Enabling Writers Workshop Program

Language Set-Up Guide

2016

Rights and Permissions

Purpose: The Language Set-Up examples and templates are provided to assist your Enabling Writers Workshop Program team to set up the necessary information for language-specific book-writing for both decodable and leveled books. This process includes several steps to ensure that all books are appropriately leveled for the different Reading stages of Grades 1 and 2, and to ensure that each book is targeted toward a specific time period during Grades 1 and 2 Reading instruction.

Language Set-Up Process:

1. **Phonics Scope & Sequence:** To prepare for <u>decodable</u> book-writing, each project must determine the specific scope & sequence for grapheme introduction in Grade 1. In some countries, this scope and sequence exists at the national level, provided by the ministry. If this is the case, projects <u>must</u> use the nationally approved Phonics scope & sequence. If this is not the case, projects must develop a basic Phonics scope & sequence, in consultation and collaboration with your national ministry of education. The scope & sequence of grapheme introduction is based on answering a simple question – *What are the most frequently used letters in the language?* By introducing the most frequently used letters first, children are more quickly able to begin reading simple decodable words they use every day in spoken language. This jump-starts the reading process. In addition to letter introduction, you also need to determine those letter combinations that are most frequently used, and also taught directly to children in the specific language. For example, in English the most commonly used letter combinations include th, sh, rt, ng, etc. and these are directly taught to children as a part of phonics instruction. Sometimes letter combinations are taught to children after all letters have been introduced, and sometimes before. This is a language-specific decision, and is based on how frequently letters and letter combinations are used in everyday simple words.

Use Chart 1 Column 2 to insert your national grapheme scope & sequence or provide one you have developed with your ministry contacts. <u>See the sample that follows (common English sample)</u>. It is important to note that in the sample, two letters are introduced each week. It is also important to note that consonants and vowels are both introduced early on in the process. This approach is common, because by introducing multiple letters together, and also consonants and vowels together, simple words are more quickly available for students to read. This is a language-specific decision, but should be considered to get simple decodable word reading underway as soon as possible. After you have determined your grapheme scope & sequence, and ensured that frequently used letters (both consonants and vowels) are introduced early on, you are ready to identify Stages for Decodable book development.

2. **Determine Decodable Stages:** In most cases, letters are used in "clusters" when writing books. In the example that follows, you will not create a book for Grade 1 Week 2 because only the letters M and A have been introduced, meaning that not enough simple words can be written yet. Determine your decodable stages by clustering sufficient words together to enable simple words to be written in your early decodable books. Use Chart 1 Column 3 to identify clusters.

3. **Early Sight Words:** After you have determined your Decodable Stages, you need to determine the "early sight words" you think should also be taught at the same time letters are being introduced. Early sight words are those words that can be easily recognized and memorized by children, and those words that enable children to begin reading simple sentences. For example, in English some simple early sight words include *is, are, and*, etc. By teaching these simple sight words early on, students can more quickly move to reading complete sentences. Use sample chart below Column 4 to list your early sight words. List as many or as few as you think are appropriate for a reasonable and challenging pace of instruction.

Sample English Language Set-Up:

Column 1	Column 2	Column 3	Column 4
Week	Grapheme Order	Decodable Levels	Early Sight Words
1	M, A	Level 1	is, are, go, and
2	S, T		
3	R, O		
4	D, E		
5	B, I	Level 2	me, we, he, she
6	L, P		
7	N, C		
8	F, U		
9	G, H	Level 3	you, the, was, it
10	Th, Sh		
11	Rt, Ng		
12	Tr, St		
13	J, K, Br	Level 4	be, to, on, in
14	V, W, Fl		
15	Z, Y, Cr		
16	Q, X, Ch		
17	Dr, Fr, Gr		
18	Pr, Pl		

4. **Leveling Set-Up:** After you have completed your grapheme chart (Language Set-Up Chart 1), you will begin using Language Set-Up Chart 2 to further define all levels for Leveled Book writing for Grades 1 and 2. Leveled books are those books students begin to read <u>after</u> letters and letter combinations have been introduced, and when students are able to decode simple words, and recognize simple sight words. In most languages, grapheme introduction will be accomplished before the end of Grade 1. Therefore, Leveled Book use will begin in Grade 1 and continue through Grade 2, with books becoming increasingly more complex (slowly) over time. This includes increasing difficulty of words, length of sentences, number of sentences, and complexity of story or content. Leveling Set-Up includes several important decisions:

    a. **Number of Levels and Cut Points:**
        i. Using Language Set-Up Chart 2, insert the decodable levels you determined using Chart 1. See the sample below.

ii. Determine the additional number of levels you think are necessary for Grade 1 and insert them in empty columns.

iii. Determine the number of levels you think should be provided for Grade 2. In most languages this will be between 3 and 4 levels for Grade 2.

