



Strengthening Literacy Training Manual

Developed by:

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1. INTRODUCTION

1.1 Overview

General: In recent years, there have been major concerns about low reading achievement among Cambodian children who were using readers developed during the 1990s. Low reading achievement among children at all grade levels was highly common and in some cases, children at upper primary level still could not read at all. Recent changes in curricula, investments in learning aids, and refinements in teacher training have helped to increase reading achievement nationally; however, many problems still remain. This includes the habit of many teachers to teach reading in one way for ALL children with little differentiation based on children's interests, preferences, or learning styles. Other constraints such as large class sizes, double shift teaching, poorly motivated teachers, and inefficient utilization of learning aids further amplify observed problems in helping children to acquire literacy in the Khmer language.

Target Groups: The intended target audience of the training program described in this manual are local educators and community members who wish to support reinforcement activities to help learn Khmer language, especially where this concerns reinforcing reading skills. The children who are intended to benefit from the reinforcement activities discussed are those enrolled in Grades 1 to 6 but particularly those who in the early grades as they are just starting the formative process of *'learning to read'* (as opposed to those in the higher grades where children are *'reading to learn'*).

1.2 Purpose and Content of This Manual

The present manual has been designed to give some basic guidance to teachers who are teaching literacy to primary school children, particularly those who are struggling to read. The manual will provide useful approaches and techniques to teachers working in basic education development projects as well as an introduction to the Reading Benchmark manuals that were recently developed by Ministry of Education, Youth, and Sport. These benchmark documents provide a self-contained approach to promoting Formative Student Assessment in the classroom and come numerous suggestions regarding ability statements, illustrative exercises, content summaries, ready-made formative tests, and commercially available teaching-learning aids.



In this module participants will learn about the following things:

- Explaining how teaching children to verbalize ideas can facilitate their learning.
- Describing in some detail some useful general techniques to strengthen children's ability to verbalize ideas. This includes how to organize them into groups in a way that minimizes the marginalization of struggling students.
- Employing some of the techniques and games demonstrated to facilitate strengthening children's literacy skills. This includes the use of home-made and commercial games, classroom activities, and sequencing exercises.
- Describing some of the general factors that hinder the acquisition of reading skills for struggling readers.
- Demonstrating some useful techniques that can help struggling readers improve their reading comprehension by using context clues.
- Using the Ministry's Reading Benchmark booklets to improve the use of Formative Assessment in the classroom.

1.3 Time Frame for the Course on Strengthening Literacy

The present course takes in four topics and a total of xx sessions. The specific topics and sessions covered as well as the approximate number of hours is provided in the table below:

Topics on Remedial Instruction	Proposed Hours
Topic 1: Teaching Language to Children Who Experience Learning Difficulties Session 1: Establishing Set: How Children Construct Language Session 2: Talking with Children about their Mistakes to Better Understand their Perceptions of Language Session 3: Promoting Children's Talk in the Classroom Session 4: Involving All Children in Classroom Talk	2 Hours & 30 Minutes
Topic 2: Some Special Techniques to Help Children Learn Language Session 1: Establishing Set: Why Some Children Fail to Learn to Read Session 2: Helping Children to Improve their Reading Comprehension by Using Context	3 Hours
Topic 3: Using Reading Benchmarks to Improve Children's Reading Session 1: Understanding How to Use Formative Assessment to Strengthen Literacy Session 2: The Five Key Reading Skills Session 3: About the Format of the Reading Benchmark Booklets Session 4: Using Formative Reading Tests Effectively	4 Hours
Feedback and Participant Assessment	½ Hour
Total Hours	10 Hours

2. EXPLANATION ABOUT HOW TO USE THIS MANUAL

This manual uses the following standard symbols to make the manual as user friendly as possible for the trainers using it. These symbols quickly convey the kinds of activities to be used with participants for each step of each session plan.



Timing Required for the Lesson



Pre-Training Preparation: Contains information on how to set up your training area for learning activities. It also gives suggestions on how to organize materials needed for the activity.



Materials Needed: This provides an overview of necessary materials. Most of the time these will be very basic things, like pens or paper. Other material in the training sessions will be provided through handouts that are attached in this manual. Sometimes they need to be duplicated by the trainer.



Learning Outcomes: Gives a statement of what should have been achieved and assessed at the end of the session.

Steps and Process Icons

Section 3 of this manual provides a series of training sessions on how to train the primary school teachers and managers who are expected to employ the various strategies discussed for enhancing learning environments both in and outside of their classrooms. The symbols below are used to help guide the actual training session. These symbols will tell the facilitator quickly what sorts of activities need to be planned for in this part of the training session. This section of the manual includes possible activities, stimulating questions, examples to clarify exercises and optional extra tasks. Although it is advisable to read through the whole lesson clearly from the beginning, especially when used for the first time, trainers can easily see what he or she has to do because of the icons used.



Action to be Taken: This symbol indicates that the facilitator must take a concrete action such as passing out a Handout, re-arranging desks, organize groups, etc.



Questioning Behavior: This indicates that the facilitator needs to ask a key question to the participants as a prelude to an activity or discussion.



Discussion: This symbol indicates that the facilitator must lead a discussion or allow participants to discuss something in their groups.



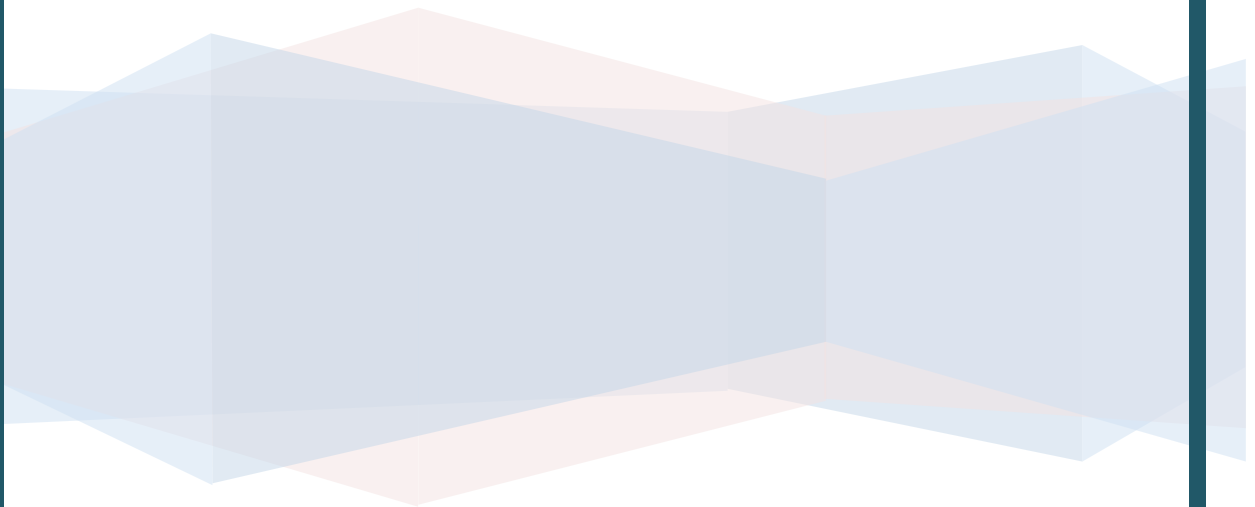
Writing Tasks: This symbol indicates that the participants need to write something on poster paper, complete an exercise, or other written task.



Explanation: This symbol indicates the facilitator must explain something to participants.

3. TRAINING SESSION PLANS

Course Outline and Materials



Lesson 3.1- Teaching Language to Children Who Experience Learning Difficulties



Lesson Time: 2 Hours and 30 Minutes



Trainer Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- Make copies of **Handout 3.1.1: Differences in Perception**
- Make copies of **Handout 3.1.2: Analyzing Children’s Language Mistakes**
- Make copies of **Handout 3.1.3: Useful Activities to Strengthen Children’s Literacy**
- Gather sets of educational language games from Thunthean Seksa and other sources as indicated in Handout 3.1.3. The number of sets gathered should be the same as the number of groups in the workshop so that there is one set for each group.



Resources/Materials:

- Poster paper, marker pens
- Poster sheet summarizing the learning outcomes of the lesson.
- **Handout 3.1.1: Differences in Perception**
- **Handout 3.1.2: Analyzing Children’s Language Mistakes**
- **Handout 3.1.3: Useful Activities to Strengthen Children’s Literacy**
- Sample games as shown in Handout 3.1.3 (one set per group)



Learning Outcomes:

- Participants can explain how teaching children to verbalize ideas can facilitate their learning.
- Participants can describe in some detail some useful techniques to strengthen children's ability to verbalize ideas.
- Participants can actually employ some of the techniques and games demonstrated to facilitate strengthening children’s literacy skills

Training Steps

Outcomes of the Lesson



Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

Establishing Set: How Children Construct Language

Start this training session with the following question by writing it on the board:



Do human beings all learn in the same way?



Participants will likely agree that people do not learn in the same way. Indeed, the way that people make sense of the world in which they live can be quite different. Take for example the picture shown below. Pass out **Handout 3.1.1** with this picture and the directions given. Ask participants to secretly write down how many faces they see. In their small groups, ask participants to discuss together what the 'right' answer to this question is. Use the Discussion Guide Questions at the bottom of the handout to help structure the discussions that take place. After about 10 minutes of discussion, review the key conclusions of each group as a plenary session.



