

Suggestions for Using this Language Reader Series

Purpose of the Language Readers

The Language Readers were designed to support oral language development through interaction with text, as it is the foundation of learning to read and write.

“In achieving literacy, young children need writing to help them learn about reading, they need reading to help them learn about writing, and they need oral language to help them learn about both.”

Oral Language and Early Literacy in Preschool: Talking Reading and Writing, 2nd Ed., Roskos, Kathleen A., Tabors, Patton O., Lenhart, Lisa A., 2009 IRA

Series Overview

The Language Readers are built in an order based on the complexity of language structures. The entry level is a wordless picture book that can be used to initiate conversation with the child and/or assess a child’s control over oral language. The Language Readers progress from simple sentences, to simple sentences with prepositional phrases, to sentences connected by conjunctions. The Language Readers then combine prepositional phrases and conjunction structures before moving on to more complex syntax. The most complicated of the Language Readers in this series include multiple structures and is called language structure 7. For the *My Family* topic, later structures are not included, e.g. adverbial clauses and multiple structures.

All structure levels in this series could include transformations (change in word order). Beginning at language structure 2 the text could contain a moveable (change in phrase order). Additionally, for the earliest language structure lateral books are provided that give the students extra practice with that structure if needed.

The initial target for this series is PreK-2nd grade to support English learners of all language backgrounds. The books might be considered for use with older readers who are newcomers to English.

Using the Readers

The readers can be used one on one, in small groups and whole class depending on the teacher’s purpose and organization of instruction.

1. Begin with the wordless book showing the pictures for the entire book and engage the students in talking about the pictures.
2. Based on observations from the wordless book the teacher should decide to start with the simple sentence structure or move to a more complex structure. Some indicators are described in the following table.

What the student does...	Where to start...
<p>Student is unresponsive or offers one-word responses. e.g. <i>cooking</i></p>	<p>Language Structure 1 – Simple Sentence <i>Dad is cooking.</i></p> <ul style="list-style-type: none"> • Start with LS1 and if child needs more practice, us 1A and 1B. • When student is able to use simple sentence structure in conversation, work for flexibility by using LR1T.
<p>Student offers a simple sentence. e.g. <i>Dad is cooking</i></p>	<p>Language Structure 2 – Simple Sentence with Prepositional Phrase <i>Dad is cooking in the kitchen.</i></p> <ul style="list-style-type: none"> • Start with LS2 and if child needs more practice, use 2A and 2B. • When student is able to use simple sentence structure in conversation, work for flexibility by using LR2T.
<p>Student offers a simple sentence with a prepositional phrase. e.g. <i>Dad is cooking in the kitchen.</i></p>	<p>Language Structure 3 – Simple Sentence with Conjunction <i>I watch my dad while he is cooking.</i></p> <ul style="list-style-type: none"> • When student is able to use simple sentence structure in conversation, work for flexibility by using LR3M
<p>Student offers a simple sentence with a conjunction. e.g. <i>I watch my dad while he is cooking.</i></p>	<p>Language Structure 4 – Sentence with Prepositional Phrase and Conjunction <i>I watch my dad while he is cooking in the kitchen.</i></p> <ul style="list-style-type: none"> • When student is able to use sentence structure in conversation, work for flexibility by using LR4T.
<p>Students at this age who have control of this structure are on track with language development and would not need further interaction with the Language Readers. e.g. <i>I watch my dad while he is cooking in the kitchen.</i></p>	<p>Language Structure 5* - Sentence with Relative Pronoun <i>Who is cooking in the kitchen?</i></p>
<p>Students at this age who have control of this structure are on track with language development and would not need further interaction with the Language Readers.</p>	<p>Language Structure 6* - Sentence with Adverbial Clause</p> <ul style="list-style-type: none"> • No books at this structure are available at this time.
<p>Students at this age who have control of this structure are on track with language development and would not need further interaction with the Language Readers.</p>	<p>Language Structure 7* - Sentence with Multiple Structures</p> <ul style="list-style-type: none"> • No books at this structure are available at this time.

3. After determining the language structure book to use, the following are possible instructional choices to develop oral language:
 - Read the book to the student(s)
 - Share read the book with the student(s)
 - Have the students read the book in small group or guided setting. (These books are not intended to be used primarily as guided reading leveled texts.)