

RESOURCE FOR DEVELOPING GRADED READING MATERIALS FOR MOTHER TONGUE-BASED EDUCATION PROGRAMS

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PART 1. CHARACTERISTICS OF GRADED READING MATERIALS ¹

LEVEL 1: FOR PEOPLE WHO ARE LEARNING TO READ IN THEIR L1² OR A NEW LANGUAGE³

Purposes	<ul style="list-style-type: none"> • New readers realize that written texts have meaning. • People who learned to read in their L1 begin reading another language that they have learned orally.
Features	<ul style="list-style-type: none"> • Written by fluent L1 speakers in a language the readers understand. • About people, places and activities that are familiar to the readers. • Sentences are short, easy to read and use vocabulary that the readers know and use. • Pictures on each page help readers understand the text. • Translation into one or more additional languages at the back of the book.
Formats	<ul style="list-style-type: none"> • Small books for reading alone or with a partner • Big Books or Poster Stories for shared reading • Games; matching word/picture cards • Alphabet picture charts
Content	<ul style="list-style-type: none"> • Stories, songs, poetry, information about familiar people, places and activities • Health and other information relating to familiar topics (<i>no new concepts</i>)
Pictures	<ul style="list-style-type: none"> • Pictures on each page communicate exactly the same message as the text.
Length	<p>Early Level 1: 4-8 pages, 1 sentence per page</p> <p>Later Level 1: 6-10 pages, 1-3 short sentences per page</p>
Example of Level 1 story for children	<p><i>The man and the boy go fishing.</i> (Picture: man and boy fishing)</p> <p><i>The man catches a big fish.</i> (Picture: man pulling a big fish from the water)</p> <p><i>The man shows the big fish to the boy.</i> (Picture: man holding big fish; boy looking at it)</p> <p><i>The fish jumps back into the water!</i> (Picture: man and boy look surprised; big splash that shows the fish jumping back into the water)</p>

¹ Adapted from Malone, Susan. 2004. *Planning Learner-Centered Adult Literacy Programs in Ethnic Minority Communities*. Bangkok: UNESCO

² L1: the reader's first or home language—the language they know best

³ L2: the language that the student must learn in school; L3, L4, etc: additional languages learned in school

LEVEL 2: FOR PEOPLE WHO WANT TO GAIN READING FLUENCY

Purpose	Help readers gain confidence in using print literature for learning and enjoyment.
Features	<ul style="list-style-type: none"> • Written in a language that the readers understand and have learned to read. • Created, adapted or translated by fluent speakers of the language. • Uses vocabulary that the readers have learned orally and/or that they can predict based on their knowledge of the language and the topic. • Translation (no pictures) into one or more additional languages at the back of the book OR both languages on each page but clearly separated, as by a picture.
Formats	<ul style="list-style-type: none"> • Small reading books • Posters, games, activity books, calendars, newsheets, etc.
Content	<p>Early Level 2</p> <ul style="list-style-type: none"> • Local stories, songs, poetry, riddles, legends, folktales, jokes • Local biographies, histories • Descriptions of local people's experiences outside the area • Directions, instructions about familiar activities (cooking local foods, sewing) • New information (health, stories from other cultures, news report, etc.) adapted to the local context <p>Later Level 2</p> <ul style="list-style-type: none"> • Same as early Level 2 only longer and sentences may be more complex • Stories about people and activities outside the local area • New concepts, information and ideas adapted so readers can use their existing knowledge and their language fluency to get meaning from the text
Pictures	<p>Early Level 2</p> <ul style="list-style-type: none"> • Appropriate to readers' ages and life situations and to the purpose of the text • Every 1-2 pages (help to explain the text) <p>Later Level 2</p> <ul style="list-style-type: none"> • Appropriate to readers' ages and life situations and to the purpose of the text • Every 2- 4 pages
Length	<p>Early Level 2: 10-20 pages, 2-4 sentences per page</p> <p>Later Level 2: 15-30 pages, 3-4 sentences per page</p>
Example	<p>Health book about nutrition with text and pictures adapted so they are appropriate to the local context. (See, for example, "Zambian Basic Education Course. Nutrition Education Supplementary Material, Pupil's Book Grade 2." http://www.fao.org/docrep/008/af847e/af847e00.htm)</p>