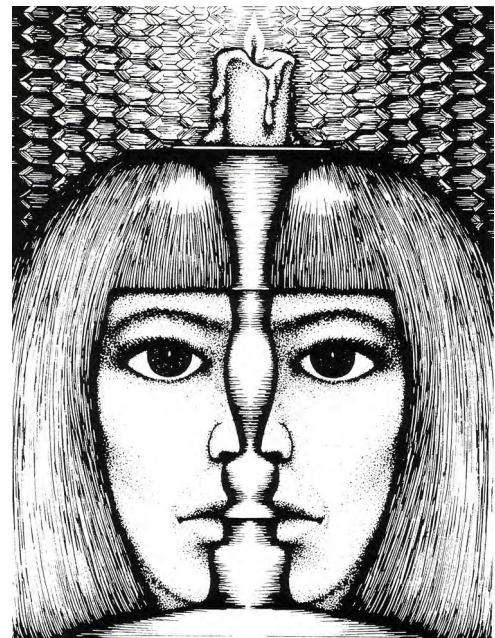
During the plenary group discussion, some participants may say that they see only one face; others may say that they see two faces while others may see three faces. Who is *right* and who is *wrong*? Clearly, the answer depends on *how* you look at the picture. ***The conclusion is that people differ in their perceptions.*** Each answer is correct depending on how you look at the picture.



Try to use this analogy in understanding the way that children learn language and why teachers must be careful in stating what answers are right and what answers are wrong. Suppose, for example, that a child wrote the word "hand" in the following way:



Most teachers would simply say that this is wrong, tell the child the right way,



and move onto the next thing. Few would ask the child why he or she wrote the word "hand" in this way. For example, maybe the child has made an analysis that the vowel sound "័" comes after the sound "ង". Thus, it makes sense

to place the symbol representing sounds in the sequence in which they are said. This is quite a logical rule when one thinks about it, even though it does not conform with the conventional way in which this word is written in Khmer. Rather than simply dismissing what the child has written, the teacher should try to explain when such rules might actually apply, such as in the word, ង័, and when they would not.

When one thinks about it, Khmer must actually seem like a very strange language to children learning to read it for the first time because in many cases, writing conventions require reversing the actual way in which letter sounds are spoken and heard! Thus, instead of simply dismissing children's mistakes as *wrong*, teachers are advised to question children about *why* they have written or said a particular answer. The explanation that children provide may actually be quite logical and consistent from their point of view. *That is, it makes sense from how they look at it*, just as in the picture that was seen earlier.



To follow up on the ideas covered above, distribute **Handout 3.1.2**. This handout presents some common mistakes in reading and writing the Khmer language with the request that participants analyze why children have made the mistake that they have. The point of this exercise is NOT to identify children's mistake but to identify the pattern in their thinking that has led them to make the mistake. Give groups about 15 minutes to complete their analyses and then discuss as a large group.



Talking with Children about their Mistakes to Better Understand their Perceptions of Language



Moving on from the above discussion, the facilitator should state that talking with children about their mistakes is an important way through which to strengthen children's literacy. This, however, requires that they are able to verbalize ideas in language that the teacher can understand. Often, this is a big assumption that teachers should be careful in making.



The facilitator should stress that the differences that exist between the home and school are often very great for the child starting school for the first time. Not only is learning much more structured but also the language used by the teacher is very different from what the child is used to. Make a list of these ways together with the entire group. The list below can be used to lead a guided discussion as a large group:

- *Using the special words to address adults like, "lok kru," "neak kru," etc.*

- *Using ritualized language in responding, such as ending every response with "som awkhun".*
- *Raising one's hand before speaking.*
- *Listening to long chains of directions before undertaking various tasks.*
- *etc.*

Teachers often assume that very young children such as those studying in Grade 1 for the first time adjust easily to these changes. But for many children, the adjustment is not so easy. When children adjust slowly, this is likely to affect their learning regardless of how "smart" they may actually be. Teachers are, thus, advised to be highly aware of the tremendous demands placed upon young children when they learn in the formal classroom. These differences are likely to create very significant barriers to learning for such children.

Promoting Children's 'Talk' in the Classroom



There are a number of techniques that teachers can use to help ensure that children engage in speaking in the classroom. Pass out **Handout 3.1.3** in order to review some of these techniques with participants. Elaborate on the explanations given below by undertaking actual simulations of how each technique is used and discuss this with participants.



Games: Educational games are very useful and can frequently be developed with very simple materials such as carton paper, crayons, tape, etc. There are also now many commercially available games for teachers to choose from. When games are well thought out, they can help children to learn the way words are spelled, parts of speech, word meanings, and other basic concepts.



Bingo, for example, is a game that children can play in groups by themselves with one child calling out a word and the others following along. Other games may encourage children to ask their own questions, which is an essential skill in speaking. Use the list of games provided in **Handout 3.1.3** to do some actual activities with participants about how games work and the specific literacy games that they can promote.



Classroom Experiences: Simple tasks done in the classroom can also be structured to ensure that children gain practice in verbalizing concepts. Frequently, such activities require children to extend their thought process beyond what is shown in a drawing or diagram. For example, children can be given a large piece of poster paper and asked to draw a map of a village complete with houses, paths, rice fields, ponds, temple, etc. After each group has drawn a picture, they can be asked to describe not only what they have drawn, but to infer things not shown in the map as well. For instance, the teacher might ask what

was in a given place before a certain house was built or what may happen there in the future or what lies beyond the village. Such questions help children to move beyond simple description of the concrete to expressing thoughts about abstractions in the future or past. The facilitator may try to do an actual simulation of this activity using participants as students.



Sequencing One's Ideas and Those of Others: *Sequencing ideas and pictures* are another. Sequencing can have two different aspects. One aspect may involve sequencing the ideas of others. Provide concrete examples for participants to observe such as:

- *Practice in following chains of instructions, starting with easy, short chains but gradually increasing the difficulty and length.*
- *Use a deck of cards and ask children to select a card on demand. For example, "hold up a card that is black and has a king on it" or "hold up a red card that has an even number on it." etc.*
- *Sequencing pictures in a story*

Another aspect of sequencing involves sequencing one's own ideas. This can frequently be more difficult for children. One form of good practice to help children verbalize sequences of ideas, events, etc. involves the use of what are known as transition words (but, fortunately, however, furthermore, etc.). Teachers may ask children to start a story with one sentence followed by a transition word like "kawbawntae":

I went out to the rice fields one day, kawbawntae (but), it started to rain heavily and I had to sit under a tree. . .

Another student can do the same sentence but with a different ending. Or they can add to the same sentence.

Involving All Children in Classroom Talk (Optional)



The facilitator should move to close this session by saying a few words about factors that often prevent slow learners from getting the practice they need in the classroom. Lead a guided discussion with the group about what some of these factors might be:

Factors that Prevent Children from Participating in Classroom Talk

- Overreliance by teachers on large group presentations: such teaching methodologies are the least suitable for learners with special problems.
- Other children show impatience with the slow speech patterns of children

with special learning needs.

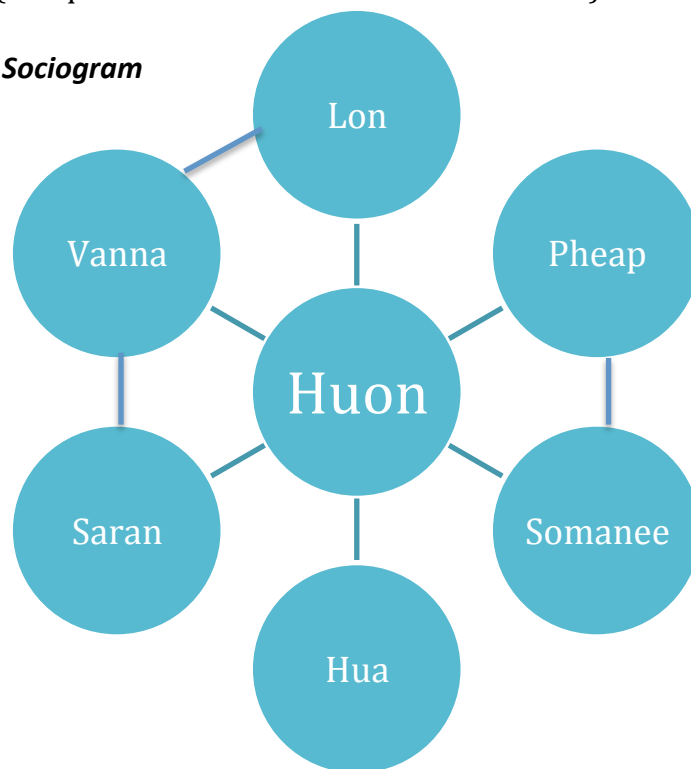
- Slow students are timid and tend to fall to the margins of small group work activities.



Placing children in small groups tends to promote learning environments that are much less competitive than struggling readers are likely to find in large groups. Still, slow learners may still find themselves confined to the fringes of conversation. Sometimes, teachers may wish to make a sociogram to determine who such children are most likely to be. Pass out **Handout 3.1.4**, which provides an example of a sociogram. In the sociogram shown below, Huon seems to be the only child with whom Hua talks. Because Huon seems to be a very outgoing child who talks to all children in the group, the sociogram, therefore, suggests that all groupings with Hua should include Huon, otherwise he is not likely to be included in classroom discussions. Ask participants what other grouping decisions the sociogram presented suggest with respect to other children (see questions at the bottom of the handout).



**An example of a Sociogram
in a classroom**



Discussion Guide: Other Interpretations of Children Relationships Shown in the Sociogram

- ✚ Pheap, Huon, and Somanee form a subgroup distinct from other children
- ✚ Lon, Vanna, Saran, and Huon form a subgroup distinct from other children
- ✚ Saran, Vanna, and Lon do not interact with Pheap, Somanee, and Hua and vice versa.

Lesson 3.2- Some Special Techniques to Help Children Learn Language



Lesson Time: 3 Hours



Trainer Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- Make copies of **Handout 3.2.1: Key Issues in Learning to Read**
- Make copies of **Handout 3.2.2: Using Context to Help Children Improve their Comprehension**
- Collect Grade 3 Language Textbooks for use by each group
- Identify 4 or 5 newspaper articles that tell an interesting story. Cut out these articles for distribution to the groups. Be sure to cut off the title of each article. Place the articles in an envelope that will be provided to each group.



