



Funda Wande
Reading for Meaning



UNIVERSITEIT
STELLENBOSCH
UNIVERSITY

RISE Community of Practice

Nic Spaul
Washington DC
21 June 2019

25 YEARS



Anthologies of Graded Readers



Incwadi yamabali • Ibanga yesi-2

Ibali-25 Uhambo
Ibali-26 Sebeza
Ibali-27 Ekhaya
Ibali-28 Ncedani!
Ibali-29 Yophukile ifestile
Ibali-30 Uphu uZinz?
Ibali-31 Sityiwe isonka
Ibali-32 Sidala undize
Ibali-33 Izingo
Ibali-34 Evenkileni yempahla
Ibali-35 Umngathe omkhulukazi
Ibali-36 Ibali lobugqi
Ibali-37 Ccinela ingomso
Ibali-38 Isuphu yelitye
Ibali-39 Idabi lomoya nelanga
Ibali-40 Umvundla nafudo
Ibali-41 Ingonyama nempuku
Ibali-42 Ukubhaka nomakhulu
Ibali-43 Edolophini
Ibali-44 UMzantsi Afrika ngowethu

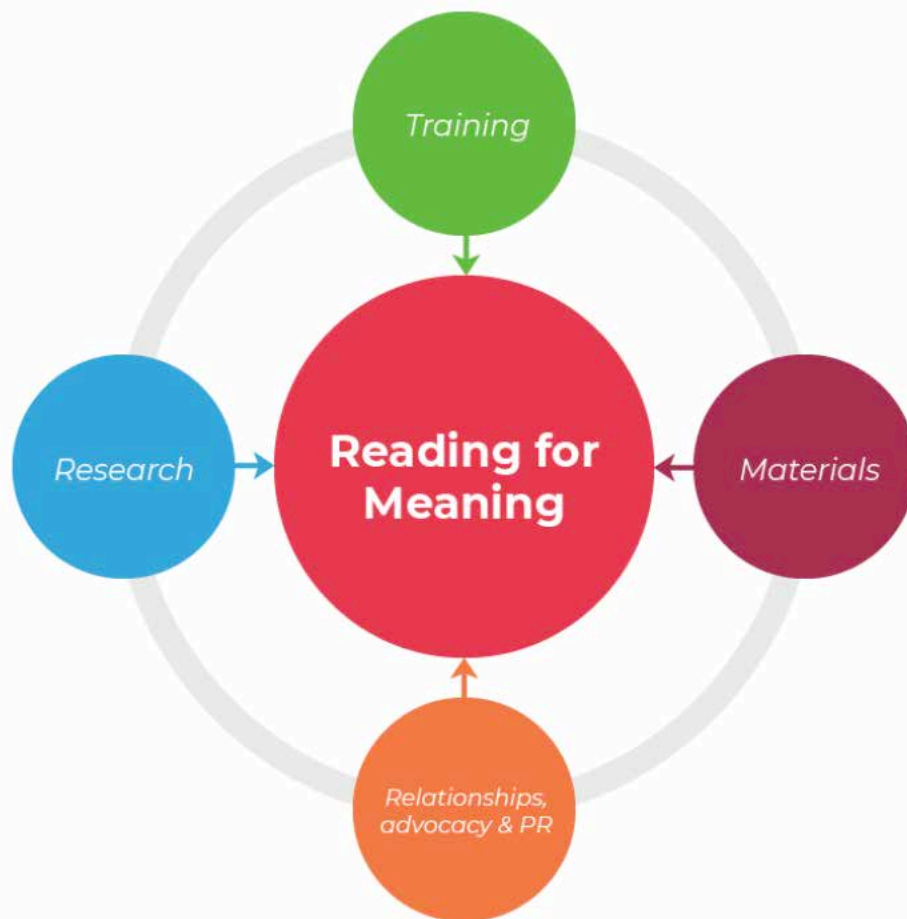
Incwadi yamabali • Ibanga loku-1

Ibali-1 Bala
Ibali-2 Hayil
Ibali-3 Vula vala
Ibali-4 Coca
Ibali-5 Baleka
Ibali-6 Lala
Ibali-7 Zoba usike
Ibali-8 Mamela
Ibali-9 Jika
Ibali-10 Umnikelo
Ibali-11 Utata usele nosana
Ibali-12 Sebeza
Ibali-13 Hayil
Ibali-14 Vula vala
Ibali-15 Baleka!
Ibali-16 Lala
Ibali-17 Bala
Ibali-18 Coca
Ibali-19 Zoba usike
Ibali-20 Mamela
Ibali-21 Jika
Ibali-22 Utata usele nosana
Ibali-23 Umnikelo
Ibali-24 Lelikabani eli vili?

Incwadi yamabali • Ibanga yesi-3

Ibali-45 Iyandilibazisa le kawusi
Ibali-46 Kutheni na enje?
Ibali-47 Iqhekeza lokugqibela
Ibali-48 Limdaka eli gumbil
Ibali-49 Utata usele nosana
Ibali-50 Ujikeleza
Ibali-51 Kumnandi ukunikela
Ibali-52 Umfanekiso wesakheko
Ibali-53 Lelikabani eli vili?
Ibali-54 Ihlebo
Ibali-55 Ngubani owophule ifestile?
Ibali-56 Sibhaka nomakhulu
Ibali-57 Ncedani bol
Ibali-58 Uphu uZinz?
Ibali-59 Uyhol Mkhulu lo mnqathel
Ibali-60 Sidala undize
Ibali-61 UThenjiwe uthenga impahla
Ibali-62 Isuphu yelitye
Ibali-63 Mamela ingoma
Ibali-64 Kuhlala bani apha?
Ibali-65 Yhini, Mnumzana Nkawul
Ibali-66 Idabi lomoya nelanga

4 Program Areas



1. Training: teaching prospective and existing teachers how to teach reading for meaning in African languages and in English. This is the original mandate given to the Funda Wandu team and includes ensuring that universities incorporate the course into their existing teacher training programs, and that a method of training in-service teachers be established and evaluated.

2. Materials development: developing and translating a core library of high-quality African language texts, both fiction and non-fiction, for Grades 1-3, as well as aligning various existing and new textual resources (textbook, workbook and story anthology) for stream-lined teaching and training.

3. Relationships, advocacy, and PR: Core to the realisation of this goal is the development and maintenance of strategic partnerships with government (national and provincial), universities, NGOs and civil society. Ensuring that the broader public and South African thought-leaders maintain a focus on early grade literacy will require resources for sustained advocacy and communications.

4. Research: Given the serious lack of research on early grade reading in African languages, there is a need to conduct new research (on high-frequency words, dyslexia, decoding and assessment), as well as train the next generation of mother-tongue researchers.

Big Idea 1

What is Funda Wande?

Anthology Training

1-5 October 2018

14

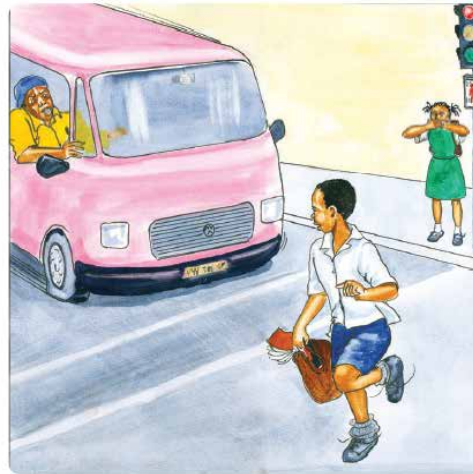


isiXhosa Grade 1 text



Hayi, Velile! Suku...

2



Hayi bo, Velile!

3



Hayi, wena!

4

isiXhosa Grade 2 text



Ujikeleza egadini.
Uza kujikeleza egadini.

2



Ujikeleza uqalile ukujika-jika.
Uyajika-jika.
Nalo uza kujikeleza.

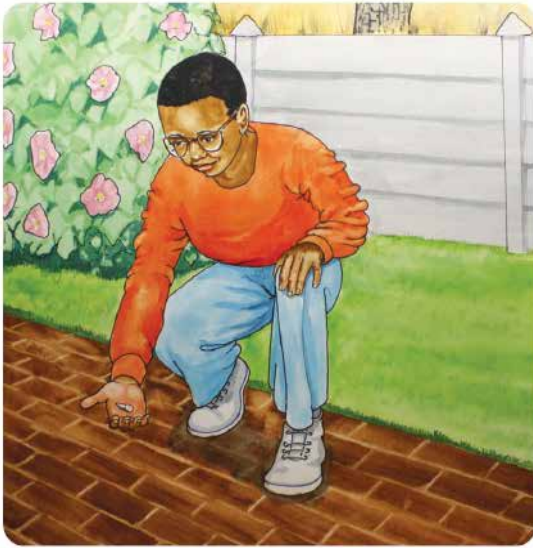
3



Ujikeleza ujika-jika kakhulu.
Bayajika-jika kakhulu.
Uyeza nalo, kujikeleza.