LEVEL 3: FOR PEOPLE WHO WANT TO KNOW MORE ABOUT THE LANGUAGES THAT THEY HAVE LEARNED

Purpose	Provide information about the vocabulary and grammar of the languages that readers have learned so they can use the languages—oral and written—for higher level thinking and learning.
Features	<ul style="list-style-type: none"> • School grammars (grade 3 and above) that provide information and examples about the grammatical structure of the language • Bilingual school dictionaries (grade 3 and above) <ul style="list-style-type: none"> Part 1 focuses on “everyday” L1 with equivalent L2 (and possibly L3) terms Part 2 focuses on “everyday” L2 with equivalent L1 (and possibly L3) terms Part 3 focuses on L2 (and L3) academic / abstract terms relating to math, science and other school subjects that readers must learn as they move into higher grades; provides short definition or explanation in L1

LEVEL 4: FOR PEOPLE WHO HAVE BECOME LIFE-LONG READERS AND LEARNERS

Purpose	Provide readers with information and ideas that are relevant to their life, affirm their heritage language and culture, and help them learn about the world outside their community.
Features	Varies according to purpose, type and content
Formats	See table below.
Topics	Whatever topics that are interesting and relevant to the readers.
Pictures	Varies according to purpose, type and content
Length	Varies according to purpose, type and content
Language	L1 and other languages that the readers know

Examples of Level 4 literature in L1 and L2

L1 materials	L2, L3 and other languages materials
<ul style="list-style-type: none"> ▪ traditional poetry, music, legends, myths, history ▪ stories from the local culture about local people, events, situations ▪ traditional medicines, foods, agricultural methods, income-generating projects. ▪ histories, biographies ▪ letters ▪ newsheets, newspapers, newsletters ▪ games, activity books ▪ inspirational literature 	<ul style="list-style-type: none"> ▪ world outside the local area ▪ comedies and dramas ▪ health, economic, agricultural, environmental issues and information ▪ newspapers, magazines, games, activity books ▪ poetry, music, proverbs ▪ inspirational literature

PART 2. WRITING FOR NEW READERS IN YOUR LANGUAGE

Creating stories in your own language

Before you begin writing your story, think about WHO, WHY, WHEN, WHAT and WHERE:

- Identify the audience. (*WHO will read this story? WHAT topics are interesting to them?*)
- Identify the purpose of the story. (*WHY am I writing this story? What is my goal for the readers?*)
- Identify the content. (*WHO and WHAT will this story be about? WHERE AND WHEN will the story take place?*)

When you are writing for new readers, remember these simple rules:

Keep the stories short and easy to read.

Short, well-written and easy-to-read stories provide readers with successful early reading experiences and encourage them to continue reading for learning and for enjoyment.

Use natural language.

New readers may not be able to read quickly but they do know what their language should sound like when it is spoken or read. Language that is awkward or sounds unnatural is like “noise” that keeps them from having a meaningful reading experience.

Write about people, places and activities that are familiar and interesting to the readers.

When reading materials are about people, places and activities that are familiar to them, new readers can use their own knowledge and experience to help them understand the written text.

Write about things that can be pictured.

New readers also use pictures to help them understand written texts. It may be difficult to create pictures that communicate emotions, thoughts or speech so write about activities that can be shown clearly in a picture. (See the example of a Level One story in the chart on page 2.)

Write for a specific person you know who represents the people who will read your story.