Resources/Materials:

- Poster paper, marker pens, paper strips for sorting
- Poster sheet summarizing the learning outcomes of the lesson.
- **Handout 3.2.1: Key Issues in Learning to Read**
- **Handout 3.2.2: Using Context to Help Children Improve their Comprehension**
- Grade 3 Language Textbook (about 3 or 4 copies for each group)
- 3 or 4 newspapers of the same issue number (Titles of each article should have been removed before distribution)



Learning Outcomes:

- * Participants can describe some of the general factors that hinder the acquisition of reading skills for slow learners.
- * Participants can demonstrate some useful techniques that can help struggling readers improve their reading comprehension by using context clues.

Training Steps

Outcomes of the Lesson



Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.



Establishing Set: Why Some Children Fail to Learn to Read

The facilitator should start this session with the observation that there is a wide variation in the techniques that teachers use to teach reading to children. Make a list of some of these techniques with participants:



- *Teaching phonics and letter sounds*
- *Sight words and word recognition techniques*
- *"Learning to read by reading aloud"*
- *Matching words and pictures*
- *Looking for cues in the context that help decipher text*
- *Etc.*



No one really knows how children learn to read; it seems to be different for each individual. Even when one thinks back on how one's own experience in learning to read, it is difficult to pinpoint exactly when and how we acquired the skill. As a result, there is some mystery surrounding the reading process that can be very intimidating to young children. For struggling readers, it must be a very discouraging thing to watch one's friends learning to read while they struggle to discover the "secret" of reading. The realization that one is falling behind others in reading by itself often becomes a *self-fulfilling prophecy*. That is,

The more failure children experience, the more painful and embarrassing reading becomes, the less motivated children are likely to want to learn to read at all. This creates a continuing cycle of failure.



The difficulties mentioned above are sometimes compounded by teachers themselves who confuse the ability to decode the sounds of words and sentences with reading for meaning. Frequently, teachers never get beyond the idea that children should understand what they read as well as be able to decipher the sounds of words and sentences. When teachers teach reading in this way, they have really detached reading from a meaningful context.



In order to demonstrate this idea more clearly, try writing a sentence in a foreign language that participants are unlikely to know (such as Thai or English) on the board:

ຍາຍ | ໄປ | ທຳ | ນາ (Yay bhay tam na)

or

Grandmother goes to work the fields.



Read the sentence to participants and ask them to repeat after the facilitator. When they seem to be able to distinguish each individual word, ask participants if they have learned to read these Thai (or English) words. Although many are inclined to say, 'yes', the facilitator should point out that though they can decipher the sound of each word (some of which may be similar to Khmer language in the case of Thai), they probably have no idea what they have read in terms of meaning. This is frequently what happens in the classroom when teachers teach reading. Children may be able to read out loud individual words or even strings of words but may often lack comprehension of what they have read. When this is the most salient feature of the reading process, the process itself becomes meaningless and purposeless to the child.



Next, pass out **Handout 3.2.1** that summarizes some of the main points from this discussion in terms of what teachers should remember when teaching children to read. Discuss each point with participants asking questions as you go.

- ✚ *Prevent children from becoming discouraged when they do not acquire reading skills as readily as some of their friends.*
- ✚ *Keep reading meaningful by putting it in a context in which it is relevant (e.g., reading the labels on cans, signs, newspapers, etc.)*
- ✚ *Use a variety of techniques in teaching reading (phonics, context cues, etc.).*
- ✚ *Remember that simply reading out loud without comprehension does not constitute meaningful reading.*

Helping Children to Improve their Comprehension by Using Context¹



The following teaching techniques are intended to help children who are having difficulty acquiring reading proficiency by providing reading tasks in a meaningful and relevant context. These techniques can be used with multiple grade levels to promote a Quality Learning Environment. The facilitator should try to present each technique using participants as students. Pass out **Handout 3.2.1** as well as the Grade 3 Language Textbook as a good source for text and go through the techniques and accompanying exercises with participants.

¹ Techniques adapted from Helen Arnold in *Learning Difficulties in Primary Classrooms*, 1992.



1. Reading without Vowels:

In this technique, participants work in pairs (**Task 1**). Each member of the pair is given a different piece of text. For this purpose, a couple of sentences is enough, taken from any source which will be within the child's experience (e.g., the reading textbook provided). Participants should rewrite their text omitting all vowels. An example of a passage with all the vowels deleted is provided below:

សុភីចូលចិត្តមកលេងនៅសាលារាល់ដង។
 គាត់មកជាមួយមានថា ម៉ោង១០ ហើយទៅវិញ ម៉ោង១១។
 ↓ ↓ ↓
 សភចលចតមកលងនសលរល់ដង។ គត់មកជមយចនថម៉ង១០
 ហយទវញម៉ង១១។

The pairs then exchange their texts and try to read them at first individually and then later in discussion with their partner. This simple deletion exercise seems to have remarkable consequences. The most important consequence is that it forces the reader to look ahead in the text for contextual clues that will aid in deciphering the words with missing vowels. Using context clues is a strategy that every reader uses but which is rarely emphasized in the kind of instruction that occurs in Cambodian classrooms. The overall effect of such exercises is not to make the readers less aware of vowels but to make them more conscious of what they really do. That is, it is impossible to read the words aloud without inserting breath between each consonant.

This kind of exercise helps to emphasize the properties of words (the real function that vowels and consonants serve in language) and how we depict them on paper. The words, however, are not divorced from meaning and understanding the context helps their recognition.



2. Letter Swapping:

Task 2: Using the same paired-organization described above, ask participants to rewrite a similar short passage, this time swapping two letters over whenever they occur. The choice of letters can be left to the participants or can be identified by the teacher/facilitator. For example:

Let ល = ម and ម = ល

In the example provided below, the letter ល has been swapped for the letter ម and vice versa. This kind of exercise is more appropriate for children in

middle or upper primary grades. After one participant in the pair has switched the letters, ask the second member of the pair to decipher the text and correct it by reversing the use of the letters so that the words affected are now spelled correctly. This exercise once again reinforces the habit of using context clues to identify words. It also strengthens knowledge of spelling and text analysis.

សូភីចូមចិត្តលក់មេងនោសាមាភាម័ដង។

គាត់លក់ដាល្អយចានថា លើង១០ ហើយទេវិញ លើង១១។

3. Word Games:



Activities for playing with words and letters can help children link words with meanings. Almost any word can be made into a picture signifying its meaning in visual form. Take a look at some of the following examples:



This kind of game can help children to look carefully at the word and its spellings as they are transforming it. Ask participants to work in their groups to complete the task described in the handout (**Task 3**). Share the results of the group work with the whole group when they are done.

Another word game that helps to emphasize word structure to meaning requires children to make word puzzles by deleting a letter from a given word. Each letter deleted should be replaced with a line (_) to indicate that the letter has been deleted. This game can be done in pairs where one child makes the letter deletions and the other child figures out what the word is and fills in the missing letters:

សូភីចូ_ចិត_កលេងនោស_លាភាល់ដ_។

When one word has been completed, children can switch roles and another sentence can undergo a series of letter deletions. Ask participants to replicate

this game in their groups by completing **Task 4**.

4. Cloze Procedure:



Cloze exercises are texts that have words, parts of words or letters missing. Students are asked to fill in what's missing, either from a list on the page or from their understanding of the context. Most commonly, cloze exercises involve 'word' deletions. Cloze exercises are used to help students read for meaning, practice vocabulary, reinforce knowledge of word spellings, and review letter sounds. Cloze exercises are one of the best exercises that a teacher can use to teach reading.

Cloze exercises are formed by first choosing a number from 4 to 8. A low number makes for a difficult cloze exercise while a higher number makes for an easier exercise. For example, if a teacher chooses the number 6 (medium difficulty), he or she then erases every 6th word from a selected passage and asks students to fill in the blanks. For any blank, there may be more than one word that a student may choose, as long as the word fits with the surrounding context. The cloze procedure has become an accepted means of assessing comprehension without great difficulty. By creating their own cloze exercises, however, participants (and children) can become aware of the functions of different words.

After this explanation, ask participants in their groups to complete **Task 5** in the handout. At what frequency of deletion do some sentences become difficult to comprehend? Ask participants if they can see the progression of difficulty. Also, be sure that participants understand that in completing a cloze, *more than one word may be used to complete each blank if it maintains the meaningfulness of the passage*. Ask participants to list out all of the words they used in their clozes and share these with the larger group.

When participants look at the clozes they have created in this way, they can see more clearly that some words are easier to replace than others. They can begin to sense the difference between what are known as 'content' words (e.g., nouns, verbs, and adjectives) and 'function' words (e.g., conjunctions, prepositions).

Participants can then begin to experiment in this way with a partner with each participant having a different passage to delete, once again taken from the Grade 3 Language Textbook (**Task 6**). Each participant will rewrite his or her own passage omitting all *function words* first (that is, words which do not carry meaning in themselves like: *and, but, if, of, etc.*). When the reverse is attempted, one thing should become clearer to participants:

'Function' words link words in a sentence rather like vowels link consonants within a word. They do not need to be there for content but it is difficult to read aloud without them. Deleting 'content' words on the other hand makes the text impossible to understand.

5. Finding the Main Idea:



Using newspapers to help students practice their comprehension is another way to put reading in a meaningful context. Organize participants into groups of 4 or 5. Pass out a set of 4 or 5 newspaper articles with the titles removed to each group. Be sure that each article is numbered. Also be sure that the articles are equally divided among all the members of each group.

Next, ask each group to complete **Task 7** in the handout. Ask each participant to read his or her article to the other members of the group. After having read each article, the participants should try as a group to form a single title for each article based on its content. The title should summarize the main idea of the article.

While each group is composing its article titles, the teacher should draw the table below on the board. When a group has completed writing titles for each of the articles, have a member of the group come up to the board and write their titles in the table:

Title for:	Group 1	Group 2	Group 3	Group 4
Article 1:				
Article 2:				
Article 3:				
Article 4:				

When all groups have completed writing their titles on the board, pass out the real titles for each newspaper article (these should have been kept). Compare and contrast each real title with the titles written by the different groups. How are they different? How are they alike? Compare and contrast the titles between the different groups.