4

isiXhosa Grade 3 text



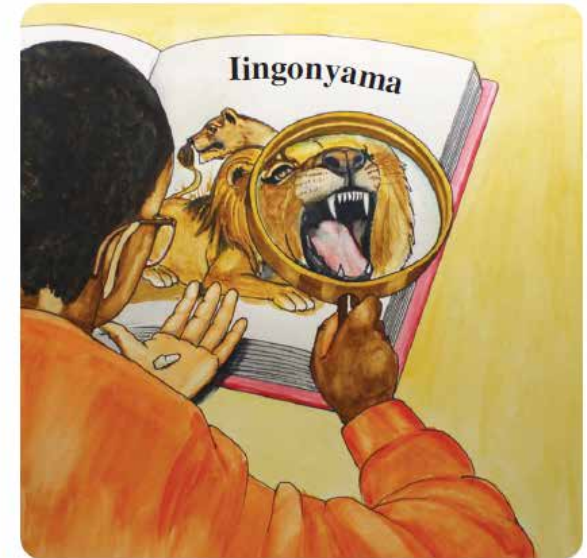
Ngenge imini uLwazi ubona izinyo.
'Ingaba lizinyo lesilwanyana?'
uyazibuza efunisela.
ULwazi uzixelela ukuba uza
kufumanisa ngeli zinyo.

2



Ubona umfanekiso wenyoka
encwadini yolwazi lwezilwanyana.
Upopola amazinyo enyoka ...
Asililo izinyo lenyoka. Amazinyo
enyoka awafani neli zinyo.

3



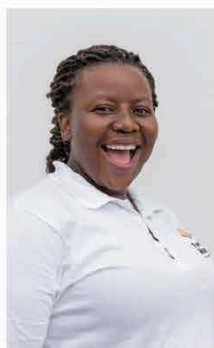
ULwazi ubona umfanekiso wesinye
isilwanyana, ingonyama. Upopola
amazinyo engonyama ...
Asililo izinyo lengonyama. Amazinyo
engonyama awafani neli zinyo.

4

2 The Funda Wandé Intervention in the Eastern Cape



Zaza
Lubelwana



Permie
Isaac



Ntsika
Kitsili



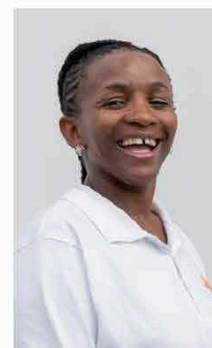
Thobeka
Ndamase



Luleka
Sonjica



Glory
Maxakana



Tutula
Diniso

2

The Funda Wande Intervention in the Eastern Cape

Week 7 : Day 1



Listening and Speaking (15 min)

- Resources:** DBE poster: *Wild animals*; vocabulary flash cards: inkawu, ihosi, indulamthi, ingwenya, imfene
- Preparation:** Create title strip and ikhosa flash cards of the words on the poster.
- Lesson objective(s):** Talk about the poster. Relate it to their own experience. Learn new vocabulary.

ACTIVITIES

1. Theme poster: Wild animals

- Tell the learners that you will be talking about wild animals today.
 - Where do we find wild animals?
 - Is this picture in the wild? If not, where is it?
 - Why are the animals separated?
 - What's different about the monkey's cage compared with the other cages?
- Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on the poster and use them throughout the week.



Baleka



Shared Reading (15 min)

- Resources:** Vula Bula Big Book: *Baleka*; vocabulary flash cards: ibhobhathane, isigawu, isele, inyaka, intaka
- Preparation:** Read through the story beforehand and prepare your questions.
- Lesson objective(s):** Participate in the shared reading by predicting, relating to their own experience and answering comprehension questions.

ACTIVITIES

1. Pre-reading

- Cover:** Talk about the title and the picture. Ask questions:
 - In what kind of situations do you run?
 - Which of these animals have you seen? Where?
- Picture walk:** Page through the story (do not read it). Look at the pictures and ask questions.
 - (page 4) Which animal must run here?
 - (page 10) What makes this picture different from other pictures?
- Vocab flash cards:** Teach new words, using flash cards and objects or pictures.
- Discuss the vocabulary. Talk about the meaning. Look at the form of each word. Use it in a sentence.
- Stick the flash cards on your Vocabulary Poster and use them throughout the week.

2. During reading

- Read the story with expression, demonstrating fluency.
- Ask comprehension questions after reading two pages:
 - (page 6) Why do animals hunt each other?
 - (page 10) Do you think this man has ever hunted a leopard and killed it? Why do you say so?

3. Post-reading

- Close the first reading. Finish by asking:
 - What did you find interesting about the story?

Week 7 : Day 1



Phonics (15 min)

- Resources:** Vula Bula alphabet fleaze: letter card for /k/; flash cards from the phonics word list: ikasi, ikafu, sika, vuka
- Preparation:** Create a sentence strip: *Uzuka usike ikawusi yesikolo*. Cut out flash cards.
- Lesson objective(s):** Identify and sound the letter /k/.

ACTIVITIES

1. Sentence strip

- Stick the sentence strip on the board. Read it aloud, emphasising the /k/ sound.
- Tell the learners that they are going to learn about the letter /k/ - what it looks like, how it sounds, and words that have this sound.
- Read the sentence on the strip again. Ask the learners to listen and look for the letter /k/ in this sentence.

2. Letter card for /k/

- Stick the letter card on the board and ask: What is this?
- Repeat the response - *ikati* - and emphasise the /k/ sound.
- Tell the learners to say /k/. They must look at your mouth, say it again and look at each other's mouths to see what their lips are doing.

3. Phonics words

- Ask the learners to suggest words with the sound /k/.
- Introduce the /k/ words using flash cards and pictures or objects.
- Talk about the meaning of each word. Look at the form. Use each word in a sentence, or act it out.
- Stick the flash cards on the phonics chart and use them throughout the week.
- Refer the learners to the word list that is pasted in their books. Read the words with them again.



Handwriting (15 min)

- Resources:** learners' handwriting exercise books
- Preparation:** Write a pattern on the board in two rows. Write a row of dotted letter /k/ on the board. Write dotted /k/ on the clean folded page of each learner's handwriting book.
- Lesson objective(s):** Learn and practise writing the letter /k/.

ACTIVITIES

1. Practise

- Tell the learners they are going to learn how to write the letter /k/.
- Have your back towards the learners and ask them to look at you.
- Draw in the air, say out loud: *Uqal'entloko uhl' ubhek' emzimbeni uwesef' elohlo, uwesef' elunene.*
- Tell them to repeat the chant as they use their fingers to write the letter /k/ in the air, on the desk, or on their friends' backs.
- Go to the dotted letter on the board and start writing over it, saying the chant aloud. Get the learners to say it as you write.

2. Learners' books

- Tell the learners to open their handwriting books and turn to the page you have prepared for them.
 - Say the instructions aloud as they write.
 - Walk around, helping those who need it.
 - Remember to check the learners' posture, pencil grip and directionality.



Group Guided Reading

- See Group Guided Reading booklet for the guide to each story.

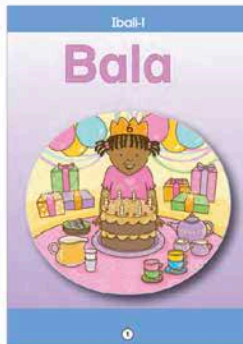
Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Group 3	Group 5	Group 2	Group 4
Group 2	Group 4	Group 1	Group 3	Group 5

2

The Funda Wande Intervention in the Eastern Cape

Group Guided Reading

Ibali- 1 Bala



👤 Buza abafundi: "Ncinga ukuba eli bali lingani?"

Ibali-1 BALA	
Izimaphambili	Amagama abawobona njalo
ye-	hayi bo yam
Ungqo lwamelungu amagama	
ba-la	ha-yi ye-yam
Izandi	
B b	A a
Amagama asabalini ano-b	Amagama asabalini ano-a
bala, bo	bala, hayi, yeyam
Amanye amagama ano-b	
biza	ubisi
buza	ubuso
beka	ibali
Amanye amagama ano-a	
lala	umama
idada	utata
ipapa	usana

👤 Xa ubiza lamagama gxinisa izandi ezingqindilili

Ukufunda ngamaqela (imizuzu engama-30)

- Amaqela amabini (imizuzu eli-15 ngalinye)
- Izixhobo: ingakelala yamabali e-Vula Bala
- Amalungiselelo: Yenza amakhadi kanobumba u-/a/, /a/, /i/, /e/, /u/, /o/, /b/, /t/.
- Injongo zesifundo: Ukuchonga nakuvakalisa izandi zikanobumba u-/b/ and /a/, Ukufunda izandi ngabanoobumba.

Imisebenzi

Yiba neqela elinye labafundi elihleli emethini phambi kwakho.

Amakhadi onobumba

- Beka amakhadi onobumba phambi kwabafundi uze ubuze umfundi ngamnye achole unobumba abize izandi sawo.

Ukufunda

- Khomba kwisihloko uze usifunde. Gxinisa kwisandi soonobumba u-/b/ kunye no-/a/.
- Cela umfundi wokuqala afunde igama

elikiwiphepha lokugala u-bala. Umfundi kufuneka alathe egameni ngelixa elunda babe abanye abafundi belandela ngokuthuleyo.

• Funda isivakalisi sokugqibela: hayi bo! Yeyam.

• Cela umfundi akubonise u-/b/ no /a/. Umfundi makolathe aze alibize. (Yenza nomfundi ngamnye.)

• Bavumele baguqule umbhalo afihlakeleyo (decode) uze ubacele bafunde ngafiyibilika.

Abanye abafundi

Zoba imifanekiso ecaleni kwamagama kuluhlu lwezandi.

Umsebenzi wasekhaya

Fundela umzali wakho/ umntu omdala ibali obulifunde neqela lakho esikolweni.

ibali-1 Bala

Iphepha

Imibuzo



1

Sesiphi isiganeko/isikhumbuzo ocinga ukuba siza kwenzeka kweli bali? Wazi njani?

What event/celebration do you think is going to happen in this story? How do you know?