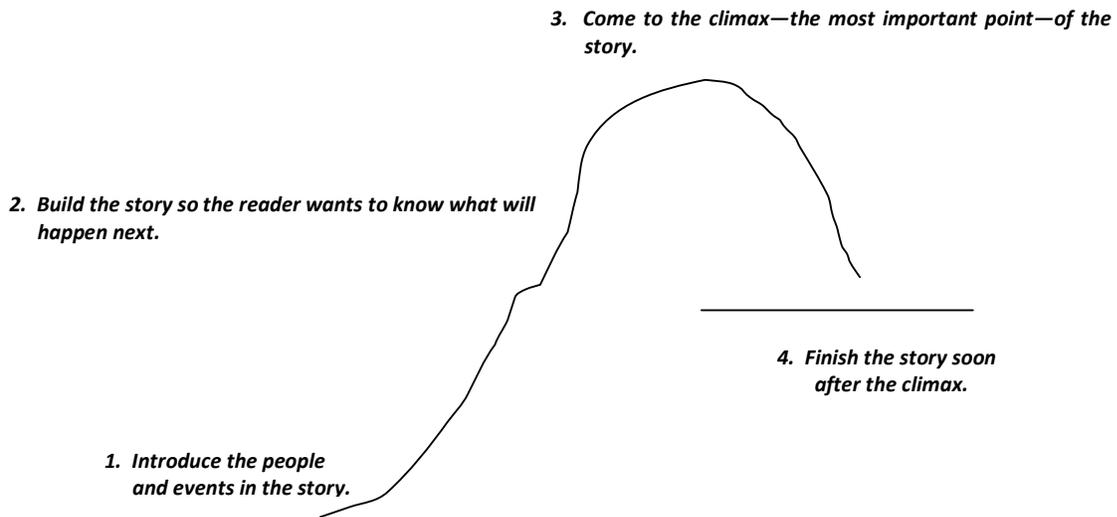
Think of a specific person you know personally who represents the larger group of intended readers and write specifically for that person. That will help to ensure that your story is interesting to others in larger group.

For more experienced readers you can write differently

- Use more descriptive words and phrases.
- Introduce new ideas and information that will be interesting to the readers.

- Challenge the readers to think creatively about different issues. Encourage them to think about new ways of doing things. Leave them with questions that will encourage them to examine their opinions.

If appropriate in your cultural context, you can use this **CLIMB THE MOUNTAIN** plan to help you write your story!



PART 3. TRANSLATING AND ADAPTING WRITTEN MATERIALS

Crediting the people whose materials you use

If you adapt or translate something that someone else has written, you need to credit the original source. Put the author's name, the name of the original text, the date it was published and the name and location of the publisher on the inside cover page or as a footnote on the first page of the translated text.

Translating written materials

The most important thing to remember when you translate from one language into another is that a good translation translates *meaning*, not words. It is...

CLEAR: When people read the translation, it makes sense to them. They are able to understand each part.

ACCURATE: When the original author wrote the original text, she or he wanted to communicate specific ideas to a specific group of readers. A good translation communicates the same ideas, only to a different group of readers. No new ideas are added and none of the original ideas are removed.

NATURAL: The translation is easy for people to read because it is written in the language they use in their daily lives.

Work in teams of two or three.

Read through the original text together and then answer these questions:

- *Will the topic of this material be interesting to the intended readers?*
- *Will you be able to translate it so it is clear, accurate, and natural?*

Now prepare to translate. Read one page or one section of the text together and then answer these questions.

- *What is the main idea of this page or section?*
- *Are there specific points of information in this section? If so, write them on a piece of paper.*

Based on your answers to the questions above, decide together how you can communicate the same ideas and information in your own language and using the same format. Close the book and write your translation, remembering the specific ideas and information that you need to communicate.

After you finish translating that page, go back to look at the original text. Ask yourselves: *Does our translation communicate the same ideas and information as the original text?* If not, change your translation as necessary.

Go through each page of the text like that. When you have finished the entire text, read through your translation together. Answer these questions:

- *Is the meaning in the translated text the same as in the original text?*
- *Are all the sub-points from the original text included?*
- *Is the language clear and natural?*

Ask another L1 speaker who is literate in the L2 to translate your text back into the original language. Does the “back translation” say the same thing as the original? If not, identify and correct any mistakes, either in the translation or in the back translation.

If the material includes directions to make or to do something (Example: directions to make oral rehydration fluid) check that the information in the translation is the same as in the original.

Ask several other L1 speakers to read your translation and suggest changes they think would make it more understandable to the readers.

When everyone is satisfied that the translation is clear, accurate and natural, create several test copies. Add illustrations, title page, and cover.

Test the trial translation with L1 readers. Ask the readers questions to learn if the translation is clear, accurate and natural to them.

When you are satisfied the translation is good, you are ready to print additional copies for testing in the classroom.

Adapting written materials

In teams of 2 or 3, respond to these questions:

- *Why are we adapting this material and who is it for?*
- *How do we hope the adapted material will be used?*
- *What parts of the original material, in addition to the language, need to be adapted or changed to it is most useful? Examples include the names of people and/or places and the format used for communicating the information.*

If you need to put the original text into a different format think about which genre—story, song, poster, game, etc.—you will use. For example, the original text might be a set of directions for building a latrine but your team might think that a story about people working together to build a latrine would be more appropriate for the intended audience.

