabetic principle, focusing on strategies to teach and develop these in emergent and beginning readers. The critical role of reading books and a print-rich environment in early literacy will be examined, with an emphasis on featuring these in early literacy classrooms.

3	UNIT 3:	Becoming Readers and Writers (Classes 1–3)
	Week #	**Topics/themes**
	10	Instruction strategies for fluency
	11	Instructional strategies for vocabulary
	12	Instructional strategies for comprehension
	13	Matching texts to students
	14	Guided reading
	15	Writing as a window into reading
	16	Course wrap-up

Unit 3 overview

In the third unit, we will examine the development and instruction of students who have acquired basic emergent literacy skills (typically in classes 1–3). The reciprocal nature between reading and writing will come to life. The selection of books and their role in guided reading will be closely explored. In addition, we will consider research-based instructional strategies that support development components of reading such as word recognition, fluency, vocabulary, and comprehension. The writing process and effective writing instruction will also be explored.

Suggested textbooks and references

Books

M. S. Burns, P. Griffin, and C. E. Snow, *Starting Out Right: A Guide to Promoting Children's Reading Success* (Washington DC: National Research Council, 1999 Available at:

➢ http://www.nap.edu/catalog.php?record_id=6014.

Readings and online resources

Readings

'Learning to Read and Write: Developmentally Appropriate Practices for Young Children'

➢ http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF

'Where We Stand: On Learning to Reading and Write'

➢ http://www.naeyc.org/files/naeyc/file/positions/WWSSLearningToReadAndWriteEnglish.pdf

'Executive Summary: Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth'

➢ http://www.cal.org/projects/archive/nlpreports/Executive_Summary.pdf

Teaching Reading Is Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do

➢ http://www.aft.org/pdfs/teachers/rocketscience0304.pdf

Put Reading First: Helping Your Child Learn to Read

➢ http://lincs.ed.gov/publications/pdf/PRFbrochure.pdf

Put Reading First: Kindergarten Through Grade 3

➢ http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf

'The Natural Approach: Stages of Second Language Development'

➢ http://tapestry.usf.edu/nutta/data/content/docs1/NaturalApproachNarrative.pdf

Websites

Reading A–Z:

➢ http://www.readinga-z.com

Teaching That Makes Sense:

➢ http://www.ttms.org

Reading Rockets:

➢ http://www.readingrockets.org

¡Colorín Colorado!:

➢ http://www.colorincolorado.org

PBS Parents: Reading and Language:
➢ http://www.pbs.org/parents/readinglanguage/

Fountas & Pinnell Leveled Books:
➢ http://www.fountasandpinnellleveledbooks.com

Videos
'Teaching Reading K–2: A Library of Classroom Practices' (The site offers a series of individual videos.)
➢ http://www.learner.org/resources/series162.html

'Reading Like a Writer'
➢ http://www.learner.org/workshops/writing35/session3/sec2p2.html

Suggested assignments

Assignment 1: Reading and writing autobiography

Prepare an autobiography of yourself as a multilingual reader and writer. The purpose of this paper is to introduce yourself as a multilingual reader and writer to the Instructor. Talk about how you learnt to read and write in your home language (the language you learnt as a baby from your family) and in Urdu and English. Discuss how easy or hard was reading and writing for you; at what age you began to read; at what age you began to write; in what language you first learnt to read and to write (if this was not in Urdu or English, indicate when you learnt to read and write in English); and how well you liked reading and writing as a child.

Talk about yourself as a reader today. Identify what language(s) you read and write; why you read and write (e.g. work, pleasure, study, religion, or family connections); how often you read for these purposes; what types of materials you read (e.g. books, magazines, or newspapers); your favourite books; and whether reading is easy or hard for you.

Talk about yourself as a reader to others. Identify to whom you read (e.g. your children, nieces and nephews, students, or the elderly); the language(s) you read to others; how often you read to others; what you read to others; under what circumstances you read to others; and whether and why you find it enjoyable.

The paper must be three pages in length.

Assignment 2: Oral tradition

Collect an oral story from someone in your family, community, or friend. Write or record the story. Think about how this story could be used in a classroom to stimulate students' storytelling and writing. In a two-page paper, summarize the story and explain how you would use it with students. Remember to attach the story you collect to the paper.

Assignment 3: Model of a print-rich environment

In small groups, Student Teachers will develop a model of a print-rich environment, complete with a word wall and classroom charts on reading. Select a topic that is studied in the classroom, such as something related to science, social studies, literature, or maths. In a two-page paper, describe the environment. It may be helpful to include a labelled map of the classroom.

Assignment 4: Prepare a guided reading lesson

Design a guided reading lesson to be taught to a small group or individual student. Based on previous knowledge of the student's reading level, choose an appropriate book and complete the guided reading lesson plan. Conduct the lesson and reflect on it. Prepare a three-page paper in which you answer the following questions:

- **Student(s):** Who are the student(s) you worked with? Include a description of their ages, class levels, and language backgrounds.

- **Book or materials:** What book or materials did you choose? Explain why you chose these materials.

- **Evaluation of lesson:** Did you follow your plan as written or did you have to adapt the plan? Describe what the student(s) did during the lesson? In what ways was it successful? In what areas did you experience difficulty? What would you do differently next time?

Remember to attach the guided reading lesson plan template to your paper.

Course grading policy

The university and its affiliated colleges will determine the course grading policy. That policy will be shared at the beginning of the course. It is recommended that at least 50 per cent of the final grade be determined by in-course work and assignments carried out by the Student Teachers.

UNIT

1

PLANNING GUIDE: WHAT IS READING? WHAT IS WRITING?

1	**UNIT 1:**	**What Is Reading? What Is Writing?**
	Week #	**Topics/themes**
	1	What is reading? What is writing? **Suggested reading** Week 1, session 3 *Starting Out Right: A Guide to Promoting Children's Reading Success* ➢ http://www.nap.edu/catalog.php?record_id=6014
	2	Components of reading Oral language as the foundation of reading and writing **Suggested reading** Week 2, session 1 *Put Reading First: Kindergarten Through Grade 3* ➢ http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf
	3	Learning to read and write in a multilingual context **Suggested readings** Week 3, session 2 *Put Reading First: Helping Your Child Learn to Read* ➢ http://lincs.ed.gov/publications/pdf/PRFbrochure.pdf Week 3, session 3 'The Natural Approach: Stages of Second Language Development' ➢ http://tapestry.usf.edu/nutta/data/content/docs1/NaturalApproachNarrative.pdf
	4	Stages of second language development Stages and models of reading development
	5	Writing development **Suggested reading** Week 5, Session 1 'Cn U Rd Ths? A Guide to Invented Spelling' ➢ http://www.greatschools.org/students/academic-skills/384-invented-spelling.gs

Unit 1 overview

The first unit will provide Student Teachers with an understanding of reading as a meaning-based language process with a specified set of components. Furthermore, they will see how reading fits with writing and language development, particularly within a multilingual context. The stages and models of reading and development will be examined.

Learning outcomes

At the end of the unit, Student Teachers will be able to:

- articulate the characteristics of skilled readers and writers and the many purposes of reading and writing in everyday and professional life

- provide a working definition of authentic reading and writing as a meaning-based process

- describe the role oral language plays in reading and writing development

- articulate the implications of learning to read and write in a multilingual, diverse environment

- recognize that learning to read and write are developmental processes with phases and particular pedagogies for each phase.

Essential questions

- Why do we read and write? What are our purposes for reading and writing?

- How does oral language development establish the foundation for reading and writing development?

- What are the implications for children learning to read and write in a language that is not their mother tongue?

- What are the implications for teachers teaching reading and writing in a multilingual classroom?

- How might instruction change for students as they move through the phases of reading and writing development?

Week 1: What is reading? What is writing?

Week 1, session 1

Introduction (15 minutes)

Welcome Student Teachers to the course and let them know that this first session will be an introduction to the course. Review the course timeline and syllabus, and begin to establish a community within the class, as they will be spending the next 16 weeks exploring reading and writing together.

'Round-the-Clock Learning Buddies' (30 minutes)

In order to form partner teams that can be used throughout the semester, have Student Teachers complete the handout 'Round the Clock Learning Buddies'. The aim is to fill in the spaces around the clock with the names of 12 different people in the class who are free at the same time of day.

Ask the Student Teachers to walk around the room and compare their clock with each other. If they find another person who is free at the same time (e.g. 2 o'clock), they should write that person's name next to that time. They should make sure that the person writes their name in the 2 o'clock space as well. These two Student Teachers will now be each other's '2 o'clock buddies'.

When each has 12 different buddies, one for each hour on the clock, they should resume their seat.

Ask the Student Teachers to spend a few minutes with their 2:00 partner to get to know one another better. They should ask each other about their reading interests. After about 5 minutes, have each set of partners introduce one another to the class and discuss what they like to read, including recent favourites.

Reflection activity (10 minutes + out-of-class time)

Have each Student Teacher write an 'Autobiography of a Reader'. This should be a 350–500-word essay about their lives as readers. They may choose to include one or more of the following details:

- their first memory of reading
- their experiences reading in one language versus another
- books they remember reading as a child or young reader
- people who influenced their growth as a reader
- their experience with different types of texts (e.g. novels, textbooks).

Week 1, session 2

Lecture: Why this course? (20 minutes)

Refer to the course resource 'Why Is the Teaching of Reading So Important?' to create a lecture that covers the following essential points:

- The ability to read and write is the foundation of all academic success.
- Many children in Pakistan are not learning to read, even though they go to school.
- Reading needs to be taught; children will not learn to read on their own.
- Testing is not teaching. Most schools regularly 'test' reading but few 'teach' it.
- Children who do not learn to read by class 3 are more likely to drop out of school.
- The gap between good readers and struggling readers keeps growing wider and wider as time passes. (This is known as the Matthew Effect.)
- Most teachers have no training on how to teach reading. However, teaching reading is a complex process that requires specific knowledge and skills.
- All teachers – especially in primary school but also in secondary school – need to be teachers of reading. This is because children with underdeveloped reading and writing skills are found even in secondary school, often struggling in silence.

Additionally, you may choose to distribute this resource as a student handout at the end of the lecture.

Reading autobiography share (10 minutes)

Ask Student Teachers to get together with their 6 o'clock partners and share their reading autobiographies. (You might ask Student Teachers to post these around the room for a gallery walk or file them in a large folder for class members to consult and refer to later in the class. This will also help you, the Instructor, to get to know the reading histories of Student Teachers.)

Activity: Skilled reading and writing (25 minutes)

Tell Student Teachers that their autobiographies – as well as their presence in a university – indicate that they are 'skilled readers'. Ask students to work with their 8 o'clock partner and discuss the following questions:

- What is skilled reading? What can skilled readers do?
- What is skilled writing? What can skilled writers do?

Ask the pairs to write down their ideas, as they will be asked to share with the larger group.

As the class is talking in pairs, prepare two posters (or divide the board into two parts) with the following headings:

- Skilled readers…
- Skilled writers…

After 15 minutes, bring the entire class together and ask the pairs to share their ideas – first about what skilled readers can do and then about what skilled writers can do. Record their responses on the posters or the board. Conclude by summarizing and making the point that when they have their own classes they can create these posters to hang on their classroom wall. It is a very good way to keep the qualities of a good reader and writer in the minds of their students.

> NOTE: This subject will be discussed in the next session, so it may be best to create posters so they can be used in the next session.

Week 1, session 3

Activity (20 minutes)

Distribute the handout 'Can you read the words? Do you understand the message?'. Ask Student Teachers to work with their 6 o'clock partners and take turns reading aloud the six items in this handout to each other.

After about five minutes, call the whole class's attention and ask the following questions:

- Were they each able to read aloud each of the six items on the list?
- Were they able to read some items more fluently than others?
- Which of the six items were they able to read with complete understanding?

Ask partners to analyse the ways in which their reading of each of the six items differed. Which of these felt like 'skilled' reading?

You may want to use the PowerPoint presentation 'What Is Skilled Reading and Writing?' to deliver the following short lecture.

Slide 1: Good readers…

Make the following points about good readers (refer students to page 5 in *Starting Out Right: A Guide to Promoting Children's Reading Success*):

- Good readers understand the alphabetic system and use it to identify printed words.
- They also have and use background knowledge and strategies to obtain meaning from print.
- They read fluently. That is, they read with accuracy and sufficient speed to support their understanding of text.

Slide 2: Skilled reading

Refer the class to page 7 in *Starting Out Right: A Guide to Promoting Children's Reading Success*, and tell them that this graphic shows the key dimensions of skilled reading that was discussed in the previous slide. Paraphrase the text at the bottom of page 7 as you reference this graphic:

Children who learn to successfully read master the three core elements. They are able to **Identify Printed Words** using sound spelling connections and have a sight word repertoire. They are able to use previous knowledge, vocabulary and comprehension strategies to read for **Meaning**. They read with **Fluency**, that is, they can identify words swiftly so that what is read is understood and reading itself is enjoyable.

Slide 3: Can you read this?

Give the class time to read the text on slide 3. Ask how many people could read the text even though many of the words do not look like English. Then have volunteers explain how they read this text.

Make the final point that we use previous knowledge, vocabulary, and meaning-making strategies to figure out the words.

Slide 4: Good readers develop foundational skills early

Using the same graphic on page 7, continue to summarize the slide by saying the following:

Children start to accumulate the skills needed for reading early in life—building a **Preschool Language and Literacy Foundation**—which includes opportunities for children to develop oral language skills, including phonological awareness, motivation to read, appreciation for literate forms, print awareness, and letter knowledge.

Highlight the preschool language and literacy foundation skills, particularly with regard to oral language and motivation.

Discussion (5 minutes)

After reviewing slide 4, conduct a brief conversation regarding how they think young children can be motivated to read.

With the time remaining, examine the characteristics of good writing. Refer to the posters made in session 2.

Slide 5: Reading is thinking!

Introduce slide 5 by saying that this young girl is engaged in making meaning of the text that she is reading. The slide shows all of the cognitive activities that she may be using.

Slide 6: Characteristics of good writing

Make the following points about good writing:

- It has ideas that are interesting and important.
- It has organization that is logical and effective.
- It has a voice that is individual and appropriate.
- It uses word choice that is specific and memorable.
- It has sentence fluency that is smooth and expressive.
- It uses correct conventions (i.e. spelling and grammar).

Distribute the handout 'Characteristics of Good Writing' and ask Student Teachers to review the rubric at the top of the page. Explain that a rubric helps teachers rate the quality of a piece of writing on a 1–5 scale. For each level (1–5), the rubric provides indicators for each of the characteristics on slide 6 (i.e., ideas, organization, voice, sentence fluency, word choice, and conventions).

Ask Student Teachers to work with their 2 o'clock partner to review the rubric. Ask them to look at what makes a strong piece of writing (ratings of 4 or 5) and what makes a weaker piece.

After a few minutes, ask the pairs to look at the writing sample at the end of their handout. Ask the pairs to decide, based on the rubric whether the writing sample is good.

Bring the class together and engage them in a brief conversation about the writing sample.

Conclude the PowerPoint presentation.

Slide 7: What is skilled reading and writing?

For the purpose of this course, when we refer to 'literacy', we are talking about components of written language (reading and writing) as well as oral language (speaking and listening).

Homework

Read *Put Reading First: Kindergarten Through Grade 3* (http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf) and bring this text to the next session.

Week 2: Components of reading—Oral language as the foundation of reading and writing

Week 2, session 1

NOTE: Either the Instructor or Student Teachers should bring poster papers and markers to this session.

Introduction (10 minutes)

Welcome class to week 2 and begin by reviewing characteristics of skilled readers using slide 2, from the PowerPoint presentation 'What is Skilled Reading and Writing?' (week 1, session 3).

Examine elements of skilled readers (e.g. word identification, fluency, and comprehension) in more detail with the class. Introduce the material from the homework reading from the previous class, *Put Reading First: Kindergarten Through Grade 3*.

Write the five components that make for good readers on the board:

- phonemic awareness (word identification)
- phonics (word identification)
- fluency
- vocabulary (meaning)
- comprehension (meaning)

Make a poster (20 minutes)

Divide class into five groups. Assign one component to each group and ask them to refer to the corresponding section in *Put Reading First: Kindergarten Through Grade 3*. In their groups, they will reread about the component and then complete a poster that presents the information in a creative and interesting manner.

Poster presentation (20 minutes)

Distribute the handout 'Components of Reading'. Bring the class together and have each group present their poster to the whole group. Tell the class that the handout should be used to take notes during the presentations so that they will all be knowledgeable about these five key components.

Week 2, session 2

Lecture (15 minutes)

Use the PowerPoint presentation 'The Importance of Oral Language' to facilitate a lecture in which you share the following key points:

Slide 1: Vocabulary helps in reading

Oral language is an indicator of a child's vocabulary. The more words a child hears, the more words this child will recognize. Even if a child is excellent at phonic decoding, that child will not recognize a word that is not a part of his or her oral language.

On the other hand, if a word is already part of the child's oral language, no matter how irregular or difficult its spelling, the child might still be able to guess it based on its initial sound and the context of the word's use.

For example, in the sentence 'I love to play c_____t,' the child might look at the picture on the page and see a bat and ball, might confirm that the difficult word begins with c and ends with t, and guess that this word reads 'cricket'. However, if this child had no previous knowledge of the concept and name of this game, he or she would not have been able to 'read' it. Therefore, children with a richer oral language have a huge advantage in learning to read, simply because they know and recognize more words.

Slide 2: Knowledge of syntax helps in reading

Knowledge of how words are arranged in a sentence helps readers guess what word should come next as they are reading. For example, a child who knows basic Urdu syntax will sense that in the sentence 'کو بابے نے میں ____', the blank is probably a verb (فعل ۔ ف ع ل) and know that this word should signify some action, and end in an آ - sound (e.g. دیکھا، پکارا، مارا، ڈرایا). The child will be able to anticipate the sound and feel of the correct word, even without being able to phonically decode it.

Knowledge of a language's syntax is acquired through speaking and listening – and it gives the reader clues of what kind of word (noun, action, describing word, preposition, etc.) should come next in a sentence.

Slide 3: Oral language teaches text structures

The more kinds of language a child hears (stories, proverbs, rhymes, metaphorical language, explanations), the more likely the child is to recognize and understand various text structures (even in other languages). A child who hears lots of stories will *expect* to read about a character, a setting, some problem, how this problem is solved, and the lesson learnt, because this is a typical story structure in any language. A child who has *heard* poems before will *expect* short rhyming phrases when reading a poem.

Slide 4: Oral language builds a base for reading comprehension

Children rely on the oral language they have learnt at home. The more a mother talks to a child, the better prepared that child is for reading. The more stories that a child has heard, the more easily that child will understand a storybook. The more rhymes children learn at home, the better their phonemic awareness and sense of poetry.

Slide 5: Use of oral language
According to linguist Michael Halliday, humans use 'talk' for different purposes including:

- dealing with everyday needs (physical, social, emotional):
- to express needs (e.g. پانی پینا ہے، باہر جانا،)
- to tell others what to do (e.g. دے دو، چلے جاؤ، اٹھو)
- to make contact with others/form relationships (آؤ کھیلیں میں تم سے کئی ہوں،)
- to express feelings/opinions/individual identity (میں اچھا بچہ ہوں، میں ڈر رہا ہوں،)
- coming to terms with the larger environment
- to gain knowledge by asking questions about the environment/world
  (e.g. یہ کون ہے؟ چڑیا کدھر گئی؟ چندا ماموں کہاں ہے؟)
- to tell stories/jokes and to create an imaginary environment
  (e.g. گڑیا سوگئی، بلی بولی میاؤں میاؤں)
- to convey facts and information (یہ چوزہ ہے، چوزے کو بھوک لگی ہے ۔.)

These last three uses of oral language (questions about the world, imaginary environments, and conveying facts) form the basic model of language that children will encounter in books or more sophisticated academic purposes.

Parents, caregivers, and teachers who use oral language for these three purposes (questions, stories, information) actually help children build an internal awareness of sophisticated text models. These children have a head start in comprehension because they are quicker to recognize and understand different text structures and purposes (e.g. story vs informational text).

Slide 6: Reading teachers need to USE and BUILD UP children's oral language.
A child's oral tradition includes stories from elders, rhyming games from siblings and/or friends, poems/lullabies learnt at home, proverbs, riddles, and folk songs. These are usually in the child's mother tongue.

In school, the child will often become part of a new oral tradition. This will often include poems, rhymes, and stories, sometimes in a second language (e.g. 'Baa, Baa, Black Sheep' or 'Twinkle, Twinkle, Little Star' in English.) Teachers who build children's oral traditions engage them in telling and listening to stories, poems, information, songs, jokes, and riddles in all relevant languages (regional dialects, Urdu, and English).

What does all this tell us?

- Teachers need to USE children's oral traditions as part of literacy instruction.
- Teachers also need to BUILD UP children's oral language as part of literacy instruction.

Group discussion and presentation:
Using and building children's oral traditions (35 minutes)
Divide Student Teachers into groups of four to six.

Give each group 15 minutes to address the following questions:

- What oral traditions do children bring to school?

- Based on previous practicum school visits, what are the mother tongues of the student population in your area?

- What are some of the stories/folklore, poems, lullabies, clapping games, or rhymes that these children might already know from family and friends? Collect examples from different mother tongues spoken in your area. These might include the following:

  o clapping games in Urdu: دس پتے توڑے اک پتہ کچا or پھم پھم امبریلا ے کرنکلے ہم -

  o lullabies in Pushto: ' لولولو، ماں بچے شولولو '

  o rhymes in Punjabi and Pushto: ' تو راجا دے گھر نہ جا، ' in Pushto, ' توتیا من موتیا، ' in Punjabi

  o songs: ٹپے songs from weddings (known as ، ماہیے in Hindko)

  o stories: انگیا بنگیا، in Pushto, شیخ چلی in Urdu

  Student Teachers will know a lot more, especially ones that are relevant to your geographic region.

- How can teachers in school use (extend) some of these oral traditions in school?

  Think up some possibilities and create some specific examples (e.g. staging a play, reciting poetry, having the teacher tell a story).

- When children have to learn a new language at school (e.g. Urdu or English), how might teachers build (create) children's oral tradition in a new language?

  Think of some original possibilities and create some specific examples (e.g. teaching poems and clapping games, telling simple stories in the new language, reading small books aloud in the new language, or through simple games).

Have groups present one example each of how they might either use (extend) existing oral traditions or build (create) a new oral tradition in their classroom.

Week 2, session 3

Lecture: Introduction to the subsystems of language (30 minutes)

Begin by reviewing some of the highlights from previous sessions. In week 1, we learnt about the importance of language in learning to read and write. Make the point that it is critical that teachers understand how languages, all languages, are organized. Ask the Student Teacher why they think it is important for teachers to know how languages are organized.

> NOTE: Languages are organized in parallel ways. For example, all languages have words to denote people, places, and things (nouns), which differ from action words (verbs). All languages string words together to form larger units of meaning (sentences). Research tells us that knowledge of how one language is structured helps one to teach and learn a second language.

Use the PowerPoint presentation 'Subsystems of Language' to deliver the following lecture points:

Slide 1: Oral language subsystems: Language
Language is a system used by a group of people to give meaning to sounds, words, gestures, and other symbols to enable communication with each other. Each language has its own rules.

Slide 2: Oral language subsystems
In Urdu, English, and other languages, the five subsystems of language have rules that govern language use. The subsystems are phonology, morphology, syntax, semantics, and pragmatics.

Slide 3: Oral language subsystems: Phonology
Phonology is a language's system of sound. The babbling stage in infancy is a baby's first attempt to master the phonology subsystem. A phoneme is the smallest speech sound. English uses 45 different phonemes. For example, *cat* (c-a-t) has three phonemes.

How many phonemes are there in *chick*? (Answer: three – ch-i-ck) Make sure Student Teachers do not confuse phonemes with letters. *Chick* has five letters but three phonemes.

Urdu uses at least 48 phonemes. Many phonemes are common between Urdu and English (e.g. /j/ or /s/), but some are different. For example English does not use certain phonemes represented by the Urdu letters *ghain* (غ) or *khe* (خ).

How many phonemes does چاول have? (Answer: four – چ، ا، و، ل)

Slide 4: Oral language subsystems: Phonology
Help Student Teachers realize the connection between phonemes and reading. Explain that reading teachers must be experts at hearing and counting phonemes in a word themselves. This is because teachers must know how to facilitate activities that effectively support children connecting the sounds they hear in words to letters in words—in other words, phonics, and spelling work.

Explain that counting phonemes is easier in Urdu because it usually has (with a few exceptions) a separate letter for each phoneme it uses. Surprisingly, it is more difficult in English because English words usually do not have a neat one-to-one match between phonemes and letters. For example, the /sh/ sound in Urdu is always represented by a ش, but many English words represent this phoneme through different letters. For example, the words *mission*, *machine*, *sugar*, *ocean*, *station*, and *she* all use the /sh/ phoneme but represent it through the letters ss, ch, s, c, t, and sh, respectively.