3

Bala, mangaphi amakhandlela akwikeyiki? Ineminyaka emingaphi le ntombazana?

Count, how many candles are on the cake? How old is this girl?



3

Ngobani abantu abangqonge le ntombazana?

Who are the people around the girl?



4

Ngubani ofumene isilayi sokuqala sekeyiki?

Who got the first slice of cake?



6 & 7

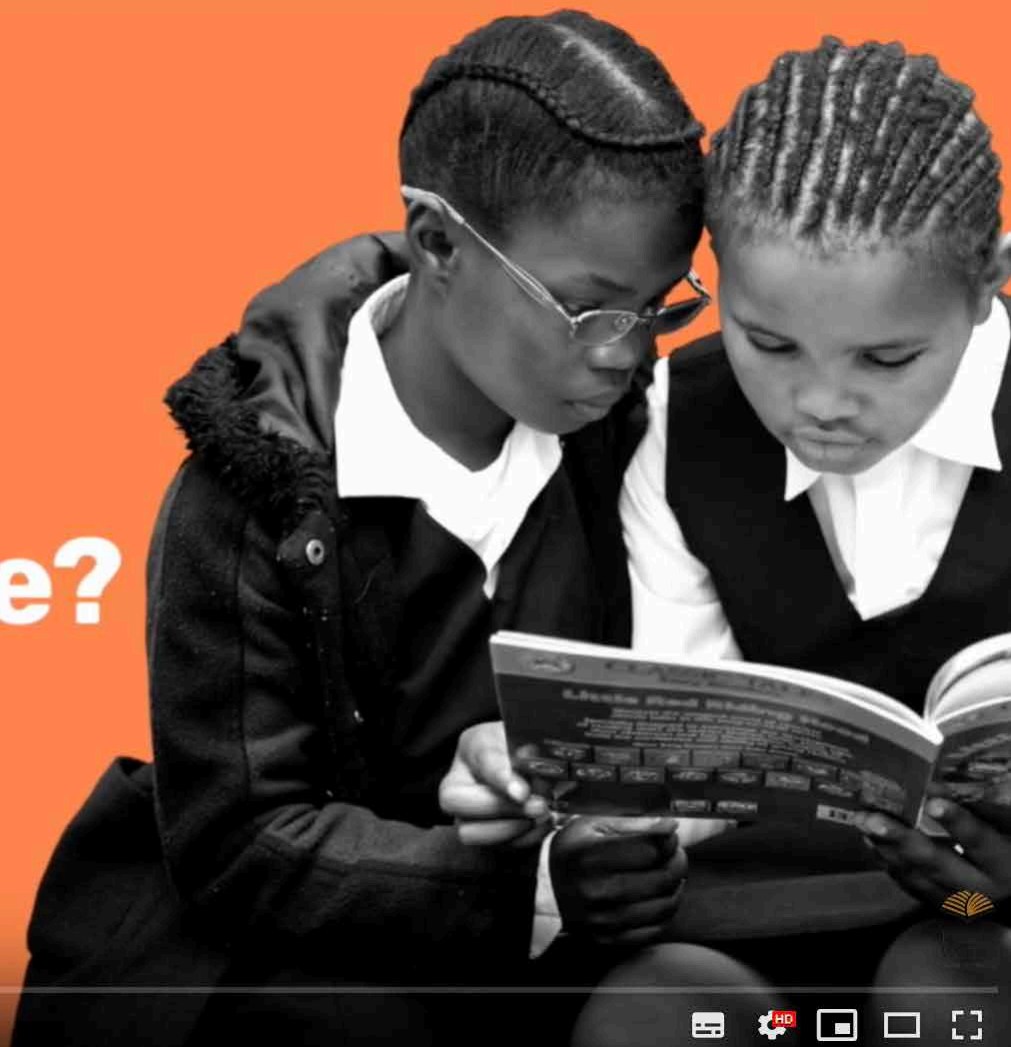
Kutheni ucinga ukuba intombazana ezalwayo ikhathakazekile okanye ilusizi?

Why do you think the birthday girl is upset or sad?

Big Idea 1
Funda Wande

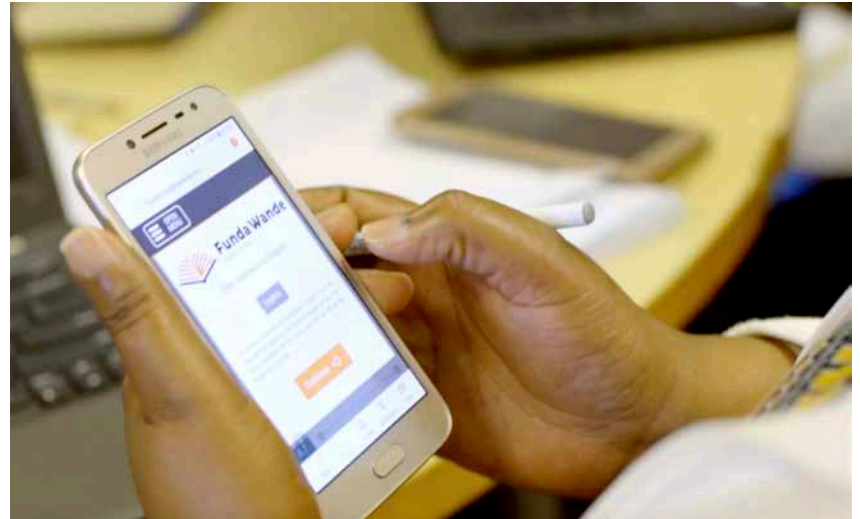
What is Funda Wande?

1



▶ ⏮ 🔊 0:04 / 3:41







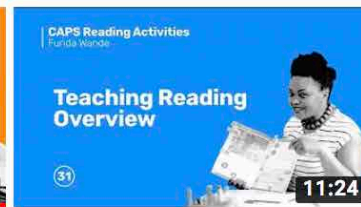
33. What is Teacher Read Aloud?

18 views • 4 hours ago
Subtitles



32. The 4 Reading Questions

15 views • 1 day ago
Subtitles



31. Teaching Reading Overview

5 views • 4 days ago
Subtitles



29. Blending and Segmenting

61 views • 5 days ago
Subtitles



1. What is Funda Wande

48 views • 1 week ago



24. Overview of Gradual Release

20 views • 1 week ago
Subtitles



27. DBE Workbooks

71 views • 1 week ago
Subtitles



13. Intro to GGR

9 views • 1 week ago
Subtitles



28. Lesson Plans: Introduction to Lesson Plans

8 views • 1 week ago
Subtitles



25. Big Ideas in Reading

24 views • 1 week ago
Subtitles



21. Choosing the right books for your learners

7 views • 1 week ago
Subtitles



26. Phonemic Awareness

11 views • 1 week ago
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22. Selecting Groups for GGR

43 views • 2 weeks ago
Subtitles



20. Doing GGR with your learners

19 views • 2 weeks ago
Subtitles



18. Baseline Assessment

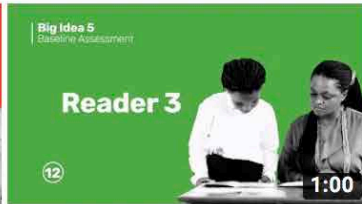
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19. Baseline Assessment

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12. Baseline Assessment

3 views • 2 weeks ago

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ECDOE Anthology Training 1-5 Oct 2018: Message from...

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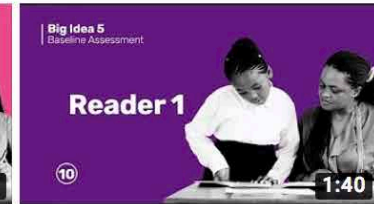
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11. Baseline Assessment

3 views • 2 weeks ago

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10. Baseline Assessment

8 views • 2 weeks ago

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9. Baseline Assessment

6 views • 2 weeks ago

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7. Clapping Routine

10 views • 2 weeks ago



16. Relationships

7 views • 2 weeks ago

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8. Baseline Assessment

10 views • 2 weeks ago

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17. Relationships

9 views • 2 weeks ago

[Subtitles](#)



15. Relationships

6 views • 2 weeks ago

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6. Relationships

9 views • 2 weeks ago

[Subtitles](#)



5. Setting up your class

30 views • 2 weeks ago

[Subtitles](#)