Once you have chosen the genre, go over the original text together, section-by-section. Identify and list the important points that you need to communicate in the new genre. Then adapt the language and content so that it communicates the same information as the original but in a way that is most useful to the readers. *Remember that if the original material communicates technical information, you need to be especially careful to identify and communicate that information correctly in the new language and genre.*

Once you have adapted the original material to the new context and added the necessary illustrations, check it to be sure that you have included all the necessary information from the original document. Ask someone who was not involved in the process to read the original and the adapted materials and answer these questions:

- *Have all the information and ideas been communicated accurately?*
- *Is the language and format appropriate for the intended audience? Will they be interested in it?*
- *Is the spelling and punctuation correct?*
- *Do the illustrations help to explain the text?*

When everyone agrees that the adapted material is ready to use, make enough copies to test it with at least 20 readers. Ask them questions about the text to learn if the information is communicated correctly.

PART 4. EDITING LOCALLY PRODUCED READING MATERIALS

What is involved in editing?

Editing involves checking written materials to make sure they are well done. When you edit, you look at three things: 1) content, 2) language and 3) details (spelling, punctuation.)

Editing your own work

When you have finished writing the first draft, read it over to yourself out loud so you can hear, as well as see, what you wrote.

If you find that you have to stop or pause or if you make a mistake while you are reading, put a mark at that place in your text.

When you have finished reading, look at each place you marked. Why did you stop or pause at that point? Check to see if there is a spelling mistake or if the choice of a word is wrong—whatever it is that made you stop. Try to correct the problem.

Below are some other questions you can ask as you edit your own material. As you identify problems, think about what you can do to correct them.

Questions to ask about the content of the story.

- *Will the intended audience be interested in this story?*
- *Will they understand the story?*
- *Do the parts of the story fit together well?*
- *Does the ending fit with the rest of the story?*

Questions to ask about the language.

- *Is the language clear?*
- *Does the intended audience understand and use this kind of language in their daily lives?*
- *Is there anything you can take out? Are there any words or phrases or sentences that are not necessary to make the writing clear and interesting?*
- *Are there any mistakes in the way the sentences are written (grammar)?*
- *Are there better or more interesting words that you can use? If the book is for new readers, are there easier words that you can use?*
- *Are there foreign words that can be replaced with words from the local language?*

Now re-write the story (second draft), making all the corrections that are needed. After you have re-written it, put it away for a few days. Then look at it again, checking content, language and details.

Make necessary changes (third draft). Remember that the next step will be for someone else to edit your story. So leave plenty of space between each line of text. When you give your story to someone else, don't feel bad when they suggest changes. This always happens, even to famous authors. It is an important part of preparing good literature!

Editing someone else's work

Editing something that another person has written involves checking content, checking language, checking spelling and other details and *doing all this in a way that encourages, rather than discourages, the writer.*

First, ask the writer to read the text to you. As you listen, make notes of any questions you have about the content or the language. Ask the writer your questions and then help her / him to think of ways to make the changes you both think are necessary.

Next, *you* read the entire story out loud. If you stop or pause or make a mistake while you are reading, put a mark at that place in the text. When you finish reading, look at the places you marked. *What made you stop or pause or make a mistake at that point? What was the problem?* Write your suggestions about what the writer can do to fix any problems you identified.

If the text is a translation or adaptation of someone else's work, check it with the original text to make sure that essential information is communicated accurately.

REMEMBER: *The editor's job is to make sure the story (or poem, information, song, etc.) will be clear, natural and interesting to the intended readers and that it presents accurate information. Editors should change only the things that are absolutely necessary. The goal is to encourage new writers to continue writing. Changing too many things will discourage them.*

PART 5. ILLUSTRATING MATERIALS FOR NEW READERS

Why do we need illustrations in materials for new readers?

Illustrations help new readers in several ways:

- They help the new readers understand the text.
- They help them predict what will come next in the text.
- They make the written text more interesting.

How many illustrations do we need?

Level 1 stories for new readers should have one picture for each page of text (see chart on page 2). The number of illustrations in higher level materials depends on the type and purpose of the material.