Lesson 3.3: Using Reading Benchmarks



Lesson Time: 4 Hours



Trainer Preparation:

- Write up the Learning Outcomes of the lesson on a sheet of poster paper to introduce the lesson.
- Make copies of **Handout 3.3.1: Understanding Why We Do Assessment**
- Make copies of **Handout 3.3.2: Understanding the 5 Key Reading Skills Required for Reading Proficiency**
- Make copies of **Handout 3.3.3: Understanding the Format of Reading Benchmark Booklets**
- Make copies of **Handout 3.3.4: Using Formative Tests in the Reading Benchmark Booklets**
- Make copies of **Handout 3.3.5: Student Tracking Spreadsheet**
- Determine the number of teachers for each grade in order to distribute Reading Benchmark Booklets accordingly



Resources/Materials:

- Poster paper, marker pens
- Poster sheet summarizing the learning outcomes of the lesson.
- **Handout 3.3.1: Understanding Why We Do Assessment**
- **Handout 3.3.2: Understanding the 5 Key Reading Skills Required for Reading Proficiency**
- **Handout 3.3.3: Understanding the Format of Reading Benchmark Booklets**
- **Handout 3.3.4: Using Formative Tests in the Reading Benchmark Booklets**
- **Handout 3.3.5: Student Tracking Spreadsheet**
- *Reading Benchmark Booklets for Grades 1, 2, and 3* (one per person according to their grade level/Teachers in Grades 4, 5, and 6 should also get Grade 3 booklet as the directions and tests may have relevance for the higher grades as well).



Learning Outcomes:

- Participants can explain how systematic assessment can improve children's reading and writing ability when used in a 'formative' way.
 - Participants can explain the **Five Key Reading Skills** that lead to reading proficiency through concrete exercises in which they can classify tasks according to the skill implied.
 - Participants can effectively use the reading benchmark booklets based on an improved understanding of the layout of each benchmark unit.
 - Participants can effectively use the formative reading tests provided in each reading benchmark booklet to (i) identify students in need of re-teaching; (ii) identify the benchmarks that need re-teaching; (iii) identify useful activities that can facilitate re-teaching a particular benchmark; and (iv) identify useful teaching aids that would facilitate re-teaching.
-

Training Steps

Outcomes of the Lesson



Place a sheet of poster paper up on the board that summarizes the learning outcomes for the lesson. Explain the outcomes and that this is what the participants should be able to do at the completion of the lesson.

Understanding How to Use Formative Assessment to Strengthen Literacy



Start the session by asking participants if they have ever heard of the reading benchmark booklets recently developed by Ministry. Show a copy of the booklet to participants. Make a list of the things that they have heard. This exercise will help the Facilitator to know where participants are in terms of their knowledge of the benchmarks. The list will also be important for correcting any misunderstandings about the benchmarks as the module proceeds.



Next, ask participants what sorts of things we use assessment data for. Once again, make a short list on the board. Such a list might include the following:

- To put marks in the grade book
- To decide which students will pass and which will fail
- To complete monthly report cards



All of these reasons are correct. But inquire whether teachers ever do student assessment to determine whether they need to reteach a lesson or identify students who are struggling the most? This may not be a common reason for assessment among teachers, but some may indicate that they do so. This kind of assessment is called **FORMATIVE ASSESSMENT** and focuses on helping us to revise our teaching or help individual children. Doing this kind of assessment is similar to what a doctor does when he does an examination to prescribe medicine. In this case, the medicine is finding special activities and materials that help ALL children to acquire proficiency in reading.



The Facilitator should explain further that many teachers in Cambodia do not understand the difference between different kinds of assessment. The student assessment that is usually done for promotion-repetition decisions is called **SUMMATIVE ASSESSMENT**. This kind of assessment is more terminal and does not inform decisions about re-teaching or remediating certain children. Both kinds of assessment are important but it depends on what decisions we want to make when we use one or the other. When we do assessment, it is important to understand **WHY** we are assessing because our purpose will determine the kind



of assessment that we do. That is, we need to know the kinds of decisions we need to make in order to determine the kind of assessment we need to do. Write the following formula on the board to summarize this concept:



Assessment → Generates Information → To Make Specific Decisions

The reading benchmark booklets focus primarily on Formative Assessment and not Summative Assessment. Not enough formative assessment occurs in Cambodian classrooms and the benchmarks are designed to change this.



Next, pass out **Handout 3.3.1** and review the definition of Formative and Summative Assessment that is provided. Then, ask participants to do the exercise in the handout in their groups and provide the answers to each question. Give participants about 10 or 15 minutes to do this in their groups and then review the answers as a large group.

The Five Key Reading Skills



The Facilitator should next move onto some of the key points in the benchmark booklets. The reading benchmark booklets are organized around 5 key reading proficiency skills that children must acquire in order to learn to read. These skills are based on international reading standards and include:

- Phonemic Awareness
- Alphabetic Principle
- Vocabulary Skills
- Reading Fluency
- Reading Comprehension



Next, pass out **Handout 3.3.2A** and start a review of each of these skills using the definitions and examples provided in the handout as a key part of your explanation. Be sure that participants understand the difference between Phonemic Awareness and Alphabetic Principle, which can sometimes be confusing. The former focuses on knowing the sounds that are used in the Khmer Language and not the letters that are represented by these sounds. Alphabetic Principle brings in the ability to know the relationships between sounds and written symbols. It is easy to get these two skills confused so some extra time may be required to explain the difference.



Following this review of the handout, ask participants to complete the exercise provided in their groups. Once again, give participants about 10 or 15 minutes to do this in their groups and then review the answers as a large group.



In the Benchmark Booklets at the Grade 2 and 3 level, the Ministry also starts to introduce other language skills such as those dealing with Writing, Grammar, and other skills. Pass out **Handout 3.2.3B** and briefly review these skills and point out that they are explained in the Introduction to each booklet as well (Grade 3). Provide some examples of these skills as presented in the booklets.

About the Format of the Reading Benchmark Booklets



For this session, the Facilitator should pass out one **Reading Benchmark** booklet to each participant. Teachers should receive the booklet for their particular grade. MoEYS has currently developed benchmarks for Grades 1, 2, and 3 only. For teachers teaching the higher grades, provide a copy of the booklet used for Grade 3, as there is much information in this booklet that is still relevant to Grades 4, 5, and 6.

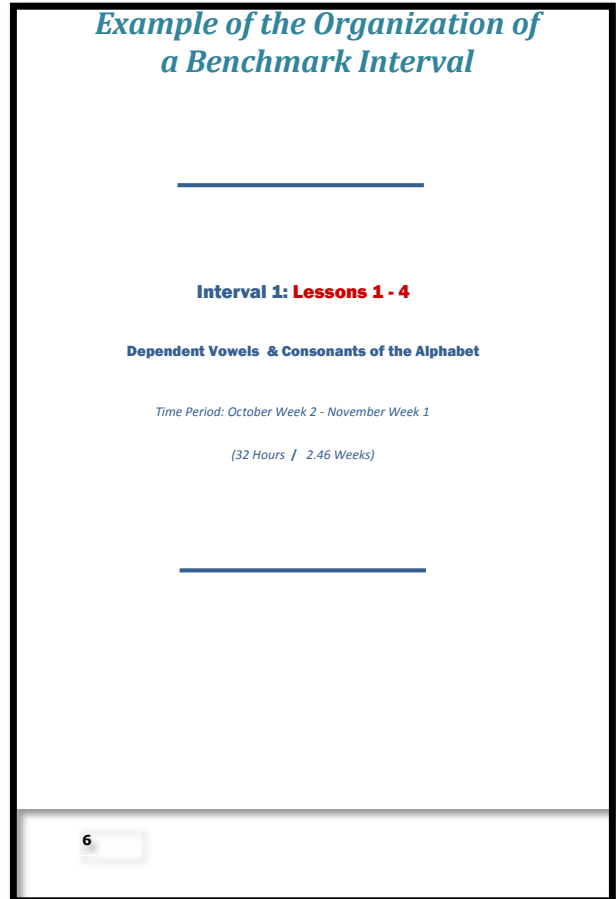


Begin the discussion by noting that the Reading Benchmarks have been developed to be user friendly with significant amounts of color-coding and added explanations to help teachers use the booklets effectively. Each booklet is divided into five parts as follows:

- **Introduction:** Explains the purpose of the booklet, how to use it, and key principles in language teaching.
- **The Reading Benchmarks:** This is the core of the book with a statement of specific reading competencies, relevant skills, content, and illustrative activities.
- **Useful Educational Games:** These are descriptions of commercially available games that are linked to the various benchmarks (Annex 1).
- **Aan Khmer Software:** This is a description of each of the learning units in a software program designed especially for the reading benchmarks. The software provides opportunities for self-directed learning and can be used for children in Grades 1 and 2. This software can be installed on any tablet or smart phones if these are possessed by parents. (Annex 2)
- **Formative Tests:** These are tests to help teachers identify struggling students and topics not well understood (Annex 3).



Be sure to point where these sections are in the booklets that were distributed. In addition, the reading benchmarks are organized into what are known as **Intervals**. These are short learning units that group lessons and benchmarks into logical groupings. A statement of the lessons included in each interval and the approximate amount of time needed to teach it is provided at the start of



each interval. *It is important to note that the benchmark booklets do not include lessons on Speaking and Listening; nevertheless, teachers should be sure to include these lessons using their usual practices.*



Next pass out **Handout 3.3.3** to participants with an example of a page from a Reading Benchmark Booklet. Review the various sections on the page that indicate how the benchmarks are organized. Be sure to cover the following in your explanation:

- Ability Statements
- Reading Skills (the 5 skills discussed earlier)
- Content Summary
- Illustrative Activities that guide teachers about how to teach the ability statement
- References to relevant formative tests to assess the degree to which the ability statement has been achieved
- References to commercially available teaching-learning aids that help students to better understand the ability statements



In order to check for participants' understanding, the Facilitator can ask the questions provided at the end of the handout to be sure that participants have picked up on the key points in the above explanation. Do this as a large or small group over a period of about 10 or 15 minutes. When groups have their answers, the Facilitator should review altogether.