14. Anthology Training 1-5 October 2018

42 views • 2 weeks ago



4. Lesson Plans

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FACULTY OF EDUCATION

SHORT COURSES

IN FOUNDATION PHASE LITERACY TEACHING

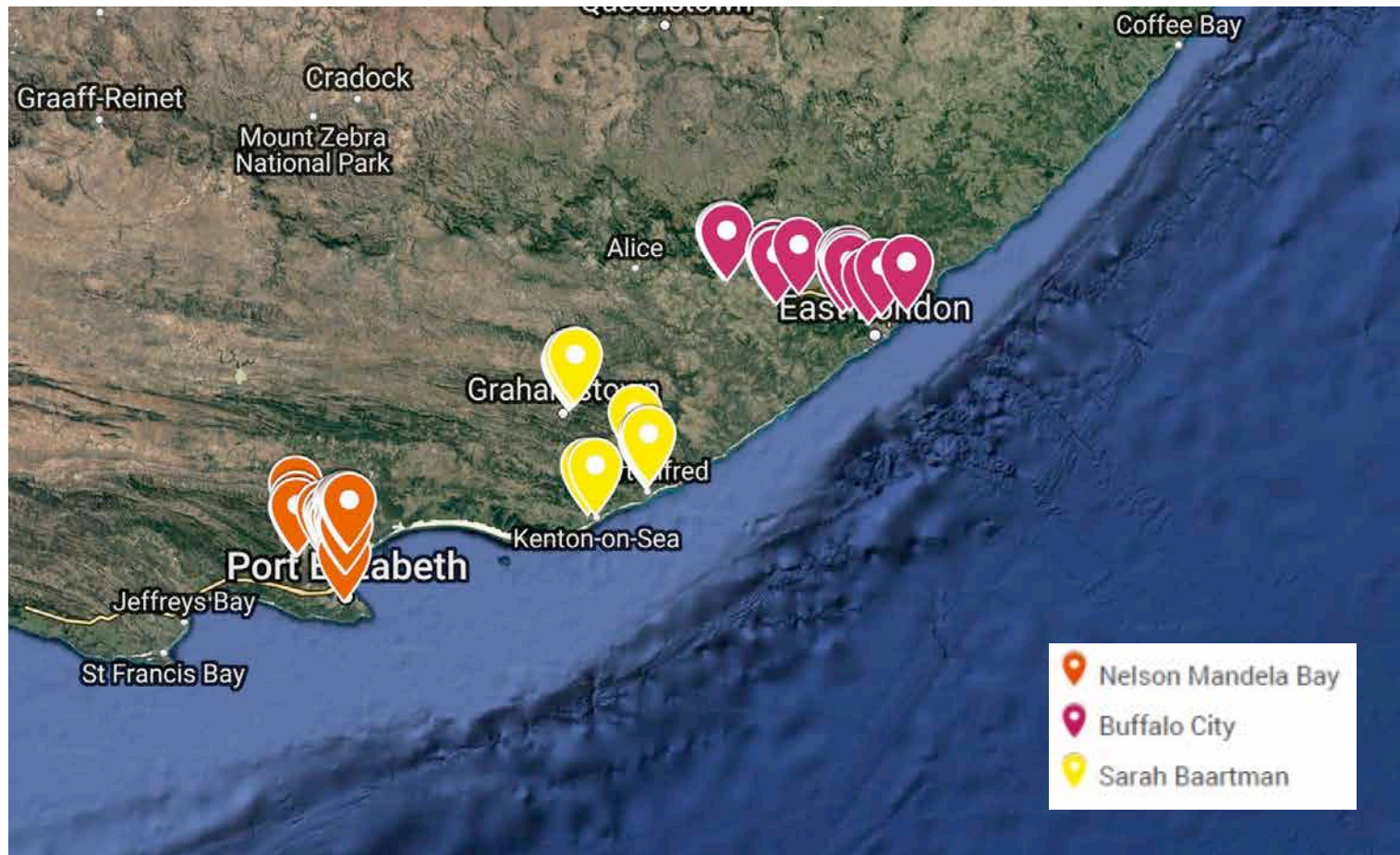


12 Short Courses

Courses in the Advanced Certificate Foundation Phase Teaching: Literacy

Short Courses	Description
1 CAPS Reading Activities	▪ Introduction to teaching reading ▪ Introduction to CAPS reading activities ▪ Baseline testing ▪ Read Aloud ▪ Shared Reading - Group Guided Reading ▪ Paired Reading ▪ Independent Reading ▪ Assessing CAPS reading activities ▪
2 EMERGENT LITERACY	▪ Importance of the grade R year ▪ Listening and speaking ▪ Emergent reading & writing ▪ Phonological awareness & letter/sound knowledge
3 DECODING	▪ Introduction to decoding ▪ Phonological (& phonemic) awareness ▪ Letter-sound knowledge & phonics ▪ Word reading ▪ Oral reading fluency ▪ Assessing decoding
4 VOCABULARY	▪ Introduction to vocabulary ▪ Vocabulary development ▪ Teaching vocabulary incidentally ▪ Teaching vocabulary explicitly ▪ Strategies for children to use to identify and learn words ▪ Assessing vocabulary
5 COMPREHENSION	▪ Teaching comprehension ▪ Teaching comprehension strategies ▪ Using questions to build comprehension ▪ Text types ▪ Assessing comprehension
6 WRITING	▪ Introduction to writing ▪ Stages of writing development ▪ A process & genre approach to teaching writing ▪ CAPS writing activities ▪ Teaching creative writing and ways to extend writing ▪ Teaching language and grammar ▪ Assessing writing
6 HANDWRITING	▪ Introduction to teaching handwriting ▪ Teachers role in teaching handwriting ▪ What, when & how of handwriting ▪ Assessing handwriting
7 EFAL 1	▪ Principles for teaching an additional language in the Foundation Phase ▪ Setting up the classroom and doing baseline assessment ▪ Teaching oral language ▪ Teaching phonemic awareness, phonological awareness & phonics ▪ Teaching reading in EFAL
8 EFAL 2	▪ Teaching writing in EFAL ▪ Teaching vocabulary and grammar in EFAL ▪ Preparing learners for English LoLT in Grade 4 ▪ Assessing learners' English ▪ Planning for EFAL
9 CREATING A CULTURE OF READING	▪ Affect, engagement and motivation in reading ▪ Texts for teaching reading ▪ Print-rich classrooms ▪ Managing resources ▪ Establishing a culture of reading across the school
10 INCLUSIVE EDUCATION	▪ A teacher's role in an inclusive classroom ▪ What is available to help the teacher? ▪ Barriers to learning, strategies and suggestions
11 ASSESSMENT AND REMEDIATION	▪ Baseline assessment ▪ Formative and summative assessment of reading and writing ▪ Helping struggling readers and writers
12 PLANNING & PROGRESSION	▪ Introduction to the planning cycle ▪ Becoming a reflective teacher ▪ Levels of planning ▪ Planning for routines and classroom management

5 Impact assessment



5 Impact assessment



5 Impact at Scale



Goal: An anthology of graded readers for every grade 1-3 child in the Eastern Cape in 2019.



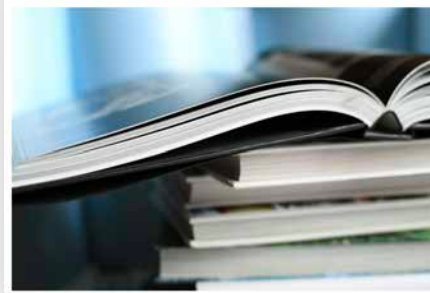
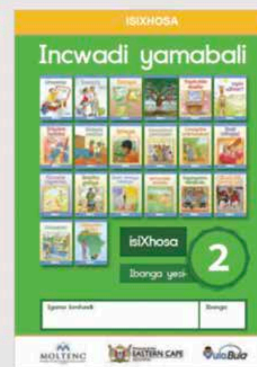
2019:
Total schools:
4,365

Total books delivered:
824,365

Total Gr1-3 learners:
463,276

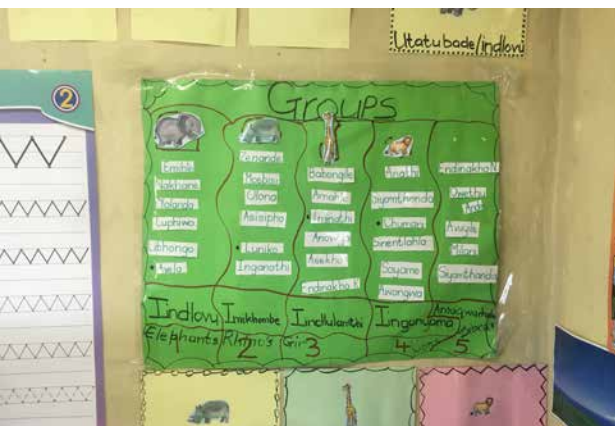
To learn to read children need fun books that are sequenced and structured to increase in difficulty incrementally (graded readers). Due to their cost, historically only fee-charging schools could afford these. To solve this problem Funda Wandé combined Creative Commons licensed Vula Bula graded readers into a single anthology per grade with about 22 stories per anthology (the main cost in printing graded readers is the cover of each "skinny" book). By eliminating licensing fees, combining stories into one book and printing at scale (300,000+ books) we reduced the cost per anthology to R8-per-book. We printed 50 sample copies of each anthology and presented the case to high-level ECDOE management on a number of occasions. In 2018 the ECDOE decided to implement the plan and printed and distributed 824,365 anthologies to 463,276 Grade 1-3 learners in 4,365 schools, paid for by the ECDOE and distributed with the DBE workbooks. This is the first province to provide graded readers to every Grade 1-3 child.

824,345 anthologies printed and distributed by ECDOE.