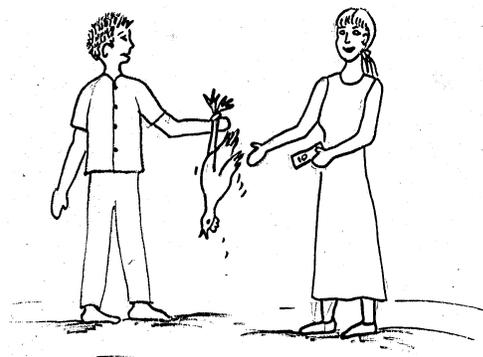
What kinds of illustrations do we need for new readers?

- Illustrations should show only what is happening in the text.
- Illustrations should be about people, places and objects that are familiar to the readers.
- People and objects should usually be complete figures. For example, if the picture is of a person, it should include all parts of the body: head, body, arms and hands, legs and feet.
- Illustrations should fill most of the space that is provided.
- The lines should be simple (no unnecessary shading or details).

If you are training people who have not drawn for new readers before, it is good if you can show them examples of a “good” and “bad” picture. Then encourage them to talk about what they think would be good and bad pictures for new readers in their community.



Not good for new readers



Good for new readers

PART 6. TRAINERS' GUIDE: LITERATURE DEVELOPMENT WORKSHOP⁴

Workshop Objectives

Participants will understand the purpose for developing graded reading materials in their language.

They will know how to 1) write original stories; 2) edit their own writing; 3) edit other people's writing; 4) put the stories (and songs, poetry, etc.) into books or posters.

They will develop a plan for testing reading materials with L1 speakers.

They will develop a plan for training other L1 speakers to develop Level 1 stories.

Literature for promoting sustained literacy

Ask: *What kinds of traditional (oral) literature do you have in your language?* Examples are stories, songs, poetry, riddles, jokes, folk tales, and legends. Write the different kinds of traditional literature on the chalkboard or a large piece of paper as people identify them.

Explain why they will need a lot of written literature. Point out that a problem in many language groups is that people may learn to read but they lose interest because there are not enough interesting things to read.

Describe several ways their community can develop their own written literature:

- L1 speakers can create their own stories.
- They can put their traditional *oral* literature into written form.
- They can translate materials from one language to another.
- They can adapt materials from outside their community so that it is relevant and interesting to local readers.
- Learners can make their own stories as they gain fluency in reading and writing.

Importance of graded reading materials in each language

Show the participants a Level 4 book, newspaper or other kind of reading material. Ask: *“Do you think this would be a good book to give to a new reader?”* (No). *“Why not?”* (Because it would be too hard for them to read.)

Describe *graded* reading materials (see the chart at the beginning of this resource). If possible, show samples of materials in each level. Tell them, *“We will work on Level 1 stories today.”*

Identifying the reading audience

Ask participants to think about the specific group of people—children or adults—who will read the stories they are creating at this workshop.

Ask each participant to identify *one specific person* in that group—someone that they know well. Ask them to write that person's name on a piece of paper and keep that name in front of them as they write their story. Help them understand that writing specifically for that person will help to ensure that the story is interesting to other people in that group.

⁴ Adapted from format used for creative writing workshop in Kabul, Afghanistan, 2010, Susan Malone

What makes a good story?

Describe the parts of a short story. If it is helpful, use the “climb the mountain” picture (see page 6) as you talk about each part.

1. Introduce the people in the story;
2. Introduce the situation or activity;
3. Build the story so the reader wants to know what will happen next;
4. Come to the climax (main action) of the story;
5. Finish the story.

Purpose and characteristics of Level 1 stories

Remind participants that Level 1 stories are for people who are just learning to read in a language they understand. Level 1 stories should not introduce new information or teach new concepts but should be about things that are familiar to the readers and very interesting to them so they gain confidence in getting meaning from the text.

Review the characteristics of a Level 1 story:

- Interesting to the readers
- About people, activities and places that are very familiar to them
- Written by L1 speakers of that language
- Uses vocabulary that is very familiar to the readers
- About 4-8 sentences long—one sentence on each page
- One picture on each page; the picture helps the readers to understand the sentence on that page.

Participants create a Level 1 story together

Ask if anyone has a *short* (2-4 minutes only) story they can tell about something that happened to them when they were a child in their village.