Slide 5: Oral language subsystems: Morphology
Morphology is the basic units of meaning combined into words. A morpheme is the smallest element of language that carries meaning. The word *lady* has one morpheme while the word *unladylike* has three (i.e. *un*, *lady*, and *like*). Similarly, the Urdu word خوبصورت، has two morphemes, خوب، and صورت،.

Slide 6: Oral language subsystems: Syntax

Syntax is the system of sentence formation – the rules of word order in sentence formation. As children learn language, they begin with one or two words, and as they add words to create sentences, they generally form them correctly according to the language that they are learning to speak.

Syntax involves word order, verb tense, and cohesive ties. For example, in Urdu a common syntax structure is subject-object-verb (میں پانی پی رہا ہوں, or I - water - am drinking) whereas in English, a subject-verb-object construction is followed (*I am drinking water*).

Note that phonology, syntax, and morphology are subsystems concerned with the form of language: what language sounds like when spoken and what it looks like when written.

Slide 7: Oral language subsystems: Semantics

Semantics is concerned with the system of meaning, at the word, sentence, and text levels.

Slide 8: Oral language subsystems: Pragmatics

Pragmatics is the social system of language use. Pragmatics involves the rules governing social use of language, such as what to say, to whom, and in what manner. For example, children learn that the same language is used differently at home, at school with a teacher, on the playground with friends, and in books.

Slide 9: Language components of literacy

Remind students that in previous sessions we identified components of literacy as listening, speaking, reading, and writing.

Slide 10: Language components of literacy

- **Listening** is **receptive oral** language. The listener takes in information and must make meaning from what he hears when listening.

- **Speaking** is **productive oral** language. The speaker produces oral language that communicates or expresses her message to the listener.

- **Reading** is **receptive written** language. The reader takes in information from written text and makes meaning from what he reads.

- **Writing** is **productive written** language. The writer produces written language that communicates or expresses her message to a reader.

Conclude this section of the session by asking the Student Teachers to talk to the person beside them about the developmental progression of listening, talking, reading, and writing. Which of these develop first? Is there one that you see as being the last to develop?

Conduct a brief whole-group discussion.

Case studies (20 minutes)

Use the Case Studies PowerPoint to review the profiles of the two students in the case study. Have the Student Teachers pair with their 11 o'clock partner to analyse two case studies, first Hina and then Farhan. Review the PowerPoint presentation 'Case Studies' beginning with Hina and have them discuss, respond to, and take notes on the questions at the end of her case study:

- Hina, who speaks Urdu and is introduced to English in class 1
  - o What should her teachers keep in mind regarding her language development in both languages?
  - o As a young student, what are the implications for her reading and writing based on this model?

After five minutes, ask Student Teachers to consider Farhan and answer the following questions, as they did with Hina's case study:

- Farhan, who speaks Seraiki and is introduced to Urdu and English in school
  - o What should his teachers keep in mind regarding his reading and writing?
  - o How might a lack of fluency in Urdu and/or English impact his overall development?

After about 5 minutes, ask the pairs to present their reactions to the cases – or have them do this as part of an out-of-class assignment.

Week 3: Learning to read and write in a multilingual context

Week 3, session 1

Lecture and discussion (30 minutes)

Over the next few sessions, the class will be looking at what it may mean for students to learn to read and write in a language that is not their first language. Begin by introducing research about learning to read in a new language. Use the PowerPoint presentation 'Learning to Read and Write in a Multilingual Society' to deliver the following the information:

Slide 1: Learning to read and write in a multilingual society
Instruction should provide substantial coverage of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Focusing on these key components of reading positively influences the literacy development of students learning to read in a new language, just as it does for native speakers. However, some adjustments may need to be made. For example, special attention should be given to phonemes in the new language that do not exist in the student's first language.

Ask Student Teachers to think of other adjustments that may need to be made when these components are taught.

Slide 2: Learning to read and write in a multilingual society

Reading and writing instruction in a new language are necessary, but not sufficient. Oral proficiency is critical as well but often overlooked. Word identification skills are taught more easily than underlying competencies. However, rushing into word identification if students do have underlying oral language proficiency often results in comprehension skills suffering.

Ask Student Teachers what they think this means for teaching the alphabet in a new language.

Slide 3: Learning to read and write in a multilingual society

Oral proficiency and literacy in a first language can be used to foster reading and writing development in a new language. Cognates (words in both languages that are similar in sound, spelling, and meaning) help facilitate language acquisition. For example, the word for *doll* in Urdu is گُڑیا , گُڈْی in Punjabi, and گُڈْےای in Pushto – these are all cognates.

There are often literacy skills that transfer from one language to another (e.g. print concepts; alphabetic principle). Ask Student Teachers about cognates between Urdu and English. Also ask which literacy skills may transfer from Urdu to English.

Slide 4: Learning to read and write in a multilingual society

Individual differences contribute significantly to reading and writing development in a new language. Reading and writing development is influenced by factors such as a student's age, a student's previous experiences with reading and writing, and the new language's similarity to the student's first language.

Pair work and discussion (20 minutes)

Have Student Teachers work with their six o'clock partner to discuss these research findings in terms of their own histories as multilingual speakers, readers, and writers. They should address the following questions:

- Do you think these findings reflect your experiences of learning to read in a new language?

- If the research does not reflect your experience, do you know others (e.g. family, friends, or children) who may have had experiences similar to those in the findings?

After 10 minutes, call the class back together and ask the pairs to share some of their conversations.

Homework

Read *Put Reading First: Helping Your Child Learn to Read*, which is available at:
➢ http://lincs.ed.gov/publications/pdf/PRFbrochure.pdf

Week 3, session 2

Lecture and discussion (20 minutes)

Return to the PowerPoint 'Learning to Read and Write in a Multilingual Society' and look at the fifth slides on research regarding the role of the home in students' learning to read in a new language.

Slide 5: Learning to read and write in a multilingual society
Research supports two findings about the role of home:

- Parents express a willingness to help children, but schools underestimate and underutilize parents' interest, motivation, and potential contributions.
- Features of family life, such as domestic workload and religious activities, influence the value children place on reading and their concepts of themselves as readers.

Design an activity to support the home-school connection (30 minutes)

Divide the class into groups of four of five. Ask the Student Teachers to briefly review the homework reading, *Put Reading First: Helping Your Child Learn to Read*. They should then design an activity to share with parents that promotes the parents' support of their children's language, reading, or writing development. The activity could be conducted at school or at home.

The groups should write the activity on chart paper and be prepared to share it with classmates. Remind them that they must make explicit the link between this activity and the assigned reading. The groups will share their posters in session 3.

Week 3, session 3

Home-school connection activity (30 minutes)

Ask the groups to post the posters that they designed at the end of session 2. Give them instructions on how they will present their posters and describe the activity as well as the explicit link to the reading, *Put Reading First: Helping Your Child Learn to Read*.

Lecture and discussion: Stages of second language acquisition (20 minutes)

Discuss the last (sixth) slide in the PowerPoint presentation 'Learning to Read and Write in a Multilingual Society' and distribute the related handout 'Stages of Second Language Acquisition'.

Ask the Student Teachers to work with their 9 o'clock partner to discuss the handout. (Leave the PowerPoint slide displayed as well.) They should use what they have learnt from their assigned reading for this session, 'The Natural Approach: Stages of Second Language Acquisition'.
➢ http://tapestry.usf.edu/nutta/data/content/docs1/NaturalApproachNarrative.pdf

During the 10–15-minute discussion, the pairs should familiarize themselves with the different stages.

After 10–15 minutes, review the chart, and explain what a teacher can expect the student to do (top of the chart) and suggested activities the teacher can do with the student (bottom of the chart). Refer to the assigned reading to help the class interpret the chart.

Reading a text and discussion (25 minutes)

Distribute copies of the handout *Animals, Animals*. Give Student Teachers 15 minutes to read the text and to discuss its key features with a partner of their choice. This is a class 1 text for children learning to read in English. Ask the class to consider the following questions:

- Are there words or phrases repeated in the text?
- How is the text organized?
- What stands out about this book as a teaching resource?

You might draw their attention to the fact that this text is not a story – that it is an informational text. Ask Student Teachers to consider the need to teach from texts that contain both stories as well as informational texts.

In the last 10 minutes of class, have each pair join with another pair to discuss the book and the questions above.

In the next session, each group of four will present a lesson based on this text that is matched to the needs of a student at a particular stage of second language acquisition.

Assign each group a stage of second language development and tell them that they must plan this lesson as homework. (The presentation they prepare should include a poster, so they will require chart paper.) Remind them that they can refer to the assigned reading 'The Natural Approach: Second Language Development' if they need a resource.

Week 4: Stages of second language acquisition—Stages and models of reading development

Week 4, session 1

Group presentation: Stages of second language acquisition (50 minutes)

Review the 'Stages of Second Language Acquisition' (in the PowerPoint presentation 'Learning to Read and Write in a Multilingual Society') from week 3, session 3.

Allow the groups (from week 3, session 3) 10 minutes to revise and finalize their lesson for a student at a given stage of second language acquisition using the text, *Animals, Animals*. Remind them that they can refer to the assigned reading 'The Natural Approach: Second Language Development' if they need a resource. Also, remind them to review *Animals, Animals* and to think about the book's qualities they discussed in the last session.

Have each group present their activity. Encourage the class to ask questions for clarification after each presentation. (35 minutes)

Spend five minutes concluding the session by acknowledging the different ways the groups adjusted instruction based on the level of the child's language. Emphasize that whether a child is moving from another language to Urdu or from Urdu to English, reading has to be supported by their oral language proficiency – not by their sheer ability to identify the alphabet letters and sounds.

Week 4, session 2

Lecture: Phases and models of reading and spelling development (25 minutes)

Explain that children typically go through several phases of reading, writing, and spelling development before they can write automatically and conventionally in any language. Emphasize that the reading behaviours and their phases (or categories) are typical, but are not fixed. This means that some children will demonstrate some behaviours in advance of others. Therefore, a child may not fit neatly into one specific phase. For example, a child may have stronger skills in decoding, but have slower development in vocabulary. Similarly, a child's reading skills may be show significant development, but that same child's spelling skills may be weaker and the child may be a reluctant speller. The important thing is to note the reading developmental behaviours of individual children, to provide them with texts that match their reading needs, and to plan instruction in ways that meet those needs.

Use the PowerPoint presentation 'Overview of Stages of Reading and Spelling' to offer the following lecture:

Slide 1: Emergent Stage of reading and writing (pre-katchi, katchi)

Before they enter katchi and in katchi, children are considered to be at the emergent stage. They are aware of the print in their environment but see it more as a picture than individual letters. They are beginning to be aware of the relationship between sounds and letters – most of this focus is on consonants – but there is little vowel understanding at this stage. In terms of writing, they may make letter-like forms, but they usually do not have firm letter-sound correspondence. It is important for teachers to read aloud and engage in shared readings with students to connect print to the world and ideas. Phonological awareness activities (no print needed) are also important at this stage.

Slide 2: Beginning Stage of reading and writing (katchi, class 1)

In katchi and class 1, children are at the beginning stage of reading and writing. They move from pretending to read to actually being able to read as they match sounds to letters. At this beginning stage, it is common for students to vocalize the letter sounds as they read aloud, to point while reading aloud, and to read slowly in a word-by-word manner. Students have a working knowledge of the alphabetic system but may lack a full understanding of all vowel patterns.

Slide 3: Beginning stage of reading and writing (katchi, class 1)

The corresponding stage of spelling development is the Letter Name-Alphabetic Stage. At this stage of spelling, children tend to use beginning and ending sounds and spelling. For example, the sentence '*I work hard*' may be written as 'I wrk hd'. However, more complete spelling is seen as students progress into class 1.

The use of predictable texts is important at this stage because it will help support readers trying to understand and make sense of print. Children in this phase benefit enormously when a proficient reader reads books aloud to them.

Slide 4: Transition stage of reading and writing (class 2)

The transitional stage usually begins around class 2, as children begin to decode commonly recurring letter patterns as units (e.g. battle, cattle, rattle). Children at this stage are said to be at the consolidated Alphabetic Stage, as their focus shifts to spelling patterns.

Slide 5: Transition stage of reading and writing (class 2)

In spelling development at the within-word pattern spelling stage, children are able to consolidate single-letter sounds into patterns or chunks, and words with regular spelling patterns (e.g. *pattern*, *sofa*) are internalized.

Children are able to read with more fluency and expression, and they can correctly spell most words with single syllables and short vowel sounds (such as *switch*). Reading instruction useful at this stage includes read aloud, shared reading, and guided reading.

Slide 6: Intermediate stage of reading and writing (end of class 2, class 3)

In the Intermediate stage, students move into an awareness of syllables and affixes (i.e. prefixes, suffixes, and other types of inflectional endings such -s for plurals, 's for possession). These children can read faster silently than they can orally, and they can spell most single-syllable words correctly.

Students can also spell multi-syllable words, but may still 'make errors at syllable juncture and in unaccented syllables' (e.g. market as *markit*) (Bear, Huber and Warren, 2004). This stage can occur around the end of class 2 or the beginning of class 3.

Slide 7: Advanced stage of reading and writing

Readers and writers at the advanced stage, or automatic stage, of word reading have 'highly developed automaticity and speed in identifying unfamiliar as well as familiar words' (Ehri and McCormick, 2004, p. 384). A characteristic of proficient readers is that they read accurately and recognize words automatically. The corresponding stage of spelling development is the stage of derivational relations, because children understand that they can derive related words from a basic root word by adding prefixes and suffixes. An emphasis on comprehension and vocabulary development is critical.

Discussion (20 minutes)

Organize Student Teachers into groups of three. Ask them to reflect on the 'Overview of Stages of Reading and Spelling' presentation and to think about the following questions:

- What questions do you have after this presentation?
- Why do you think it is important for children to reach an advanced stage of reading and writing by class 3?
- Do you recognize the stages of reading development described?
- Can you think of examples when you have seen children behave in the ways described?

Wrap-up (10 minutes)

Respond to questions, comments, and observations the Student Teachers have.

Option: Video activity (35 minutes)

Instead of the Discussion and Wrap-up activity in this session, consider viewing the following video and having a class discussion.

Have the class watch *100 Days of Reading*, a video of a mixed first and second grade classroom, available from 'Teaching Reading K–2: A Library of Classroom Practices'.
➢ http://www.learner.org/resources/series162.html

Tell the class that the students in this video are at a variety of stages of reading and spelling development. Ask them to take notes as they view the video to answer the following questions:

- How are the diverse needs of learners met in this classroom?
- How are reading and writing connected in this classroom?

After the video, lead a whole-class discussion based on these two questions.

Assign videos for the class to view and critique before the next class. The critique should be a series of bullet points in which each Student Teacher discusses:

- the reading behaviours of the featured student and how they relate that to the stages of reading and writing covered in this session
- how the instruction in the class supported or did not support that student's reading.

All videos are available on 'Teaching Reading K–2: A Library of Classroom Practices'. Divide the class into three groups and assign one of the following videos to each group:

- *Thalia Learns the Details* (kindergarten)
- *Cassandra Becomes a Fluent Reader* (first grade)
- *Williams Finds His Base* (second grade)

Week 4, session 3

NOTE: If you used the videos in the previous session, you may use the session option outline below.

Group work and presentation (50 minutes)

Distribute the handout 'A Model of Early Reading Development' to each Student Teacher and give them about five minutes to read the handout.

Divide the class into six groups according to the six stages of reading development mentioned on the handout and assign one stage per group. Direct each group to carefully study the key features exhibited by readers in their assigned stage and devise some instructional (teaching) activities aimed to help these children develop further. Allow about 15 minutes for this preparation.

After the groups have completed their preparation, invite each group to present their stage to the rest of the class. Have the groups present in order of the stages; start with the group that represents the first stages of reading development. Each group should take no more than five minutes for their presentation.

Homework

Ask each Student Teacher to find a child or two children between the ages of two and six years old. This child may be a relative, neighbour, or a child of a friend. The Student Teacher should give each child a black marker and blank sheet of paper and tell the child to write a story.

Student Teachers should do the following:

- Ensure that the child writes this story independently (i.e. without help or intervention from anyone else). This has to be the authentic, uncorrected true work of the child. Stress that no one expects the work of a four-year-old to be in perfect form.

- Accept whatever the child wants to do on the paper – doodle, scribble, draw, or write.

- Accept incorrect spellings without attempting to correct these.

- Ask the child to 'read' this story to you once they are done. Quickly jot down the exact words of the story as the child narrates them. Do not correct grammar or insert clarifying words on your own. If this is absolutely necessary, place your additions in brackets to distinguish them from the child's exact wording.

- Bring this paper and your notes to the next session.

Session option

NOTE: If you used the videos in the previous session, use this session plan.

Video critiques (50 minutes)

Ask the Student Teachers to sit in groups corresponding to the video that they critiqued for homework. There should be three groups:

- *Thalia Learns the Details* (kindergarten)
- *Cassandra Becomes a Fluent Reader* (first grade)
- *Williams Finds His Base* (second grade)

Give the groups 20 minutes to compare their critiques of the videos based on their analyses of:

- the reading behaviours of the featured student and how they relate that to the stages of reading and writing covered in this session
- how the instruction in the class supported or did not support that student's reading.

After the groups complete their discussions, give them 20 minutes to prepare a poster with their synthesized points.

End the session by telling the Student Teachers that in the next session they will be showing their videos to the class and sharing their critiques.

Week 5: Writing development

Week 5, session 1

NOTE: If you used the videos in the previous session, you may use the session option outline below.

Gallery walk: Children's writing (20 minutes)

Ask Student Teachers to post the samples of children's writing they collected on the walls and display surfaces around the room.

Have the class walk around and study the samples of children's writing. Ask the Student Teachers to share observations and comments about what they see or note in the children's work.

Lecture: A child's writing development (10 minutes)

Use the visuals in the accompanying PowerPoint presentation 'Stages of Writing Development' to show in class while you lecture. Alternately, you may print various slides or collect actual corresponding samples of children's writing to share for each stage as you lecture.

Slide 1: Where it all begins

When you hand a toddler a pen, the results may be catastrophic for clothing, walls, and furniture. Toddlers will mark surfaces as they experiment with writing tools. Although these scribbles may not look like they mean anything at first, soon they begin to acquire a certain deliberation. Children will use writing in pretend play, as they pretend to sign a paper, as they see their parents do, or pretend to be a teacher writing on a board.

Slides 2–3: Increasing sense of purpose: Improved pencil grip; Pretending to be a teacher

As children's understanding of writing develops, some of their doodles will become more purposeful. They will attempt to draw a story, including all the action in one drawing. They will begin to make letter-like shapes. These will not be actual letters but unique creations that mimic the print children see around them.

Slide 4: Invented spellings

As children learn to write actual letters and to match letters to sounds (often in school or with the help of a parent), their writing will further develop. They will acquire a sense of directionality (that print goes from left to right in English or right to left in Urdu). They may begin to write the starting sound of a word to denote the whole word.

Slide 5: Invented spellings

As their sense of letter-sound correspondence improves, children will often invent spellings for the words they want to write. These spellings, if studied carefully, might reveal starting sounds and, later, ending sounds. Their attempt to write whole words will often be missing letters.

Slide 6: Conventional spellings

The more children read and study words, the more conventional their spellings will become.

Silent reading and think, pair, share (20 minutes)

Distribute the handout 'Invented Spellings – A Crucial Stage of Literacy Development' and give the class about five minutes to read it silently. After they finish reading, ask the Student Teachers to turn to the person seated beside them and discuss the contents of the reading with each other.

After five minutes, ask each pair to team up with another pair to discuss the benefits of allowing invented spellings to be used in early-years classrooms.

In the last five minutes, invite students to share their thoughts with the whole class.

Session option

NOTE: If you used the videos in the previous session, use this session plan.

Have the video critiquing groups from week 4 re-form. Give each group 15 minutes to present a portion of their video and their group critique. Encourage the class to ask questions at the end of each presentation. Time restrictions will allow only two or three comments or questions. If there are more questions, ask the Student Teachers to write them on paper and ask the individual groups at the end of (or after) class.

In the remaining few minutes of the class, summarize the main points made by each group and note any commonalities or differences in the points they made.

Week 5, session 2

Group activity (40 minutes)

Distribute the handout 'Stages of Writing Development' to each Student Teacher and give them three minutes to silently read the defining features of each of the stages of writing development. At the end of the three minutes, ask Student Teachers to list two things they learnt and one thing about which they still have questions. In a 10-minute discussion, ask Student Teachers to contribute one thing from their list and write the responses on the board.

Next, organize the class into nine groups. Give each group one of the nine writing samples from handout 'Samples of Children's Writing'. Each group should have a different sample.

Ask the groups to study their respective writing sample and address the following questions:

- What is this child trying to say or show? What are you able to learn about this child based on this writing effort?
- What phase of writing development might this child be placed in? (Consult the 'Stages of Writing Development' handout if needed and support your decision with reasons and details.)
- What is one thing you might teach this child next?

Allow groups about three minutes to discuss the writing sample. Then, ask each group to pass their sample to the group seated to their right.

This process should be repeated until each group has examined all nine samples.

Direct a brief, whole-class discussion in which you invite the Student Teachers to share key points, observations, and reflections.

Reflection: reading-writing connections (10 minutes + out-of-class time)

Write the following two statements on a board for the whole class to see:

- Learning to read and learning to write are parallel processes that support each other.

- By carefully studying a child's independent efforts at reading and writing, a teacher discovers what the child already knows, what the child is trying to do, and how to help this child reach the next step of development. (This is called assessment-based instruction.)

Ask the Student Teachers to write a 150–200-word reflection essay that describes their understanding of one or both these statements. Suggest that they add examples from what they have learnt in class as well as observations from their life outside class. You might choose to start a small discussion on these two statements in class to spur reflection. This reflection paper may be completed at home and brought to class for the next session.

Week 5, session 3

Sharing reflections (10 minutes)

Ask Student Teachers to work with their 4 o'clock partners and share their reflection papers from the previous session. Collect these reflections and consider assigning a grade based on thoughtfulness and original thinking.

Whole-class discussion (15 minutes)

Invite the class to discuss whether their understanding of children's writing changed during the week 5 discussions. They should explain their responses.

Invented spelling activity (25 minutes)

Read aloud the following excerpt from 'From Scribbles to Sentences', an article by Susan B. Neuman, which available on the Scholastic website (http://www.scholastic.com/browse/article.jsp?id=11273). Ask students to listen carefully:

> Parents sometimes worry that if they permit invented spellings, their children will never learn to spell correctly. Yet these spellings are very useful, because they provide a valuable window on learning. Children do not randomly pick letters to stand for a sound. Instead they seem to work hard to pick ones that makes some kind of sense to them.

Have the class turn to page 10 in the text, *Starting Out Right: A Guide to Promoting Children's Reading Success* (http://www.nap.edu/catalog.php?record_id=6014) and read the section on 'Recommendations on writing'. Ask the Student Teachers to refer to the handout 'Invented Spellings – A Crucial Stage of Literacy Development'. Each 4 o'clock pair should join another pair, and together they will brainstorm how they would explain invented spelling to parents or other teachers who question its use. Each group should prepare a list of their main points. After 15 minutes, ask the whole class to come back together.

Lead a 10-minute discussion that allows each group to make the relevant points that they discussed in their small group.

Close with the following caution: Students are expected to be held accountable for conventional spellings as they mature and develop as writers. Invented spelling is not an end unto itself but a means to an end.

Activity option

Instead of the invented spelling activity, consider the following option.

Writing suitcase (**30 minutes**)

Use the 'Writing Suitcase' handout to conduct this activity to focus on the home-school connection in writing. Before examining the handout, ask the Student Teachers to reflect on one of their first sessions of this course in which motivation was discussed as a key foundational ingredient in developing skilled readers and writers. As teachers, we are always looking for ways to motivate our students. While drill and practice may be appropriate in particular instances, we also need to show students that writing has a purpose and that purpose is to communicate.

One popular technique is the writing suitcase. Ask the Student Teachers to read the handout and tell them that this is what a writing suitcase might contain. After they read the handout, tell them that teachers can assemble these writing tools and put them in a small bag or box. These materials are motivational for students. Ask the Student Teachers to work with their 6 o'clock partner and brainstorm some ways the writing suitcase could be used in a primary school classroom to stimulate students' writing. We know that students who write tend to develop reading and writing skills at a faster rate than those who do not.

Give the pairs 15 minutes to brainstorm how they might use the writing suitcase. Bring them back together and have the pairs share their ideas.

UNIT

2

PLANNING GUIDE: GROWING UP TO READ AND WRITE: EARLY READING AND WRITING

2	UNIT 2:	Growing Up to Read and Write: Early Reading and Writing
	Week #	Topics/themes
	6	Phonological awareness The alphabetic principle **Suggested readings** Week 6, session 2 *Starting Out Right: A Guide to Promoting Children's Reading Success* ➢ http://www.nap.edu/catalog.php?record_id=6014 Week 6, session 3 'Phonemic Activities for the Preschool or Elementary Classroom' (handout)
	7	Instructional strategies for word recognition
	8	Reading books
	9	Literacy-rich classroom environments Types of print resources to use in an early-literacy classroom Differentiating instruction in a print-rich classroom

Unit 2 overview

The second unit will provide Student Teachers with an understanding of phonological awareness and the alphabetic principle, focusing on strategies to teach and develop these in emergent and beginning readers. The critical role of reading books and a print-rich environment in early literacy will be examined, with an emphasis on featuring these in early literacy classrooms.

