

## CODING SYSTEM FOR THE LANGUAGE READERS

The language readers were designed to support oral language development through interaction with text, as oral language 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) International Reading Association, p. 4.*

**The purpose of this coding system** is to distinguish the language readers from other text leveling systems. The main criterion for the coding is the oral language structure which increases in complexity through each themed topic of in the series of books. Every attempt has been made to have realistic objects, familiar content, and strong picture/word match (with repeating pictures in most books), and use high frequency words, while considering first and foremost a child's oral language structure. In this way, this coding system for language structure is similar to the most common leveling systems for reading.

### Language Structure - Entry

There is one book in this level and it is Wordless. Use this book to talk about the pictures with the child and determine what Language Structure the child has in place. See *How To Use This Series* for more information.

### Language Structure 1 – Simple Sentence

There are four books with this structure. LS1 is the base book. If you notice that the student is not able to use this structure consistently, we have provided LS1A and LS1B, which can be used for further practice; we call these practice books, laterals. Some topics may have more than two laterals. LS1T has transformational text where the word order of the original base book (LS1) has been changed to form a negative statement or a question.

### Language Structure 2 - Simple Sentence with Prepositional Phrase

There are up to eight books with this structure depending on the topic. LS2 is the base book. If you notice that the student is not able to use this structure consistently, we have provided lateral books LS2A and LS2B, which can be used for further practice. Some topics may have more than two laterals. LS2T has transformational text where the word order of the original (LS2) has been changed to form a negative statement or a question. LS2P also is provided for some of the topics. This structure has two prepositional phrases added to the simple sentence. Sometimes there is an LS2PM (moveable) where one of the prepositional phrases has been moved to change the

phrase order, and LS2PT where the simple sentence with a prepositional phrase has the word order of the original sentence transformed to a negative statement or a question.

### **Language Structure 3 – Simple Sentence with Conjunction**

There are two books in this structure. LS3 is the base book. LS3M has a moveable (change in phrase order). No laterals are provided from LS3 up. There could be a LS3T with a transformation of the text to a negative or question.

### **Language Structure 4\* – Sentence with Prepositional Phrase and Conjunction**

There are two books in this structure. LS4 is the base book. LS4M has a moveable (change in phrase order).

### **Language Structure 5\* - Sentence with Relative Pronoun**

There is one book in this level. LS5 contains a relative pronoun. There could be a LS5T with a transformation of the text to a negative or question.

### **Language Structure 6\* - Sentence with Adverbial Clause**

Only some of the topics have a book using this structure. LS6 contains an adverbial clause.

### **Language Structure 7\*– Sentence with Multiple Structures**

Only some of the topics have a book using this structure. LS7 contains multiple language structures.

*\*(May not appear in child's oral language until age 8+)*

The Language Reader developers wish to recognize of the oral language assessment work of Marie M. Clay, *Record of Oral Language: New Edition*, (2007), Heinemann, and Lance Gentile, *Oral Language Acquisition Inventory (OLAI)*, (2004) Dominie Press/Pearson Learning Group.