When several people have told their stories, ask the group to choose one of the stories to make into a written story. When they have chosen one of the stories, say, “*Let’s make this into a Level 1 story so someone who is just learning to read in this language will be able to read and enjoy it.*”

Tell the participants that they should create the story sentence by sentence and you will write the story as they dictate it to you. Emphasize that the entire story can be no longer than 8 sentences.

Remind them that every sentence must be “*pictureable*” and that the picture must help the readers understand the sentence on that page.

Ask them to tell you the first sentence. Write what they say. Then ask them to tell you the picture that will go with that sentence. If they cannot tell you a picture that will help the new readers understand the sentence, tell them to think of another sentence that can be clearly pictured.

Do this for the entire 6-8 sentence story—each sentence with its picture.

Read the story with the participants, as they have written it. Ask if they want to change, add or take away any sentences or pictures

Make the changes they suggest. Then ask someone to read the story again to the group. Ask, "Do you want to make any other changes to the story?" Encourage them to talk about the changes so that everyone agrees.

When they have finished the story, ask someone to read it. Put the story onto a poster and put it on the wall so everyone can see it.

Participants write a Level 1 story alone or in pairs

Tell the participants they can now write their own Level 1 story in their L1. Emphasize these points before they begin:

1. Make the story so it is appropriate for children who are just learning to read their L1. Ask them to review the main features of Level 1 stories (see chart on page 2).
2. Encourage them to review the story that they wrote together. They can use this as an example to help them write their own story.
3. Remind them to write their story for a specific child just like the ones who will be using the book. Write the child's name on a piece of paper.
4. Remind them that the purpose of Level 1 stories is not to teach a lesson or communicate new information but to encourage new readers to gain confidence in their ability to get meaning from written text.
5. Remind them that Level 1 stories are 6-8 pages long and have 1 sentence on each page.
6. Remind them to think of illustrations that will help readers understand the sentence on each page.
7. Remind them to use words that are interesting and familiar to the child whose name they wrote on their paper.
8. If appropriate in their language, remind them to include all the parts of a story
 - Introduce the main people in the story;
 - Introduce the activity;
 - Build the story so the reader is waiting to see what will happen next;
 - Come to the climax of the story;
 - Finish the story.

When they have thought of a good Level 1 story, tell them to write the first draft of their story:

1. Text: _____ . Illustration: _____
2. Text: _____ . Illustration: _____
3. Text: _____ . Illustration: _____, etc

Emphasize that they should leave plenty of space between each line as they write so they can edit later.

Editing their own writing

Help participants understand the purpose of editing their own writing. Go through the steps of editing (see editing resource, pages 10).

Give them time to edit their own stories.

When they have finished identifying the things that need to be changed, they should re-write the story. Remind them again to leave space between each line.

Editing each other's writing

Go through the steps of editing someone else's writing (page 11).

Participants exchange stories with others in their language group and edit each others' stories.

Based on the suggestions of the editor and following further discussion, writers make the necessary changes and write the final draft of the stories

When everyone is finished, ask, "*Why is it hard to edit someone else's story?*" (Example: concern about making someone "lose face"; don't want to be too critical; hard to have someone criticize your work)

Translating the story

Suggest that the participants translate their stories into another language that the readers already know or will need to learn. Once they check that the translation is clear, accurate, and natural they write the translated text on the page following the last page of their story

Putting the story into book form

Show participants how to fold enough A-4 sheets of paper into halves, one inside the other, to make the pages of a book.

Remind them they need enough pages for the 6-8 page story plus another page at the back for the translation. Emphasize that they should not worry about the cover until after they have put the text, illustrations and translation onto the appropriate pages.

When they have finished the text, illustrations and translation pages, show them how to take another sheet of A-4 paper and fold it to make the cover with 1) the story title; 2) a picture relating to the story; 3) the name of the language; 4) the name of the author and 5) the year the story is written.

Sharing Level 1 stories

When participants have completed their Level 1 stories, ask several of them to read their stories.

Ask them to talk about what they just did. Was it very hard? Does anyone have ideas for writing Level 1 stories that they want to share with other participants?

Continue writing Level 1 stories

Encourage the participants to continue writing Level 1 stories for the rest of the day.

Encourage them to share their stories with each other, working together to make the stories as good as possible.

BIG BOOK STORIES

Purpose and characteristics of good Big Books

Remind participants of the purpose of Big Books: teacher and students read a story together and teacher models fluent reading.