Learning outcomes

At the end of the unit, Student Teachers will be able to:

- explain phonemic awareness and the alphabetic principle
- use specific instructional strategies to develop phonological awareness and the alphabetic principle
- use word recognition strategies in beginning/emergent readers
- explain procedures for effective shared reading and read alouds
- create a print-rich classroom environment that supports early reading.

Essential questions

- Why is phonological awareness so important in learning to read?

- How might phonological awareness and an understanding of the alphabetic principle be developed in early readers?

- How can teachers maximize the benefit of reading aloud and shared reading?

- What is a print-rich environment? What role does print play in readers' surrounding in helping them make a correlation between printed words and the people, places, and things in their lives?

Week 6: Phonological awareness/The alphabetic principle

Week 6, session 1

Lecture and discussion (20 minutes)

Use the PowerPoint presentation 'Phonological Awareness: "Hearing" Before "Reading"' to supplement this lecture.

Lecture

Slide 1: Phonological awareness
Explain that 'hearing' is an important foundation of 'reading'. Before young children ever even look at the letters of the alphabet or the words on a paper, they need phonological awareness. This means they need to be able to focus attention on the smaller sounds in a language.

Slide 2: What is phonological awareness?
Phonological awareness is the ability to hear the smaller sound parts that make up language.

Slide 3: How can one break the steady flow of language into smaller sound units?
Young children need to be aware that oral speech is made up of words and that words can be broken down further into smaller parts, or syllables. How many syllables do the following words have?

- Pakistan (3)

- Shalimar (3)

- Charsadda (3)

- Mohenjodaro (5)

- Fatima (3)

- Balochistan (4)

Slide 4: Syllable = Onset + Rime
Each syllable can be broken down into a starting sound, or an onset, and the ending sound, a rime. For example:

- Pak = P (onset) + ak (rime)
- Shal = Sh (onset) + al (rime)
- Char = Ch (onset) + ar (rime)

Slide 5: Syllable = Onset + Rime
What are the onsets and rimes in the following syllables?

- Champ
- Salt
- Phone

Slide 6: Phonemes
Starting sounds and rimes are made up of even smaller individual sounds called phonemes.

- The syllable Pak contains three phonemes: P + a + k
- The syllable Shal contains three phonemes: Sh + a + l
- The syllable Char contains three phonemes: Ch + a + r

Revise students' understanding of phonemes. Ask what the difference is between a letter and a phoneme. Provide the following example: s and h are letters in the English alphabet, but /s/, /h/, and /sh/ are three different phonemes.

Slide 7: Phonological awareness
Before showing this slide, ask students to take a minute to quickly sketch a diagram that shows the relationship between language, words, syllables, onsets and rimes, and phonemes. Suggest that they begin from the highest or lowest phonological unit and progress to the other extreme. This diagram should show that language can be split into words, which can be split into syllables, and so on, until they reach phonemes, the smallest phonological structure of language.

Once students have completed their diagrams, reveal and discuss this slide.

Slide 8: Phonological awareness can be explained according to a continuum of complexity
Explain that the smaller units onsets/rimes and phonemes are harder for children to hear than the larger units (e.g. syllables and words). Phonological awareness falls on a continuum of complexity, with words and syllables being the easiest for children to identify and phonemes being the hardest.

Slide 9: Creating phonological awareness
Connect phonological awareness's continuum of complexity to a literacy curriculum for beginning readers. Explain that phonological awareness might be taught in a way that begins with easier tasks and graduates to more difficult ones.

Discussion

Ask Student Teachers to suggest the difference between phonological awareness and phonemic awareness. Make clear that phonological awareness is a much bigger concept, encompassing an awareness of phonology (including words, syllables, onset and rimes and phonemes) while phonemic awareness is one element of this (the ability to hear or recognize the individual, smallest components of the sounds of speech).

Activity (30 minutes)

Distribute the handout 'Phonemic Activities for the Preschool or Elementary Classroom'.

Divide the class into small groups of five. Explain the purpose of the activities and assign one activity to each group. Ask them to read about the activity and then plan a demonstration of it – first to each other. They will have 15 minutes to plan their activity. After 15 minutes, ask the groups to make their presentations to the whole class. Presentations should include a short introduction about how the activity builds phonemic awareness.

Week 6, session 2

Mini-lecture: Blending and segmenting (10 minutes)

Begin the session by reviewing the continuum of complexity along which phonological awareness falls (with syllables and words being the easiest and individual phonemes being the most difficult for children to hear). Remind Student Teachers that phonological awareness is an auditory skill: paper or pencils are not required for children to be able to hear the sound units of a language.

Explain blending and segmenting. Specifically, preparing children to read requires teaching them to break a word into separate sounds (segments); for example the word *phone* can be broken up into the phonemes f-o-n. Children must also be able to take separate sounds or phonemes and join (or blend) them together to create a word. For example, if you utter the separate phonemes /l/, /a/, and /f/, the listening child must learn to join (blend) these sounds together to pronounce the word *laugh*. Games and activities that help children practise blending and segmenting provide a huge boost in their ability to read (decode) words.

Activity: Phoneme counting (10 minutes)

Remind the class that reading teachers must be experts at counting phonemes in a word because they must help children connect letters to phonemes in phonics and spelling.

> NOTE: It is crucial not to get into a debate over irregular English spellings at this point. Explain that phonological awareness is auditory (a hearing act) and does not require knowledge of letters – that will come up next, when we talk about the alphabetic principle.

Ask Student Teachers to form groups of three. Each group should generate a list of 10 Urdu words and 10 English words that they would expect primary children to know (e.g. مچھلی، تتلی، پھول، چاچا، بابا، آم، انار، چوہا، قوم، وطن، پرچم، اسلام، پاکستان، cat, dog, apple, ball). Allow no more than three minutes for this task.

Next, ask group members to count the phonemes in each word orally. Remind them not to count letters – but to count phonemes.

Mini-Lecture: The alphabetic principle (10 minutes)

Use the PowerPoint presentation 'The Alphabetic Principle' to supplement this lecture.

Slide 1: What is the alphabetic principle?

Connect the concept of phonological awareness with the alphabetic principle. Explain that children need to learn to link oral language (phonemes) with written language and written letters of the alphabet. While the sounds of language are phonemes, written letters are graphemes. Letters of the alphabet, or graphemes, are written symbols that represent phonemes.

An English alphabet chart is available at:

➢ http://www.busyteacherscafe.com/worksheets/mini_offices/Alphabet%20Chart.pdf

Pronunciation of the sounds of the letters of the English alphabet is available on the supplied disk of resources.

Slide 2: Understanding the alphabetic principle

To understand the alphabetic principle, children must:

- understand that written language consists of words that are composed of letters

- recognize a letter's name and shape

- match a letter to the sound it makes.

Slide 3: Recognizing letters

For beginning readers of English, this includes recognizing both upper- and lower case letters (e.g. A vs a) as well as different fonts. (For example, the lower case 'g' and 'a' look different when typed than when handwritten.)

For beginning readers of Urdu, this includes recognizing letters in the whole and half forms (آدھی شکل). Explain that the letter *pe* looks different in the word آپ (پ کی پوری شکل)، than it does in the word پان (پ کی آدھی شکل)، . Similarly, the letter ج، looks different in the words جا (آدھی شکل)، ، فائح (آدھی شکل)، , and آج (پوری شکل)، .

Slide 4: Decoding words in English or Urdu

To decode written words in either English or Urdu, children must:

1) identify the separate letters that constitute the given word (letter recognition)

2) match each letter to the phoneme it represents (matching each symbol to a sound) and sound these out (segments)

3) blend these phonemes together to recreate the word (blending).

Explain that the process of decoding words requires teaching and practice in order to become automatic (second nature).

Discussion (10 minutes)

Share the following research findings with the Student Teachers on the board or create a PowerPoint slide. Use them to generate a five-minute discussion.

> 'The best predictor of reading difficulty in kindergarten or first grade is the inability to segment words and syllables into constituent sound units (phonemic awareness).'
>
> –G. R. Lyon (1995)

> 'Reading and phonemic awareness are mutually reinforcing: Phonemic awareness is necessary for reading, and reading, in turn, improves phonemic awareness still further.'
>
> –S. Shaywitz (2003)

Making connections: Phonological awareness, the alphabetic principle, and writing (10 minutes + out-of-class time)

Distribute the handout 'Sample of Student Writing' and ask Student Teachers to examine the sample.

> NOTE: You might want to begin this activity in class and ask Student Teachers to answer the reflection questions at home.

Explain that this sample consists of an essay written by a girl for whom Urdu is a second language. She has trouble hearing or recognizing certain Urdu phonemes, as her mother tongue, English, does not use these.

Ask the Student Teachers to consider the following questions:

- By studying her writing, can you identify which Urdu phonemes challenge her? (Answer: ڑ, ں, ٹ . She has some trouble with غ , as seen by the way she spells certain words.)
- This child also has some trouble with letter identification. She sometimes confuses the letters ب and ت . By looking at her writing, how can you tell that she confuses these two letters? Has she confused any other letters?
- This child uses invented spellings for certain words based on how she 'hears' them in her mind. Which words are these?
- What are some things that you might teach this child?

> NOTE: You might want to tell Student Teachers that while there are many things that this child needs to learn, an effective instructional plan will isolate one specific thing to teach at a time. (We confuse the learner when we try to teach too much at once.)

Reflection question
Based on your assessment of this student's essay, what relationship exists between phonological awareness, reading, and writing?
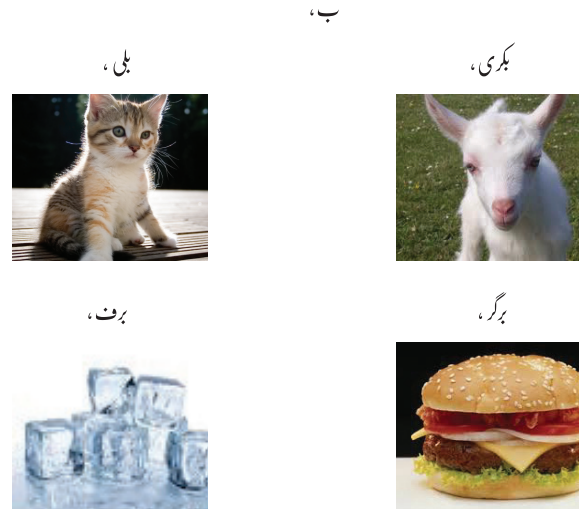
Week 6, session 3

Lecture: Alphabetic knowledge (10 minutes)

Explain that alphabetic knowledge requires:

- letter shape recognition
- letter name knowledge
- letter sound knowledge
- writing out (printing) letters
- rapid letter naming.

Activity: Teaching alphabetic knowledge (15 minutes)

Distribute the handout 'Page from Urdu Qaida'.

ب ،

بلی ،   بکری،

برف،   برگر،

Ask the Student Teachers, working individually, to consider how they might develop alphabetic knowledge in a katchi class full of emergent/beginning readers using such a qaida. (Allot no more than five minutes for this.)

Give Student Teachers five minutes to consider the following questions:

- How might you use this qaida to teach phonological awareness and alphabetic knowledge?
- What else might you do to develop children's phonological awareness of the letter ' ب '? Give examples.

> NOTE: Student Teachers should know by now that phonological awareness of this letter requires children to recognize the /b/ sound in oral language, at the start and in the middle of a spoken word. To acquire alphabetic knowledge of this letter, children will need to be able to recognize the shape of this letter in all its written forms, find and identify it in a written word, connect it to the sound it makes, and write it on paper or in another medium (e.g. with a finger in the air or sand or with chalk).

After they have reviewed the handout, direct Student Teachers to find their 9 o'clock partner to share their ideas and come up with new ones.

After five minutes, direct the class's attention towards yourself and ask for volunteers to share their reflections.

Lecture (20 minutes)

Use the PowerPoint presentation 'Word Recognition' to supplement this lecture.

Slide 1: Elements of a reading programme for beginners

Link this slide to the preceding activity.

A beginning reading programme should include the following elements:

- alphabetic knowledge activities to help children identify and name both uppercase and lowercase letters
- games, songs, and other activities to help children learn to name letters quickly (rapid naming)
- writing activities that encourage children to practise writing the letters they are learning.

Slide 2: Phonics instruction

Explain that in order to read words, children must build knowledge about the relationships between the letters of written words (graphemes) and the individual sounds (phonemes).

Phonics is the understanding that there is a predictable relationship between the sounds of a spoken language and the letters and spellings that represent those sounds in written language.

Phonics instruction means helping beginning readers connect sounds to letters and words on the page. This teaching must be:

- explicit, as children will not learn it on their own.
- systematic, following a clearly defined sequence, with easier tasks being taught before more challenging ones.

Once students master letter sounds, they can be taught how to blend letter sounds together to read simple words.

Slide 3: Word recognition

Word recognition is the ability to associate a printed word with its meaning, or decode the word.

There are two ways to achieve word recognition:

Phonic decoding	Sight recognition
Phonic decoding occurs when knowledge of letter-sound relationships is used to accurately read a word. This process involves sounding out and then blending graphemes (letters) into phonemes (sounds) to form recognizable words.	Sight recognition, or whole-word learning, requires readers to learn entire words and recognize them automatically by sight, like one recognizes a picture or a design. This is also a strategy that skilled readers use.

Slide 4: Sight recognition of words

There are some words that readers recognize automatically. Our brains seem to process these words in the same way that we recognize a familiar face.

There is no need to decode these words. Recognizing sight words means knowing what a word looks like and knowing its whole body instead of viewing it as a collaboration of individual letters (e.g. the word *the*). Similarly, children might not know their ا ب پ، but they can still recognize the word پیپسی on a billboard.

Reading teachers usually teach sight recognition of high-frequency words. These are words such as *of*, *the*, and *am* that appear most frequently in written material. Researchers have found that children who can recognize 100 high-frequency words based on sight will be able to read up to 50 per cent of almost any text.

Reading teachers also teach sight recognition of words that break the rules of simple phonics (i.e. words with irregular spellings).

Homework (5 minutes + out-of-class time)

Explain that while English researchers have come up with lists of words that appear with high frequency in texts, there are no ready resources with such word lists in Urdu.

Challenge students to come up with a list of 25 high-frequency words in Urdu (e.g. کے، کا، میں، سے، ہے).

Ask Student Teachers to complete the following:

1) Randomly select three to five pages of various Urdu texts of totally different content and levels. These texts can be high-level texts (suitable for proficient reading) from newspapers, magazines, and novels, or introductory texts for beginning readers.

2) Read these texts, pick out the words that appear repeatedly, and chart the total number of times that they appear.

3) Pick the 20–25 words that appear most frequently and create a list of these to share in the next session.

Week 7: Instructional strategies for word recognition

Week 7, session 1

Gallery walk: High-frequency words in Urdu (15 minutes)

Ask Student Teachers to post their lists of high-frequency words around the room before inviting the whole class to do a gallery walk. As they study each other's lists, direct Student Teachers to compare the lists and compile 10–15 words that seem to appear on everyone's lists.

Ask Student Teachers to keep these word lists safe because they will be discussed throughout the week.

Introduction to instructional strategies for word recognition (5 minutes)

Announce that this week the class will be learning word recognition strategies to teach to emergent/beginning readers. Remind them that word recognition can occur in either of two ways:

- through decoding (or phonics) – using letter-sound relationships to sound out and then blend graphemes (letters) into phonemes (sounds) to form recognizable words

- through sight – learning what the whole word looks like and recognizing it by sight, without breaking it into separate graphemes or phonemes.

Suggest that most of the words on the high-frequency word lists are recognized by sight. Because they are repeatedly encountered in texts, a fluent reader's eye becomes accustomed to their shape and appearance and flows over them quickly and automatically.

Tell Student Teachers that they will learn to teach word recognition through both decoding (or phonics) and sight recognition.

Lecture (25 minutes)

Use the PowerPoint presentation 'Sound-Spelling Relationships in English and Urdu' to supplement this lecture.

Slide 1: Representing English and Urdu

English and Urdu both consist of sound-spelling relationships that are sometimes represented in a variety of ways. For example the /f/ sound can be represented by f (fan), ph (phone), or gh (laugh). Similarly, the /t/ sound in Urdu might be represented by a ت or by a ط, just like the /ss/ sound might be represented through a ث or, س، ص.

Some language terms and concepts important for teaching decoding and word recognition in English and Urdu include:

- The English alphabet is divided into 21 consonants and 5 vowels.

- In Urdu, some letters provide a consonant sound but can double as vowel sounds such as و، or ے . The letter و represents the sounds /v/ or /w/ if it comes at the start of a word but can also form a long or short /o/ sound when it follows another letter. For example, in the words انمول، کون، پورا, and و, the creates different vowel sounds. Similarly, the letter ے represents the /y/ sound when it comes at the start of a word but can also provide the /ee/ sound when it comes in the middle or end of a word.

- Short vowel sounds may be represented by the accents زبر، زیر، and پیش .

- A digraph is a letter cluster that stands for one sound. English contains many digraphs that students must learn, such as /sh/ in shop, /bl/ in blue, and /sl/ in slam.

- Digraphs in Urdu are usually formed by joining various letters (e.g. ب، ، ت, or چ) with the چشی، دو to for the sounds /bh/ (as in بھائی), /jh/ (as in جھاڑو), or /chh/ (as in چشی).

- Consonant clusters are two consonants that appear together in a word and each retains its sound when blended (e.g. /br/ in bread). 'Cluster' refers to the written form and 'blend' refers to the spoken form.

- In Urdu, letters are seldom blended together as completely as they are in English. There is usually a slight vowel sound represented by a پیش, or زبر , زبر to connect the two sounds.

- Silent letters exist in both languages. For example, the k in knife or the و in خواب, (dream) or the ے in (مد ،ے ،ل ،ع ،ا) اعلی.

Slide 2: Which letter to teach to first?

Explain that even though teaching the alphabet usually involves following the conventional ABC or ا،ب،پ، order, research has not determined if a specific order for introducing the letter-sound relationships is best.

In other words, research does not support the need to teach ب before پ . Instead, research suggests that the earliest relationships introduced should have high utility. This means that letters representing the most familiar and/or frequently used phonemes of a language should be taught first.

For example, the /m/ sound is one that babies find easier to make, so one might introduce the letter م before a letter such as چ or خ. To explain this, remind Student Teachers that children learn to say ماما long before they can say چاچا, or خالہ . In fact, many Urdu speaking toddlers will say ٹاٹا، or تالا, substituting the ت sound in place of the more challenging /چ/ .

Similarly, many teachers of English begin by teaching the consonants F, M, N, R, and S, sounds that can be easily pronounced. They then introduce the vowel A to facilitate word making words such as *man* and *fan*.

Discussion question (5 minutes)

Some teachers begin teaching the alphabet with the starting letter of a child's name. What advantage might this have?

Slide 3: Decoding

Decoding, or phonics, is one strategy that students use to read words. It occurs when a knowledge of letter-sound relationships is used to accurately read a word. The process involves sounding out and then blending graphemes (letters) into phonemes (sounds) to form recognizable words, such as c-a-t (k-a-t).

More advanced decoders use or larger groupings of letters, or chunks, to blend syllabic units into recognizable words. These chunks include spellings of common little words appearing in larger words, spellings of common rimes, and spellings of morphemes and syllables (Ehri, 2005), such as letters /lét-tərz/ .

Discussion question (5 minutes + out-of-class time)

For a beginning reader who knows letter-sound relationships, some words are easier to decode than others. Can you think of some examples of words, in English or Urdu, that might be easier to decode than other words?

What factors might make a word more difficult or challenging to decode?

Ask Student Teachers to be prepared to answer this last question in next session.

Week 7, session 2

Discussion (10 minutes)

Invite Student Teachers to share their responses to the question raised in the previous session: What factors might make a word more difficult or challenging to decode?

Write responses on the board or a chart paper, until you have covered the following points about when a word might be more difficult to decode:

- It contains letters that a child may not know yet (or may not have been taught yet).
- It is long (i.e. contains more letters).
- It contains more letters in their ،آدھی شکل. (In Urdu, for example, the words درد or آرام، might be easier to decode than words like ستا، or بستر because all the letters are in their ،آدھی شکل in the latter.)
- It contains digraphs (e.g. *clap* is harder than *cap*; چلی، is easier than ،چھلی).
- It contains silent letters (e.g. *wrap* might be harder to decode than *warp*, unless the child has specifically learnt that the W is silent in all words that begin with wr-.)
- It is irregularly spelled. (This is especially true in English, as there are words in which letters do not use their most common sounds, such as the 'g' in *enough* or the 'o' in *people*.)

Word difficulty analysis activity (20 minutes)

Ask Student Teachers to imagine that they are devising word lists for children who know the Urdu alphabet (both ،پوری and ،آدھی شکل) up to the letter ص.

Based on the discussion about word difficulty, they should arrange the following words into three lists according to a rough probable order of difficulty: list 1 should contain the easiest-to-decode words and list 3 should contain the most challenging. (You may share the word list for this activity by writing it on the board beforehand or dictating it directly to the class.)

- چار
- اچار
- آم
- بابا
- کاکا
- خالہ

- دوست
- لوٹا
- فارغ
- جراب
- برابر
- خراب
- پان
- بادل

> NOTE: There is no one correct way to arrange the words in this list, but Student Teachers must be able to explain and defend their decision to place a word in list 1, 2, or 3. The purpose of this activity is to make Student Teachers realize that there are multiple factors affecting a word's 'difficulty' for a child who is learning to decode.

Mini-lecture: High frequency words and the need to teach sight recognition (5 minutes)

Although some words are phonically 'difficult', young readers encounter them repeatedly in texts. This is because they are either high-frequency words (e.g. the 'th' sound in 'the' is not the most commonly recognized sound) or words common to subject areas taught in school. For example, the words قائداعظم , پاکستان , and مسلمان، are not 'easy' words for beginning readers of Urdu to decode, but young readers encounter them repeatedly in curricular texts.

Such words can be taught as sight words. Readers do not need to break these words down to spell them each time they see them. Instead, automatic recognition of such words might be taught for fluent reading, particularly with the following types of words in English:

- high-frequency words (or sight words) – a small group of 300–500 regular or irregular words that account for a large percentage of words seen in print
- high-frequency irregular words – a small group of 300–500 words that account for a large percentage of words in print and that contain letters that stray from the most common sound pronunciation because they do not follow common phonic patterns (e.g. was, were, and laugh).

Brainstorming activity (20 minutes)

Ask Student Teachers to form groups of three. The groups will look at the high-frequency word lists they compiled from Urdu texts.

Ask each group to brainstorm how these words might be taught as sight words. Each group should spend 10 minutes generating ideas. Then, one representative from each group will report their ideas to the class. Possible ideas may include the following:

- creating a word wall of sight words or posting a new sight word on the classroom wall every week, so children will see it every day and come to recognize it

- using flash cards for a guessing game (of the sight word on the card)

- making children practise writing a new sight word each week (e.g. with chalk on the board, tracing it with a pencil on paper, in sand with a finger, with a crayon)

- asking children to circle the sight word in a given text, wherever it appears.

Homework: High-frequency word review

Review the Fry and Dolch word lists (available at http://www.uen.org/k-2educator/word_lists.shtml), which provide inventories of frequently used words in English.

The Fry list represents 600 words most frequently used in reading and writing. The Dolch list includes 220 words that make up 50–75 per cent of reading material encountered by beginning readers.

Ask Student Teachers to review and compare the words on these lists.

Week 7, session 3

Lecture and discussion: Decodable texts (15 minutes)

Use the PowerPoint presentation 'Decodable Texts' to supplement this lecture.

Slide 1: Decodable texts
A crucial element of word-recognition instruction involves giving early readers the chance to practise all they have learnt about decoding and sight words. Beginning readers need opportunities to practise what they are learning about letters and sounds.

Decodable texts are simple texts that contain stories (and other materials) that use the letter-sound relationships that students are learning. These texts provide opportunities to read continuous text while practising the phonic element taught. Generally they also contain a limited number of high-frequency sight words.

It is important for early readers to be exposed to continuous text in order to practise decoding as they read.

Slide 2–3: Decodable texts; Questions
Imagine a classroom in which the teacher is introducing children to the letter-sound relationship in the phonic rime /–all/. These children can already recognize many high-frequency words in English by sight (e.g. I, am, too, see, over, this, is, my, will, not, go, it, we, to, but).

Consider the following short text:

> I am too small to see over this wall.
> This wall is too tall.
> My ball will not go over it.
> We try to climb it.
> But we all fall.