Group Guided Reading



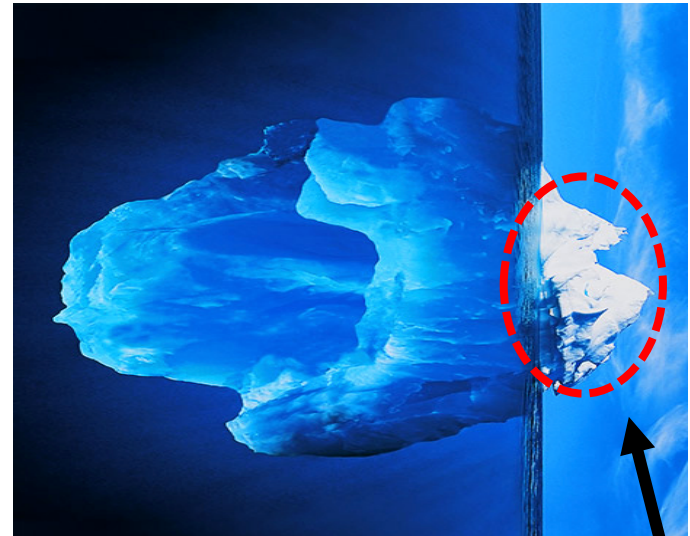
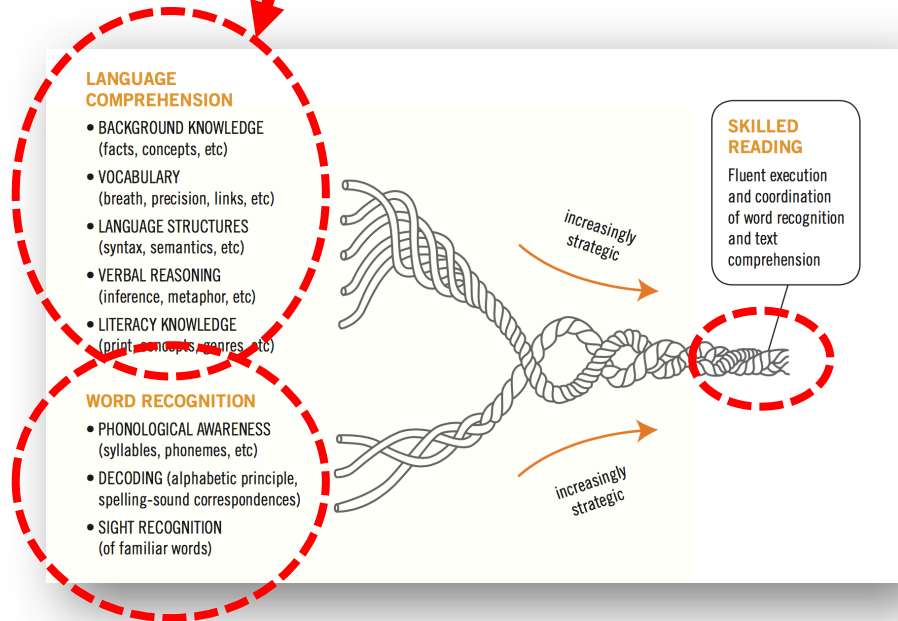


What do we know?



(1) Language comprehension

We know almost nothing about this!



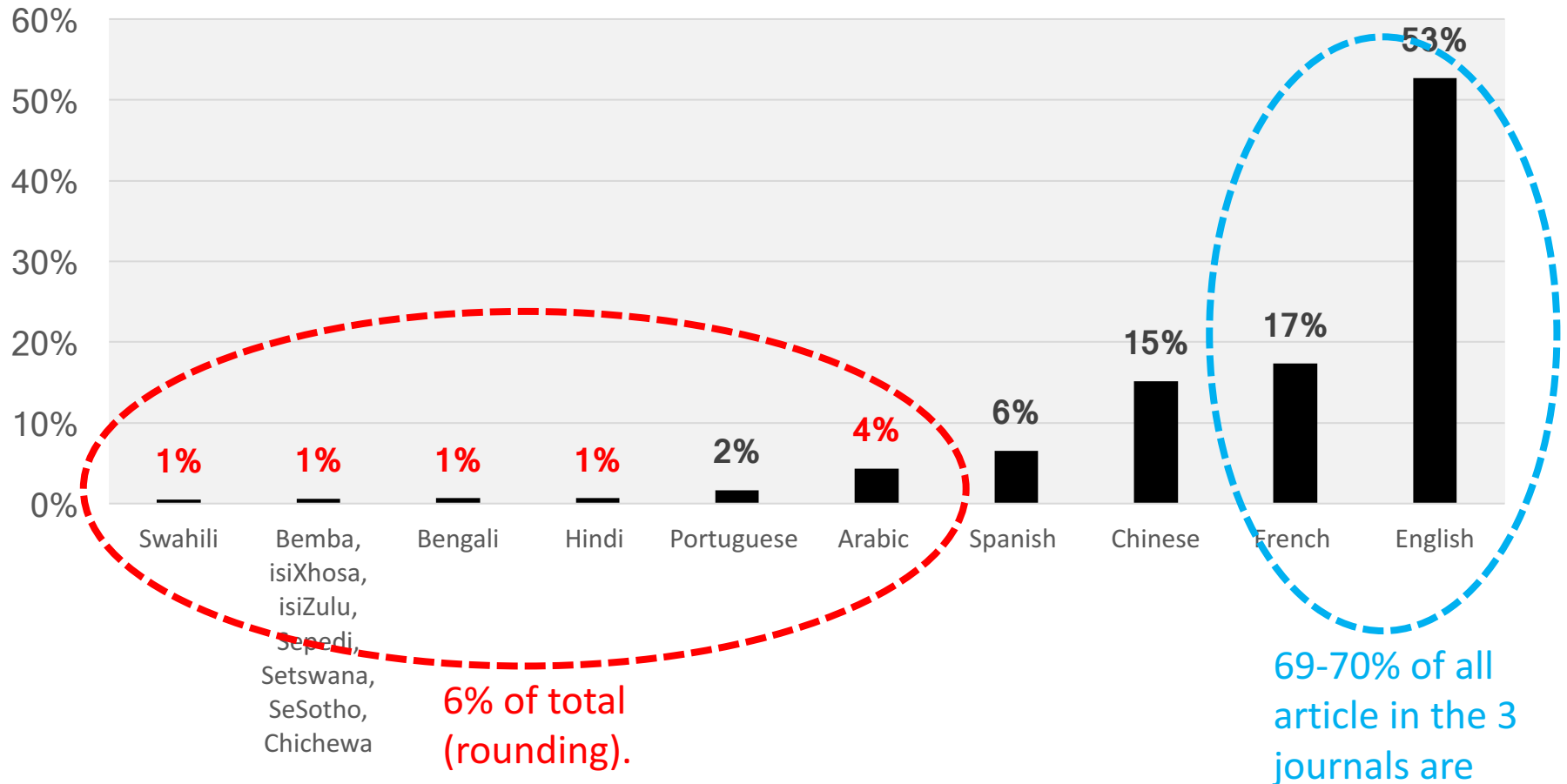
(2) Decoding

We know a little about this.

We know the most about this

Lack of reading research on languages in developing countries

Number of articles in top 3 journals 2009-2019

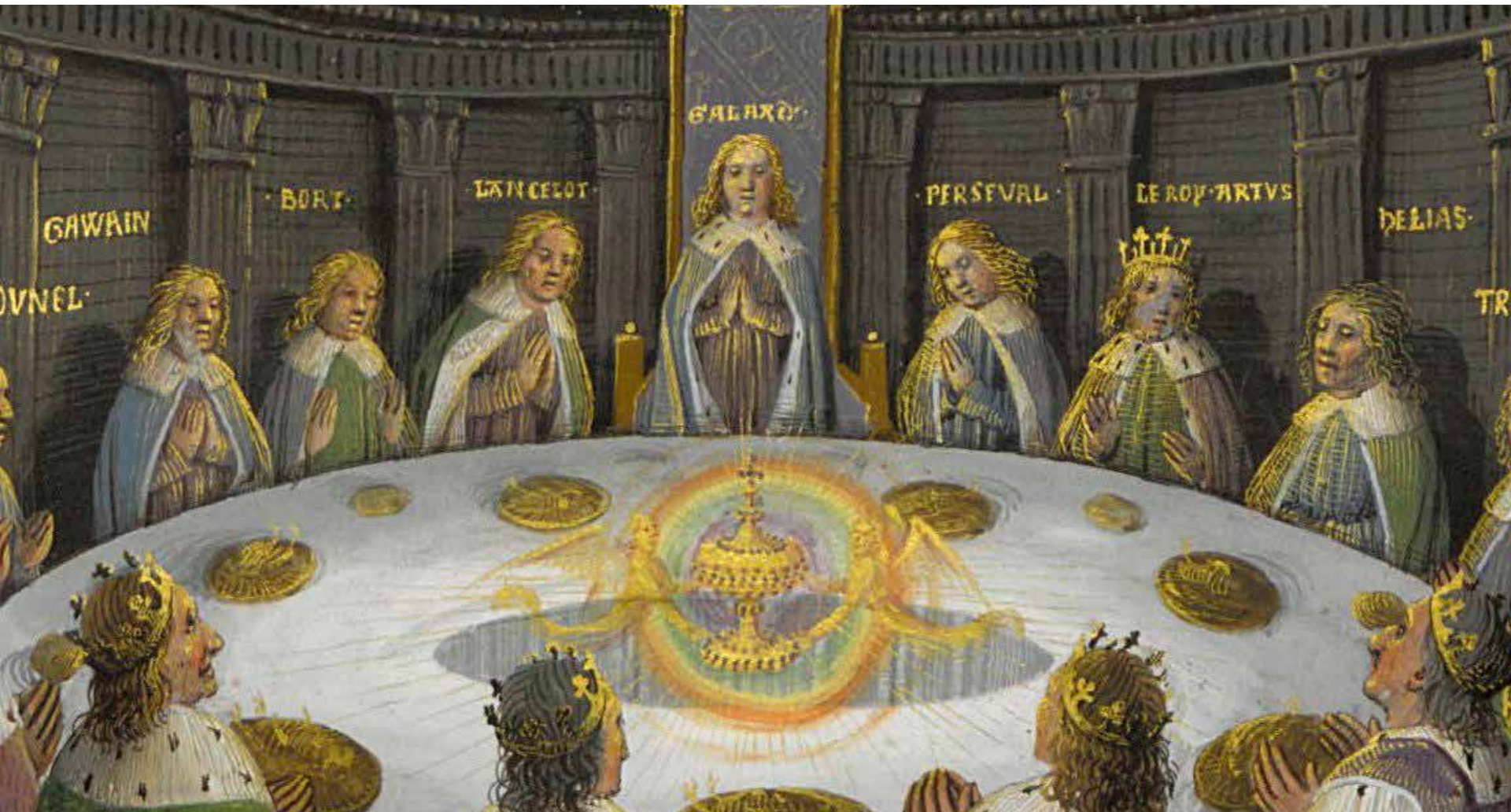


*Journal of Research in Reading,
Scientific Studies of Reading,
Reading Research Quarterly*