Show an example of a Big Book and demonstrate the way the teacher uses it.

Ask, “*What things do you notice about the Big Book?*” Go over the characteristics of a Big Book with them:

- 2-3 sentences on a page
- Words and/or phrases are repeated
- Text and pictures are very big so that all everyone can them
- Picture relates to the text and helps the learners understand the text
- Stories are about people, places and activities that are familiar to the learners

Creating Big Book stories

Ask participants to work in groups of 2 or 3 to write a Big Book Story. Tell them include a description of the picture that will go on each page.

When they have finished writing their story, they should go through the editing cycle. Go around the room to encourage and help them.

Encourage them to share their stories when they are finished editing them.

Then give them the rest of the day to write more Big Book Stories.

LISTENING STORIES

Purpose and characteristics of Listening Stories.

Point out that the purpose of Listening Stories is for learners to observe and listen to a teacher demonstrate fluent reading.

Listening stories are about people, places and activities that are familiar to the learners. The teacher can read the story in 4-5 minutes, stopping several times to ask: “What do you think will happen next? Listening stories usually have no illustrations.

Creating Listening Stories

Encourage participants to think of an interesting, funny, exciting, etc. experience or story and write about it. The story should be 300-400 words (one or two pages), using language that is clear and familiar to the students.

When participants finish their Listening Stories, they read their stories to each other in small groups. Encourage them to make suggestions to make the stories more interesting. Go around the room to listen to some of the stories and make suggestions about things they can do to improve the stories.

Encourage participants to continue writing Listening Stories. They will need about 100-150 Listening Stories for the first year or two of school.

Putting traditional songs, poetry, proverbs, folk tales into written form

Now that the participants have experience creating several different kinds of stories, encourage them to write some of the traditional literature from their language. They can do two things:

- They can make books (example: a book of songs or poems or proverbs or a book with one or several folktales).
- They can put a single song or poem or proverb on a large piece of paper. Then they can make a picture that goes with the text.

Testing reading materials in the community

Ask participants to think about why it is necessary to test the reading materials. Some possible answers:

- To learn if the readers understand the materials
- To learn if they think the materials are interesting
- To learn if the language is clear, accurate and natural
- To learn if the pictures help readers understand the text
- To learn if the stories are acceptable to parents and community leaders

Ask the participants, *“What are some ways that you can test these books?”* Examples:

- Ask leaders in the community to look at the reading material and then ask them what they think about the topic and format. *(This tells you if the material will be acceptable in the community.)*
- Observe as an L1 speaker reads the story to people. How do they respond? Do they act interested? Do they laugh at parts that are supposed to be funny? *(This tells you if the text is clear and natural to L1 speakers.)*
- Put several books on a table or public place. Observe which books people pick up to read. Which do they pick up often? Which books do non-readers or children ask you to read to them? Which books are not picked up very often? *(This tells you which materials are most likely to be used in the community.)*
- After someone reads the story to L1 speakers, ask them to tell you the story as they heard it. Then ask questions about the story. *(This tells you if people can understand the story.)*
- Make a copy of the story on a sheet of paper. Listen to people as they read the story. Mark the places on your paper where they stop or make a mistake. *(This tells you if the language is clear and easy to read.)*
- Chose 2-3 illustrations. Show each one to different people. Ask them to tell you what they see in each picture. Is what they see the same as what the picture is meant to show? Does the picture that they describe match the text for that page? *(This tells you if the pictures are understandable and if they match the text.)*

Also see the form for evaluating Level 1 stories for children on page 20.

Planning for the future

Review the process of creating graded reading materials. Encourage participants to write these steps in their exercise books so they will be prepared to train people in their language communities to keep producing books!

1. Identify the people who will be reading what you write.
2. Identify the topics that are most interesting and familiar to them.
3. Select the topic that you will write about.
4. Select the type of material that you will create (story, song, poem, etc).
5. Write the story.
6. Edit (check) the story yourself; make necessary changes.
7. Ask someone else to edit your story; make necessary changes.
8. Write the final draft.
9. Put the story into booklet form.
10. Add illustrations that help readers understand the text.
11. Make a few copies of the booklet.
12. Test the story and illustrations by asking people to read the story and tell you what they think.
13. Re-write the story and change the illustrations as needed.
14. Print the booklet in larger quantities.

Participants discuss their plans for literature production. Encourage them to continue producing materials.