Ask the Student Teachers to consider the text above and conduct a whole-group discussion using the following question:

- Which words use the letter-sound relationship that children are learning about? (Answers: all, small, wall, tall, ball, fall)

- Are there any words that the children might not know? (Answers: try, climb) What might the teacher have done to introduce these words beforehand?

Engage the whole class in discussion that addresses the following questions:

- Do you think the children in this classroom can read this short text independently?

- How might reading such a text provide practice for word recognition?

- Would it help to have pictures accompanying the text?

Activity: Creating a decodable text in Urdu (15 minutes)

Ask Student Teachers to imagine that they are writing a decodable story for beginning readers to allow them to practise the phonic elements آ , ای , آئی،، , and او .

These readers already know all letters of the Urdu alphabet, recognizing their پُوری and آدھی اشکال، . They can decode two-letter words or word-parts ending in ی ، ا، , and بڑی ے (با، پا، جا، چا، کا، نی، چی، کی، بی، لو،یو، تو،یو) . However, they do not yet know how to decode any word that contains more than two آدھی اشکال merged together. This means they can decode ت but not گیا، or لیا، . They can decode لا or گا، but not تین، or نیل . decode ت but not گیا، or لیا، .

These readers also know three sight words: کتنا اچھا، and صاف، . This week you are introducing a new sight word: ٹھنڈا.

Slide 4: Example of decidable text
Here is an example of a decodable text for these readers. Using this example as a guide, create another decodable text for this group of readers.

> چاچا جا کے پانی لا،
> پانی کتنا صاف ہے،
> پانی کتنا اچھا ہے،
> پانی کتنا ٹھنڈا ہے،
> چاچا پانی پی لو۔ صاف پانی پی لو،
> بابا پانی پی لو۔ اچھا پانی پی لو،
> ماما پانی پی لو۔ ٹھنڈا پانی پی لو،

Draw Student Teachers' attention to the fact that many words are repeated in a predictable pattern, so that beginning readers can almost predict what word will come next.

Ask the class how repeating word patterns might help with sight-recognition of words?

Homework: Exploring decodable texts (Out-of-class time)

This website 'Decodable Books Written by Teachers' (http://www.auburn.edu/academic/education/reading_genie/teacherbooks.html) provides links to more than 25 free downloadable decodable English-language texts. Additionally, at the bottom of the page, there is an explanation of the process teachers used to write and publish these texts.

Based on the size of the class, have each Student Teacher read and review at least one decodable text.

Debrief by discussing the importance of decodable texts, how Student Teachers might be able to use them, and how these sample can serve as a model for decodable text in their language of instruction.

Week 8: Reading books

Week 8, session 1

> NOTE: This is a long session so try to create an extra 15 minutes in the timetable or you could give the final activity as reading for Student Teachers to discuss together out of class.

Lecture: Reading and discussing books (30 minutes)

Use the PowerPoint presentation 'Reading and Discussing Books: The First Reading (Part 1)' to supplement this lecture.

Slide 1

Examine the importance of reading to young readers by considering this quote, 'The single most important activity for building…skills essential for reading success appears to be reading aloud to students' (Neuman, Copple, and Bredekamp, 2000).

Engage the group in a discussion by asking them to address the following questions:

- What are your thoughts about this quote? Why do you think reading aloud is so important?
- What implications does this statement have for your teaching practices?

First and foremost, book reading provides a centrepiece of language and literacy activity in preschool. It is something that needs to be planned. Other reasons for reading books include making social-emotional connections with students or to improve the flow of the classroom day. Also, reading books should always be an enjoyable experience.

Slides 2–3: Reading books offers learning opportunities

Other important reasons for students to read books include learning about the following:

- new information about the world
  - Reading books exposes students to other cultures, languages, customs, and traditions. They can learn about ideas outside of their experience (e.g. the life cycle of plants).
  - Books provide a way for students to connect to and extend a current curriculum topic, or they can lead to a new topic of study.
  - Books also help students learn concepts such numbers and letters.

- how books and print work
  - Reading books helps students learn about how books and print work, or what we will refer to as print concepts. Important print concepts include understanding what the author and illustrator do.
  - Print concepts also include how print is read (e.g. right to left in Urdu, left to right in English, and top to bottom) and the concept that words hold meaning and are different from pictures.

- parts of a story
  - As students hear stories read to them, they begin to learn about the various parts of a story such as the setting, the feelings and motives of characters, and rising action.
  - Students learn that stories have a beginning, middle, and end, often involve a conflict or problem, and a resolution or ending.

- an enjoyable and interesting activity
  - Books not only provide a wealth of information for students but are also a wonderful source of entertainment and enjoyment.
  - In order for students to become lifelong readers, it is crucial for them to learn that book reading can be a pleasurable and interesting experience.

- new vocabulary
  - Book reading provides students with the opportunity to learn new words.
  - Picture books are often packed with new and exciting vocabulary words.

- phonological awareness
  - Many picture books skilfully use rhyme, poetry, and nonsense words. For example, listen to the sounds in the poems ‘چوں چوں چوں، میں منا سا پوزہ ہوں،‘ *or* ‘تتلی بہت ۔ نہ چھوٹی ۔ بہت نہ چھوٹی بہت،‘ ۔
  - These types of books provide students with the prospect of learning about different sounds in an enjoyable way, which in turn facilitates their language and literacy development.

- familiarity of written language sentence structure.
  - Books use written language that differs from oral or spoken language. Written language has a different sentence structure than oral language and uses longer sentences, more complex grammar, and more words to express an idea.

o   Oral language tends to be more informal than written language. For example, if someone were talking informally about not wanting to go somewhere, that person might simply say, 'I don't want to go'. They would also use facial expression and body language to communicate fear and distaste.

If a similar statement were made in a book, the same idea might be written more formally, 'She was reluctant to go with her friends because she was tired'.

o   The written language in books is also not in the here-and-now. What is happening in the book is not happening in the presence of the reader, so the language needs to be more detailed.

Bring this section of the session to a close by noting that reading books provides many varied learning opportunities for language and literacy development. In class later in the week, various strategies that teachers can use to bring out these learning opportunities will be discussed. The Student Teachers will learn ways to read books to students for the first time and how to vary their techniques during rereadings.

Demonstration: First reading of a picture book (15 minutes)

Begin by reading a short picture book to the class. The book should have a narrative. This is one of many different kinds of books to which students need to be exposed, but it is a very important kind of book.

Explain that you will demonstrate various techniques and strategies that can be used when reading a book to students for the first time. Ask Student Teachers to pay attention to the techniques or strategies that helped them to enjoy and understand the book.

As the Instructor, you should demonstrate some of the following key strategies:

- During the introduction:
  - o   Read the title, author, and illustrator. Make the point that the author wrote the words and the illustrator drew the pictures.
  - o   Focus listeners' attention on the cover and ask them to predict what will happen in the book.
  - o   Preview the book by sharing some information about the story.
- While maintaining the flow and building understanding:
  - o   Ask a few questions, make a few comments, and ask for predictions during the reading. Be sure not to interrupt the flow of the story with too many questions and comments.
  - o   Use expression as you read.
  - o   Teach print concepts. Track the print with your finger occasionally as you read, but not throughout the entire book.
- After the reading:
  - o   Ask questions at the end about the story.
  - o   Ask the group about a favourite part or ask them to recall what happened in the book.

Whole-class discussion: Debriefing after the first reading demonstration (10 minutes)

Engage the class in a discussion about the reading demonstration. Draw out the strategies you used during the demo by asking the following questions:

- What did you notice about the way I introduced the book? Do you think I gave too much information about the book at the beginning?

- How many times did I stop during the reading? Do you think I stopped too many times during the reading or not enough? Why?

- How did I keep your attention during the reading? Did I ask too many questions or not enough?

- How did I help you understand the story? Did I do enough to help you understand the story?

Use this discussion to highlight the strategies that you used during the demonstration. Allow for differing opinions about the techniques that you used. Explain that you will discuss each strategy in more depth during the remainder of the session. You will also talk about recommended ways to introduce books and read them for the first time with students.

Lecture: Reading and discussing books (15 minutes)

Discuss several of the key strategies demonstrated during the reading in further detail. Use the PowerPoint presentation 'Reading and Discussing Books: The First Reading (Part 1)' to supplement your lecture.

Slide 4: Before reading: Getting started

There are several important steps teachers can take to ensure a successful reading experience before they even start to read the book.

- Preview the book. It is crucial for teachers to read a book before they share it with their students. They need to think about the book and what they want students to get out of it, what parts might interest the students, and what parts might be hard for them to understand.

- Create an enjoyable, focused atmosphere. One of the many goals of teachers is to make reading a memorable and enjoyable experience for students. Pleasurable reading experiences ultimately motivate students to become lifelong readers. Teachers can develop an inviting, focused atmosphere for reading in their classrooms by getting the students drawn in quickly.

- Use a song or rhyme to help students gather and focus their attention. Then begin introducing the book. Do not wait for every child to be perfectly still.

Slide 5: Introduce the book

Prepare students for listening by giving a quick introduction to the book before beginning to read. Use the following strategies:

- Direct their attention to the title and pictures on the cover.

- Share the title, author, and illustrator. It is important to do this with new books but not with familiar ones that have already been read.

- Ask students to guess what the story might be about. For the first reading, build students' excitement and anticipation for the story by asking them to guess

what the story might be about or to connect the story to their own life experiences. If it is a second reading of a book, have the group review some of the key parts of the book (e.g. کیا آپ کو یاد ہے کہ چھوٹے نے خرگوش کو کیا کہا تھا؟ کیا آپ کو یاد

ہے کہ خرگوش کتنا ہنسا تھا؟).

- Give the students some information about what is going to happen in the story for the first reading. A brief but enticing introduction can help students settle in and prepare for active listening.

Slide 6: Reading and discussing books
Use the graphic on the slide to review the key points about teaching strategies for before reading. Explain that you will add to the graphic in the next session.

Week 8, session 2

Lecture: Reading and discussing books (15 minutes)
Explain that this class period will be spent exploring why reading is so important, what students learn about language and literacy by reading aloud, and how teachers can maximize this learning.

Use the PowerPoint presentation 'Reading and Discussing Books: The First Reading (Part 2)' to supplement this lecture.

Slide 1: Reading and discussing books
Use the chart to review the key points about teaching strategies before reading a book.

Slides 2–4: During the reading
- Read with expression.

  Reading with expression is just one way to make reading enjoyable for students. Research has found that when teachers read in a dramatic manner, students are more attentive and teachers need to spend less time dealing with management issues. There are a variety of ways to add expression to a reading:
  - Vary pitch and volume.
  - Use different voices for the different characters.
  - Vary your reading speed and use pauses.
  - Use facial expressions and gestures.

  It is crucial for teachers to read and review the story on their own before reading it to students. (Additional planning techniques for reading will be discussed later in the session.) Previewing a story can help teachers with adding expression to their reading. During this process they can then determine the best places to pause, add gestures, and vary pitch and volume. They can even practise reading aloud to themselves first. Reading with expression is an important strategy to use whether it is the first or tenth reading of a book.

- Maintain the flow of the story.

  During the first reading of a book it is important not to interrupt the flow of the story by asking too many questions or over-managing children's responses. The goal is to retain students' interest and attention while also helping them

enjoy and build an understanding of the story. Most students will lose focus and attention if there are too many breaks during a first reading of a book.

- Respond to students' questions and comments.

It is important to be responsive to students' questions and comments during a reading to ensure their engagement and understanding of the story. Teachers need to read at a pace that allows for students to comment about and question what is happening in the story. Often teachers do not pause long enough for students to react and respond. The challenge for teachers is to allow for students' comments and questions while maintaining the momentum and flow of the story. Teachers can always acknowledge a student's question or comment and then follow-up after the story is read.

- Help students attend to and understand the story.

Teachers need to be tuned in to students' interests during a story while also thinking about how they might build students' understanding of the story. What words might be new to students? What concepts or big ideas in the book might be confusing for student?

Teachers can use gestures and point to illustrations to help students comprehend parts of the story or understand new words. They can quickly define an unfamiliar word if it is essential to the understanding of the story. For example, if wish needed to be explained, simply stating, 'A wish is something you really hope you get' will answer any questions students may have about the term.

Teachers can also ask students to predict what will happen next to keep them tuned into the story. During a first reading, teachers can make a few comments to help students understand the story as a whole and save the majority of questions and comments for the end or for a second reading of the book.

- Teach how a book works (print concepts).

There are many important concepts about books and print that students need to know in order to become competent readers and writers. Teachers can use reading time to introduce students to some of these important concepts. However, teaching these concepts should never take centre stage and dominate a reading. Teachers should balance explicit instruction with responsiveness to students' inquiries.

Print concepts, including the front and back of a book, directionality, and concept of word, should be discussed:

  o The front and back of a book: It is important for students to understand how a book works. They need to understand the front and back of a book and what type of information is usually found in these places.

  o Directionality: It is important for students to understand directionality. Urdu is read from right to left and top to bottom. Teachers can help students learn these important concepts during their quick introduction of the book and by tracking the print with a pointer or finger as they read. They do not need to track print through the entire reading.

  o Concept of a word: Intermittent tracking of print as it is read aloud also helps students learn the concept of a word.

Slide 5: Reading and discussing books

Use the chart to review key points about teaching strategies during a reading.

Slide 6: After the reading

Give students an opportunity to react to and talk about the book. Encourage students to share their thoughts and feelings about the story. How did they like the story? What was their favourite part? How did they feel during certain parts of the story?

Help them make connections to other books they have read. Point out differences and similarities between books they have heard before. Ask them if the book reminds them of other books they have heard.

Take time to answer their questions.

Leave the book out for students to read on their own. Place the book in the classroom. Provide multiple copies of the same book so more than one student can look the book at once.

Provide follow-up activities that will help students build an understanding of the story. For example, use an art activity about a book and an activity that builds understanding.

Slide 7: Reading and discussing books

Use the chart to review key points about teaching strategies after a reading.

Slide 8: Key points of a first read

Use the points on the slide to review key points about teaching strategies to use for a first reading of a book.

Book planning activity (35 minutes)

Divide the class into groups of five or six and then distribute the handout 'Interactive Read Aloud Planning Sheet' to each group. Give each group a picture book and ask them to complete it for a first reading. Have students prepare a poster that summarizes their planning.

Have the groups display their posters and ask each group to select a representative to present their poster.

Week 8, session 3

Lecture: Reading and discussing books (30 minutes)

Introduce this session by explaining that strategies for rereading books will be examined. Students benefit from multiple readings of the same book in the classroom, and rereading strategies differ from those for a first reading.

Use the PowerPoint presentation 'Strategies for Rereading and Discussing Books' to supplement your lecture.

Slides 1–2: Strategies for rereading books

- Make a reading more interactive.

  When teachers reread a book, they should strive to deepen students' understanding of the story and content of the book by making the experience more interactive. Because students are already familiar with the book, teachers can engage in a more interactive discussion with the students by stopping to make comments and questions and by inviting students to respond during the second reading. Consider the following techniques:

  o Encourage students to share comments and ask questions.

  o Help students make meaningful connections between the book and their own experiences. Relate what is happening in the book to their own life experiences by using a few focused questions and comments throughout the reading. Has that ever happened to you? How would you feel if this happened to you?

  o Tap students' background knowledge. For example, in a story about butterflies a teacher might ask student what they know about butterflies. The teacher could then build on what the students already know or clear up any misconception that they might have about butterflies during the reading.

  o Draw out what they remember from the first reading. Ask students to recall information from the first reading. Invite them to talk about what happens next during a sequence of events.

- Build an understanding of story structure.

  Another way to deepen students' understanding of a story is to focus on the structure or parts of the story and how a story works. Fiction stories or narrative texts have specific structure or parts and organization that involve setting, characters, events, conflicts or high points, and resolution.

  o Setting: Stories take place in a particular setting. Teachers can draw attention to the setting in order for students to get the most out of the story.

  o Characters: Usually a story involves one character or more. Teachers can invite students to think about how characters are feeling and their motives during the story. They can make connections between how characters are feeling and their own experiences. Sometimes the traits of a character also provide students with important information about the story.

  o Events: Stories often follow a series of events that take place. Teachers can prompt students to think about the important events of the story by engaging them in a discussion about what is happening in the story and why certain events occur.

  o Conflict or high point: In a good story, there is some type of conflict or situation that the characters face and must resolve.

  o Resolution: In narrative stories, there is some type of resolution to the problem or ending after the high point. Helping students understand the different parts of the story will ultimately help to deepen their comprehension of the story itself.

Slides 3: Other reading strategies

Use questions and comments and elicit them from students. Teachers can pose questions and comments during and after the reading to highlight the different

key elements of the story. They can use how and why questions to draw students' attention to the unfolding of the story's events and to the characters' feelings and motivation. Questions and comments about key elements of the story structure will help students understand the story as a whole (e.g. How do you think she was feeling? Why did he run away?).

Summarize parts of the story during the reading to highlight key events and characters' feelings and to bring out the conflict. For example, the three bears were feeling upset about Goldilocks being in their house.

Reread important parts of the text. Teachers should refer back to important parts of the story and point to illustrations to help students understand what is happening in the story (e.g. Let's read that part again about when Goldilocks sat in the chairs).

Shared reading of a poem (20 minutes)

Simulate a shared reading of a short poem in which students and the teacher take turns reading over the course four readings. Choose a poem with an easy-to-follow rhyme scheme and rhythm such as ﴾ایک تھا لڑکا لوٹ بوٹ﴿, ﴾بلبل کا بچہ﴿, or ﴾مچھلی کا بچہ﴿.

Write the poem out clearly on the board so the entire class can read it from their seats. Engage the group in reading four times:

- First read the poem and point to the words as you read.

- Next, pause and invite participation (pointing at the text as you read).

- On the third read, read one line and then ask Student Teachers to echo the line, continuing to point as you read (echo reading).

- For the fourth and final read, read aloud together as a class and ask a Student Teacher to point to the words as the class reads (choral reading).

If time allows, instructors may want to use the video 'Wolf!' at:

➢ http://explicitinstruction.org/?page_id=96

This is an excellent example of an interactive read-aloud. The children are in Class 2 and many are learning English as a new language.

Week 9: A print-rich environment

Week 9, session 1

Lecture (20 minutes)

Use the PowerPoint presentation 'Print-Rich Classrooms: Why Are They Important?' to supplement your lecture.

Slide 1: What is a print-rich environment?

A print-rich environment is one in which children interact with multiple forms of print for real, everyday purposes.

Children who are just beginning to understand the alphabetic principle see letters and words (print) everywhere. For example, they might recognize a letter or word on

a billboard, in the newspaper, or on food packaging. They might come to recognize certain environmental words (e.g. brands) by sight such as McDonald's, Pepsi, or Habib Bank. Environmental print teaches early readers that printed letters and words are used for a variety of communication purposes in our world.

Slide 2: What is it necessary?

Children understand the functions of print better by looking at different forms of writing, including wall charts, labels and signs, rule sheets, calendars, roll-call registers, small books, wall stories and murals, peers' writing, and teacher feedback. They come to understand that print has many functions in our world.

When classrooms become print-rich environments, children's literacy gets an extra boost.

Slide 3: A print-rich environment is not enough

Teachers can draw children's attention to this print. For example, when reading aloud, teachers can track the print with a finger while reading aloud. Print in the classroom is powerful when it serves real functions such as a daily duty chart or a timetable for children to consult.

Slide 4: Kinds of print to use and display

- Charts that support literacy – for example, alphabet charts, charts with labelled pictures of animals, a colour chart with names of different colours
- Word walls – for example, a wall display of sight words or words that rhyme, words displayed under the letter they begin with
- Displays of original student work – for example, stories written and illustrated by students, labelled drawings
- Functional print for classroom communication – for example, student attendance sheets, morning messages, written rules and directions, timetables
- Print co-created by the teacher and students – for example, a student's retelling of a story recorded by a teacher and illustrated by the child, a student's response to a teacher's question about a story

Slide 5: A print-rich classroom

A print rich classroom also needs level-appropriate books on topics of high-interest for children to read and look at (with guidance and also independently).

- There is a difference between a wall chart that supports literacy and a chart that merely serves a decorative purpose.
- There is clear value and need to display authentic student work in a classroom.
- Teachers can co-create texts with their students (e.g. writing down a story that a child tells orally).
- Wall charts should be placed at children's eye level and matched to their reading level, with correct spelling and grammar.

Slides 6–12

Share these visuals of a primary school classroom wall. Invite Student Teachers to comment on the instructional support for reading provided by these displays.

NOTE: If you have access to Internet, you might create a slideshow of images of print-rich classrooms to show students. Do an Internet search for 'print rich classroom' and click on 'Images' (in Google) to find thousands of related pictures.

Whole-class discussion (10 minutes)

Draw the whole class into a small discussion about what Student Teachers would do to establish a print-rich environment and how they would use it to teach letter/alphabet knowledge (in English or Urdu).

Brainstorming activity (20 minutes)

Divide the Student Teachers into groups of three and explain the following:

Many classrooms that *appear* to be print-rich, actually are not – because children do not actively connect with or 'own' this print. In many cases, student 'voice' is almost absent from classroom walls – walls may have charts and posters created by teachers only, placed at an eye level too high for children, and/or containing words/texts that are too complicated for beginning readers to decode.

Imagine that you were in charge of a katchi classroom full of beginning readers and that you were asked to co-create texts with your students. Such a text has to be created *jointly* by you and a student.

Have the groups consider this scenario and describe what kinds of print they might you co-create with children.

They should prepare a list of ideas to share with the whole class.

Homework

Ask Student Teachers to read the handout 'Print Concepts and the Function of Print' in preparation for the next session. Ask them to bring this reading to the next session.

Week 9, session 2

Text-against-text analysis (20 minutes)

Ask Student Teachers to take out the handout 'Print Concepts and the Function of Print' and to briefly review the text.

As they do, write the following quote on the board so that it is visible to all, 'While the presence of these artifacts of literacy learning (books, computers, posters, reference texts, bulletin boards, and word walls) is important, what teachers and students do with them is even more important' (Harmon, Wood, Hedrick, Vintinner, and Willeford, 2009).

Ask Student Teachers to form groups of three and discuss this quote in light of the reading. They should consider the following questions:

- What is the role of the teacher in a print-rich classroom?

- What are some things that teachers might do with the print in the room? Give examples.

After about 15 minutes, invite individual students to share their discussions with the whole class.

Mini-lecture (10 minutes)

Remind Student Teachers that in the previous session they learnt that there are many kinds of print resources that can be used to enrich the classroom's literacy environment. List the following categories of print and provide a brief explanation of each (Harmon, Wood, Hedrick, Vintinner, and Willeford, 2009).

- **Charts that support literacy:** This is a chart that might be used to teach emergent/beginning readers about the alphabetic principle or a specific word recognition strategy. It may include using alphabet charts, charts with labelled pictures of animals, or a colour chart with names of different colours.

- **Word walls:** This uses a (portion of a) wall or a bulletin board on which the teacher might post words that work together to fill a specific instructional need. It may include using a wall display of sight words or words that rhyme, or words displayed under the letter they begin with.

- **Displays of original student work:** This student work is done independently, without the teacher's help or correction. It may include using stories written and illustrated by students and labelled drawings.

- **Functional print for classroom communication:** This is print that is used to maintain the steady flow of classroom routines and function. It may include using student attendance sheets, morning messages, written rules and directions, and timetables.

- **Print co-created by the teacher and students:** This is text created by students with some help from the teacher. Usually, it is students' words transcribed by the teacher so that students may read it. It may include a student's retelling of a story recorded by a teacher and illustrated by the child or a student's response to a teacher's question about a story

Pair discussion (20 minutes)

Ask Student Teachers to share a memory of environmental print from their own experience of early-literacy with their 12 o'clock partners. You might want to provide one or more of the following prompts to get memories flowing:

- Think of the first time you saw print in the environment (e.g. a billboard, a shop sign, or words on a packaging) and were able to decode what it said.

- Think of the first time that you remember understanding a written word independently.

- Think of a wall chart or poster you remember from your own time in early school.

- Think about a time, if any, that your work was displayed on a board or wall in your classroom. Was the work of a peer ever displayed and do you remember studying it?

Ask Student Teachers what these memories tell them about the influence of environmental print or classroom print in their early lives as readers.

If time permits, ask volunteers to share their memories and reflections with the whole class.

Week 9, session 3

Activity (25 minutes)

Write the following six categories of readers on the board:

1) Developing print concepts and phonological awareness; very little letter knowledge

2) Just beginning to match letters to sounds

3) Can match letters to sounds; just starting to learn to blend and segment phonemes

4) Learning to recognize sight words such as *the, am, is, that, on…*

5) Able to haltingly read simple decodable texts, with growing independence

6) Able to read small texts fluently, with expression and understanding.

Assign a number one through six to each Student Teacher. (One way to do this is to start at one end of the room and begin counting students. When you reach the seventh, thirteenth, and so on person, start again from one.) The assigned number reflects the category of reader that each Student Teacher will be examining.

Distribute the handout 'Developing Instructions in the Print-Rich Classroom' to each Student Teacher. Ask them to write their respective category in the first row of the table in the handout under the heading 'Description of reader'. They should then have 10 minutes to complete this silently and independently. You might reassure them that there is no one correct way to fill this table.