Arabic + Hindi + Bengali + Swahili =
more than **1-billion** people

Taking a closer look at

Comprehension

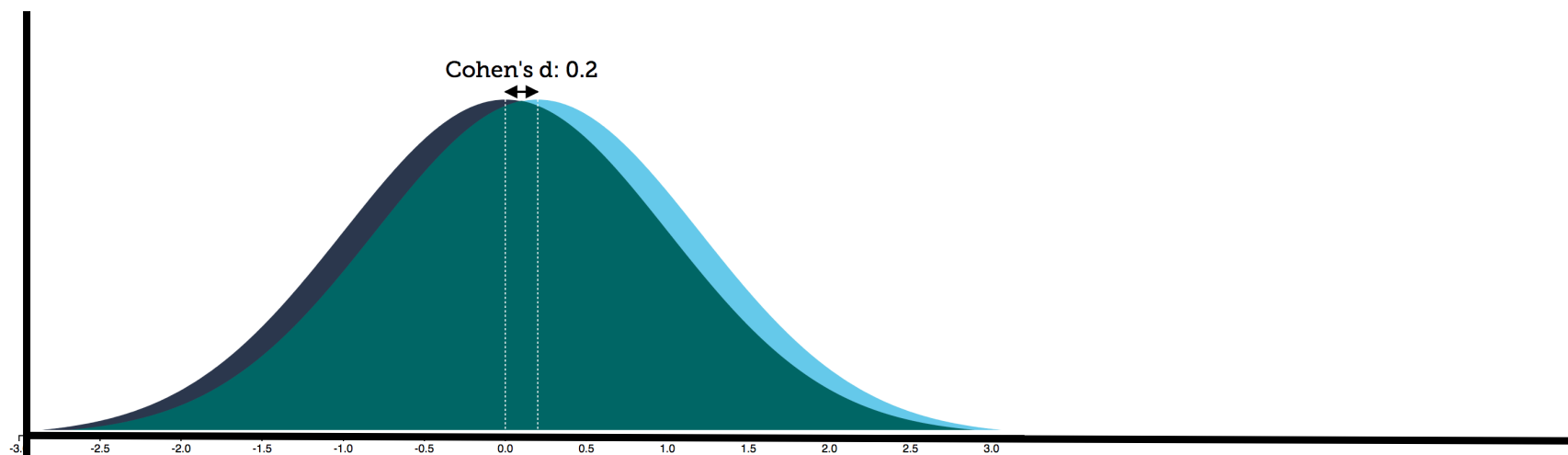


EGRS 1 impacts (Cilliers et al. 2018)

Table 4. Results on sub-indicators

	(1) Letters	(2) Words	(3) Non-words	(4) Paragraph reading	(5) Comprehension	(6) Phon. awareness	(7) Writing
Training	0.0596 (0.0889)	0.103 (0.0786)	0.128* (0.0755)	0.122 (0.0744)	0.0518 (0.0730)	0.139** (0.0657)	0.105 (0.0789)
Coaching	0.192** (0.0927)	0.224*** (0.0731)	0.258*** (0.0743)	0.232*** (0.0684)	0.223*** (0.0719)	0.156** (0.0712)	0.156* (0.0851)
Observations	2,951	2,951	2,951	2,951	2,951	2,951	2,951
R-squared	0.147	0.158	0.142	0.151	0.121	0.071	0.124
Training=Coaching:P-value	0.141	0.098	0.064	0.115	0.011	0.793	0.51

Notes: each column represents a separate regression, using equation (1) with the same set of controls as in table 3. The top column indicates the outcome. Standard errors are in parentheses and clustered at the school level. *** p<0.01, ** p<0.05, * p<0.1



EGRS 1: Comprehension

Table 5. Impacts as proportion of two years of learning in the control

VARIABLES	(1)	(2)	(3)	(4)	(5)	(6)
	Letters		Words		Comprehension	
Improvement in control	33.7		17		At most 1.23	
	Impact	%	Impact	%	Impact	%
<i>Treatment impacts</i>						
Training	1.572	4.7%	1.75	10.3%	0.0695	5.7%
Coaching	5.056	15.0%	3.80	22.4%	0.3	24.4%

Note. The odd-numbered columns show the treatment impacts on three different sub-tests. Row (1) shows the change in the control over two years of the study for these sub-tests. The even-numbered columns shows the impacts as a proportion of two years of learning.


- Control schools improve by 1.2 comprehension Qs
 - (i.e. **30%** correct of 4 questions)
- Coaching schools improve by 1.5 comprehension Qs
 - (i.e. **38%** correct of 4 questions)

Comprehension

Comprehension and fluency have been widely studied in English (Adams, 1994; Spear-Swerling, 2006).

1. Independent reading level: word recognition is 99% and comprehension is 90% or better.
2. Instructional reading level: (the level at which the reader can be successfully instructed) word recognition is 95% and **comprehension is 75% or better.**
3. Frustration reading level: word recognition is 90% or less and **comprehension is less than 50%.** At this level the reader cannot really understand the text.

Essentially all learners in treatment schools are still at 'frustration reading level'

What does a 0.2 SD  looks like?

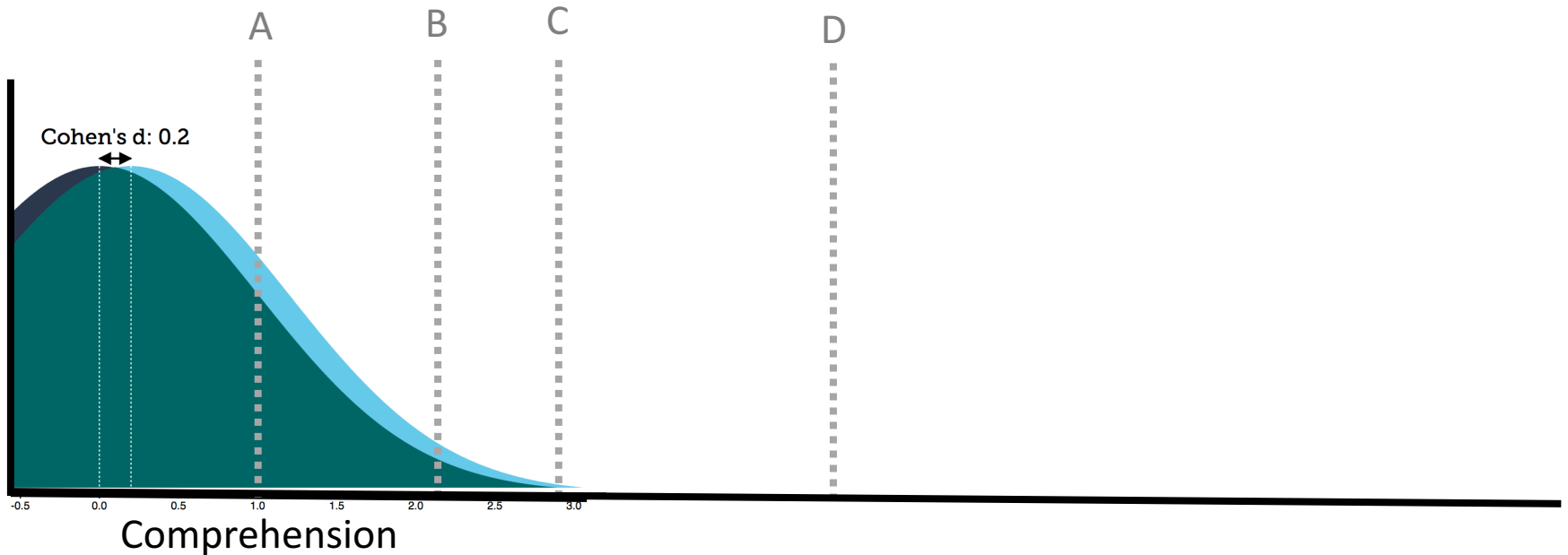
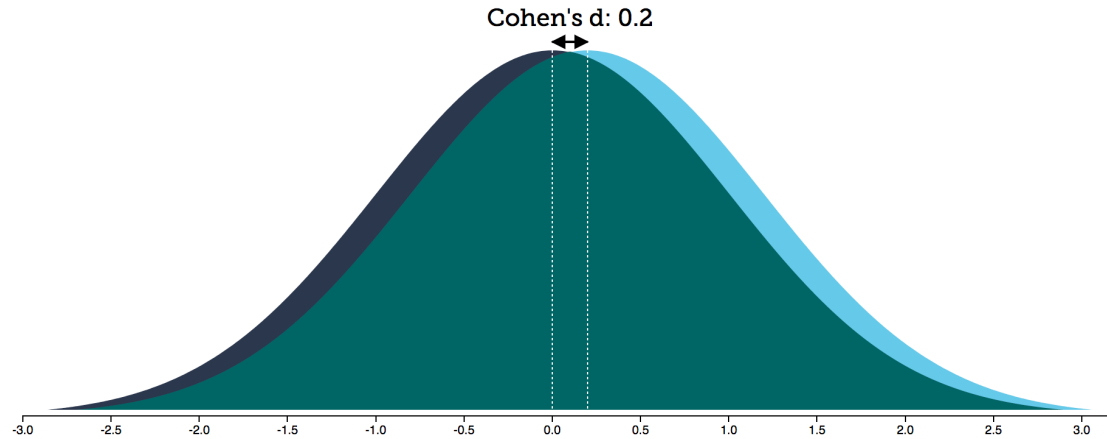
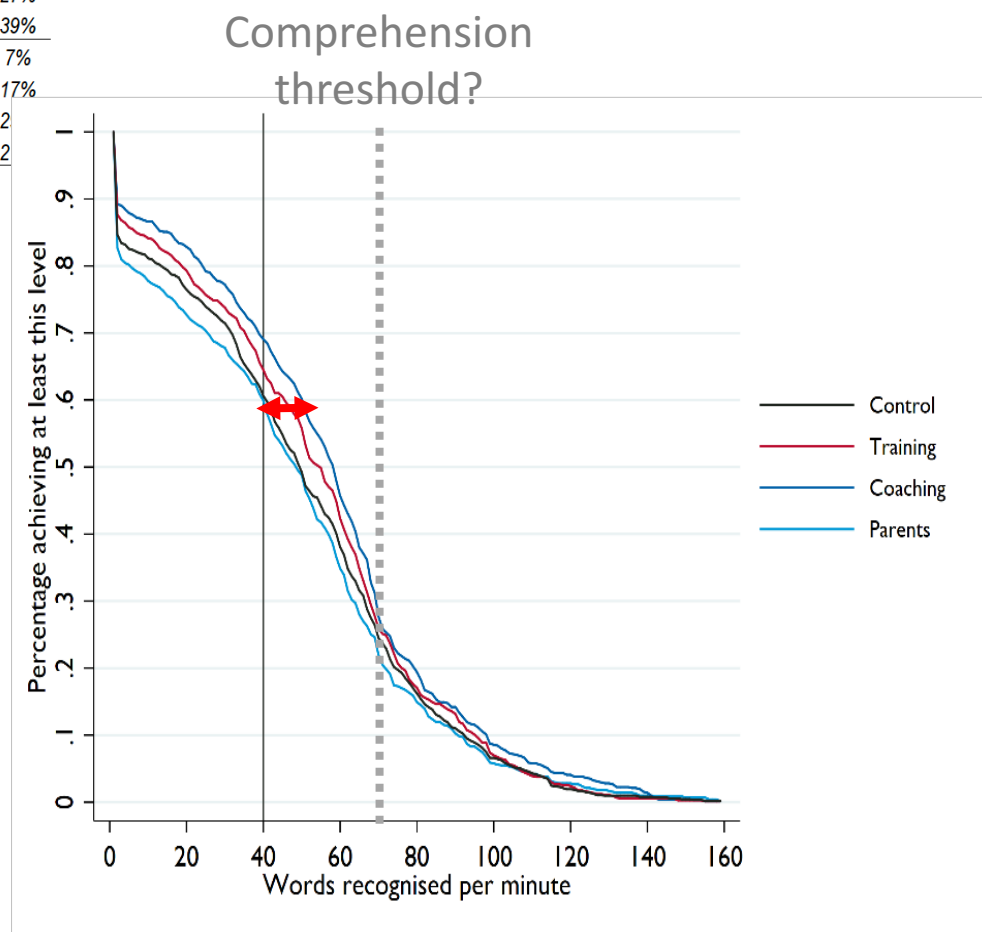


