

# CRITERIA: ENGLISH LEVELED READERS FOR LOWER PRIMARY



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# Foreword

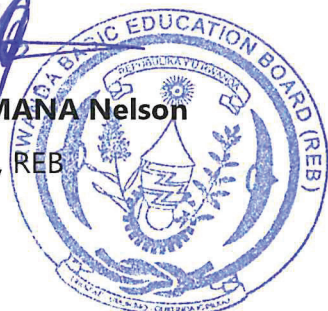
The Rwanda Basic Education Board presents the criteria for English leveled texts for lower primary. The criteria were developed collaboratively by teachers, curriculum specialists from the Rwanda Basic Education Board, and technical partners supporting early grade literacy development.

The criteria outline the features of English texts learners should be able to read autonomously as they move through lower primary. The very simplest texts beginning readers can read generally contain only one or two very familiar words per page. As their reading skills develop, they move on to more complex stories, to the point where they can read and understand stories with multiple characters and an easy-to-follow story line. At all reading levels the criteria call for interesting, engaging stories at all levels, stories that will capture the minds and imaginations of young readers and encourage them to read more.

The criteria are designed to guide the development of grade-appropriate texts for future English textbooks, and of creative supplementary readers for independent or remedial reading programs. The availability of leveled supplementary reading materials will allow teachers and librarians to match every learner with a text at his or her reading level. As children strengthen their reading skills, they will be able to gradually move up the levels, reading texts that are increasingly more challenging. This gradual progression is essential to scaffolding learners' reading skill development and to developing in learners confidence in their reading abilities. It is also critical to fostering a love of reading and the institution of a culture of reading.

English language skills are fundamental to pupils' future education. I would like to encourage publishers and authors of teaching and learning materials to make full use of the criteria to develop texts and books that will nurture a nation of young readers.

  
**Dr MBARUSHIMANA Nelson**  
Director General, REB



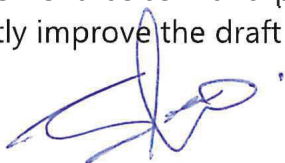
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Special appreciation goes to classroom teachers, REB curriculum specialists, URCE reading specialists, and representatives of technical partners supporting early grade literacy: Save the Children, World Vision, FHI 360, the World Bank, VSO, and BLF/British Council that participated in development of these criteria. Their contributions are gratefully acknowledged.

I would also like to thank the teachers and pupils who participated in the field testing of the levelled texts. Their enthusiasm and patience, as well as their thoughtful insights, allowed us to significantly improve the draft criteria and texts.

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## A. CONTEXT

The recent switch to English as the language of instruction beginning in primary 1 requires that children develop strong, foundational reading skills in English. Doing so will ensure they are able to support their learning in other subject areas.

If children are to develop strong foundational skills in English reading, they need a robust, carefully sequenced program of instruction that enables them to develop key reading competencies. These include **alphabetic awareness**, defined as the ability to know the sounds that letters make in English and to use that knowledge to decode unfamiliar words, and **sight word reading**, defined as the ability to recognize, by sight, high frequency words that appear often in sentences, for example *a, the, it, and, as, my*, etc. Learners must have some mastery of these two skills before they can begin reading texts.

## B. WHAT ARE LEVELED TEXTS

Rog and Burton (2002) maintain that if learners are to apply those reading strategies successfully, and at the same time deepen their reading abilities, they need texts that provide a balance between support and challenge. Clay (1991a) develops that idea further by stating that story text should be easy enough to develop learners' confidence and facilitate the development of their comprehension skills, but difficult enough to provide a challenge and require the reader do some real "reading work" (cited in Rog and Burton 2002).

Learners need to be presented with "just right" texts, i.e., texts where learners can read 90% to 95% of the words easily. Such texts are said to be at a learner's **instructional level** because it is where reading instruction is most effective (Betts, 1946). Learners can read and understand the text, but at the same time need to stretch their reading skills, sometimes with the help of a teacher, so they can decode or read and understand the few words they do not know. A text where learners can read more than 95% of the words easily are said to be at learners' **independent** reading level (Ibid.). Learners can easily read and understand these texts without any outside texts. Finally, texts where learners can read fewer than 90% of the words correctly, meaning that they make at least one mistake every ten words, are said to be at learners' **frustration level** (Ibid.). Learners cannot read and understand these texts hence they should not be used for reading instruction.

For reading instruction to be effective, learners need to be presented texts that are at their instructional or independent reading levels (Fountas and Pinnell, 1996). And they need to be presented with increasingly more challenging texts as their abilities improve. Having a series of leveled texts, i.e., texts that become increasingly more difficult as learners work through the levels, can ensure that teachers are always presenting learners texts at their instructional or independent reading levels.

### Textbox 1: Three levels of reading texts

**Independent level** – learners can read more than 95% of the words correctly and easily.

**Instructional level** – learners can read 90% to 95% of words correctly and easily.

**Frustration level** – learners can read fewer than 90% of words correctly and easily.

The concept of leveled reading materials is not new. Most reading intervention programs seek to provide learners with texts that are appropriate for their grade level, generally by controlling the vocabulary, sight words, and sentence structures used in texts. However, the restrictions placed on reading texts in textbooks often make them less interesting and engaging for young readers. What beginning readers need are engaging and interesting texts that have literary merit, contain meaningful and natural language patterns, many high frequency words, and high-quality illustrations, but are targeted at their reading level (Clay, 1999a and Hiebert, 1999, cited in Rog & Burton 2002). Producing texts that are leveled, but that embody these characteristics, can provide the foundation for building a nation of engaged, critical readers.