To pace this activity, remind Student Teachers to spend no more than three minutes on each row.

Handout detail

Questions to determine reader's progress:	Description of reader's progress:
What are some skills this reader already has? How has this reader demonstrated these skills? (Provide examples to explain.)	
What does this reader need to learn next?	
How might you use the resources in your print-rich classroom to support this learning? Is there a specific resource (that can be created) for this reader? Elaborate.	

NOTE: A completed sample for each of the six reader categories is provided in the hand-out 'Sample Answers for Developing Instructions in the Print-Rich Classroom'. You may use these answers as a personal resource to help guide or prompt students who are having difficulty responding. You may choose to distribute the samples to Student Teachers at the end of this activity.

After about 10 minutes, ask the class to form six groups based on their categories (i.e. ones work together, twos work together, and so on). Ask each group to compare their responses and to talk more about them. Allow 10 minutes for this discussion.

Then, ask each group to decide on one way that print in the classroom might be used to support their reader (i.e. the response in third row on their tables). Allow another five minutes for groups to come to a consensus.

Sharing instruction strategies (10 minutes)

Invite the groups to briefly describe their reader category to the rest of the class and share their instruction strategy for how to help this reader grow. (Allow about a minute to each group.)

Lecture: Differentiating instruction in the print-rich classroom (20 minutes)

NOTE: Alternate between whole-class discussion and lecturing in an active lecture.

Begin by asking Student Teachers in which of these reader categories they would expect to find students in katchi, class 1, and class 2, respectively. After Student Teachers share their ideas, deliver the following lecture points:

- In any classroom from katchi to class 2, teachers can expect to find readers in at least four – if not all six – categories. In other words, a classroom is full of children with different literacy backgrounds, home environments, experiences, and understanding. Therefore, any classroom is likely to have readers who are at different stages of reading development. One student will not be able to match letters to sounds while another will read whole sentences fluently.

- Research has shown that teaching targets the 'average' learner prevents many students from moving forward. In fact, some researchers call the 'average' learner a myth. A literacy-rich classroom must have something to offer every learner – teachers cannot ignore the learning needs of their gifted students any more than they can ignore their struggling students.

In light of the fact that a single classroom is likely to have students at such different reading levels, ask Student Teachers how teachers might create a literacy-rich environment to reach every learner. You might provide a minute for Student Teachers to write a few responses before asking a few to share theirs with the class.

Resume your lecture and make the following points:

- The print resources in a classroom (including print and text on the walls and books on the shelves) and the literacy instruction that occurs in this classroom are not the same for all learners. Student will connect with the resources and instruction in their own way.

- It may seem impossible that one teacher can teach multiple things to multiple levels of students in one classroom, but creative teachers have discovered ways to manage. This is called differentiating instruction. For example, literacy teachers can sometimes divide the class into smaller groups based on instructional level or they might create word study centres around the room, where each centre has different print materials and tasks for different learners. One centre might have flash cards with letters while another centre might have small decodable texts. The teacher circulates between these centres. Even young children can be taught to work independently at their centres while the teacher is busy with another group.

Pause to invite questions and comments and deliver the following questions for reflection:

- Keeping today's session in mind, what is the role of the teacher in an early literacy classroom?

- Has your understanding of the role of an early literacy teacher changed? Explain.

Students may begin this reflection in class and then complete it as a homework assignment. Students should prepare a one-page reflection on the two questions posed above.

UNIT

3

PLANNING GUIDE: BECOMING READERS AND WRITERS (CLASSES 1–3)

3	UNIT 3:	Becoming Readers and Writers (Classes 1–3)
Week #	**Topics/themes**	
10	Instruction strategies for fluency **Suggested reading from week 2, session 1:** *Put Reading First: Kindergarten Through Grade 3* ➤ http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf	
11	Instructional strategies for vocabulary **Suggested reading from week 2, session 1:** *Put Reading First: Kindergarten Through Grade 3* ➤ http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf	
12	Instructional strategies for comprehension **Suggested reading from week 2, session 1:** *Put Reading First: Kindergarten Through Grade 3* ➤ http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf	
13	Matching texts to students	
14	Guided reading	
15	Writing as a window into reading	
16	Course wrap-up	

Unit 3 overview

In the third unit, we will examine the development and instruction of students who have acquired basic emergent literacy skills (typically in classes 1–3). The reciprocal nature between reading and writing will come to life. The selection of books and their role in guided reading will be closely explored. In addition, we will consider research-based instructional strategies that support development components of reading such as word recognition, fluency, vocabulary, and comprehension. The writing process and effective writing instruction will also be explored.

Learning outcomes

At the end of the unit, Student Teachers will be able to do the following:

- compare texts of differing levels of difficulty and identify the features that make them more or less difficult
- identify components of a print-rich primary classroom
- design mini-lessons for teaching word recognition
- describe strategies for promoting reading fluency
- incorporate strategies for vocabulary development into a reading programme
- select appropriate instructional strategies for comprehension of text.

Essential questions

- What are the text features that determine a text's level of difficulty?
- How does a teacher create a print-rich primary classroom?
- What are the components of mini-lessons for teaching word recognition?
- How can teachers promote reading fluency in readers?
- What are effective vocabulary strategies?
- How do teachers design effective lessons to support students' comprehension of text?

Week 10: Instructional Strategies for Fluency

Week 10, session 1

Lecture (20 minutes, including discussion)

Use the PowerPoint presentation 'Fluency and Its Importance' to supplement your lecture.

Slide 1: What is fluency?
During week 2, Student Teachers developed posters of the major components of reading. One group reviewed the component of fluency. Ask the class to quickly review the section on fluency in *Put Reading First: Kindergarten Through Grade 3*, the text they read in week 2. Ask for volunteers to offer their definitions of fluency and then state that fluency is the ability to read text accurately, quickly, and with smoothness and expression (National Reading Panel, 2000).

Slide 2: Dimensions of fluency
Accuracy in word decoding: Readers must be able to sound out or recognize words in a text with minimal errors. They should expend as little mental effort as possible in the decoding aspect of reading, so that they can focus on constructing meaning.

Automaticity (automatic processing): In the early stages of learning to read, readers may be accurate but slow and inefficient at recognizing words. Continuous reading practice helps word recognition become more automatic, rapid, and effortless. Even when students recognize many words automatically, their oral reading still may be expressionless. Automaticity refers only to accurate, speedy word recognition, not to reading with expression. Therefore, automatic word recognition is necessary but not sufficient (Armbruster et al., 2001).

Prosody (reading with smoothness, phrasing, and expression): To read with expression, readers must be able to divide the text into meaningful chunks. These chunks include phrases and clauses. All readers must know when to pause appropriately within and at the ends of sentences and when to change emphasis and tone. The appropriate use of punctuation is also important.

Slide 3

'Fluency is the bridge that connects word decoding and comprehension.'
–T. V. Rasinski (2004)

Given the dimensions of fluency, how does Rasinski's quote demonstrate the importance of fluency?

Engage the class in a discussion about fluency's importance in the development of skilful reading. Make sure that the Student Teachers make (or understand) the following points:

- Skilful reading requires quick and accurate word identification.

- Automatic word recognition allows cognition to shift from decoding to comprehension

Activity: Two readers (15 minutes)

Divide the class into groups of six to eight. Within the groups, one Student Teacher should model a dysfluent reader and one a fluent reader. The groups should use a text from their notebooks or handouts. Group members should record notes on what the fluent reader and dysfluent reader are able to do as they read the text.

The Student Teachers should share their thoughts with their 7 o'clock partner.

Slide 4: Activity debriefing

Readers who are fluent	Readers who have not yet developed fluency
Recognize words automatically	Read slowly
Group words quickly to help them gain meaning from what they read	May read word by word
Read aloud effortlessly and with expression	Have choppy phrasing
Sound natural as they read, as if speaking	Focus their attention on figuring out (decoding) words
	Focus little attention on comprehension

Lecture (15 minutes)

Continue with the PowerPoint presentation started before the activity.

Slide 5: Fluency development

Fluency develops gradually over time and with numerous opportunities to read and reread. Appropriate, formative feedback and support are necessary for development to continue.

Slide 6: Instructional considerations

Fluency in reading begins to develop *before* a student can read continuous text. Quick and effortless identification of letters, association of letters to sounds, and the segmentation of phonemes are many of the beginning steps toward reading fluency.

Fluency is also connected to the student's increasing capacity to take on more complex language structures and to make connections among the ideas in the text, between texts, and their background knowledge.

Slide 7: Continuum of fluency skills

Emergent: Students recognize a small set of high-frequency words by sight. They need repeated exposures to words that occur very frequently in appropriate texts. This teaching practice (repeated exposures) increases reading ease and fluency because these words do not need to be sounded out – they are recognized automatically.

Early: Students expand the range of words they can recognize by sight as they read continuous text. Most often words are learnt after students have read them correctly multiple times. By modelling reading in phrases and with proper expression, teachers can help students build fluency.

Transitional: Practice builds fluency. By encouraging extensive reading and using specific methods, such as timed readings, partner reading, and readers theatre, teachers can stimulate growth in fluency.

Intermediate: Continued growth in students' abilities to read text fluently occurs with practice. By providing large amounts of practice in reading meaningful text (both narrative and informational), teachers can help students reinforce the skills needed to become and remain fluent.

Slide 8: Skills needed to build and maintain fluent reading

- Word recognition is accurate.

  Skilled readers recognize words and punctuation in text automatically. When they come across new vocabulary, a novel sentence construction, or unfamiliar content, they may slow down or pause to problem-solve. Generally, however, their recognition of the symbols, sounds, and patterns in a text requires no conscious effort.

- Word recognition occurs at a reasonable rate.

  'Comprehension suffers if the reader fails to identify most of the words quickly, accurately, and without effort' (Snow et al., 2005).

- Reading is done with expression – it sounds like language.

  Intonation, stress, tempo, and appropriate phrasing indicate prosodic reading. Prosody also contributes to a reader's engagement with the text.

Suggested homework

Read 'Developing Fluent Readers' by Jan Hasbrouck, which is available at:
➢ http://www.readingrockets.org/article/27176/.

Week 10, session 2

Lecture (20 minutes)

Use the PowerPoint presentation 'Instructional Strategies to Build and Maintain Fluency' to supplement your lecture.

Slide 1: Why provide fluency instruction?

Fluency instruction allows students to achieve accurate and expressive reading by applying the knowledge they have about letter-sound relationships (decoding) and by practising with a variety of texts. Once students have become relatively fluent in the basic skills required to read, instruction must focus on both maintaining fluency through extensive experiences and increasing the knowledge and thinking skills required to comprehend complex text.

Slide 2: The teacher's role

The teacher's role includes planning opportunities to practise, selecting appropriate materials, providing feedback, and monitoring student progress.

Slide 3: Modelling fluent reading

The teacher is important in modelling fluent reading. Daily oral reading is an important vehicle for such modelling. Reading aloud may occur as a whole class or small group activity.

Slide 4: Book selection

Students need to hear and participate in reading books that nurture their interests in reading and expand their knowledge of the world. Most often these books are characterized by demanding vocabulary, increasingly complex sentences, and concepts that stretch a child's imagination and knowledge.

Modelling of fluent reading should include a variety of genres (e.g. stories, rhymes, poems, folktales, and informational text). Ultimately, modelling fluent reading may also introduce students to the kind of text structures they will encounter most often throughout their school years.

Brainstorming activity (10 minutes)

As a group, brainstorm a list of specific texts that a teacher could use to model fluent reading. Have the Student Teachers copy of the list so that they may use it as a resource.

Slide 5: Others as models of fluent reading

As a group, generate a list of other people who might be used as models of fluent reading (both in and out of school). The list may include older students who are fluent readers, peers who read fluently, and family members, including siblings.

Video viewing (20 minutes)

Slide 6: Shared reading

As discussed in week 8, shared reading can be used as an instructional strategy for building fluency. It allows students to enjoy materials that they may not be able to read on their own and provides necessary support to the entire group.

Before showing the class the video *Shared Reading for Fluency* (length: 5:10 minutes), which is available from http://www.readingrockets.org/atoz/fluency/, divide the class into two groups: one focusing on the teacher and one focusing on the students. The Student Teachers should take notes as they watch the video. Also, create pairs with one person from each group, so that they may compare notes.

After the video, engage in a whole-class discussion on how the students benefited from this shared reading experience.

Slide 7: Guidelines for shared reading
Ask students to review their notes about book reading from week 8 and to make links between what they learnt in those earlier sessions and today's session.

Week 10, session 3

Lecture (15 minutes)
Use the PowerPoint presentation 'Instructional Strategies to Build and Maintain Fluency (continued)' to supplement your lecture.

Slide 1: Repeated reading procedures
Reading connected text gives students important practice in developing fluency. Repeated reading procedures provide experience with authentic text. Teacher-assigned or student-selected, appropriate texts may include poetry, dialogues, speeches, lyrics, and cheers. Student practice involves short periods.

One critical part of the repeated reading procedure is teacher coaching. During practice, students need formative feedback in order to attain the correct level of expression in the reading.

Slide 2: Choral reading
Choral reading is when the entire class or a group reads aloud in unison. Choral reading helps build students' fluency, self-confidence, and motivation. Because students read aloud together, those who may ordinarily feel self-conscious or nervous about reading aloud have built-in support.

Echo reading, where the teacher reads a line, then the students repeat it, is considered a form of choral reading.

Slide 3: Advantages of choral reading
Choral reading offers several advantages for readers including:

- opportunities for less fluent readers to practise and receive support before being required to read on their own
- a model for fluent reading as students listen
- a way to improve a student's ability to read sight words.

Slide 4: Guidelines for choral reading

The following steps should be taken when conducting a choral reading:

- Choose a book or passage that works well for reading aloud as a group. Consider the length of the text and the reading levels of most students.

- Provide each student with a copy of the text. This enables them to follow along.

- Ask the students to use a finger to follow along with the text as they read.

- Read the passage or story aloud and model fluent reading for the students.

- Reread passages and have all the students read aloud in unison with you.

Slide 5: Readers' theatre

When students practise texts for the purpose of performing for others, the performance itself provides motivation.

Readers' theatre is a procedure that promotes fluency, helps students learn to read aloud with expression (prosody), and builds reading confidence. Students read parts in scripts (created from books or stories) but do not memorize their parts. The aim is fluency rather than memorization. Students reread their parts several times over a successive number of days in order to develop that fluency. Effective readers' theatre scripts include lots of dialogue.

Experiencing readers' theatre (**30 minutes**)

For this readers' theatre activity, use the script 'The Gift of the Wali Dad: A Tale of India and Pakistan', which is available as a handout in Course Resources and at:

➢ http://www.aaronshep.com/rt/RTE07.html

Have the Student Teachers review the script. Assign each part to a class member and read the script following the instructions in the handout.

Alternate activity: Reviewing readers' theatre scripts (**30 minutes**)

Have the Student Teachers work in groups of three. Each group should select three scripts or varying levels from http://www.readinga-z.com/book/scripts.php – for example, *Animals, Animals, Tiger, Brahman, and Jackal,* and *Coral Reefs*. Each group member should review a script, and then the group will compare and contrast them.

Generally, the process of selecting and preparing a script for a readers' theatre should following the process outlined on slide 6.

Slide 6: Guidelines for readers' theatre scripts

- Begin with very easy scripts. It is important that students do not have to think about how to read the words. Short scripts are best in the beginning because students need to learn to listen to the script just as much as they need to learn to read it.

- Select scripts that involve many readers. It may be helpful to select scripts that give more readers fewer words.

- Provide each reader with a separate script. Highlighting individual parts with yellow (or another appropriate colour) helps students track their lines.
- Give readers the opportunity to read the script silently and to read their parts to themselves aloud.

Slide 7: In summary…
Students who have opportunities to practise fluent reading improve their ability to read the practiced text, and more importantly, this improvement in fluency transfers to passages they have never seen before.

Week 11: Instructional strategies for vocabulary

Week 11, session 1: Vocabulary and its importance

Lecture (10 minutes)
Use the PowerPoint presentation 'Vocabulary and Its Importance' to supplement your lecture.

Slide 1: What is vocabulary?
Broadly speaking, vocabulary consists of all the words a person has available to use in their communication with others. *Put Reading First: Kindergarten Through Grade 3* defines vocabulary as 'the words we must know to communicate effectively'.

Slide 2: Types of vocabulary
There are four types of vocabulary; these overlap but are not the same. The types of vocabulary include:

- listening (receptive oral language)
- speaking (productive oral language)
- reading (receptive written language)
- writing (productive written language).

The relationships between vocabularies vary as a child develops and changes over time. When most children enter school, they generally have large speaking vocabularies but small reading vocabularies. Biemiller (2003) points out that each child needs to learn 'somewhat different' words. The vocabulary needs of children with smaller vocabularies are different from those of children with larger vocabularies.

Recent research verifies that early language experience influences vocabulary growth and reading acquisition. When young children hear language and are encouraged to use and experiment with it, they are more likely to achieve early reading success (Dickinson and Tabors, 2001; Storch and Whitehurst, 2002). Vocabulary growth is part of language development. However, word learning is considered 'developmental' because one's vocabulary continues to grow across the school years (Johnson and Anglin, 1995; Speece, Cooper, and de la Paz, 1996).

Activity: Speech and language milestones review (20 minutes)

Divide Student Teachers into groups of three. Ask each group to review the age-related milestones for speech and language in the handout 'Speech and Language Development Milestones' (also available from http://www.readingrockets.org/article/31718/). The groups should discuss skill development, paying particular attention to the last three boxes (3–4 years, 4–5 years, and 5 years). Tell groups that they will have 15 minutes to work together on this task.

Provide the following guiding questions to help prompt discussion:

- How do specific milestones demonstrate vocabulary growth?

- Are these milestones what you expected? If not, discuss how they differ.

After 15 minutes, debrief as a large group taking comments from one or two groups (total time 5 min.).

Lecture (20 minutes, including group discussion)

Slide 3: Individual differences

Biemiller (2003) emphasizes that children enter school with individual vocabularies and these vocabularies reflect several factors including:

- the level of parental language support and encouragement

  Not all children have the same kinds of everyday language experiences, as a child's home and family provide the circumstances for the emergence of language and word learning (Hart and Risely 1995)

- influences from other language sources, including caregivers, siblings, extended family members, and members of the larger community

- each child's ease at acquiring words.

Engage the class in a discussion about who may assist in a child's vocabulary development and how development is encouraged and supported.

Slide 4: Learning multiple languages and vocabulary development

For English language learners (ELLs), vocabulary development is especially important. The average native English speaker enters school knowing at least 5,000 words. The average ELL may know 5,000 words in his or her native language, but very few words in English. While native speakers continue to learn new words, ELLs face the double challenge of building that foundation and then closing the language gap.

Slide 5: Vocabulary supports literacy development

The size of children's vocabulary correlates to their later reading ability. As Lehr, Osborn, and Hiebert noted in their research, '…one of the most enduring findings in reading research is the extent to which students' vocabulary knowledge relates to their reading comprehension…' (Lehr, Osborn, and Hiebert, 2004).

As children learn to read, they draw on their own language abilities. Beginning readers draw on word knowledge to decode words in print. When a reader recognizes a word and understands its meaning, the mapping of the spoken sounds to words in print makes sense. Young children are capable of learning new words before they learn to read.

Slide 6: Fostering vocabulary development

A great deal of vocabulary is learnt indirectly, through conversations or book reading. As learnt during week 7, rich conversations and in-depth discussions are important techniques for developing children's vocabularies.

Some vocabulary must be directly taught. Students learn words for many different reasons and demonstrate various levels of understanding. Their understanding is determined by the subject area, the task at hand, and the word itself.

Suggested homework

Read 'A Multidimensional Approach to Vocabulary Instruction: Supporting English Language Learners in Inclusive Classrooms' by Rebecca Silverman. Available from:
➢ http://www.readingrockets.org/article/30098/

Week 11, session 2

Activity: Prior knowledge and vocabulary instruction (15 minutes)

Distribute copies the handout 'Charting Knowledge'.

Remind Student Teachers that they have learnt some strategies for increasing students' vocabulary knowledge. Ask them to work with their 11 o'clock partner to complete the left side of the chart: Prior knowledge about vocabulary instruction.

TERM: Vocabulary instruction	TERM: Vocabulary instruction
Prior knowledge about <u>vocabulary instruction</u>	New knowledge about <u>vocabulary instruction</u>

(The chart also appears on slide 1 of the PowerPoint presentation 'Promoting Vocabulary Development'.)

This activity demonstrates an instructional strategy that teachers can use in the classroom. By activating students' prior knowledge and then building on that knowledge, vocabulary knowledge increases. This activity can also be used with emergent readers and writers. The teacher uses discussion and a large group chart to list students' prior knowledge.

Ask Student Teachers to bring their charts to the next class, as they will be asked to complete the right column at the end of the session 3.

Lecture (15 minutes)

Use the PowerPoint presentation 'Promoting Vocabulary Development' to supplement your lecture.

Slide 2: Vocabulary's impact on other components of reading

Vocabulary knowledge impacts beginning reading and the breaking of the alphabetic code. Goswami (2001) confirmed the earlier findings of Metsala and Walley (1998) that link word knowledge to phonological awareness. When young children's oral vocabularies encompass a large number of words, they are better able to analyse the representation of the individual sounds of those words.

Breadth and depth of word knowledge are highly associated with reading compre-hension. Breadth explores how a word is connected to other words in a domain of learning. Depth describes how much is known and understood about a particular word (in conversation and reading).

Slide 3: Continued vocabulary development

When children begin school they become aware of a language's multiple registers, the levels or styles of language usage appropriate for different situations, topics and activities. As literacy skills progress, they gain experience and understand the differences between conversational (oral) and written language. These differences include vocabulary, syntax, the purposes for each register's use, and the tools used to accomplish the task (Scott & Nagy, 2003).

As they progress in school, students continue to hear new words and use these words both in and out of school. Students' vocabularies continue to develop with enhanced word knowledge as a result. For example, during the classes listed below, certain developments often occur:

- class 1: A deeper understanding of words is revealed by the student's ability to categorize.
- class 2: Clarifying and explaining word meanings reveal deeper understanding
- class 3: Deep understanding is characterized by the correct use of subject specific words.

Note that when students begin to read independently, they should also be able to demonstrate the use of independent word learning strategies.

Slide 4: Vocabulary development and word knowledge are complex

Hiebert (2008) reviewed the social and academic language that students are expected to develop and determined that words can be divided into these categories:

- words associated with school and a demonstration of one's knowledge. (e.g. explain, describe, وضاحت کریں، ، مندرجہ ذیل،)
- academic words used in different contexts and contents (e.g. illustration, figure, diagram, ، عنوان)
- literary terms (e.g. author, title, setting, مضمون، ، تفہیم، ، تشریح، ، کردار،)
- concept-specific words (e.g. rectangle, angle, reciprocal, quadratic).

Slide 5: Instructional consideration: Exposure matters

It is often difficult for students to learn the meaning of a new word and adopt it as part of their vocabulary simply from hearing it once or by being told the definition.

Students often need to hear a word many times before it becomes their own. It is necessary for children to hear a word many times before they actually learn the meaning and can use it on their own.

Students also need to make a conscious effort to use varied vocabulary and repeat that vocabulary. A new word needs to be used multiple times in a variety of situations. It is important to carefully select words and plan when they will be used during instruction and conversations throughout the day.

Additionally, students need to use new words in a variety of situations. To facilitate this, teachers need to make an intentional effort to use new and varied words in their conversations throughout the day. Primary students need to keep hearing and using words until they become part of their own vocabulary.

Slide 6: Instructional consideration: Selecting words to teach

All words are not equal. Some words carry more potential for supporting literacy and language development than others. Teachers must take certain steps to help students develop their vocabulary.

Teachers should help build students' knowledge of unfamiliar, more sophisticated words. Teachers need to select words that are not typically used at these grade levels. For example, the word *required* is not typically used to describe something that must be done. Terms like *must* or *need to* may be commonly used. Teachers should focus on expanding students' word knowledge.

Teachers should select words that are not typically used to communicate something. This is another strategy for expanding students' word knowledge. For example, at the primary school level, the word *reluctant* is not typically used to describe something a person does not want to do. A terms like *did not want to* may be commonly used.

Teachers should focus on developing students' knowledge of all types of words: nouns (words for people, places, and things), verbs (action words), and adjectives and adverbs (describing words). Often, the words that we cannot easily represent with a picture that are most important to learn but the most difficult to teach. For example, it is difficult to convey the meaning of *reluctant* through a picture.

Written language is often more complex and sophisticated than spoken language For example, consider the following excerpt from *A Pocket for Corduroy* by Don Freeman (Viking Press, 1978) the story of a little girl named Lisa and her stuffed toy bear named Corduroy: 'Lisa was reluctant to leave without Corduroy, but her mother insisted'. In conversation, that same message might be expressed in a completely different manner with simpler language, 'Lisa didn't want to go but her mum said she had to go'.

