



## Webinar 5: Handout 5

# Literacy Skills in the Primary School: A graduate certificate course for teacher educators, researchers and national stakeholders

The Northern Education Initiative Plus has worked closely with numerous stakeholders from the Nigerian Educational Research and Development Council (NERDC), the National Commission of Colleges of Education (NCCE), colleges of education in Sokoto and Bauchi, State and Federal Ministries of Education and the State Universal Basic Education Boards (SUBEBs) in both Sokoto and Bauchi states to develop a program of early reading in Hausa for primary grades 1-3, *Mu Karanta!* and for the transition to English in primary 2-3 *Let's Read!* After only a few months of implementation of *Mu Karanta! Let's Read!* in primary classrooms interest in the program is high not only in the two states in which the program operates but also in other states where Hausa is the language of the environment (the language of instruction in primary 1-3).

The need for improving the expertise of Nigerian educators in the design, delivery, monitoring and assessment of early grade reading in the primary grades is acute. Initiative-supported educators in Bauchi and Sokoto, along with some key federal partner experts have gained key skills and knowledge in how to design and teach a program of early grade reading in Hausa and then transition students to learning to read in English through various project activities including: training activities, materials development of the primary 1-3 teacher guides, as well as the pupil books and the coaching guide. In February 2017, 43 college educators and one provost participated in a pre-service pilot course design, which further built skills and knowledge among these key Nigerian educators. This is a good foundation on which to build a strong cadre of early grade reading expertise in the northern states. The next step was to provide additional support to further build and sustain the expertise of these practitioners as well as that of selected federal partners. The development of these educators is a critical step on the route to system strengthening for national expertise in early grade reading for the long-term improvement of primary education in the country.

The Initiative is supporting two cohorts of an introductory graduate level course of approximately 45 hours for selected individuals from the State and Federal levels. Cohort one was completed August-December 2017, and cohort two will take place August-December 2018. This course forms the link between skills and knowledge acquired through training, implementation and personal study - and a new graduate-level course developed by Florida State University Reading faculty. Upon completion of the course requirements, participants receive a certificate and letter of course completion from Florida State University.

As a blended instructional experience focused on developing content and pedagogical knowledge as well as reflective practitioner and personal research skills, this course builds upon the skills and knowledge participants have attained through being master trainers, TOTs, and materials developers.

## A. Syllabus

### Unit 1: Modules 1-6

#### 1. Day 1

- a. Opening Ceremonies (8:30-11:00)
- b. Introduction/Overview of course (11:30-1:00)
- c. Course parameters/Curriculum framework/Research Component (2:30-3:15)
- d. What is Literacy? (3:15-4:00)
- e. Assignment: Readings for Day 2: Findings of the National Reading Panel; Principles of Instruction

#### 2. Day 2

- a. **Introduction to Reading & Reading Instruction** (8:30-11:00)
  - i. What is reading? Why is the teaching of reading important?
  - ii. What is skilled reading?
  - iii. 5+2 Components of Reading Instruction
  - iv. Reflective Journaling
- b. **Cognitive Development and Reading** (11:30-1:00; 2:30-3:30)
  - i. How the Brain Processes Information (cognitive models of reading)
  - ii. Approaches to teach Reading (whole language verses systematic instruction)
  - iii. Characteristics of Good Readers
  - iv. Gradual Release Model
  - v. Reflective Journaling
- c. Discussion of Research Component (3:30-4:00)
- d. Assignment: Choose and summarize Research Topic/Question

#### 3. Day 3

- a. **School Readiness and Concepts of Print** (8:30-11:00)
  - i. Home Literacy Environment and Parent/Community Support
  - ii. Concepts of Print
  - iii. Reflective Journaling
- b. **Oral Language and Vocabulary** (11:30-1:00; 2:30-3:00)
  - i. Language Skills and Reading
  - ii. The Importance of Oral Language
  - iii. Vocabulary Instructional Strategies
  - iv. Reflective Journaling
- c. Interactive Read Aloud (3:00-3:30)
- d. Discussion and Reflections (3:30-4:00)
- e. Assignment: Tiered Vocabulary

#### 4. Day 4

- a. **Second Language Acquisition and Reading** (8:30-11:00)
  - i. First Language Development
  - ii. Second Language Acquisition