Table 7. EGRA sub-test distributions by comprehension categories showing median

scores with interquartile ranges presented in brackets

		...read correctly per minute					
		Letters	Single words	Non-words	Connected text (ORF)	Sample	
Northern Sotho	<i>Non-readers</i>	24 (17-31)	8 (3-11)	4 (2-8)	14 (7-25)	15	11%
	<i>Pre-readers</i>	25 (28-41)	23 (18-28)	14 (9-19)	43 (34-48)	48	36%
	<i>Emergent</i>	42 (29-49)	30 (27-35)	21 (18-26)	58 (52-62)	27	20%
	<i>Basic</i>	43 (39-46)	33 (27-36)	24 (21-26)	70 (66-84)	12	9%
Xitsonga	<i>Non-readers</i>	16 (10-25)	6 (3-11)	6 (4-9)	12 (7-18)	4	4%
	<i>Pre-readers</i>	33 (18-41)	16 (13-20)	15 (9-18)	40 (32-50)	16	14%
	<i>Emergent</i>	39 (34-48)	19 (15-23)	16 (11-20)	48 (39-51)	30	27%
	<i>Basic</i>	46 (38-55)	28 (21-31)	21 (15-26)	57 (48-71)	43	39%
isiZulu	<i>Non-readers</i>	19 (9-23)	6 (3-13)	5 (3-9)	4 (1-15)	37	7%
	<i>Pre-readers</i>	26 (15-38)	15 (10-20)	11 (7-16)	13 (9-22)	83	17%
	<i>Emergent</i>	34 (20-43)	23 (18-29)	17 (13-23)	28 (20-35)	145	2
	<i>Basic</i>	34 (24-48)	30 (26-33)	22 (19-26)	37 (32-43)	102	2



The Cult of Statistical Significance

By Stephen T. Ziliak and Deirdre N. McCloskey¹

Roosevelt University and University of Illinois-Chicago

Abstract: We want to persuade you of one claim: that William Sealy Gosset (1876-1937)—aka "Student" of "Student's" t -test—was right, and that his difficult friend, Ronald A. Fisher (1890-1962), though a genius, was wrong. Fit is not the same thing as importance. Statistical significance is not the same thing as scientific importance or economic sense. But the mistaken equation is made, we find, in 8 or 9 of every 10 articles appearing in the leading journals of science, economics to medicine. The history of this "standard error" of science involves varied characters and plot twists, but especially R. A. Fisher's canonical translation of "Student's" t . William S. Gosset aka "Student," who was for most of his life Head Experimental Brewer at Guinness, took an economic approach to the logic of uncertainty. Against Gosset's wishes his friend Fisher erased the consciously economic element, Gosset's "real error." We want to bring it back.

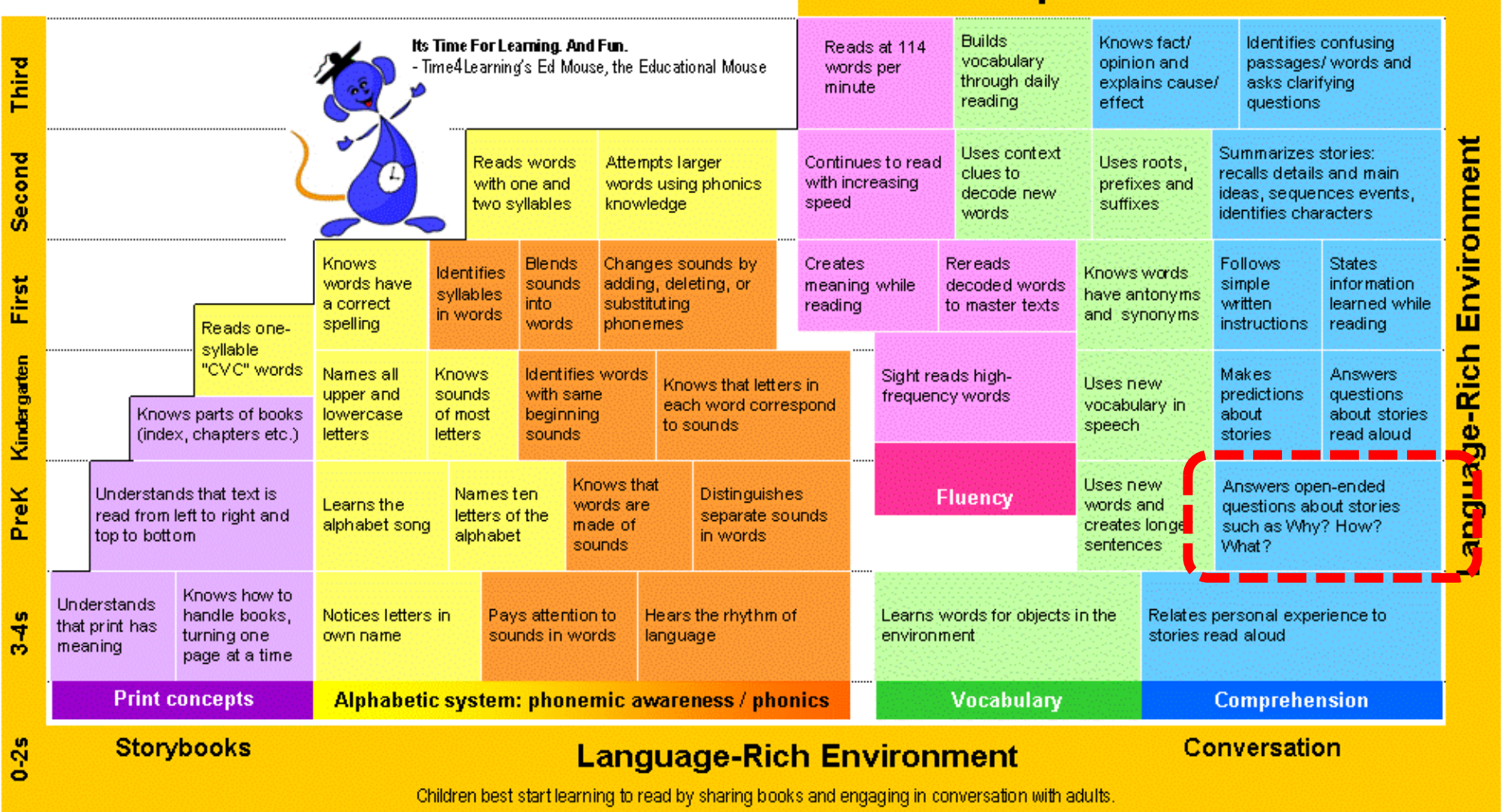
Points for discussion:

1. Of course the input components of reading (letter-recognition, oral language proficiency, vocabulary) are important for comprehension (& by implication improving them is good), but **is 'real comprehension' actually improving** even among the top of the intervention distribution?
2. Are we actually **moving the needle** on comprehension?
3. What are we doing to measure & improve **oral language proficiency**. (constrained vs unconstrained skills (ala Snow))



Reading Skills Pyramid

by Time4Learning.com



Working in an **entire phase** vs an **individual grade**

	Coaches: school	# Grades which coach coaches per year	Grade years / coach / year
EGRS	1:15	1	15
Funda Wande	1:5	3	15

Different configurations which decrease the cost per learner

- **Grades**: Working with the entire phase (Grade 1-3) means the dosage can be 1 coach to 5 schools instead of 1:15
- **Subjects**: Literacy-only coach vs literacy-and-numeracy coach

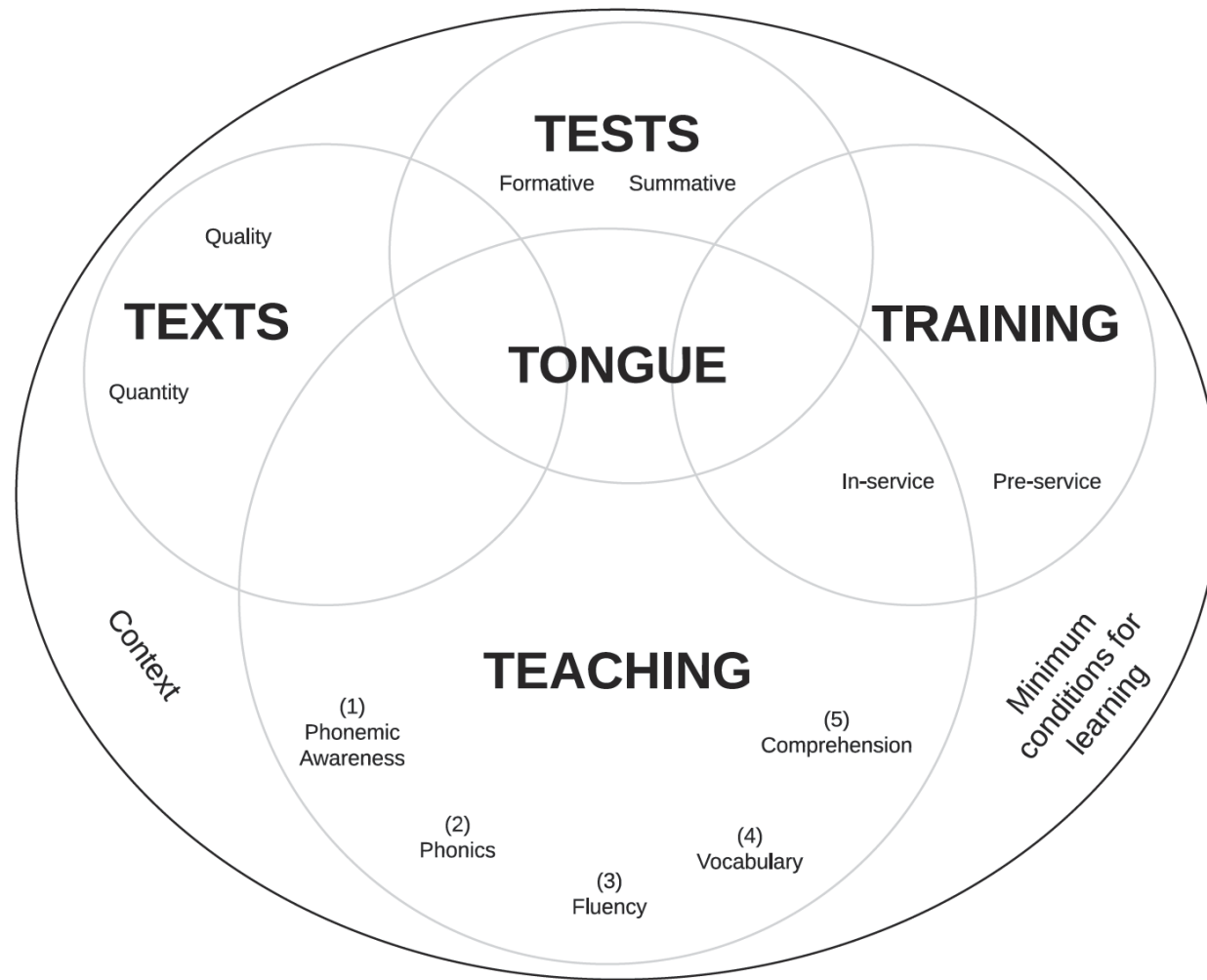


Figure 1. The 5 T's of early grade reading (adapted from Bulat et al., 2017)

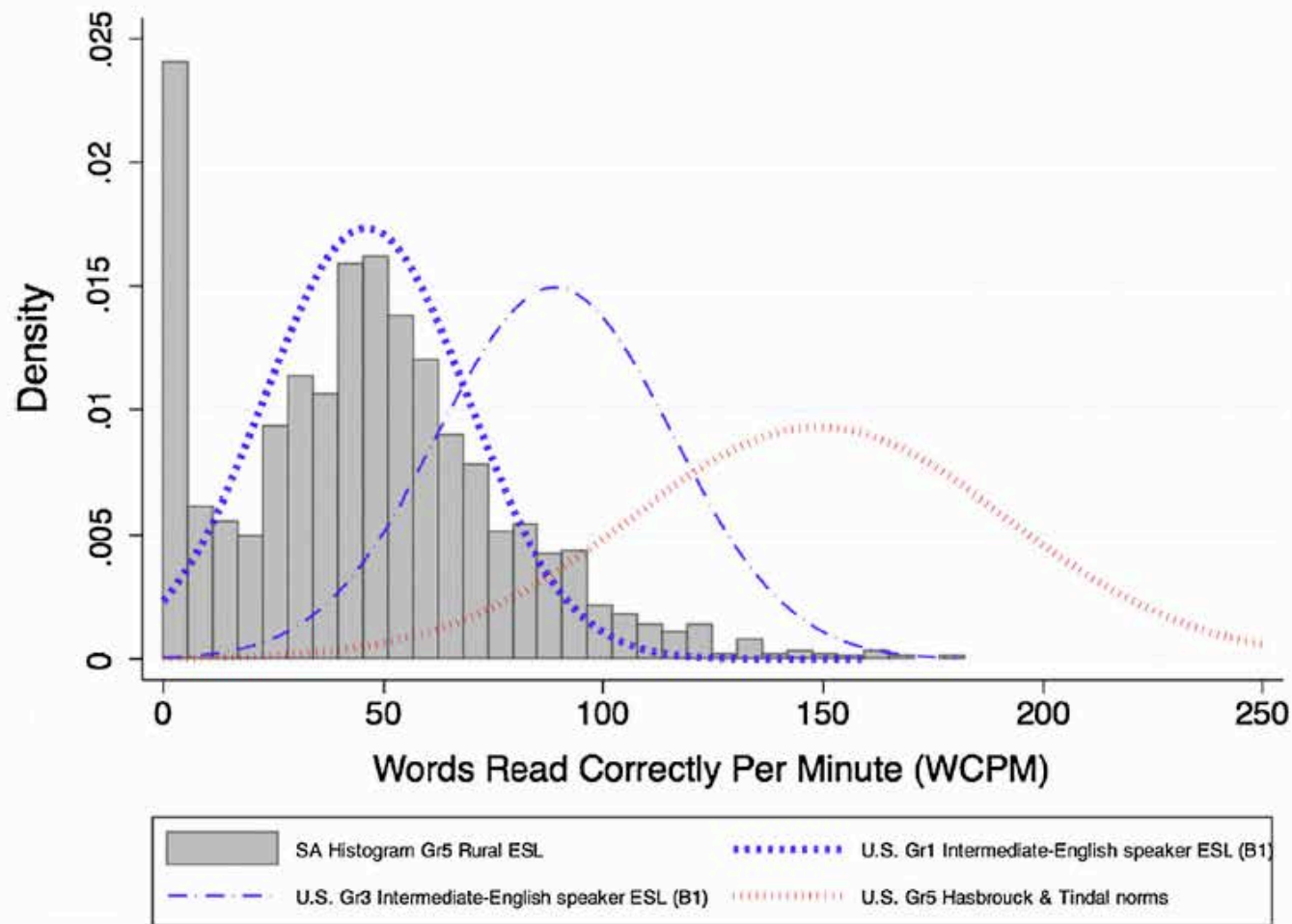


Fig. 3 Distribution of oral reading fluency scores (WCPM) for rural South African ESL learners relative to Broward County ESL learners, Florida (Broward County, [2012](#)) (*Source*: Draper & Spaul, [2015](#))



**Funda
Wande**

Reading for Meaning



**Bala
Wande**

Calculating with Confidence

Comments / Questions?

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