By focusing on these types of words, teachers are preparing their students for the language they will encounter when reading.

Group brainstorming activity (5 minutes)

Ask the class to brainstorm some uncommon, more sophisticated words for everyday use. Record the group's responses on the board.

Use the words on slide 8 of 'Promoting Vocabulary Development' to help get started.

Slide 7: Which words should teachers help students learn?

- Good

(Possible responses: fair, obedient, correct)

- Run

(Possible responses: sprint, dash, scurry, zip)

- Happy

(Possible responses: ecstatic, elated, joyful, cheerful)

- Fast

(Possible responses: swift, speedy, rapid)

- Big

(Possible responses: gigantic, monstrous, massive)

It is important for teachers to make a conscious effort to use sophisticated and varied vocabulary words. It is also important for teachers to really think about the language that they use when talking with their students and to make an effort to use varied vocabulary words.

Lecture (15 minutes)

Slide 8: Instructional consideration: Where to find words

New words can be found in a variety of places including books, topics of study, and within the neighbourhood or community.

- **Books:** Books are one of the best places to find new and unfamiliar words. Teachers can select unfamiliar words from books they read to their students. (Session 3 will include detailed guidelines for selecting words.)

- **Topics of study:** Topics of study that focus on worthwhile concepts are rich sources of vocabulary words. Teachers should select vocabulary words they want their students to learn during a specific unit of study. For example, the study of geometric shapes includes many terms such as *triangle*, *line*, and *angle*. Each term names a particular concept and usually explains how that concept is related to other terms and concepts. In science, if a class were learning about parts of a flower, it might focus on words such as *anther*, *filament*, *petal*, *pollen*, and *stigma*.

- **Neighbourhood or community:** The objects, businesses, and people children see every day have great potential for vocabulary opportunities. Learning about local industries, such as farming, generally produces a list of new vocabulary words that can help students understand their environment in a more complete way.

Slide 9: Strategies to support vocabulary learning

In order for primary students to learn new words, the words must be used in ways that make meanings clear. Words should be used in informative ways so that students can construct the meaning and learn to use the words on their own. New words must be used in a variety of fun and meaningful ways – in contrast to many of our own vocabulary learning experiences, which may have included meaningless activities such as looking up words in the dictionary.

Teachers can support vocabulary learning in their classrooms in several ways:

- Draw students' attention to new words. The more a teacher talks about interesting words and their meanings, the more likely students will begin to notice unfamiliar words and inquire about their meanings on their own.

- Use words in meaningful contexts in which situations demonstrate the meaning. Take advantage of teachable moments when what is happening will help students construct the meaning of a word. For example, if a child is chewing food at lunchtime, the teacher might comment on the how the child's teeth are 'grinding' or 'mashing' the food.

- Give child-friendly definitions or synonyms. Explain a new word using more familiar words. For example, 'ecstatic' means you feel really, really happy about something.

Slide 10: More strategies to support vocabulary learning

Teachers can support vocabulary learning in their classrooms in additional ways:

- Demonstrate meaning. Some words, like action words (verbs), are best learnt through demonstration. For example, a teacher could perform a flapping movement (moving arms up and down) to show the meaning of *flap*.

- Link new words to students' experiences. A teacher might demonstrate the meaning of the word *trot* by saying, 'Trotting is a kind of running, like the speed a horse runs'.

- Show objects or pictures. Whenever possible, a teacher might show the actual object represented by the vocabulary word. A picture that illustrates the object or action also provides meaningful exposure to new words.

- Give the contrasting meaning. Using the opposites (antonyms) of known words helps students grasp new meanings. For example, *bright* is the opposite of *dark*.

Slide 11: Keeping track of repeated exposures

Teachers can plan and keep track of repeated exposures to new words by:

- listing words on a wall chart (e.g. illustrations to reinforce learning)

- using words during activities (games) and conversations

- tallying words when used during the school day, either with students or (older) students can do this on their own

- sharing words with families. Teachers can encourage family members to use newly learnt words in their everyday family activities. Provide parents with examples, such as using the word in a sentence.

Suggested homework

Read 'Choosing Words to Teach' by Isabel Beck, Margaret McKeown, and Linda Kucan. Available from:

➢ http://www.readingrockets.org/article/40304/

Week 11, session 3

Video viewing: Instructional strategy – concept sort (20 minutes)

In this activity, the class will be watching Concept Sort (length: 6:03 minutes), which is available at http://www.readingrockets.org/atoz/vocabulary/. (It is the third video under the 'Featured video' heading.)

Because this is a video of a foreign classroom setting, it is important to direct attention to specific things that you would like Student Teachers to observe. Otherwise, they may 'see' the entire video but miss certain points because they were distracted by the setting and differences from their own experiences.

Before showing the video, introduce its purpose and content as follows:

- Note that the teacher in the video introduces children to the book's vocabulary before she reads it aloud to them. Ask the Student Teacher to watch how she shares the title of the book and then reads out each vocabulary word from a chart that she has prepared before class. You may add that she is creating background knowledge for the way these words sound and are spelled.

- The video advises teachers to '[select] a variety of words that will challenge children to think about how some of the words will fit together'. Add that vocabulary is often acquired when children see a word's use in a larger context. When children look at a word and consider how it fits with other words, they are forced to place this word in a context with these other words. For example, the meaning of *river* may be better understood when we studied in the context of the word *ocean*.

- Point out that one child in the video immediately asks questions about certain vocabulary words. He notes that the book is about seeds and asks why the words *parachute* and *leap* have been included. Ask the class to notice how the teacher responds to this question.

- Explain that the teacher will give three headings, or categories, to the children and ask them to sort the vocabulary words into the three categories. This is called a 'closed sort', as the teacher (Kathy) is providing the headings. (An open sort is more challenging because children must create their own categories after studying the words.)

- Note that the teacher will not immediately send children off to do the activity. First she will demonstrate how this is done and think aloud her decision-making process. Instruct the Student Teachers to pay attention to how she does this.

- As they watch the remainder of the video, you might insert guiding reflection questions such as:
  - How does working in a group help children 'learn' these new words better than if they had been working alone?
  - How does the teacher facilitate group work? How does the group activity switch to a whole-class activity?

Lecture (**10 minutes**)

Use the PowerPoint presentation 'Instructional Strategies for Vocabulary Development' to supplement your lecture.

Slide 1: Instructional considerations: New words

Teachers cannot directly teach all unfamiliar words in a text. Languages contain an enormous number of words so there would never be enough time to teach all of them directly. Research confirms that many words can be learnt from informal, everyday experiences – incidental word learning. Also Beck et al. (2002) noted, 'Not all words call for attention' (Beck, McKeown, and Kucan 2002).

Thoroughly teaching only a few new words per week is more effective. Even though students are learning words incidentally, through exposure, teachers cannot ignore the need to teach certain words. Focusing on a few words that are carefully selected allows the teacher to plan meaningful, repeated exposures by incorporating the strategies discussed during session 2.

Teachers need to extend students' encounters with these words over time. Knowing a word (i.e. having full understanding and the ability to use that word) requires multiple exposures over time. Beck, McKeown, and Omanson (1987) describe word knowledge as a continuum, from *having no knowledge* of a word to *having deep knowledge*, which means a rich, decontextualized knowledge of the word's meaning and its relationship to other words.

Slide 2: Which words do I teach?

On any given day, children encounter a plethora of words. Some of these words are more useful than others. Beck, McKeown, and Omanson (1987) organized words into tiers based on their utility and the role each word plays in students' broadening pool of vocabulary words.

- **Tier One: Basic** – Tier One represents basic, familiar words used daily. These are words that children learn indirectly through listening and speaking. Some examples are *baby* and *food*. These words rarely require instruction.

- **Tier Two: High frequency** (**across domains**) – Tier Two plays an important role in literacy development. These are useful words that students encounter (and use) frequently. Generally, however, they are not common in everyday conversation. Some examples are *absurd* and *coincidence*. Classroom instruction needs to focus on Tier Two words.

- **Tier three: Low frequency, domain specific** – The frequency of use is generally low for Tier Three words. They are usually related to specific content areas, such as maths and science. Terms like *polyhedron* (many-sided solid figure) and *peninsula* (an area of land almost completely surrounded by water – the state of Florida is a notable example) are examples of Tier Three words. Tier Three words are not useful in literacy development because of their utility is restricted to specific contexts and content.

Slide 3: Tier Two words are critical for vocabulary development

'When children begin reading independently, they need to understand 95 percent of the words in a text in order to be able to make sense of it.' –Nonie Lesaux, Associate Professor, Harvard Graduate School of Education

There is a strong correlation between vocabulary knowledge and reading comprehension. Cunningham and Stanovich (1997) demonstrated that vocabulary knowledge in first grade students predicted students' reading comprehension during high school.

Slide 4: Criteria for selecting Tier Two words

- Importance and utility
- Instructional potential
- Conceptual understanding

Activity: Teaching Tier Two words (15 minutes)

This activity focuses discussion on specific sections of 'Choosing Words to Teach' by Isabel Beck, Margaret McKeown, and Linda Kucan, the suggested homework reading from the previous session.

Divide Student Teachers into pairs or small groups. Distribute the handout 'Teaching Two-Tier Words'. Invite groups to read Reading Assignment 1 'Identifying Tier Two words in texts'.

Discuss the reading. You could ask Student Teachers to give examples of two tier words in Urdu or another familiar language.

Now ask groups to read 'Reading Assignment 2 'You try it'. Ask them to follow the instructions in the reading. Discuss the reading and the words the two tier words Student Teachers identified in the passage.

Slide 5: Summary

Word knowledge is complex and word learning is incremental and occurs throughout a student's school career. Instruction must be thoughtful and intentional. It should involve careful word selection, especially of Tier Two words, which are both important and useful. Also, it should apply teaching strategies, particularly those that involve routines for repeated exposure to expand students' vocabulary knowledge.

Activity: New knowledge – vocabulary instruction (10 minutes)

Have Student Teachers take out their 'Charting Knowledge' handouts (used in session 2). Ask them to complete the right side of the chart: New knowledge about vocabulary instruction.

They should work with their 5 o'clock partners to share what they have learnt.

Slide 6: Charting new knowledge

TERM: Vocabulary instruction	TERM: Vocabulary instruction
Prior knowledge about <u>vocabulary instruction</u>	New knowledge about <u>vocabulary instruction</u>

Week 12: Instructional strategies for comprehension

Week 12, session 1

Opening activity (5 minutes)

Acknowledge that Student Teachers, by virtue of their enrolment in the programme, are viewed as proficient readers. However, there was likely once a time when they had difficulty comprehending a text.

Ask Student Teachers to briefly describe (in writing) how they make sense of text they do not understand easily or quickly.

You might remind them of the 'Decoding versus Skilled Reading' handout (from week 1, session 3), where they looked at sentences at different levels of difficulty from various languages.

Discussion (15 minutes)

Use the PowerPoint presentation 'Comprehension and Its Importance' to supplement your lecture.

Slide 1: What is comprehension?

Pressley, Gaskins, and Fingeret (2006) provide a concise description the complex process known as comprehension, one of the major components of reading:

> Excellent comprehenders relate their prior knowledge to ideas in the text. They notice when they are confused or need to reread and do so. They construct images in their mind's eye reflecting the content of the text. Good readers summarize, and they interpret, often with intense feeling, rejecting or embracing the ideas of an author. Such reflective reading, actually, can be pretty slow. Speed in reading and accurate word reading are not the goals. Understanding, appreciating, and thinking about the ideas in text are.

Have Student Teachers discuss the quote in terms of what they do to make sense of difficult or confusing text. Note that comprehension is a complex process that relies on the reader's use of strategies, vocabulary knowledge, expanding content knowledge, and ability to read fluently.

NOTE: This activity may be completed as a pair-share or a whole-class discussion.

Lecture (30 minutes, including closing discussion)

Slide 2: How does comprehension develop?

Meaning does not exist in text but must be actively constructed by the reader. Comprehension is an interactive process that begins early as children engage in a rich language environment.

- **Listening comprehension:** Young children should have ample opportunities to listen to stories, rhymes, poems, and songs. Listening to and retelling parts of a story are examples of practices that positively impact literacy development. Listening comprehension serves as the prelude to formal reading comprehension instruction. Comprehension skills that are developed in the listening mode often transfer to reading comprehension. Continuing to develop students' listening comprehension skills at all grade levels continues to lead to text comprehension.

- **Text (reading) comprehension:** As seen on slide 1, comprehension is a complex process that requires several actions occurring somewhat simultaneously. In order to develop into competent comprehenders, students must be able to identify the words on the page accurately and read them fluently. Furthermore, they must possess a body of knowledge large enough for them to understand the words, sentences, and paragraphs strung together to explain and relate concepts. They must be engaged in thinking and motivated to use their thinking in order to utilize their knowledge to understand and learn from the text (Torgesen et al., 2007).

Slide 3: Types of comprehension processing

- **Literal processing:** This type of processing mines facts and details from the text. The information the reader is looking for is directly articulated in the text. Literal questions may ask the reader to convey facts, details, and/or relationships between ideas (including comparison, contrast, sequence of events, or cause and effect) that are stated directly in the passage. Literal processing serves as a prerequisite for inferential processing.

- **Inferential processing:** This type of processing requires the reader to combine textual information with one's background knowledge and thoughts. The reader draws from text ideas, information, and conclusions that are not directly stated. Making an inference requires using information that is explicit in a passage, determining which ideas are relevant to answering a particular question, and combining those ideas to create something that is implied by the information at hand. Asking the reader to state a passage's main idea requires inference, and analysing text requires the reader to make inferences about an author's purpose and the style or structure of a passage.

- **Metacognitive processing:** This type of processing involves recognizing problems with understanding, employing specific strategies, and repairing comprehension. During metacognitive processing, readers think about their own thinking and ways to process text. This awareness allows readers to be strategic and control their reading. Metacognitive readers recognize problems with understanding and employ specific cognitive processes, or strategies, to repair comprehension. Skilful readers possess a toolkit of strategies and are able to select specific ones that fit the kind of text they are reading and their purpose for reading.

The goal of comprehension instruction is to develop metacognitive readers.

Slide 4: Reading strategically

If learning is to take place, comprehension requires active thinking and strategic processing across the act of reading.

- **Before reading:** Skilful readers set a purpose for reading, preview the text, make predictions, and formulate questions.

- **During reading**

  o Skilful readers self-regulate by monitoring their understanding and sometimes adjusting their reading speed to accommodate text complexity. Repairing the breaks in comprehension and clarifying confusions are important indicators of metacognition.

  o During reading readers may or may not have their predictions confirmed. Questions may or may not be answered. Predictions may be reformulated and questions refined and/or added.

- **After reading**

  o Skilful readers check for understanding, reflect on the reading, and summarize or synthesize new information. During content (informational) reading, readers may also be asked to apply the new information learnt from the text.

  o Comprehension is deepened by a process that involves building knowledge, actively reading for specific purposes, and applying the new knowledge gained.

  o Effective comprehension instruction teaches students to be metacognitive before, during, and after reading.

Slide 5: Strategies readers use

Research has identified the following successful strategies used by readers:

- predict

- monitor

- question – Questions help guide and monitor student learning. Answering questions is a long-standing practice. However, skilled readers also generate questions, helping them to build comprehension.

- image (visualize or create a mental image)

- look back, reread, and fix up – These strategic actions are similar in that they may facilitate or repair comprehension.

- infer

- find main ideas, summarize, and draw conclusions – These strategies focus on determining the important ideas within a text.

- evaluate

- synthesize.

Closing discussion: Defining reader strategies

Use the remaining class time to have Student Teachers reflect on the opening activity and concepts discussed during class, specifically the strategies listed on slide 5.

Week 12, session 2

Lecture (30 minutes)

Use the PowerPoint presentation 'Instructional Strategies for Comprehension Before and During Reading' to supplement your lecture.

Slide 1: Instructional considerations for comprehension instruction

Skilful reading comprehension requires explicit instruction, time, and repeated opportunities to practise. Students need to build stamina by reading, writing, and thinking about text. Supportive classrooms and effective teaching include:

- time spent actually reading – Students need to experience applying their knowledge, skills, and strategies during the process of reading.

- real texts for real reasons – Students need experience reading authentic texts, not just texts designed for reading instruction.

- a range of genres – Students need to experience reading a variety of genres and text types, both literary and informational text.

Slide 2: Text types

- **Literary (fiction):** Literature can be defined as a form of writing in which the author tells a story in prose or verse (Harris and Hodges, 1981). Teaching students how to read literature helps them to organize their understanding of narrative (story) structure, sometimes called 'story grammar'. Elements of fiction include:

  o characterization

  o setting

  o plot

  o resolution (or lack thereof)

  o theme

  o mood

  More complex narratives include minor characters and subplots. Explicit instruction should include these elements of story grammar.

  A story map is a graphic organizer that can be used to scaffold students' knowledge of story grammar or plot. (Samples of story maps may be accessed at http://www.readingrockets.org/strategies/story_maps/, and one is available in the course resources).

- **Informational (non-fiction):** Informational text is intended to inform the reader about a topic. It reports factual information and the relationship among ideas. Teaching students how to read informational text provides them opportunities to experience the different organizational structures used.

Slide 3: Instructional consideration for comprehension instruction (continued)

- **An environment rich in vocabulary and concept development:** Students need to read and discuss what they have read in order to comprehend texts and make connections to their relevant prior knowledge.

- **High-quality talk about text:** Students need to participate in teacher- and student-led discussions about texts. Discussions about text should occur on several levels, from clarifying specific materials to drawing conclusions to make connections among texts, experiences, and reading goals.

- **Time spent writing for others to comprehend:** Students need to practise writing in a variety of genres to reinforce comprehension. Developing students' ability to 'read like writers and write like readers' fosters the connection between these reciprocal processes (Duke and Pearson, 2008).

Slide 4: Comprehension development in primary grades

- **Class 1:** By the end of class 1, emphasis shifts from language comprehension to reading comprehension because students are reading independently. Students should be able to:
  - begin to monitor their own comprehension
  - discuss the meaning of texts they have read
  - begin to write in response to reading.

- **Class 2:** By the end of class 2, students have developed an understanding of some of the strategies used to assist comprehension. They should be able to:
  - understand and use some comprehension strategies
  - engage in discussions about narrative and informational texts
  - continue writing in response to reading as a means of building comprehension.

- **Class 3:** By the end of class 3, students are continuing to learn how to construct meaning from increasingly complex texts. They should be able to:
  - participate in teacher- and student-led text-based discussions
  - demonstrate comprehension through written products
  - understand that informational text facilitates the building of conceptual knowledge.

Slide 5: Goal of comprehension instruction

A good way to think about comprehension is to define it as a process whereby teachers '...build readers' thinking processes so that they can read a text with understanding; construct memory and metacognitive representations of what they understand, and put their new understandings to use when communicating with others' (Block, Rodgers, and Johnston, 2004).

Pearson and Duke (2001) maintain that comprehension and decoding should co-exist as instructional goals. Intentionally designed and carefully implemented activities improve student comprehension by supporting comprehension of the texts being read. Effective teachers provide explicit and systematic instruction across a range of comprehension strategies. Strategy instruction is distributed across strategically selected pieces of narrative and informational texts. Reading aloud and guided

reading activities allow teachers to provide instruction that emphasizes higher-order thinking and discussion. Thoughtful and intentional comprehension instruction also incorporates opportunities for writing in response to reading.

Slide 6: Teaching strategically

Before reading	During reading	After reading
Help students:	Help students:	Help students:
• Set a purpose for reading	• Monitor understanding	• Determine important/main ideas
• Focus attention	• Clarify confusions	• Summarize
• Preview text to:	• Repair comprehension (when needed)	• Draw conclusions
o activate students' relevant knowledge	• Stop for:	• Make inferences
o build background knowledge	o predictions	• Evaluate new information
o introduce vocabulary	o reactions	• Assimilate information into knowledge base
o make predications	o comments	• Evaluate use of strategies
	o questions	
	• Avoid too many interruptions	

Note that today we are focusing on instructional strategies that support readers both before and during reading. Instructional strategies to support students after they read will be discussed during our next class.

Slide 7: Sequence of strategy instruction

Strategy instruction is a carefully planned sequence that begins with explicit teacher explanation and modelling, provides opportunities for guided student practice, and independent practice. Effective strategy instruction is a model of gradual release of teacher responsibility, such as this evidence-based sequence for strategy instruction (Duke and Pearson, 2002):

1) The teacher explicitly describes the strategy and elaborates about when and how it should be used (i.e. what each strategy is; why it is important; and how, when, and where to apply it).

2) The teacher models the strategy in action. Modelling includes the what, why, how, when, and where for each strategy. This step is sometimes followed by the student(s) modelling the strategy.

3) The teacher provides opportunities for collaborative practice of the strategy.

4) The teacher provides opportunities for guided practice of the strategy - the gradual release of responsibility.

5) Students use the strategy independently.

Slide 8: Planning strategy instruction

Step 1: Determine which strategy would benefit student learning.

Step 2: Select a piece of text that is meaningful and can be used to demonstrate the use of this strategy.

Step 3: Model the use of the strategy and describe what you are doing (think aloud). Make sure that students see the text, either as a projection or with their own copies.

Step 4: Ask students what they would have done in this situation (to elicit other strategies). This step makes it clear that there are other possibilities. When one strategy does not fix comprehension, skilful readers apply another strategy.

Step 5: Discuss when and where to use this strategy. Flexibility and adaptability of strategy use is encouraged – every reader is unique.

Slide 9: Thinking aloud

Teachers model the thinking process.

Students observe how the teacher attempts to construct meaning.

First discussed by Davey (1983), the think-aloud technique has been found effective for modelling the use of a strategy and one's thinking during the act of reading. The teacher models his or her thinking process by verbalizing thoughts while reading, processing information, or performing some learning task (when utilized beyond comprehension instruction). Students observe how the teacher attempts to construct meaning.

> NOTE: A think aloud should not be conducted spontaneously. Successful think alouds require planning and careful selection of the passage to be used. Teachers who are successful at using think aloud often use sticky notes as reminders to prompt the lesson.

Think aloud activity (15 minutes)

Show the class the video *Think-Aloud Strategy* (length: 4:00 minutes), which is available from:
➢ http://www.vdoe.whro.org/elementary_reading/ThinkAloud1-20-2010_F8_FastStart_512k.swf

Before you begin the video, ask Student Teachers to consider how the video reinforces what they have learnt about think aloud. They should share their notes with their 1 o'clock partners.

Debrief by reminding Student Teachers that thinking aloud is one tool used for strategy instruction. Reciprocal teaching is another instructional technique for teaching students how to use a combination of strategies (predicting, clarifying, questioning, and summarizing) and to monitor comprehension. The suggested homework article provides foundational knowledge.

Suggested homework

Read 'Reciprocal Teaching for the Primary Grades: "We Can Do It, Too!"' by Paola Pilonieta and Adriana L. Medina, available from:

➤ http://www.readingrockets.org/article/40008/

Week 12, session 3

Lecture (**20 minutes**)

Use the PowerPoint presentation 'Instructional Strategies for Comprehension after Reading' to supplement your lecture.

Slide 1: Teaching strategically

Before reading	During reading	After reading
Help students:	Help students:	Help students:
• Set a purpose for reading	• Monitor understanding	• Determine important/ main ideas
• Focus attention	• Clarify confusions	• Summarize
• Preview text to:	• Repair comprehension (when needed)	• Draw conclusions
o activate students' relevant knowledge	• Stop for:	• Make inferences
o build background knowledge	o predictions	• Evaluate new information
o introduce vocabulary	o reactions	• Assimilate information into knowledge base
o make predications	o comments	• Evaluate use of strategies
	o questions	
	• Avoid too many interruptions	

Today's focus is on what happens after reading. After the task of reading, the student checks for understanding, reflects on the reading, and summarizes or synthesizes new information. During content (informational) reading, the student may also be asked to apply the new information learnt from the text.

Slide 2: After reading

Skilled readers are able to understand, appreciate, and think about the ideas presented in a text (Pressley, Gaskins, and Fingeret, 2006). When they have completed a reading, they complete the following steps:

- check for understanding and evaluate strategy use
- construct representations of what is understood
- incorporate understandings into their expanding knowledge base.

Primary students need to construct representations of what they understand and then incorporate their understandings into their expanding knowledge bases. Thoughtful and intentional comprehension instruction incorporates opportunities for students to respond to the reading.

Slide 3: Responding to text

After the task of reading, students need to summarize and synthesize the information learnt. Skilled readers construct representations of what they understand and incorporate into an expanding knowledge base (Block, Rodgers, and Johnston, 2004). Responding to text demonstrates that comprehension:

- occurs in a variety of settings
- encourages interactions
- promotes thinking about what has been read
- fosters clarification and extends meaning through discussion.

Talking about a text helps activate relevant knowledge and build background knowledge. As students share thoughts and ideas, they learn from each other. Discussion fosters clarification and extends the meaning of the text (Booth and Swartz, 2004). Discussions also promote language use (to express thoughts and opinions) and listening skills (in order to interact).