- iii. Cummins Model of Language Proficiency
- iv. Reflective Journaling
- b. **Introduction to *Mu Karanta! Let's Read! Curriculum*** (11:30-1:00; 2:30-3:30)
  - i. 5Ts and C
  - ii. *Mu Karanta! Let's Read!*
  - iii. Reflective Journaling
- c. Independent Research Support (3:30-4:00)
  - i. First presentations due in 3 weeks
- d. Assignments: Child Report; Preliminary Research Findings (research article summaries)

## Unit 2: Modules 7-11

### 1. Day 1

- a. Independent (5 minute) Research presentations (8:30-11:00)
- b. **Phonological/Phonemic Awareness** (11:30-1:00; 2:30-3:30)
  - i. The importance of phonological and phonemic awareness in reading
  - ii. Systematic and explicit instruction of phonological and phonemic awareness
  - iii. Reflective Journaling
- c. Discussion of Research Component (3:30-4:00)

### 2. Day 2

- a. **Word Identification** (8:30-11:00)
  - i. What is Phonics?
  - ii. Blending to Read Words
  - iii. Phonics Instruction
  - iv. Reflective Journaling
- b. **Writing** (11:30-1:00; 2:30-3:30)
  - i. Emergent Writing & Spelling Development
  - ii. Segmenting to Spell and Write Words
  - iii. The Link Between Reading and Writing
  - iv. 5 Types of Writing Instruction
  - v. The Writing Process
  - vi. Reflective Journaling
- c. Discussion and Reflections (3:30-4:00)

### 3. Day 3

- a. **Fluency** (8:30-11:00)
  - i. Components of Reading Fluency
  - ii. Reading Fluency Instructional Strategies
  - iii. Link Between Fluency and Comprehension
  - iv. Reflective journaling
- b. **Listening and Reading Comprehension** (11:30-1:00; 2:30-3:30)
  - i. Goal of Reading
  - ii. Bloom's Taxonomy
  - iii. Reflective Journaling
- c. Independent Research Support (3:30-4:00)
  - i. Second presentations due in 3 weeks
- d. Assignment: Research paper draft

### Unit 3: Modules 12-16

#### 1. Day 1

- a. Independent (5 minute) Research Presentations (8:30-11:00)
- b. **Comprehension Strategies** (11:30-1:00; 2:30-3:30)
  - i. General Reading Strategies
  - ii. Text Structure and Comprehension: Narrative and Expository
  - iii. Reflective journaling
- c. Discussion of Research Component (3:30-4:00)

#### 2. Day 2

- a. **Assessment** (8:30-11:00)
  - i. What is Assessment?
  - ii. Types of Assessment
  - iii. Using Assessment to Guide Instruction
  - iv. Reflective Journaling
- b. **Assessing Early Grade Reading** (11:30-1:00; 2:30-3:30)
  - i. Phonemic Awareness
  - ii. Decoding
  - iii. Oral Reading Fluency
  - iv. Comprehension
  - v. Reflective Journaling
- c. Discussion and Reflections (3:30-4:00)

#### 3. Day 3

- a. **Assessing Student Teachers & Evaluating Programs** (8:30-11:00)
  - i. Tests/Exams and Teaching Practice
  - ii. Evaluating Program Effectiveness
  - iii. Reflective Journaling
- b. **Community, Policy, and Sensitivity** (11:30-1:00; 2:30-3:30)
  - i. Community Outreach
  - ii. Reading Policies
  - iii. Gender Sensitivity
  - iv. Conflict Sensitivity
- c. Independent Research Support (3:30-4:00)
  - i. Final papers and presentations due in 3 weeks
- d. Assignment: Research paper final revisions; Presentations via email

### Unit 4: Final Presentations and Certificate Ceremony

#### 1. Day 1

- a. Children's Literature (8:30-11:00)
- b. Independent Research Presentations (11:30-1:00)
- c. Independent Research Presentations (2:30-4:00)

#### 2. Day 2

- a. Independent Research Presentations (8:30-11:00)
- b. Independent Research Presentations (11:30-1:00)
- c. Independent Research Presentations (2:30-4:00)

#### 3. Day 3

- a. Opening Ceremonies (8:30-11:00)