PART 7. EVALUATING STORIES FOR NEW READERS⁵

Part 1. Feedback from adults

Book Title:
 Author:
 Date book was written:

Find **3 adults** to help you evaluate the book. (Work with each one separately)

- Make sure they are fluent readers in the local language.
- Make sure they have not seen the book before.

Have one copy of the book for the reader.

Have a sheet of paper for yourself. On the left side of the page, write the page numbers of the book:

1
2
3
4
.

Ask the person to read the story. As they read, make a mark every time they have trouble (, read the word wrong, hesitate, sound out the word). Put the mark next to the page number on which they have trouble. When they finish reading, record the number of times they had trouble by putting the number in the appropriate box below.

	Page 1	Page 2	Page 3	Page 4	Page 5	Page 6
#1						
#2						
#3						

Ask the person about the language in the book. Is the language good? If not, what should be changed?

Reader	Language is good	Language is ok	Language needs to be changed (Write page numbers and say what needs to be changed.)
#1			
#2			
#3			

Ask the person about the pictures in the book. Are they okay? Which ones should be changed?

Reader	Pictures are good	Pictures are ok	Pictures need to be changed (Write page numbers and say what needs to be changed.)
#1			
#2			
#3			

When at least 3 people have evaluated the story, pictures and language, think about what you have learned and then answer the questions below.

- What changes are needed so the book is easier to read? (Write your answers on the back.)
- What changes are needed to improve the language? (Write your answers on the back.)

⁵ Susan Malone, 2004

Part 2. Feedback from children⁶

This part of the evaluation asks 2 more questions about the Level 1 book: 1) Will children understand the story? 2) Will they understand the pictures? This time find **3 children** who cannot read and are the same age as the children who will be using the Level 1 stories in school. Do this part of the evaluation with at least 3 children who have not heard the story before and do not know the answer to your questions.

- Before you begin, read through the story yourself. Then write 2 questions about the story in the boxes below. Then write the correct answer to each question. *Examples of questions with answers: Why did the girl run to the beach? (To see the new boat) What did she see when she got to the beach? (The boat had sunk during the storm.)*

Read the story to the child. Then ask the 2 questions you wrote about the story. Is their answer the same as yours, almost the same or quite different? Put a check in the appropriate box.

Write 2 questions about the story. Then write the correct answer.	Child 1	Child 2	Child 3
Question 1: Your answer:	<input type="checkbox"/> Same <input type="checkbox"/> Almost the same <input type="checkbox"/> Different	<input type="checkbox"/> Same <input type="checkbox"/> Almost the same <input type="checkbox"/> Different	<input type="checkbox"/> Same <input type="checkbox"/> Almost the same <input type="checkbox"/> Different
Question 2: Your answer:	<input type="checkbox"/> Same <input type="checkbox"/> Almost the same <input type="checkbox"/> Different	<input type="checkbox"/> Same <input type="checkbox"/> Almost the same <input type="checkbox"/> Different	<input type="checkbox"/> Same <input type="checkbox"/> Almost the same <input type="checkbox"/> Different

- Before you begin, look at two pictures in the book. Describe the pictures in the 2 boxes below. During the evaluation, ask the child to look at each picture. Ask them, "What do you see in the picture?" Is their answer the same as what you had written, almost the same or different? Check the appropriate box.

Write a brief description of 2 pictures.	Child 1	Child 2	Child 3
Description of Picture 1:	<input type="checkbox"/> Same <input type="checkbox"/> Almost the same <input type="checkbox"/> Different	<input type="checkbox"/> Same <input type="checkbox"/> Almost the same <input type="checkbox"/> Different	<input type="checkbox"/> Same <input type="checkbox"/> Almost the same <input type="checkbox"/> Different
Description of picture 2:	<input type="checkbox"/> Same <input type="checkbox"/> Almost the same <input type="checkbox"/> Different	<input type="checkbox"/> Same <input type="checkbox"/> Almost the same <input type="checkbox"/> Different	<input type="checkbox"/> Same <input type="checkbox"/> Almost the same <input type="checkbox"/> Different

Summary: Based on these evaluations, do you think this book is worth keeping? ___ yes ___ no
What changes should be made? *_(Write your answer on the back of this page.)*

⁶ This page adapted from Jey Lingham and Marilina Vega, SIL International, 2003