Suggested Review Questions:

1. How many intervals are there in the Grade 1 Benchmark Booklet? Grade 2 Booklet? Grade 3 Booklet?
2. Tell me which interval in each book is the longest? The shortest?
3. How many written tests are there in each booklet? How many oral tests?
4. How many units are there in the accompanying software that can be used to teach the Language Curriculum?
5. What reading skills can the educational game called Lotto be used to strengthen? How do you know this?
6. Look at Benchmark **8E**; what skill is the key skill for children to acquire under this benchmark? What test would be appropriate to use with this benchmark? How do you know this?

Using Formative Reading Tests Effectively



The Facilitator should now return to the issue of the tests that are provided in the Reading Benchmark booklets. Ask participants again what kind of assessment this is (**Answer:** Formative) how we should use the tests provided in the booklets? Should these tests be used for promotion and repetition decisions? (**Answer:** NO!).



If the answer to the above question is ‘no’ (and it is), then what is our PURPOSE in administering these tests? Participants should be reminded that we need to know WHY we are doing assessment in order to use the data generated effectively. Once again, the possible answers to this question could include the following:



Review of the Reasons We Do Formative Assessment

1. To determine how well students understand the key concepts of the lesson and whether it needs to be retaught or not.
2. To determine what particular topics may need to be retaught
3. To determine which students need the most extra help and on what particular topics.



Pass out **Handout 3.3.4** to look more closely at a specific test from the Grade 1 Reading Benchmark Booklet (cf. p. 91). The Facilitator should be sure to note that each test is cross-referenced with specific benchmarks and has directions for their use in Annex 3. Copies of these tests can be either photocopied or purchased commercially by the school. Read the directions for this particular test and ask participants to administer it to the person sitting next to them like he/she were a student. During this exercise, try tabulating the points earned for each section.



When participants have completed this short exercise, give them a possible scenario in which about 10 students correctly completed nearly all the answers in Box 4^h but could hardly do any of the questions in Box 4^g. What should participants conclude and what would they do to address the problem? In small groups, participants should respond to the three questions at the end of the handout. Take about 20 minutes for participants to complete this exercise. When they are finished, review their answers. The following Discussion Guide ideas are provided for the Facilitator to effectively lead the discussion:



Discussion Guide for Answering Questions

Question	Suggested Answers
Question 1: Suppose a student correctly completed nearly all answers in Box 4 ^h but could hardly do any of the questions in Box 4 ^g , what would you conclude?	<ul style="list-style-type: none"> • Although students can read words using the diacritic (“”) and (treysab) correctly, they cannot read for meaning when these words are strung together in sentences
Question 2: Suggest some good activities that would help you to reteach the benchmark; on what page are there examples of such activities?	<ul style="list-style-type: none"> • There are 4 good activities suggested on p. 29 of the Grade 2 Reading Benchmark Booklet
Question 3: What would be some good teaching aids to use to re-teach the lessons on ?	<ul style="list-style-type: none"> • Teaching Aid #7, 10, 11, and 12



Other Follow-up Measures: As teachers administer Formative Tests taken from the Reading Benchmark Booklets, they should be sure to track the students who fail to score above 50% on these tests. A useful form for this purpose is provided in **Handout 3.3.5**. Pass this handout out to all participants. The Facilitator should remember to remind participants that the recording of these marks is NOT to be used for promotion-repetition decisions but rather for decisions regarding remedial follow-up. A number of suggested measures are also provided in this form as well as a means to contact parents about some of the difficulties that their children are encountering in reading. The implementation of these measures needs to be coordinated with relevant stakeholders such as parents, school directors, and librarians. Review how to complete these forms with participants according to the directions provided on the second page of the handout.

Participant Assessment

Following the completion of all training sessions, distribute the following participant understanding assessment below and ask participants to complete it as honestly as they can. Participants need not place their names on the form.

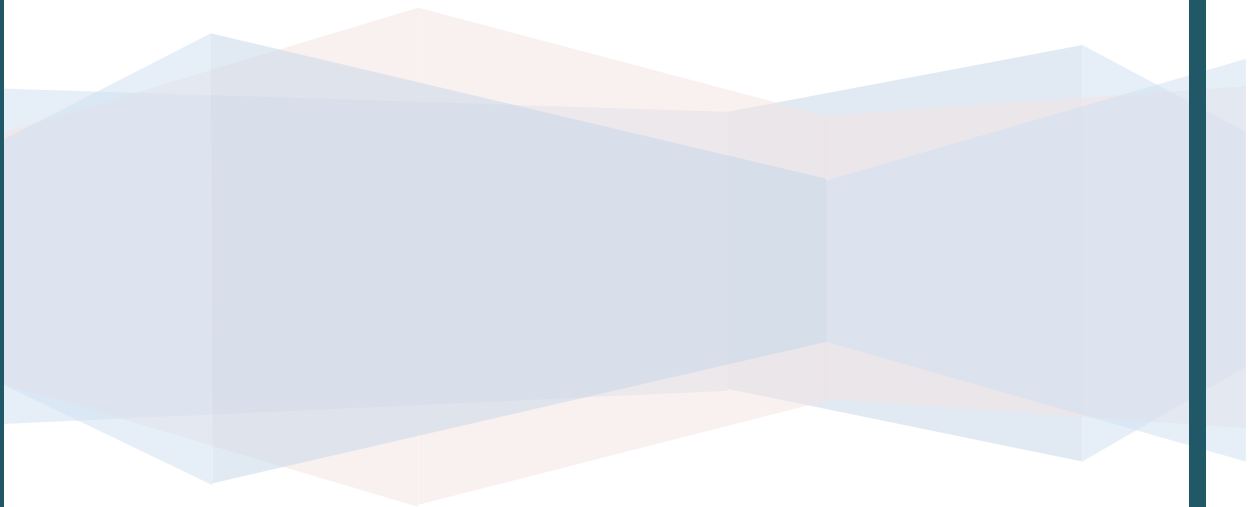
Participant Assessment Form

Directions: Read each question below and choose the ONE response that best matches what you feel. You do not need to write your name on this survey form.

- 1 *How would you describe your understanding of the content presented in this seminar?*
 - I understood all or nearly all of what was presented.
 - I understood most but not all of what was presented.
 - I only understood about half of what was presented.
 - I hardly understood anything that was presented.
 - 2 *How would you describe the usefulness of the materials that were distributed?*
 - I found the materials very useful and informative.
 - I found the materials somewhat useful and informative but some were not clear
 - I found the materials not so useful or informative.
 - 3 *How would you describe the manner of presentation of the training?*
 - Too much lecturing
 - Just about right
 - Not enough lecturing
 - 4 *How would you describe the manner the amount of group work?*
 - Too much group work
 - Just about right
 - Not enough group work
 - 5 *How well equipped do you feel to return to your communities and schools and use what you have learned in this workshop?*
 - Very well equipped
 - Somewhat well equipped
 - Not at all well equipped
 - 6 *How much merit do you feel the suggested ideas in this workshop have?*
 - A great deal of merit
 - A great deal of merit but somewhat difficult to implement
 - Not so much merit or relevant to the real problems in my school/community
-

4. PARTICIPANT COURSE MATERIALS

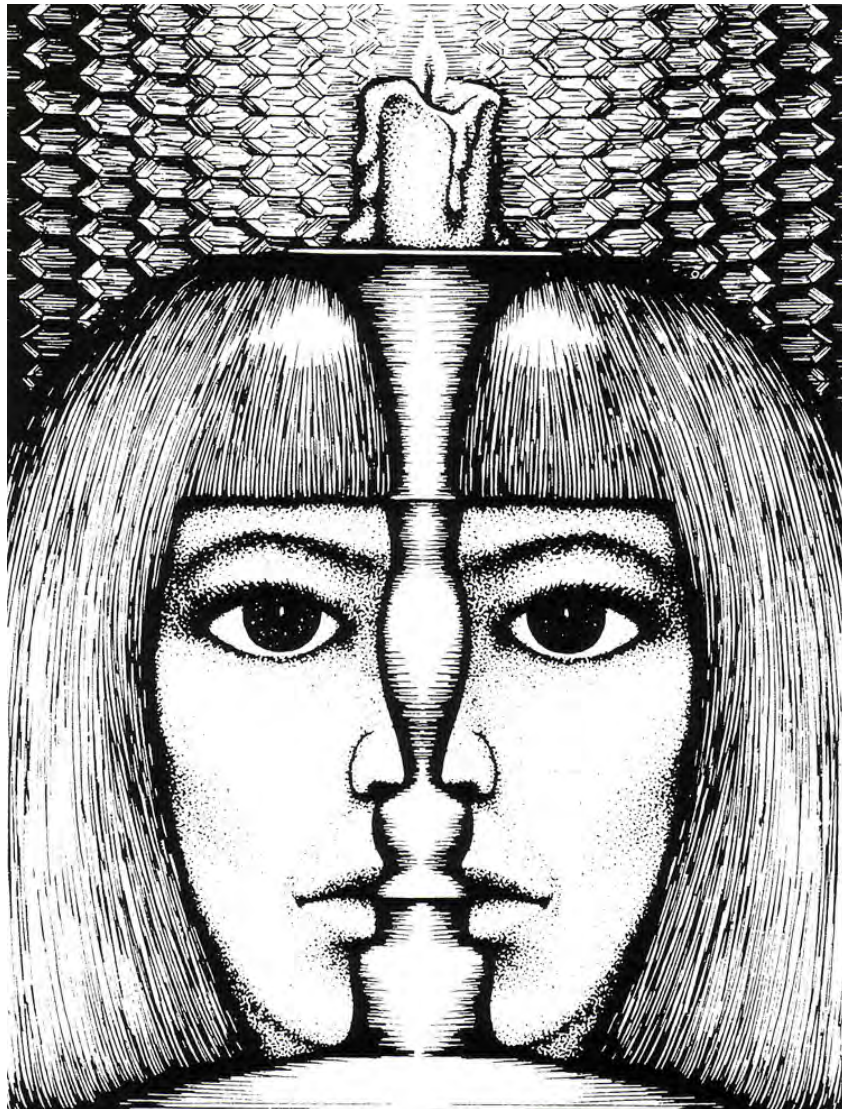
Handouts & Resource Documents



HANDOUT 3.1.1: Differences in Perception

Directions: Ask participants to look at the drawing below and answer the question. Ask participants to write a number down in their notebooks. Then, go around the group to see whether everyone put the same number. Next, use the Discussion Guide Questions below to guide your discussion.