Response activities should also promote further reading, writing, speaking, and listening. Teachers need to purposefully structure occasions for students to talk and write (or draw) in meaningful contexts.

Slide 4: Principles for teacher–student discourse

Blank (2001) proposes four principles to govern teacher–student discourse:

- **Repeat key ideas and information.** Examining main ideas and key points repeatedly is essential to student learning. However, teachers should structure this repetition so that information is presented in various wordings and/or through a variety of materials. This process helps ensure student attention and influence motivation.

- **Make implicit information explicit by restating, elaborating, or summarizing.** Readers know that everything cannot be stated in the text and that some things are implied or 'implicit'. To help comprehension of a text, teachers can help uncover implicit information. Most of the teacher's input should involve providing information that students are missing. Teacher comments should restate, elaborate, or summarize information.

- **Use questions to focus students on processing information.** Varied questions should represent a smaller percentage of teacher participation. Teachers should develop (and use) questions that can be easily answered, do not include assumptions about previously acquired knowledge, and require high-level processing (e.g. prediction, inference, connection) about the ideas presented in the text.

- **Use visual aids.** When appropriate, teachers should incorporate the use of visual aids, such as graphic organizers and story maps. This practice scaffolds and supports the acquisition of new information (Blank, 2001).

English language learners need additional time to process both the language load and the content.

Activity: Questioning the author (20 minutes)

Questioning the author is an instructional technique developed by Beck, McKeown, Hamilton, and Kucan. It uses carefully constructed discussion questions, or queries, to scaffold discussion about texts. Information about questioning the author is available from:

➢ http://www.fcrr.org/FCRRReports/PDF/QuestioningAuthor.pdf

Have Student Teachers read the article independently and then divide them into small groups to discuss the guiding question: How does questioning the author employ the principles for teacher–student discourse (discussed on slide 5)?

Lecture (15 minutes)

Slide 5: Responding to texts

Written responses encourage critical thinking, foster the ability to make judgements, and focus attention on literacy skills.

Furthermore, written responses focus the student's attention on literacy skills and their value.

Teachers need to encourage and promote specific writing tasks and scaffold skills by having students examine content through writing.

Slide 6: Writing tasks

- Retelling: The process of retelling allows students to scaffold their interpretation in order to create meaning. Furthermore, this process explores the language of literacy and reinforces communication skills.

- Answering questions: There are three types of questions students can address when writing responses to what they have read:

   o literal questions, which require the reader to recall specific information that is explicitly stated in the text

   o inferential questions, which require the reader to make logical connections among facts because the answer is not directly stated in the text

   o critical questions, which require the reader to make value judgements.

Slide 7: Writing tasks

Writing a summary involves finding and stating the main idea at the beginning of a paragraph and then supporting this point with the most relevant details. Summary writing requires active thinking by compelling readers to transform the information found in the text into their own words. As McKenna and Stahl noted in *Assessment for Reading Instruction* (2008):

> One reason summary writing is so effective is that it compels students to transform content into their own words and expressions; doing so requires active thought. Another reason is that students must make repeated judgments about the relative importance of ideas. They must separate main ideas from details and string the main ideas together into a coherent account (McKenna and Stahl, 2003).

Slide 8–9: Summary

- Comprehension is the goal of reading.
- Skilful readers are strategic across the act of reading (before, during, and after).
- Comprehension instruction:
  - teaches students to be metacognitive
  - explicitly teaches comprehension strategies to repair interrupted comprehension
  - follows a model of gradual release
  - includes intentional activities after reading to reinforce learning.

Week 13: Matching texts to students

Week 13, session 1

Opening activity (15 minutes)

Use the PowerPoint presentation 'Matching Texts to Students' to supplement your lecture.

Introduce this week's topic of matching texts to students. This topic builds on what the Student Teachers have been learning in this course about the different components of reading and how teachers can support students in learning to become skilled readers.

Slide 1: Self-reflection: You as a Reader

Ask the Student Teachers to have a brief conversation (five minutes) with their 2 o'clock partner about their personal experiences as readers. The conversation should address the questions on the slide:

- How would you describe reading text that was easy for you?
- How would you describe reading text with a lot of new information but that was still readable?
- How would you describe reading text that was very difficult for you?

After five minutes, bring the class back together and ask for volunteers to share their self-reflections.

Lecture (15 minutes)

Slide 2: Text difficulty determines the success of reading instruction

A major determining factor in whether reading instruction is effective depends on having the right book in the hands of the right reader. No matter how skilled a teacher is, if a text is too hard for the student, that student will not be able to apply the skills or strategies being taught. On the other hand, if the text is too easy, the student will not be challenged to learn how to apply strategies to meet the demands of increasingly difficult texts.

Reading instruction seeks to stretch a student's reading ability, like an elastic band. If the text is too easy, the elastic band will not be stretched. If the text is too difficult, the elastic band will be stretched too much and will break. If a text is 'just right', the elastic band will be stretched 'just enough' and the student will expand his or her reading skills.

Slide 3: Independent, instructional, and frustration level texts

In the field of reading, we refer to texts that are easy, 'just right', and too difficult as independent, instructional, and frustration level text, respectively. Each of these levels needs to be used in different ways in the classroom.

- **Independent level text** (**easy text**) is text that a student can read on his or her own, without teacher support or instruction. These are books that a student could read at home or during the school day when the teacher is not available to work with the student.

- **Instructional level text** (**'just right' text**) is text that can be used for instruction with teacher support. It is text that is slightly more challenging but not overwhelming in its demands.

- **Frustration level text** (**difficult text**) is text that is too difficult and not appropriate for a student's use. However, if it the text is within a student's level of listening comprehension, the teacher could read the book out loud to the class.

Slide 4: What does reading independent level (easy) text look like?

The text includes familiar words. In independent level texts, the reader is familiar with most, if not all of the words in the text.

The reader is able to understand what is read. Another feature of independent level texts is the high level of comprehension.

The reader is able to read smoothly. Independent level texts afford the student with an opportunity to read smoothly and with expression – with fluency.

Teacher support is not needed. The student can handle this text independently (Ohlhausen and Jepson, 1992).

Slide 5: What does reading instructional level ('just right') text look like?

Some words are unfamiliar. The rule of thumb is that, on average, the student is familiar with 90 per cent of the words. However, the remaining unfamiliar words provide the teacher with an opportunity to teach new word identification strategies and skills or to expand the reader's fund of familiar words.

The reader understands most of what is read. However, instructional level text also provides some challenges to students in terms of their reading comprehension. These texts give teachers an opportunity to teach new word meanings and comprehension strategies as well as deepen readers' content knowledge. Reading is smooth in some places and hesitant in others.

Slide 6: What does reading a frustration level (too difficult) text look like?

Most words are unfamiliar, although the reader may recognize a few words on a page. In addition, the reader's need to expend great effort in decoding words interferes with what is being read.

The reader does not understand most of the text. In reading frustration level text, the reader is confused about what is happening in most of the book.

Reading lacks fluency. When a reader tries to read a text at the frustration level, the reading is choppy with lots of hesitations.

Slide 7: What makes text more or less difficult?

It is important for all teachers to understand what features of the text make it more or less difficult to read. Some of these aspects of a text can affect its readability for different levels of readers:

- **Word count and number of different words:** The total number of words in a given piece of text is one important factor in determining text difficulty. In addition to the total number of words, the number of different words needs to be considered. The longer the piece of text and the more different words, the more difficult the text.

- **High-frequency and low-frequency words:** High-frequency words are found in texts of varying degrees of difficulty. However, low-frequency words, such as the word 'elegant', increase the difficulty of text.

- **Sentence length and complexity:** Longer sentences generally make texts more difficult. More complex sentences (e.g. sentences with embedded clauses) also increase difficulty.

- **Language pattern, repetition, and predictability:** Easier texts make use of language that follows a pattern and uses repetition. For example, in the book, *Brown Bear, Brown Bear* the language follows a clear pattern:

> *Brown Bear, Brown Bear what do you see?*
> *I see a Red Bird looking at me.*
>
> *Red Bird, Red Bird what do you see?*
> *I see a Yellow Duck looking at me.*

In addition to the language, there is a high degree of predictability that would also scaffold a younger student's reading.

- **Print size, spacing, and number of words per page:** The fewer words per page, the larger the print, and the more space between words and sentences, the easier the text.

- **Illustration support:** Beginning readers are supported by pictures that are closely aligned with the text. In the previous example of *Brown Bear, Brown Bear*, pictures of the animals (and their colouration) are able to guide reading. Even if pictures or illustrations are included on a page, the difficulty of the text will increase if the pictures do not give strong clues as to what the text says.

- **Concept load and topic familiarity:** Easy texts are generally about topics that are familiar to young students, such as families and animals. More abstract or unfamiliar concepts or topics, make text more difficult. For example a text about what you might find on a beach's shore at low tide would be very unfamiliar to a student who has never seen a beach or experienced low tide.

The above list was adapted from Reading a-z.com.

➢ http://www.readinga-z.com/guided/criteria.html

Small-group activity (20 minutes)

Distribute the handout 'Text Difficulty'. Have the Student Teachers work in groups of four or five to rank three pieces of text from easiest to most difficult, based on the information in the PowerPoint presentation. The groups will rank *Maria Goes to School*, *It's About Time*, and *Ants, Ants, and More Ants*.

> NOTE: The texts are listed above in order from easiest to most difficult.

The groups should also provide their rationale for ranking the texts in that particular order and be prepared to share with the class.

Ask each group to prepare a poster that displays their rationale for each of the rankings of the texts. Ask them to display their posters and ask Student Teachers to view them – either in class if there is time or during out-of-class time. They should make a note of what they learned about levelling texts based on the posters.

> NOTE: As an alternative to using the handout, you might bring in several children's books in Urdu that appear to be of the same level. Have Student Teachers perform the same task as above, but with the Urdu textbooks.

Before class ends, instruct the Student Teachers to bring three or four books for students in classes 1–3 to session 3.

Week 13, session 2

Small-group discussion (20 minutes)

Ask students to break into the same small groups from the end of session 1. Spend the next 20 minutes having groups talk about their rankings of the books in terms of text difficulty.

Video and discussion (10 minutes)

This is short video, *Lexile Framework for Reading*, is about matching students to instructional level text. The video can be accessed at:

➢ http://www.lexile.com/about-lexile/lexile-video/

The point of viewing the video is not to learn specifics about this particular tool. Rather, it provides a description of a particular process that is useful for matching students to text. Ask students to listen for how the Lexile Framework determines text difficulty (a mathematical formula that uses sentence length). Show students only the first two minutes of the video and invite comments.

Lecture and activity (20 minutes)

We are now going to look in more detail at text features that a teacher can analyse in order to identify instructional level text for students at different developmental levels of reading. Within each developmental level there is a gradient of text difficulty ranging from A to Z.

Use the PowerPoint presentation 'Instructional Level Text and Stages of Reading Development' to supplement your lecture. Slides have been adapted from Reading a-z.com
➤ http://www.readinga-z.com/guided/stages.html

Slide 1: Early emergent readers (early class 1, text levels A–C)

- Readers at this level are beginning to learn sound-symbol relationships and high-frequency words.

- Books at this level have:

    o strong picture support

    o carefully controlled text

    o repetitive patterns

    o controlled repeated vocabulary

    o natural language

    o wide letter spacing

    o familiar concepts

    o limited text on the page.

Slide 2: Emergent readers (class 1, text levels D–J)

Readers at this level are:

- developing an understanding of the alphabet, phonological awareness, and early phonics

- understanding a significant number of sight words

- developing a better grasp of comprehension strategies and word attack skills

- recognizing different types of text (fiction vs non-fiction).

Slide 3: Emergent readers (class 1, text levels D–J) (continued)

Books at this level have:

- increasingly more lines of print per page

- more complex sentence structure

- less dependency on repetitive pattern and pictures

- familiar topics but greater depth.

Slide 4: Early fluent readers (class 2, text levels K–P)

- Reading is more automatic

- Energy can be devoted to comprehension

- The reader is less dependent on teacher

- Students begin to read different genres of books

Slide 5: Early fluent readers (class 2, text levels K–P) (continued)

Books at this level have:

- more pages
- longer sentences
- more text per page
- richer vocabulary
- greater variation in sentence pattern
- less reliance on pictures
- more formal and descriptive language.

Slide 6: Fluent readers (classes 3–5, text levels Q–Z)

- Movement from learning to read to reading to learn
- Good fluency
- Focus attention on comprehension, not decoding
- Knowledge of comprehension strategies
- Read a wide range of types of text
- Refine their skills as they encounter more difficult texts

Slide 7: Fluent readers (classes 3–5, text levels Q–Z) (continued)

Books at this level have:

- more text
- less familiar, more varied topics
- challenging vocabulary
- more complex sentences
- varied writing styles
- more description.

Activity (**20 minutes**)

After the lecture, ask the Student Teachers to re-form their small groups from the start of the session and review the texts in the 'Text Difficulty' handout. The groups will again rank the texts, but this time it will be according to the appropriate developmental level. Again, they should provide a rationale for their assignment.

Before the end of the session, bring the class together and ask students to share their developmental ratings.

NOTE: These are the developmental stages and levels for the books.

Book title	Developmental stage	Level
Maria Goes to School	Early emergent	A
Ants, Ants, and More Ants	Emergent	G
It's About Time	Early fluent	K

Before class ends, instruct the Student Teachers to bring three or four books for students in classes 1–3 to the next session.

Week 13, session 3

Individual levelling of books (25 minutes)

As in the previous session, the Student Teachers will categorize books according to developmental level, but this time they will use the book they brought to class. They may use handouts and PowerPoint presentations from previous sessions to inform their review.

Student Teachers should prepare and write a rationale for the categorizations.

Book fair (25 minutes)

Divide the class into two groups. Ask one group to display their books on their desks or tables and stand beside them. The other group will walk around the classroom examine the books on display. The students displaying their books will provide the rationale for the assignment of their developmental levels to their peers.

After 10 minutes, ask the groups to switch places and repeat the process.

Week 14: Guided reading

Week 14, session 1

Opening activity: Instructional framework for comprehensive reading instruction (30 minutes)

Distribute the handout 'Instructional Framework for Comprehensive Reading Instruction'. Review directions provided on the handout, and explain the instructional components: read aloud, shared reading, and independent reading. You may use notes and materials from previous class sessions to assist you.

Have the Student Teachers work into partners (or small groups) to complete the handout.

Alternate activity

Assign each pair/group one of the three instructional components. After 15–18 minutes, bring the class together, and have the Student Teachers share their explanations of each instructional component.

Lecture (**20 minutes**)

Use the PowerPoint presentation 'Guided Reading and Its Importance' to supplement your lecture.

Slide 1: Comprehensive reading programme

A comprehensive programme of reading instruction includes several components that provide balance and incorporate a variety of approaches that support learning how to decode, comprehend, and apply new skills and knowledge.

- **Read aloud:** When reading aloud, teachers help students experience and think about texts they cannot read themselves. These experiences model rich language and accurate, fluent reading. Hearing books read by an 'expert' reader advances students' understanding about how text works.

- **Shared reading:** During shared reading, the task of reading is shared in a supportive context. Teacher and students interact with text to scaffold literacy development. Shared reading also provides opportunities for direct explanation and modelling, such as think alouds. Songs, poems, class-generated writings, and books published in the 'big book' format (i.e. oversized format of an authentic text used in classrooms) are commonly used materials.

- **Independent reading:** This component affords students opportunities to practise in order to build fluency, confidence, competence, and stamina. Students need to practise using texts at their independent reading level. A key factor of independent reading is to teach students how to select reading materials that are appropriate or 'just right'.

Slide 2: Fourth component of a comprehensive reading programme

Guided reading is the final component of a comprehensive reading programme. It serves as the bridge between shared and independent reading by providing opportunities for explicit skill and strategy instruction differentiated by student needs. The teacher models, demonstrates, and provides guided practice.

In order for this approach to be successful, reading materials need to be at the students' instructional reading level so they can actively grapple with the text.

Guided reading is the current focus and will be explored in great detail.

Slide 3: What is guided reading?

- **Small-group instruction:** The teacher works with a small group of students (i.e. four to six students). Something to consider: the younger the students, the smaller the group should be.

- **Students grouped by instructional needs:** Guided reading is an instructional approach that facilitates the teacher's working with a small group of students who can read similar levels of texts and demonstrate similar reading behaviours. Instruction takes place at the text level at which students are able to read with support, the instructional reading level (Tyner, 2004).

- **Underlying principles**
  - ○ **Explicit instruction:** All students, regardless of skill level, need explicit instruction in reading skills and strategies.
  - ○ **Guided practice:** Modelling, demonstrating, and guiding student practice and providing feedback help readers develop a repertoire of strategies to read increasingly challenging text.
  - ○ **Independent readers and comprehenders:** According to Fountas and Pinnell (1997), the purpose of guided reading is to help students develop problem-solving strategies for independent (silent) reading.

Slide 4: Goals of guided reading

The goals of guided reading include:

- differentiating instruction based on student needs – Teaching is focused on similar learning needs and students' ability to process text.

- increasing teacher–student discussions

- enhancing student problem-solving as well as constructing meaning while using problem-solving strategies to deal with unfamiliar word and complex sentence structures and understand unfamiliar concepts or ideas

- fostering independent readers so that they can read increasingly complex text.

Slide 5: Why use the guided reading approach?

This approach offers teachers the opportunity to:

- **observe students' reading behaviours** and listen to each student read aloud (Mooney, 1995; Tompkins, 2001). By observing reading behaviours, teachers can determine whether students are using appropriate word identification strategies, acquiring meaning, and problem-solving comprehension.

- **guide application of strategies and skills.** The teacher uses questioning and discussion to elicit student thinking. Scaffolding includes probing for more accurate responses when students make errors.

- **monitor students'** fluency and ability to self-monitor and employ strategies (e.g. decoding unfamiliar words, determining if words/text makes sense, self-correcting, and checking predictions).

Slide 6: Why use the guided reading approach?

Guided reading provides opportunities for students to cultivate their abilities to become independent, skilful readers while receiving teacher (and peer) support. As students' competence develops, the difficulty level of texts continues to increase, thus students remain sufficiently challenged (Fountas and Pinnell, 1996).

This approach enables students to:

- develop and practise strategy use

- develop and practise before, during, and after reading behaviours

- experience successful reading for meaning.

Ultimately, success fosters motivation which, in turn, increases engagement (Guthrie & Wigfield, 1997).

Week 14, session 2

Lecture (5 minutes)

Use the PowerPoint presentation 'Organizing for Guided Reading' to supplement your lecture.

Slide 1: Instructional considerations for guided reading

This session will focus on grouping students and managing the classroom during guided reading time. (Planning and structuring guided reading lessons will be discussed during session 3.)

Slide 2: Considerations for grouping students

Grouping students by their particular needs is necessary to meet the instructional needs of individual students. Teachers can form initial groupings by making careful observations as they work with their students and by assessing learning during a variety of literacy learning activities. A wide range of tools, from anecdotal notes to records of reading behaviours and formal reading assessments, are used to determine which students fit a particular instructional profile and to group (and regroup) them together.

Group discussion: Grouping for guided reading (30 minutes)

Distribute the handout 'Grouping for Guided Reading'. Have the Student Teachers read it independently.

As a group, discuss the teacher's decision-making. Ask the class to consider how the teacher used observation, data, and pedagogical knowledge to group her students.

Slide 3: Initial groupings for guided reading

The creation of these guided reading groups focuses on the strategy instruction needed but also pays attention to students' reading fluency and the practice that they need. As the teacher begins working with these groups, some changes may be required.

Green group	Blue group	Yellow group	Red group
Student A	Student E	Student D	Student G
Student B	Student F	Student K	Student J
Student C	Student S	Student L	Student P
Student H		Student M	Student R
Student I		Student N	
Student Q		Student O	

- **Green group:** These students are meeting the benchmark for fluency (although Student H is at the lower end of the benchmark). The instructional focus should be on using reasons and examples to support ideas and conclusions (oral and then written responses).

- **Blue group:** Two of these students are meeting the fluency benchmark; Student S just missed it. The instructional focus should be on making inferences.

- **Yellow group:** Student K is the only one who met the beginning-of-the-year benchmark for fluency. The instructional focus should be on summarizing. However, Teacher D may decide that moving Student K to the Blue group and providing differentiate support may be more appropriate.

- **Red group:** Student R's fluency score indicates a slightly better performance than that of the other students. These students are at risk for reading failure, and instruction must be intentional and focused. The instructional focus should be on retelling, although word work and fluency practice will also benefit these students.

Lecture (15 minutes)

Slide 4: Flexible grouping

Students with like needs are grouped into a small, homogeneous reading group that reflects their current developmental level and range of competencies, experiences, and interests. However, these groups are not maintained across the school year – they are expected to change as students progress at different rates.

As students demonstrate proficiency, they are regrouped. In some schools, the process of analysing student data and regrouping (as needed) occurs at specific benchmark periods.

Slide 5: Considerations for grouping students

- Students are grouped together because they need to acquire similar skills.
- Guided reading groups are flexible.
- Grouping for guided reading is not an exact science. It depends on data and teacher expertise.

Slide 6: Considerations for classroom management

- **Designated space in classroom:** One area of the classroom should be designated as the guided reading group area. However, the teacher needs to be able to work with the group and monitor the rest of the students, who should be working independently or in small groups.

- **Instructional resources:** Differentiating instruction by student needs requires reading materials across multiple levels and appropriate materials for other students to use when working independently. Teacher materials include a system for capturing observational notes about individual students.

- **Managing the classroom:** While the teacher is working with one guided reading group, the other students are completing instructional activities that reinforce their reading and writing skills.

Slide 7: Sample reinforcement activities

Organizing for guided reading requires planning, management, and materials. Teachers use a variety of configurations to organize their remaining students as they work with one guided reading group. The remaining students are divided into learning centres or work stations organized throughout the room, where the following activities may occur:

- **letter or word activities**, which focus on recently learnt letters, letter combinations, and/or words

- **fluency activities,** which include listening to fluent reading as well as practising fluency
  - Recorded stories (books) with headsets allow students to hear fluent reading.
  - Echo and pair reading provide opportunities for students to develop and practise fluency.

- **writing activities,** which include activities that reinforce the writing process, allow students to respond to previously read text, and deepen learning.

Slide 8: Instructional considerations

- **Reinforcement of skills previously taught:** These activities need to be carefully planned to make sure that they reinforce skills appropriately and keep students engaged.

- **Rotation of activities:** In order to achieve optimal learning, students must have an opportunity to complete the reinforcement activities at each station/centre.

- **Teacher awareness:** Teachers should have an awareness and understanding of students' needs, regrouping, and all activities occurring in the classroom.

Supplemental activity: Review of learning centre activities (Out-of-class time)

The goal of this activity is to provide Student Teachers with access to a repository of activities that they may use in their own teaching or at learning centres. Because there are many activities, they are organized by the components of reading.

Determine if Student Teachers would benefit from the open exploration activity (Option 1) or would be more successful with a guided exploration (Option 2).

Option 1: Open exploration

Direct Student Teachers to http://www.fcrr.org/; they should select whichever class levels they are interested in exploring. These options are listed in the 'Instructional Materials for Teachers' section in the menu on the right and under the 'Student Center Activities' headings. Student Teachers are expected to explore several activities and discuss what they found and the site's potential usefulness.

Student Teachers may be overwhelmed with the options for selection.

Option 2: Guided reading

Divide Student Teachers into groups of four. Assign each participant in the group one of the following locations:

- http://www.fcrr.org/Curriculum/pdf/GK-1/V_Final.pdf
- http://www.fcrr.org/Curriculum/pdf/GK-1/C_Final.pdf
- http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Vocab_3.pdf
- http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_3.pdf

After the Student Teachers access the site, they should scroll through activities addressing a specific reading component (vocabulary or comprehension), review selected activities, and share their results with other Student Teachers in their working group.

Student Teachers may communicate their findings through email or some other kind of sharing.

Week 14, session 3

Lecture (**20 minutes**)

Use the PowerPoint presentation 'Planning Guided Reading' to supplement your lecture.

Slide 1: Instructional considerations for guided reading

This session will continue from the previous session, but the focus will be on planning and structuring guided reading lessons.

Slide 2: Instructional procedure for guided reading

An effective guided reading lesson lasts 15–20 minutes, and instruction moves at a brisk pace. Following a similar instructional sequence helps the teacher internalize the structure and allows students to anticipated routines. Instructional activities occur before, during, and after reading. The durations listed are approximate and indicate lesson length after a teacher has internalized the sequence.

- **Familiar reread** (**2–5 minutes**)**:** Students may practise oral reading fluency while the teacher listens to individual students and makes notes. The book should be selected from previous guided reading books.

- **New book introduction** (**3 minutes**)**:** Introduce the book and any new vocabulary. Note that a picture walk is a commonly used instructional strategy.

- **Book reading:** Moving from student to student, the teacher listens, observes, makes notes, and asks questions as each student reads.