5. **Define Details of Levels:** Now you are ready to define the important details of the levels for book writing. The following leveling decisions are language specific. Most critical is to have an understanding of the developmental stages of young learners in Grades 1 and 2, and to challenge them at each stage, without putting structures in place that limit their access to the books. Detailed decisions for each level include

   a. **Font Size and Type:** Font type should be common for the language, simple, and easily read. Font sizes should begin large, and gradually decrease to allow for more text on the page.

   b. **Pages per Book:** There should be few pages in a book when students begin to read, because of limited word access and limited attention span. As students make progress, gradually increase the number of pages, but be sure to remember their developmental limitations at the early grades.

   c. **Text Density:** Determine the maximum number of words and/or sentences that should be on each page. This should be determined together with the next two details (Sentence Length/Type and Words/Syllables). As with all other decisions, this should include a gradual increasing of density over time, with developmental limitations of Grade 1 and 2 students in mind.

   d. **Sentence Length/Type:** Determine the number of words in a sentence, and the complexity of sentences.

   e. **Words/Syllables:** For Decodable books, the only words to be used are either words that include letters already introduced or identified early sight words. For Leveled books, begin with a high percentage of familiar words, and decrease that percentage over time. See the sample to see how percentages decrease over time.

   f. **Content:** The content of all books should begin with familiar home, school and environment content. Over time, as the content curriculum of the grade level increases, informational books should be aligned with grade-level content, and narrative books should continue to include familiar contexts and stories.

   g. **Illustrations:** Illustrations support student comprehension. When students are just learning to read, illustrations provide access for students who struggle. Over time, students should rely on illustrations less to help them understand what they read. Thus, illustrations should decrease over time.

See the sample chart that follows for how all of these decisions are made. In addition, see the Chart 2 template to identify those elements of book-writing that are common, regardless of language, and use Chart 2 to complete your work. When the details are common, regardless of language, the chart has been completed for you. Should you decide to change these pre-determined decisions, please have a clear rationale for making these changes.

Sample English Language Set-Up:

Level/ Criteria	Grade 1						Grade 2			
	Level 1: Decodable	Level 2: Decodable	Level 3: Decodable	Level 4: Decodable	Level 5: Leveled	Level 6: Leveled	Level 7 (Grade 2, Term 1)	Level 8 (Grade 2, Term 1)	Level 9 (Grade 2, Term 2)	Level 10 (Grade 2, Term 2)
Font Size and Type	Andika 26 No bold or italics Double line spacing Left alignment No paragraphs 3 letter spaces between words		Andika 24 No bold or italics Double line spacing Left alignment No paragraphs 2 letter spaces between words		Andika 22 No bold or italics Double line spacing Left alignment Paragraph allowed 2 letter spaces between words		Andika 20 No bold or italics Single Line spacing Left alignment Paragraph encouraged at Level 8 1 letter space between words		Andika 18 No bold or italics Single line spacing Left alignment Paragraph required 1 letter space between words	
Pages per Book	6	6-8	8-10	10-12	10-12	12-14	12-14	14-16	16-18	18-20
Text Density	1 word to 1 sentence per page	1 sentence per page	1-2 sentences per page, no wrap	2 sentences per page, no wrap			2 to 3 sentences per page, wrap allowed	3-4 sentences per page		4-5 sentences per page
Sentence Length/ Type	Simple Sentence 3-4 words	Simple sentence 4-6 words only No complex sentences			Simple 4-6, complex 3-5	Simple 4-6, complex 4-6	Simple 6-8, Complex 4-6	Simple 6-8, Complex 6-8		Simple and complex 8-10
Words	Words limited to letters previously learned and sight words				75% familiar words	75% familiar words	75% familiar words	60% familiar words		50% familiar words
Number of Syllables	1	2		3			3			
Illustration	1 per page (required)			1 per page, alternate pages ok			Alternate pages only			
Content	Grade 1 content only Familiar environment						Grade 2 content only See national content curriculum and balance it			

Language Set-Up Chart 1: Grapheme Chart (merge rows as necessary)

Column 1	Column 2	Column 3	Column 4
Week	Grapheme/Phoneme Order	Decodable Stages	Early Sight Words

Language Set-Up Chart 2: Leveling Details (Remove, add, or merge columns as needed)

	Grade 1				Grade 2			
Level/ Criteria								
Font Size and Type								
Pages per Book								
Text Density								
Sentence Length/ Type								
Words								
Number of Syllables								
Illustration	1 per page (required)		1 per page, alternate pages ok		Alternate pages only			
Content	Grade 1 content only Familiar environment				Grade 2 content only See national content curriculum and balance it			