How many faces do you see?



Discussion Guide Questions:

1. How many group members put a different number for the number of faces observed?
2. Why do you think some people put a different number?
3. Is there only one correct answer to the question asked above? Explain your answer.

HANDOUT 3.1.2: Analyzing Children’s Language Mistakes


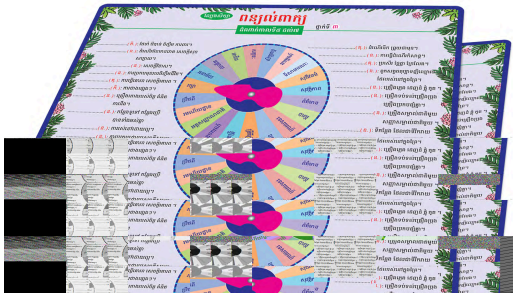

Directions: Review the common mistakes that children make in reading and writing below. In your groups, try to write an analysis of why you think the child did this incorrectly.


Mistake	Your Analysis
<p>1. A child wrote the following sentence:</p> <p>គេចង់កា</p>	
<p>2. A child wrote the word ក្ដីន្ទ as follows:</p> <p>ក្ដ ូ ន្ទ</p>	
<p>3. A child wrote the word ‘go’ as follows:</p> <p>ទ្រៅ</p>	
<p>4. A child wrote the following words:</p> <p>គាត ចង មិនទាន</p>	
<p>5. Every time a child saw the letter តិ he read it as កិ</p>	
<p>6. When a child sees the syllable កិ she reads it as (kay); when a children reads the syllable កិ្ន, she reads it the same way.</p>	

HANDOUT 3.1.3: Useful Activities to Strengthen Children's Literacy

Language Games

Educational games are very useful and can frequently be developed with very simple materials such as carton paper, crayons, tape, etc. There are also now many commercially available games for teachers to choose from. When games are well thought out, they can help children to learn the way words are spelled, parts of speech, word meanings, and other basic concepts. Bingo, for example, is a game that children can play in groups by themselves with one child calling out a word and the others following along. Other games may encourage children to ask their own questions, which is an essential skill in speaking. Here is a list of some useful games for participants to consider:

Kind of Game	Learning Tasks	Example
Parts of Speech Spin Game	<ul style="list-style-type: none"> Differentiating between Nouns, Verbs, and Adjectives 	
Word Meaning Matching Game	<ul style="list-style-type: none"> Reading words and definitions Matching words with their appropriate definition 	
Antonym Matching Game	<ul style="list-style-type: none"> Understanding word definitions Finding antonym word pairs 	

<p>Word Meaning Dice Game</p>	<ul style="list-style-type: none"> • Reading words and definitions • Matching words with their appropriate definition 	
<p>Simon Says</p>	<ul style="list-style-type: none"> • Building listening skills • Coordinating movements to sounds 	<p>One student makes body movements and says what they are doing as they do it using the words, 'Simons do this.' Other students must follow along. But if the leading student does not say 'Simon says' then the other students should not do it. Those that do need to take their seats.</p>
<p>Twenty Questions</p>	<ul style="list-style-type: none"> • Identifying words or concepts based on the information received • Asking questions 	<p>Children must guess what one student is thinking of by asking a series of questions in which the answer can only be 'yes' or 'no'. Students must figure out what the leading student is thinking of by asking not more than 20 questions.</p>

Classroom Experiences:

Simple tasks done in the classroom can also be structured to ensure that children gain practice in verbalizing concepts. Frequently, such activities require children to extend their thought process beyond what is shown in a drawing or diagram. For example, children can be given a large piece of poster paper and asked to draw a map of a village complete with houses, paths, rice fields, ponds, temple, etc.. After each group has drawn a picture, they can be asked to describe not only what they have drawn, but to infer things not shown in the map as well. For instance, the teacher might ask what was in a given place before a certain house was built or what may happen there in the future or what lies beyond the village. Such questions help children to move beyond simple description of the concrete to expressing thoughts about abstractions in the future or past. The facilitator may try to do an actual simulation of this activity using participants as students.

Sequencing Exercises

Sequencing the Ideas of Others: Sequencing activities also provide many good opportunities for listening and oral work. Such exercises also promote logical thinking. Sequencing can have two different aspects. One aspect may involve sequencing the ideas of others. Provide concrete examples for participants to observe such as:

- Practice in following chains of instructions, starting with easy, short chains but gradually increasing the difficulty and length.
- Use a deck of cards and ask children to select a card on demand. For example, "hold up a card that is black and has a king on it" or "hold up a red card that has an even number on it." etc.
- Sequencing pictures in a story such as in the worksheet shown →

Name _____

katelyn's flowers

Put these pictures in the right order to make a story.
Write 1, 2, 3 or 4 in the boxes.

Story Sequencing Worksheets www.allkidsnetwork.com
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Sequencing One's Own Ideas: Another aspect of sequencing involves sequencing one's own ideas.

This can frequently be more difficult for children. One form of good practice to help children verbalize sequences of ideas, events, etc. involves the use of what are known as *transition words* (but, fortunately, however, furthermore, etc.). A list of such words is provided in the table according to their function.

Example: Teachers may ask children to start a story with one sentence followed by a transition word like "kawbawntae (but)": *I went out to the rice fields one day, kawbawntae (but), it started to rain heavily so I had to sit under a tree.*

Another student can then do the same sentence but with a different ending: *"I went out to the rice fields one day, unfortunately, it was too hot to do anything so I returned home.*

Continue the same exercise with another student trying to change the transition words used.

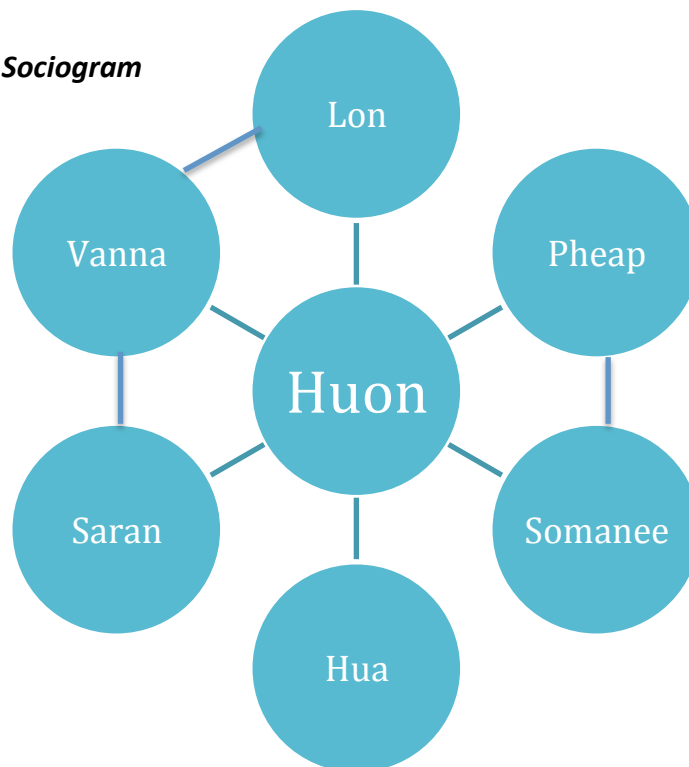
Table: Useful Transition Words to Use in Writing

Category	Examples
Time/Sequence	After, as, before, finally, until, when, whenever, while
Cause & Effect	As a result, because, in order, since, so, so that, that
Addition	Also, moreover, in addition
Conclusive	Consequently, therefore, whether
Change	Although, but, however, unless
Comparison	Although, as much as, as long as, as if, whereas, while, yet
Condition	If, even, even though, in case, provided that, unless
Place	Where, wherever

HANDOUT 3.1.4: Using a Sociogram to Better Understand How Children Interact with One Another

Directions: Review the Sociogram together as a large or small group with the facilitator. Then, try to answer the questions below either as a large group or in your small groups. Be sure you are able to justify your answer.

An example of a Sociogram in a classroom



Discussion Questions

1. Which student has a relationship with all of the children in the group?
2. Which student has the least relationships with the other children in the group?
3. Which child is least likely to be involved in the learning group? Why do you think so?
4. Pheap, Huon, and Somanee form a subgroup distinct from other children
5. There are two sub-groups in the sociogram. One sub-group has 4 students and the other has 3 students. Who is in each of these groups?

HANDOUT 3.2.1: Key Issues in Learning to Read

IMPORTANT IDEAS TO KEEP IN MIND WHEN TEACHING CHILDREN TO READ

Point 1: The more failure children experience, the more painful and embarrassing reading becomes, the less motivated children are likely to want to learn to read at all. This creates a continuing cycle of failure.

Point 2: Frequently, teachers never get beyond the idea that children should understand what they read as well as be able to decipher the sounds of words and sentences. When teachers teach reading in this way, they have really detached reading from a meaningful context.

Point 3: Children may be able to read out loud individual words or even strings of words but may often not have comprehension of what they have read.

Point 4: Some key ideas to remember when teaching children to read include the following:

- ✚ *Prevent children from becoming discouraged when they do not acquire reading skills as readily as some of their friends.*
- ✚ *Keep reading meaningful by putting it in a context in which it is relevant (e.g., reading the labels on cans, signs, newspapers, etc.)*
- ✚ *Use a variety of techniques in teaching reading (phonics, context cues, etc.).*
- ✚ *Remember that simply reading out loud without comprehension does not constitute meaningful reading.*

Fun Exercise: Try copying the following Thai Language sentence on the board. The transliteration is provided for you below. Teach participants to read each individual word. After a while, they will be able to recognize these words. They may even recognize some words that are similar to Khmer (like 'yay' which means grandmother). But ask them whether they have understood fully what they have read? The answer is probably 'no.' How do they think this experience relates to Khmer children learning to read out loud words they don't know?