- **Discussion** (**2 minutes**)**:** This discussion focuses on the text or on the use of strategies. Retelling, summarizing, talking about strategy use, and/or making connections to prior knowledge are potential activities. Identified student needs guide the discussion.

- **Mini-lesson** (**if needed**) (**2–5 minutes**)**:** The teacher reinforces specific strategy use, fluency elements, or response techniques, as determined by student needs.

Slide 3: Guided reading lesson

During the sessions about text comprehension, Student Teachers learnt that comprehension requires active thinking and strategic processing across the act of reading. As teachers plan guided reading lessons, they must utilize the same framework and sequence of instruction.

- **Before reading:** Skilful readers set a purpose for reading, preview the text, make predictions, and formulate questions.

- **During reading:** Skilful readers self-regulate by monitoring their understanding and, as needed, adjusting reading speed to accommodate text complexity. Readers may or may not have their predictions confirmed and questions may or may not be answered.

  Modelling how to answer questions and confirm (and reformulate) predictions is important teacher behaviour. Student practice needs to be supported through scaffolded strategy use.

- **After reading:** Skilful readers check for understanding, reflect on the reading, and summarize or synthesize new information.

  By providing scaffolded opportunities to practise retelling, develop summaries, answer higher-order questions, and reflect on one's understanding, the teacher supports both reading development and knowledge expansion.

Slide 4: Guided reading lesson goals

During a guided reading lesson, the teacher explains and demonstrates for students the important processes that occur when we read. The teacher follows the lead of the students, allows them to do as much work as they can, and steps in with support when the reader needs it. Much of what the teacher does is support thinking (Cunningham & Allington, 1999).

Before reading, a teacher should do the following:

- introduce new vocabulary
- establish the purpose for reading the text
- preview the text (book)
- activate relevant knowledge and/or build requisite knowledge
- talk about strategies good readers use.

Slide 5: Guided reading lesson goals

During reading, the teacher's goal is to provide guidance, coaching, and feedback.

A teacher should do the following during reading:

- listen to individual students read
- observe each reader's behaviours, and look for and note evidence of strategy (decoding and comprehension) use
- confirm student problem-solving attempts and successes, and acknowledge and encourage student attempts at using strategies
- scaffold problem-solving, as needed.

Slide 6: Guided reading lesson goals

Many guided reading lessons focus on what occurs during the reading. However, teachers continue instruction after reading. Teachers use retelling, text discussion, and higher-order questions to determine student gaps in comprehension and strategy use.

After reading, a teacher should do the following:

- ask questions and engage students in meaningful conversations about their reading and the text

- note gaps in strategy application

- revisit the text, confirm information, and discuss strategy use.

Activity: Observing a guided reading lesson (30 minutes, including slide for debriefing)

Screen the video *Guided Reading Questions* (length: 24:30 minutes), which shows a third grade classroom in an urban school in the northeast United States. The teacher has been working in elementary schools for more than 10 years. Many of her students are not native English speakers – English is their second language. While she is conducting this guided reading lesson, the other students are working on other reading and writing tasks, activities that reinforce previously taught concepts and strategies.

End the session by having Student Teachers connect the video to the following quote:

Slide 7: The goal of guided reading

'The goal of guided reading is to develop self-extending systems of reading that enable the reader to discover more about the process of reading while reading' (Iaquinta, 2006).

Week 15: Writing as a window into reading

Week 15, session 1

Discussion (20 minutes)

In small groups (four or five students), have the Student Teachers use the reading, 'Research Matters/Is Process Writing the "Write Stuff"?' (available from http://www.ascd.org/publications/educational-leadership/oct04/vol62/num02/Is-Process-Writing-the-'Write-Stuff'¢.aspx) to address the following questions:

- How might you incorporate the practices described in the reading into your teaching?

- What value do you see in using a process approach to writing? Do you think students will become better writers with this approach?

After 10 minutes bring the class back together and ask each small group to give a brief summary of their discussion.

Lecture: The writing process (15 minutes)

Introduce the lecture by telling students that we are now going to talk about the process approach to writing.

Use the PowerPoint presentation 'The Writing Process' to supplement your lecture.

Slide 1: Old conceptions about writing

Many teachers and students may hold old conceptions about writing and its place in the curriculum. One of these may be that writing is viewed as an activity only done in language arts (i.e. English or Urdu) classes and that when students write, they only produce essays about literature. Another outdated concept may involve the teacher's role – a role that largely focuses on evaluating students writing, marking it up with red pen, and giving it back to the student.

Old conceptions of writing also tend to view instruction in grammar and writing conventions as topics that are taught separately from the writing process, with no connection.

Although these practices continued to persist for many years, research in the 1960s indicated that this disconnected instruction in discrete skills did not produce skilled writers.

Slide 2: Current conceptions about writing

Fortunately, for students and teachers, views on teaching writing have changed. Writing is now taught across the curriculum. This practice is supported by research that indicates a process approach to writing instruction is most effective. This approach involves established steps that skilled writers take in order to produce quality written work.

Slide 3: Process writing

In process writing, writers go through a set of steps in order to craft quality written pieces. First, they engage in pre-writing tasks such as brainstorming, outlining, and mapping. Pre-writing activities help writers 'get into their piece' and support the creation of an initial draft. However wonderful the first draft is, writers should never fall in love with it. The third step involves revision of the text – perhaps adding more detail or more vivid language or making the writing clearer and more dynamic. Revisions address the content of the piece. The next step, editing for conventions, should come at the end of the process in order to produce a polished final draft that is ready for 'publication'.

Slide 4: Over the past 20 years...

Over the past 20 years, writing has also emerged as a collaborative endeavour, not a solitary act. Students are encouraged to discuss their writing with their teacher and peers and to seek feedback and suggestions during the revision process.

Slides 5–6: What we know

Data on student achievement show that students who used process writing had higher writing test scores. In particular, students who engaged in any kind of pre-writing activity scored higher than those who did not.

Testing data also show that planning, outlining, defining the purpose and audience, using resources other than the textbook, and preparing multiple drafts are steps in the writing process associated with higher test scores.

Slides 7–8: Pre-writing: Choosing something to write about

A major function of pre-writing is to help writers choose something to write about. Here are some tips on how to make a good choice of topics:

- Good writing comes from strong feelings.
- Good writing comes from life experiences.
- Lists can be used to help students select topics. Lists may include:
  - things that are easy to do and things that are hard to do
  - things you are expert in and things you would like to know more about
  - things that are silly and things that are serious.

Slide 9: Drafting

Drafting is the first attempt at putting thoughts down in writing. Here are some helpful tips:

- Just grab a pencil and write.
- Keep in mind that it is only a draft.
- Think of drafting as 'free-writing'.

Slide 10: Sharing

Sharing is a part of the writing process that can take many forms. Sharing with a large group is powerful. There can be other types of conferencing as well – between teachers and students and student to student. The feedback that writers receive supports the revision process. The six characteristics of writing that we looked at in week 1 (in the week 1, session 3 handout, 'Characteristics of Good Writing') are an effective lens for evaluating writing and feedback.

Slide 11: Revising

Revising is the hardest part of the writing process, but it is the most important part. Revision focuses on both what is being said and how it is being expressed in writing – aesthetics and mechanics. One tip for revising is to start with adding, think about moving or shifting pieces of text, and then cut text.

Slide 12–13: Editing

Editing is the part of the process that focuses on convention (e.g. spelling, punctuation, and capitalization). It is not the same as revising. Parents, society at large, and even teachers are often very concerned with editing and proper use of conventions.

Helping students master conventions is an important aspect of writing instruction. However, teaching students a long list of rules is not as effective as teaching them a process of producing conventionally correct writing and taking them through the process repeatedly. In their instruction, teachers can help students identify errors and develop a wide range of appropriate strategies for handling them.

Slide 14: Publishing

The writer's focus at the publishing stage is directly on purpose and audience. It is critical to have writers share published pieces in a formal way such as 'author's chair' or placing finished pieces in classroom libraries. Classroom anthologies or books of finished writing are often shared with parents, other students, or the school.

Video (15 minutes)

Review the video *Sharing: Four Square*. Why is sharing an important stage in the writing process?

At the end of the session, note that teachers use Writing Workshops in their classrooms to support process writing. In the next session we will examine what makes up Writing Workshops.

Week 15, session 2

Lecture: Writing Workshop (20 minutes)

Introduce the lecture by reminding the class of the topic from the last session: using a process approach to writing. In this session, Writing Workshop, a structure teachers use to enact process writing in their classrooms, will be examined.

Use the PowerPoint presentation 'Writing Workshop' to supplement your lecture.

Slide 1: What is Writing Workshop?

Writing Workshop has a very clear structure. Ideally, a 45–60-minute block should be set aside for it daily. Students learn to be good writers by engaging in a writing process that provides them with direct instruction, time to write, and time to share.

The three components of Writing Workshop are:

- a 10-minute mini-lesson in which the teacher presents direct and explicit instruction
- writing time in a structured yet responsive classroom, in which students can draft and revise their writing
- a period at the end of writing in which teachers and students can share their writing or ideas.

Slide 2: How does Writing Workshop help students?

A basic premise underlying Writing Workshop is that writing takes time – on a daily, weekly, monthly, and yearly basis. It takes time to become skilled writers, and as they practise, students will develop:

- a sense of themselves as writers
- a sense of thoughtful, deliberate purpose about their own writing
- a sense of craft, genre, and form in writing
- a sense of audience and understanding of how to prepare writing to go into the world
- membership in a responsive, literate community.

Slide 3: What about beginning writers?

Some teachers may not be sure how to support beginning writers. It is important for teachers to understand that, initially, some students may communicate ideas through drawings and letter-like marks. Teacher interest in students' beginning attempts is critical to promoting interest and development in writing. Similarly, teachers should encourage students to draw and tell their stories. Teachers can also help beginning writers by drawing out the sounds in words and encouraging students to write words as they 'hear' them, regardless of conventional spelling.

Slide 4: Beginning writers in a Writing Workshop

The following quote by Lucy Calkins (2003) suggests the role that the teacher must play in Writing Workshop: 'If a child hasn't written at all, it is crucial to realize that this doesn't mean the child is hesitant or unable to write! Until we nudge the child a bit, it's impossible to draw any conclusions from an absence of print'.

Slides 5–6: Saida's beginning writing

Saida is a very beginning writer. These slides show samples of her work.

Discussion (10 minutes)

Slide 7: Question

Ask Student Teachers to examine Saida's samples with their 2 o'clock partner. They should consider how Saida's teacher may have 'nudged' her writing.

After five minutes of partner discussion, bring the class together and ask for volunteers to share key points from their partner discussion.

Video and whole-class discussion (20 minutes)

Slide 8: Writing Workshop, Soondaire's Classroom

Ask Student Teachers to watch the video *Writing Workshop, Soondarie's Classroom* and to take notes on the features of the instruction that supports students achieving the following goals:

- a sense of themselves as writers
- a sense of thoughtful, deliberate purpose about their own writing
- a sense of craft, genre, and form in writing
- a sense of audience and understanding of how to prepare writing to go into the world
- membership in a responsive, literate community.

After the video, lead a whole-class discussion that focused on how instruction supports students' attainment of writing goals.

Week 15, session 3

Small-group activity (30 minutes)

Remind students that the first step of Writing Workshop is a mini-lesson involving a short, teacher-led discussion of a single writing concept. Put the following guiding principles to the mini-lesson approach on the board:

- **Brevity:** Mini-lessons are intentionally short (10–15 minutes) so that the majority of time can be used for writing.

- **Focus:** Each mini-lesson covers a single, narrowly defined topic. If the teacher is introducing the use of a period, no other punctuation is included in the lesson.

- **Authenticity:** The best mini-lessons are based on real things that young writers in your classroom need to learn. The lessons should be practical and immediately useful.

With these guiding principles in mind, ask groups to present the mini-lesson they prepared for homework.

Video and whole-class discussion (20 minutes)

Show the class the video *Frederick's Mini Lesson: Show Not Tell*, which features an actual mini-lesson in a classroom. Frederick is a very experienced teacher and enjoys teaching writing. Ask Student Teachers to make note of the focus of the lesson and to consider how this mini-lesson supports students' writing.

Conclude the session with a whole-class discussion about Frederick's actions that support students' writing development.

Homework

Divide the class into small groups of four. Ask the groups to visit Mrs Meacham's website (http://jmeacham.com/writing.mini.lessons.htm). Each group should pick one of the many mini-lessons on the site and be prepared to demonstrate it in class next session. Use texts that are available locally to substitute for some of the children's literature suggested on the website.

Appendix 1

COURSE RESOURCES

Appendix 1: Course resources

The following resources are mentioned in session plans in the Course Guide. They are are available in 'Teaching Literacy Course Resources'.

	Unit 1
1	Week 1, session 1 Round-the-Clock Learning Buddies (Handout)
2	Week 1, session 2 Why Is the Teaching of Reading So Important? (Handout)
3	Week 1, session 3 Characteristics of Good Writing (Handout)
4	Week 1, session 3 Can you read the words? Do you understand the message? (Handout)
5	Week 1, session 3 What Is Skilled Reading and Writing? (PowerPoint)
6	Week 2, session 1 Components of Reading (Handout)
7	Week 2, session 2 The Importance of Oral Language (PowerPoint)
8	Week 2, session 3 Subsystems of Language (PowerPoint)
9	Week 2, session 3 Case Studies (PowerPoint)
10	Week 3, sessions 1–3 Learning to Read and Write in a Multilingual Society (PowerPoint)
11	Week 3, session 3 *Animals, Animals* (Handout)
12	Week 3, session 3 Stages of Second Language Acquisition (Handout)
13	Week 4, session 2 Overview of Stages of Reading and Spelling (PowerPoint)
14	Week 4, session 3 A Model of Early Reading Development (Handout)
15	Week 5, session 1 Stages of Writing Development (PowerPoint)
16	Week 5, session 1 Invented Spellings – A Crucial Stage of Literacy Development (Handout)
17	Week 5, session 2 Samples of Children's Writing (Handout)
18	Week 5, session 2 Stages of Writing Development (Handout)
19	Week 5, session 3 Writing Suitcase (Handout)

	Unit 2
20	Week 6, session 1 Phonemic Activities for the Preschool or Elementary School Classroom (Handout)
21	Week 6, session 1 Phonological Awareness: 'Hearing' Before 'Reading' (PowerPoint)
22	Week 6, session 2 The Alphabetic Principle (PowerPoint)
23	Week 6, session 2 Sample of Student Writing (Handout)
24	Week 6, session 3 Page from Urdu Qaida (Handout)
25	Week 6, session 3 Word Recognition (PowerPoint)
26	Week 7, session 1 Sound-Spelling Relationships in English and Urdu (PowerPoint)
27	Week 7, session 3 Decodable Texts (PowerPoint)
28	Week 8, session 1 Reading and Discussing Books: The First Reading (Part 1) (PowerPoint)
29	Week 8, session 2 Interactive Read Aloud Planning Sheet (Handout)

Unit 2	
30	Week 8, session 2 Reading and Discussing Books: The First Reading (Part 2) (PowerPoint)
31	Week 8, session 3 Strategies for Rereading and Discussing Books (PowerPoint)
32	Week 9, session 1 Print Concepts and the Function of Print (Handout)
33	Week 9, session 1 Print-Rich Classrooms: Why Are They Important? (PowerPoint)
34	Week 9, session 3 Developing Instructions in the Print-Rich Classroom (Handout)
35	Week 9, session 3 Sample Answers for Developing Instructions in the Print-Rich Classroom (Handout)

Unit 3	
36	Week 10, session 1 Fluency and Its Importance (PowerPoint)
37	Week 10, session 2 Instructional Strategies to Build and Maintain Fluency (PowerPoint)
38	Week 10, session 3 Instructional Strategies to Build and Maintain Fluency (continued) (PowerPoint)
39	Week 10, session 3 The Gifts of Wali Dad: A Tale of Pakistan (Handout)
40	Week 11, session 1 Vocabulary and Its Importance (PowerPoint)
41	Week 11, session 1 Speech and Language Developmental Milestones (Handouts)
42	Week 11, session 2 Charting Knowledge (Handout)
43	Week 11, session 2 Promoting Vocabulary Development (PowerPoint)
44	Week 11, session 3 Activity: Teaching Tier Two Words
45	Week 11, session 3 Instructional Strategies for Vocabulary Development (PowerPoint)
46	Week 12, session 1 Comprehension and Its Importance (PowerPoint)
47	Week 12, session 2 Instructional Strategies for Comprehension Before and During Reading (PowerPoint)
48	Week 12, session 2 Story Map (Handout)
49	Week 12, session 3 Instructional Strategies for Comprehension after Reading (PowerPoint)
50	Week 13, session 1 Matching Texts to Students (PowerPoint)
51	Week 13, session 1 Text Difficulty (Handout)
52	Week 13, session 2 Instructional Level Text and Stages of Reading Development (PowerPoint)
53	Week 14, session 1 Instructional Framework for Comprehensive Reading Instruction (Handout)
54	Week 14, session 1 Guided Reading and Its Importance (PowerPoint)
55	Week 14, session 2 Grouping for Guided Reading (Handout)
56	Week 14, session 2 Organizing for Guided Reading (PowerPoint)
57	Week 14, session 3 Planning Guided Reading (PowerPoint)
58	Week 15, session 1 The Writing Process (PowerPoint)
59	Week 15, session 2 Writing Workshop (PowerPoint)

Appendix 2

PROFESSIONAL STANDARDS FOR TEACHING LITERACY

Appendix 2: Professional standards for teaching literacy

In 2009, the Ministry of Education passed into policy a set of National Professional Standards for Teachers in Pakistan (NPSTP). The 10 standards describe what a teacher should know, be able to do, and be like (with regard to knowledge, skill, and dispositions).

The following is a list of standards specific to the teaching of literacy (reading and writing). They were developed to be used in conjunction with the Teaching Literacy course in the B.Ed. (Hons) Elementary / ADE. They provide a description of the knowledge, skills, and dispositions a teacher requires to teach literacy.

This set of standards for teaching literacy is linked to the NPSTP. The first standard in the NPSTP concerns Subject Matter Knowledge – the knowledge, skills, and dispositions a teacher requires to teach the content of National Curriculum. In the NPSTP, knowledge, skills, and dispositions are described in general terms for all subjects. Here, they are described specifically for teaching literacy.

The standards for teaching literacy may be used by Instructors and Student Teachers in a variety of ways, including for assessment (including self-assessment) and planning instruction. The standards could also be used as part of instruction. Helping Student Teachers deconstruct and understand the standards (and what they 'look like' in the classroom) will help them learn about teaching literacy.

Subject matter knowledge (Teaching Literacy)

Teachers know and understand the following:

- the national curriculum framework for teaching reading and writing
- the major theories of reading and writing processes and development
- the role mother tongue plays in learning to read and write as well as learning to read in a new language
- the language and reading components and developmental stages (e.g. word recognition, language comprehension, strategic knowledge, and reading-writing connections) using supporting evidence from theory and research.
- the transfer of reading and writing skills from the primary language (mother tongue) to another language (e.g. Urdu, English) as it affects literacy learning across these components.
- research and theory about effective learning environments that support individual motivation to read and write (e.g. choice, challenge, interests, need, and access to traditional print, digital, and online resources).

Dispositions

Teachers value and are committed to doing the following:

- providing instruction and instructional materials that are linked to students' backgrounds and that facilitate a learning environment in which differences and commonalities are valued
- showing fair-mindedness, empathy, and ethical behaviour in literacy instruction and when working with other professionals
- using multiple sources of information to guide instructional planning to improve reading achievement of all students
- displaying positive reading and writing behaviours and serve as a model for students
- promoting student appreciation of the value of reading in and out of school
- working collaboratively and respectfully with families, colleagues, and community members to support students' reading and writing
- participating individually and with colleagues in professional development programmes at the school and district levels.
- designing a positive social environment that includes choice, motivation, and instructional support to optimize students' opportunities for learning to read and write.

Performance and skills

Teachers demonstrate their knowledge and understanding by doing the following:

- explaining how the reading and writing scope and sequence is related to standards in the National Curriculum
- implementing the curriculum based on students' prior knowledge, world experiences, and interests
- working with other teachers to design instructional goals to meet students' needs in traditional print, digital, and online contexts
- effectively using printed materials, including textbooks, to teach students to read and write
- selecting and implementing instructional approaches based on evidence that they are effective, student needs, and purposes for instruction
- varying instructional approaches to meet all students' reading and writing needs
- implementing and evaluating instruction in each of the following areas: concepts of print, phonemic awareness, phonics, fluency, critical thinking, motivation, and writing
- incorporating traditional print and other available resources as instructional tools to enhance student learning
- adapting instructional approaches and materials to meet the language-proficiency needs of students learning a new language
- planning and implementing activities that provide children for opportunities to practise reading and writing when they are not in school

- establishing classroom routines that support reading and writing instruction (e.g. a regular time for writing news, regular steps for moving to the front of the classroom for a read aloud) and creating an accessible classroom library

- collecting and using assessment data to plan literacy instruction systematically and to select appropriate resources

- describing strengths and limitations of a range of literacy assessment tools and their appropriate uses

- creating supportive environments where students learning a new language are encouraged and given many opportunities to use the new language.
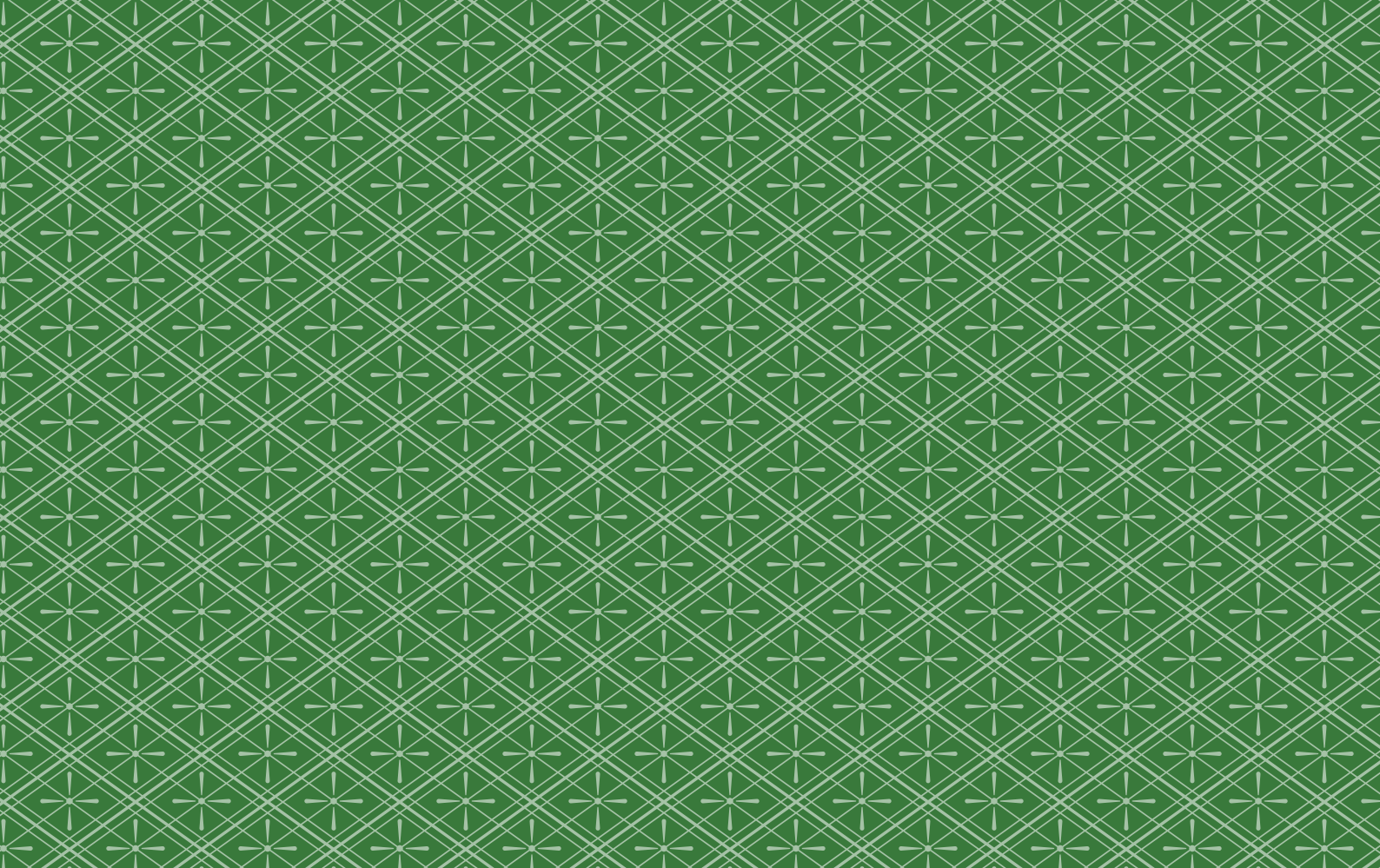
References

Standards for Reading Professionals, Revised 2010 (Newark, DE: International Reading Association, 2010).