- b. Certificate Ceremony (11:30-12:30)
- c. Closing Ceremonies (12:30-1:30)

## **B. Learning Outcomes**

**At the end of this course, participants will be able to:**

1. Complete independent research in a chosen topic area using appropriate professional writing methods.
2. Create and present three (3) presentations using visual aids, based on personal research.
3. Reflect on their personal reading experiences, explain the purpose for this course, and summarize why reading is important.
4. Explain the role oral language plays in reading and writing development, design instruction that fosters oral language development in young children, and demonstrate instructional practices for vocabulary.
5. Recognize the stages of first language development, compare the six stages of language acquisition, discuss the transfer of skills from first language to second language(s), design instructional activities for each stage of acquisition, and understand/apply the Cummins Model of Language Proficiency.
6. Name the 5 Ts and C of effective reading instruction, identify how the 5 Ts are applied in early grade reading classrooms, evaluate how the component skills of reading are taught in the *Mu Karanta!* and *Let's Read!* curricula.
7. Distinguish between phonological and phonemic awareness, explain why phonological and phonemic awareness is important in learning to read.
8. Explain what systematic and explicit instruction means in terms of the developmental progression of literacy skills.
9. Identify the characteristics of a print-rich environment, discuss the ways home literacy practices can support children's readiness for school, explain how parents and the community can support young children in learning to read, discuss the key ideas related to concepts of print, and identify developmental indications of concepts of print.
10. Discuss the importance of phonics for reading, explain how phonemic awareness supports phonics skills, identify what skills are important for instruction, and demonstrate instructional strategies for phonics instruction.
11. Discuss the link between reading and writing, explain why writing improves reading comprehension, explain each of the 5 types of instruction, discuss how the 5 types of instruction align with the Gradual Release Model, develop lessons for the 5 types of writing instruction, discuss the steps in the writing process, and describe the type of instruction appropriate for each phase of spelling development.
12. Explain the importance of fluent reading, describe the components of reading fluency, compare techniques for building pupils' reading fluency, and explain the importance of reading fluency for comprehension.
13. Explain the three major areas of concern for comprehension, discuss the impact of low vocabulary skills on reading comprehension, discuss the six domains of Bloom's Taxonomy, and construct questions for each level of Bloom's Taxonomy for a given story.
14. Identify and teach key comprehension strategies, demonstrate methods of teaching text comprehension strategies, discuss graphic organizers associated with narrative and expository text structures, and create narrative story maps.
15. Distinguish between formative/summative, formal/informal, and norm-referenced/criterion-referenced assessments; identify the purpose and benefits of early grade reading assessment;

- identify appropriate assessments for each component of reading instruction; and determine appropriate instruction based on assessment results (case studies).
16. Discuss ways to assess student teachers, design observation protocols, and understand ways to evaluate the effectiveness of a program.
  17. Understand role of community in supporting early grade reading and develop methods of reforming policy.
  18. Understand the importance of inclusive education policies which allow girls, minorities and students with disabilities to learn.
  19. Discuss the importance of socio-emotional teaching and learning in the context of education in conflict areas.
  20. Explain the purposes of children's literature, distinguish the genres and types of children's literature, identify literature appropriate for specific children's age levels/developmental stages, and explain how children's literature supports literacy skills development.

### **Modes of Delivery**

This course is delivered through a combination of face-to-face instruction in Nigeria, online course work, and presentation of an independent research paper. There are 45 total course hours of face-to-face instruction on module topics, online (distance) support for research, and face-to-face research meetings during each of the four sessions.

Course teachers include Florida State University education faculty Drs. Adrienne Barnes and Marion Fesmire, who both have extensive field experience and doctoral degrees that focus on reading/literacy instruction.

### **Selection Criteria**

1. At least 50% female enrollment
2. 2 years of experience working on an early grade reading activity such as RARA, EGRA, NEI Plus etc.
3. Proof of a Bachelor's degree (or higher) in education or related field (e.g. Hausa, English or Education)
4. Completed application form and submission of all relevant supporting documents
5. A total of 2 cohorts, with spaces reserved for specific institutions and partners.
6. Work experience in State or Federal Education Institutions or organizations.
7. A command of written and spoken English – as English is the LOI for Nigerian Universities.