ຍາຍ | ໄປ | ທຳ | ມາ

Yay bhay tam na

Grandmother goes to work the fields.

HANDOUT 3.2.2: Using Context to Help Children Improve Their Comprehension

The following teaching techniques are intended to help children who are having difficulty acquiring reading proficiency by providing reading tasks in a meaningful and relevant context. These techniques can be used with multiple grade levels to promote a Quality Learning Environment.

1. Reading without Vowels:

In this technique, children work in pairs. Each member of the pair is given a different piece of text. For this purpose, a couple of sentences is enough, taken from any source which will be within the child's experience (e.g., the reading textbook). The children then rewrite their text omitting all vowels. An example of a passage with all the vowels deleted is provided below:

ស្កឹចូលចិត្តមកលេងនៅសាលារាល់ដង។ គាត់មកជាមួយចានថា

ម៉ោង១០ ហើយទេវិញ ម៉ោង១១។



សភចលចតមកលងនសលរល់ដង។ គត់មកជមយចនថម័ង១០

ហយទវញម័ង១១។

The pairs then exchange their texts and try to read them at first individually and then later in discussion with their partner. This simple deletion exercise seems to have remarkable consequences. The most important consequence is that it forces the reader to look ahead in the text for contextual clues that will aid in deciphering the words with missing vowels. Using context clues is a strategy that every reader uses but which is rarely emphasized in the kind of instruction that occurs in Cambodian classrooms. The overall effect of such exercises is not to make the readers less aware of vowels but to make them more conscious of what they really do. That is, it is impossible to read the words aloud without inserting breath between each consonant.

Task 1: In pairs, choose a short passage from the Grade 3 textbook (2 or 3 sentences). Each person should choose a different passage. Write the passage on a sheet of paper without the vowels as in the

example above. Then, exchange papers and ask your partner to re-write the passage with the vowels, trying to figure out each word as they go. Read the passage back to one another to make sure that it has been re-written it correctly.

2. Letter Swapping:

Using the same paired-organization described above, students can also rewrite a similar short passage, this time swapping two letters over whenever they occur. The choice of letters can be left to the student or it can be determined by the teacher. For example:

Let ល = ម and ម = ល

In the example provided below, the letter ល has been swapped for the letter ម and vice versa. This kind of exercise is more appropriate for children in middle or upper primary grades. After one child in the pair has switched the letters, ask the second member of the pair to decipher the text and correct it by reversing the use of the letters so that the words affected are now spelled correctly. This exercise once again reinforces the habit of using context clues to identify words. It also strengthens knowledge of spelling and text analysis.

ស្រីមួយចំនួនមេងនោសាមាម៉ដង។ គាត់លកដាល្អយថានថា
ល៉ោង១០ ហើយទេវិញ ល៉ោង១១។

Task 2: In pairs, choose a short passage from the Grade 3 Language Textbook (2 or 3 sentences). This should be a different passage from the one chosen earlier. Each person should choose a different passage. Write the passage on a sheet of paper. Then, try to determine which letters can be switched. In making this determination, focus on two letters that are used at least 3 or 4 times in the passage. Next, rewrite the passage by switching the letters. Then, exchange papers and ask your partner to re-write the passage correctly, trying to figure out each word as they go. Read the passage back to one another to make sure that it has been re-written correctly.

When one word has been completed, children can switch roles and another sentence can undergo a series of letter deletions.

Task 4: In pairs, choose a short passage from the Grade 3 textbook (2 or 3 sentences). Each person should choose a different passage. Write the passage on a sheet of paper but eliminating 6 or 7 letters as you do so, as in the example above. Replace each letter with a blank (___) Then, exchange papers and ask your partner to re-write the passage with the vowels, trying to figure out each word as they go. Read the passage back to one another to make sure that it has been re-written correctly.

4. Cloze Procedure:

Cloze exercises are texts that have words, parts of words or letters missing. Students are asked to fill in what's missing, either from a list on the page or from their understanding of the context. Most commonly, cloze exercises involve 'word' deletions. Cloze exercises are used to help students read for meaning, practice vocabulary, reinforce knowledge of word spellings, and review letter sounds. Cloze exercises are one of the best exercises that a teacher can use to teach reading.

Cloze exercises are formed by first choosing a number from 4 to 8. A low number makes for a difficult cloze exercise while a higher number makes for an easier exercise. For example, if a teacher chooses the number 6 (medium difficulty), he or she then erases every 6th word from a selected passage and asks students to fill in the blanks. For any blank, there may be more than one word that a student may choose, as long as the word fits with the surrounding context.

Task 5: In pairs, choose a passage from the Grade 3 Language Textbook with about 4 or 5 sentences. Working together, choose a number between 4 and 8 and re-write the passage by eliminating the nth word in the passage according to the number chosen. Based on the number chosen, do you find the passage very difficult or very easy to complete? Do you find that there is more than one word that can be used to fill in the blanks? List out all of the possible words that can be placed in each blank.

Task 6: Using the same passage that was chosen for the exercise above, make two new cloze exercises in which one cloze eliminates all of the 'content' words (nouns, adjectives, verbs) while another

eliminates all of the ‘function’ words (prepositions, conjunctions). Which words give the most meaning to the passage? From this exercise we can conclude that *‘Function’ words link words in a sentence rather like vowels link consonants within a word. They do not need to be there for content but it is difficult to read aloud without them. Deleting ‘content’ words on the other hand makes the text impossible to understand.*

6. Finding the Main Idea:

Using newspapers to help students practice their comprehension is another way to put reading in a meaningful context. Try the following task below:

Task 7: Each person in the group should receive a newspaper article with the title cut off. Ask each participant to read his or her article to the other members of the group. After having read each article, the participants should try as a group to form a single title for each article based on its content. The title should summarize the main idea of the article.

When a group has completed writing titles for each of the articles, have a member of the group come up to the board and write their titles in the table shown below:

Title for:	Group 1	Group 2	Group 3	Group 4
Article 1:				
Article 2:				
Article 3:				
Article 4:				

After the facilitator passes out the original newspaper article title, compare and contrast each original title with the titles written by the different groups. How are they different? How are they alike? Compare and contrast the titles between the different groups.

HANDOUT 3.3.1: Understanding Why We Do Assessment

EXPLANATION:

Why is Assessment Often Done Inefficiently? There are many reasons why we do assessment. It often happens, however, that teachers undertake student assessment without knowing WHY they are doing the assessment. In many cases, teachers simply carry out assessment in a very mechanical manner following what others have told them to do resulting in inefficient use of the assessment data that is generated.

The Reading Benchmarks provided by MoEYS are intended to help teachers better plan their student assessment and use the data to revise HOW they teach as well as IDENTIFY STUDENTS who are having the most difficulty in learning to read. That is, the document is provided as a means to improve FORMATIVE ASSESSMENT in the classroom

Knowing Your Purpose in Assessment: Before you do assessment, it is important to understand your PURPOSE in doing the assessment. Depending on the purpose, teachers most commonly need to carry out one of two kinds of assessment. These are defined below:

Kinds of Student Assessment Most Commonly Used in the Classroom:²

Formative Assessment: This kind of assessment refers to a variety of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

Summative Assessment: This kind of assessment refers to the assessment of students where the focus is on the final achievement of learning outcomes.

Based on your understanding of the concepts described above, try to complete the exercise provided below. Discuss your answers both with your group members and the Facilitator.

²<https://www.google.com/search?client=safari&rls=en&q=Definition+of+Formative+Assessment&ie=UTF-8&oe=UTF-8#q=definition+of+summative+assessment>

Exercise: Formative or Summative?

Directions: Read each of the following purposes of assessment described below and determine whether the assessment that should be used is Formative or Summative Assessment, based on your understanding of each according to the definitions discussed above. Write your answer in the right hand column.

Purpose or Usage	Kind of Assessment Implied?
1. The teacher wants to know which students don't understand the lesson in order to provide extra help.	_____
2. The teacher needs to know who will be promoted and who will need to be repeated next year.	_____
3. The teacher wants to know which reading benchmarks are not understood well so that they can be retaught.	_____
4. The Ministry wants to know what the average achievement of all students is at the end of the school year.	_____
5. The teacher wants to know what students don't understand well in order to find some useful games to reinforce their understanding.	_____
6. The teacher wants to know what parts of his lesson plan worked well and what parts did not work well so that she can revise the lesson plan for next year.	_____

HANDOUT 3.3.2A: Understanding the 5 Key Reading Skills Required for Reading Proficiency

EXPLANATION: In order to effectively use the benchmarks provided in the Reading Benchmark booklets, teachers should know the **5 key reading skills** that are mentioned in each benchmark. The identification of these skills has been based on international research, which has been recognized by the Ministry. The definition of each of these skill areas is provided below:

(1) Phonemic Awareness – The ability to focus on, manipulate, and break apart the sounds (or phonemes) in words;

Example: Students can identify the sounds in the word **fish**

(2) Alphabetic Principle – The ability to understand and apply the knowledge of how letters are linked to sounds (phonemes) to form letter-sound (grapheme-phoneme) correspondences and spelling patterns;

Example: Students can tell the teacher that a picture of the word cup (**fish**) has the sound of the letter **f**.

(3) Fluency – The ability to read orally with speed, accuracy, and proper expression;

Example: *Students can read a word, phrase, or sentence out loud.*

(4) Vocabulary Skills – Both oral and print knowledge of words, a critical component of comprehension and reading;


Example: *Students can read sight words that a teacher writes on the board or shows on a word card.*

(5) Comprehension – The ability to actively engage with, and derive meaning from, the texts students read.

Example: *Students can tell the teacher the meaning of a sentence in his or her own words.*

Exercise: What's the Reading Skill?

Directions: Read each of the following examples of activities that teachers might use to teach reading and indicate what Reading Skill is implied by completing the line provide in right-hand column.

Student Activity	Key Reading Skill Implied?
1. When students hear two words, they can tell if the words rhyme or not.	_____
2. Students must find a synonym for each of the words they read in a list.	_____
3. When students read a series of sentences from a story that are in a jumbled order, they can tell which sentence comes first, which comes second, etc.	_____
4. When students hear a word, they can indicate how to spell the word correctly.	_____
5. After a reading a short story, students can indicate a different title for the story that still captures the main idea.	_____
6. Students are asked to read a poem from start to finish out loud.	_____
7. Students must think of at least two words that mean the opposite of 'friend.'	_____
8. When students see the following picture, they must complete the blank below:	_____
 → ū _ \$	

Relevant Reading Skills:

Phonemic Awareness – Alphabetic Principle – Vocabulary – Fluency – Comprehension

HANDOUT 3.3.2B: Summary of All Language Skills Covered in the Benchmark Booklets

Explanation: In addition to *Reading*, the Benchmark Booklets also focus on *Writing* and *Other Related Skills*, which together with Reading comprise about 80 to 85% of the Language Curriculum. The table below presents a summary of all the different skill areas covered in the booklets.

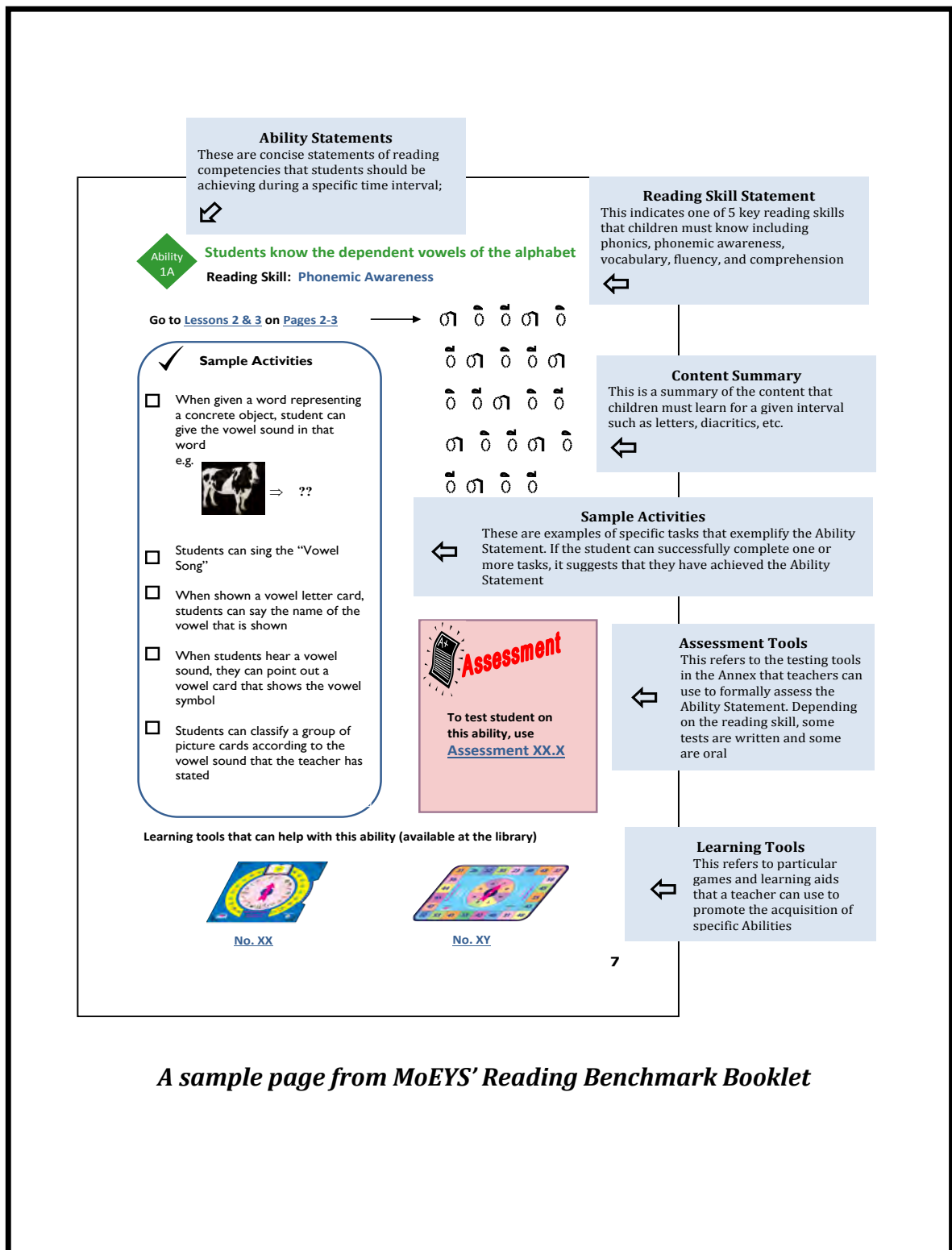
RELEVANT SKILLS	GRADE 1	GRADE 2	GRADE 3
Reading			
Phonemic Awareness	✓	✓	✓
Alphabetic Principle	✓	✓	✓
Vocabulary Skills	✓	✓	✓
Reading Fluency	✓	✓	✓
Reading Comprehension	✓	✓	✓
Writing			
Handwriting Skills	✓	✓	✓
Sentence Construction		✓	✓
Dictation		✓	✓
Composition			✓
• <i>Paragraph Construction</i>			✓
• <i>Long Composition</i>			✓
Other Skills			
Grammar Skills			✓
• <i>Parts of Speech</i>			✓
• <i>Punctuation</i>	✓	✓	✓
• <i>Diacritics</i>	✓	✓	✓
Word Skills Focus			✓
• <i>Word Rhymes</i>			✓
• <i>Synonyms-Antonyms-Homonyms</i>		✓	✓
Cause and Effect			✓
Character Analysis			✓
Speaking³	✓	✓	✓
Listening⁴	✓	✓	✓

³ Not included

⁴ Not included

HANDOUT 3.3.3: Understanding the Format of the Reading Benchmark Booklet

Review the explanations of a sample page in the Reading Benchmark booklet and discuss any questions you might have. Then answer the questions below.



A sample page from MoEYS' Reading Benchmark Booklet

Exercise: Exploring the Benchmark Booklet

Directions: Read each of the questions below in your group and check the Benchmark Booklets to find the answer.

1. How many intervals are there in the Grade 1 Benchmark Booklet? Grade 2 Booklet? Grade 3 Booklet?

Grade 1: _____; Grade 2: _____; Grade 3: _____

2. Tell me which interval in each book is the longest? The shortest?

(Longest) Grade 1: _____; Grade 2: _____; Grade 3: _____

(Shortest) Grade 1: _____; Grade 2: _____; Grade 3: _____

3. How many written tests are there in each booklet? How many oral tests?

(Written) Grade 1: _____; Grade 2: _____; Grade 3: _____

(Oral) Grade 1: _____; Grade 2: _____; Grade 3: _____

4. How many units are there in the accompanying software that can be used to teach the Language Curriculum?

5. What reading skills can the educational game called Lotto be used to strengthen? How do you know this?

6. Look at Benchmark **88** in the Grade 2 Benchmark Booklet; what skill is the key skill for children to acquire under this benchmark? What test would be appropriate to use with this benchmark? How do you know this?

Write your answers to the questions in the space provided below:

Question 1: _____

Question 2: _____

Question 3: _____

HANDOUT 3.3.5: Student Tracking Spreadsheet

School Name: _____ Class: _____
 Teacher's Name: _____ Term: _____

No.	Student Name (A)	Tests Administered (√) Tests 1-9 (Written); O1=Oral Test 1; O2=Oral Test 2												Benchmarks Not Understood (List Benchmarks: 1A, 1B, etc.) (C)	Response Measures (√) (D)						Final EGRA Assessment (E)
		(B)													Parent Mtg	Library Games	Peer Tutoring	Parental Tutoring	M-Learning	Other (Pls specify)	
		1	2	3	4	5	6	7	8	9	O1	O2									
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					
9																					
10																					
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18																					
19																					
20																					

Instructions for Completing the Student Tracking Spreadsheet

1. This spreadsheet is to be used only for those students encountering difficulty with reading on the continuous assessment tests. It should NOT be used for all students in the class.
2. Any student scoring less than 50% on a benchmark section (e.g., Section 1A, Section 1B, etc) of a continuous assessment test should be targeted for some form of response to help them master
3. For students who meet the criteria for identification above, please enter their name in the sheet above **(Column A)**
4. For each student whose name is entered in the spreadsheet, indicate what continuous assessment test has been administered to them by checking the appropriate test (e.g., Test for Interval 1, Test for Interval 2, etc.). For each new test that you administer, be sure to update the spreadsheet by checking the appropriate test. **(Column B)**
5. Indicate the benchmark that the student has difficulty understanding in the appropriate column **(Column C)**
6. Suggest possible follow-up activities by checking one or more of the activities in **Column D**. These activities should be coordinated with the School Director, Parents, Librarian, and other relevant stakeholders.
7. Be sure to indicate the final EGRA test score (if there is such a test administration at the school) in **Column E**.

Individual Student Score Card for Children with Special Reading Needs

Nation Religion King
Ministry of Education, Youth, & Sport

Student Score Card for Young Readers

Name of Child: _____
Class: _____
Primary School: _____
District: _____ Province: _____
Name of Teacher: _____
Month: _____ Year: _____
Teacher Signature: _____

*Help your child to read at home by practicing the
reading games and exercises suggested in this
scorecard*

Name of Reading Topic: _____

Lessons in Textbook: _____

Student Score on Interval Test: _____

Where Your Child Is Experiencing Difficulty:

What you can do:

- Visit the Literacy Coach for a conference
 - Visit the Library to borrow specific games for your child.
- Games or books you might borrow include the following:

- Install Learning Games on your Smartphone if you own one. If you are interested in this, please contact the Literacy Coach at the following Phone Number: _____