## C. HOW ARE LEVELED TEXTS DIFFERENT FROM DECODABLE TEXTS

Leveled texts are typically books or stories with increasing levels of difficulty (Cunningham et al., 2005 cited in Davidson 2013). They are designed to provide learners with reading materials that range from very simple to gradually more complex and challenging. Texts are leveled according to a series of primary qualitative criteria that give an indication of the degree of difficulty of the book (see section G for a list of the criteria retained by REB).

Leveled books are not usually directly aligned with specific lessons in the textbook. Rather, they are used to build vocabulary, and reading automaticity, develop learners' comprehension skills, learn the structure of narrative or expository text, develop an interest in reading and lay the foundation for a culture of reading (Davidson, 2013).

The text **What Do I See?** in textbox 1 is an example of a leveled text for beginning readers. It is leveled because it is limited to words that are familiar to young learners and high frequency sight words (e.g., do, I, the, what, see), it uses repetitive and hence predictable sentence structures (What do I see? What does X see? X sees a Y), and it uses very simple sentences.

Decodable texts, on the other hand, are made up of words that contain only the letter-sound combinations that young learners have studied, and high frequency sight words that learners know. Learners should be able to decode or read the text by accessing their knowledge of letter-sound combinations and high frequency sight words that they know. The main purpose of decodable texts is to provide young learners with practice decoding words. The text **The Bat and the Cat** in textbox 2, taken from REB early primary English reading materials, is an example of a decodable text. The repetition of the letter combination /at/ throughout

### Textbox 2: Example of leveled text **What Do I See?**

What do I see?  
I see a black cat.  
What does the black cat see?  
The black cat sees a yellow bird.  
What does the yellow bird see?  
The yellow bird sees a red hen.  
What does the red hen see?  
The red hen sees me!

### Textbox 3: Example of decodable text

**The Bat and the Cat**  
The bat.  
The cat.  
The cat is fat.  
The hat is on the cat.  
The hat is on the bat.  
The bat is on the hat.  
The bat is on the fat cat.  
The bat and the cat are on the mat.



the text suggests that the text is designed to have learners practice decoding words formed by a consonant + /at/. The only other words in the text are high frequency sight words (is, on, the, and, are).

Decodable texts are carefully constructed to match the sequence in which letter-sounds are introduced in the curriculum. The vocabulary is highly controlled and limited to either high frequency sight words or short, phonetically decodable words that contain letter-sound combinations that learners have studied. As a result, they have less of a story line than leveled texts. The story line is less important than that the use of words that have targeted letter-sound combinations. But, as Davidson (2013, p. 2) points out, text consisting mostly of words that can be easily decoded can be quite helpful, in getting children to be comfortable with the simplest tasks of decoding when there is a predictable relation between a sound and a letter. She also points out that in some countries, decodable text is appropriate just for grade 1, but in other countries, children in grades 2, 3, and 4 can benefit by learning to read with decodable texts.

Decodable texts are useful during the very beginning stages of reading acquisition. Davidson (2013), citing Jenkins et al., 2004, notes that research shows that young learners who are exposed to decodable texts in English tend to become better at decoding and apply letter-sound knowledge more frequently in their reading. As soon as they know the most frequent letter sounds, consonant/vowel combinations, etc., however, they are ready to transition to leveled texts with progressively more difficult words and more complex story lines, vocabulary, and sentence structure (Davidson, 2013, p. 3).

## **D. WHEN ARE LEVELED TEXTS INTRODUCED**

Young learners begin by reading decodable texts. Leveled texts are introduced when three conditions have been met:

1. Learners can decode, with accuracy, simple one-syllable Consonant-Vowel-Consonant, for example, hat, mat, sat.
2. They can recognize and read, by sight, the most common high-frequency words, for example, the, a, it.
3. They can decode two- and three-syllable words with regular letter-sound associations, for example, paper, sandal, sister.

## **E. HOW ARE THEY USED IN THE CLASSROOM – TEACHING AT THE RIGHT LEVEL (TARL)**

Leveled texts are a powerful component of a Teaching at the Right Level (TARL) approach. TARL is an evidence-based educational approach that helps children develop strong foundational skills in reading and mathematics. The approach is based on the principle that young learners make the greatest gains when they are presented with learning activities that are at their instructional level and supported to develop the knowledge and skills required to transition to the next level.

Leveled texts allow teachers to provide each learner with texts that are at their instructional level, i.e., where learners can read between 90% and 95% of the words without error. Teachers begin the school year by determining the level of each learner using a simple five-finger test: the teacher selects a leveled text, asks the learner to start reading, and puts a finger up for every word not read or not read correctly. Once all five fingers are up, the teacher exchanges the text for a text at a lower reading level and repeats the process. The activity repeats until the teacher has identified the level of text corresponding to the children's instructional level.

If, the first time, the learner is asked to read he/she makes no or few errors, the teacher exchanges the text for a text from the next highest level and repeats the process. The activity repeats until the teacher

has identified the level of text corresponding to the child’s instructional level. That is the child’s starting point for the year.

During independent reading time, children are placed in groups according to their reading level and provided a common text to read at that level. The teacher circulates, listens to the different children, and groups, and intervenes to teach them strategies to read difficult words. Once children can read books at their assigned level independently (i.e., fewer than 5% errors), the move to the next level.

The TARL approach, when used with leveled readers, ensures that all children are reading books at their instructional level, and are supported to develop the knowledge and skills they need to move to the next level.

## F. HOW CAN THEY SUPPORT A REMEDIAL READING PROGRAM

The TARL approach described above can be used in remedial reading programs. Struggling learners are assessed at the beginning of the program to identify the level of text corresponding to their instructional reading levels. Learners are then provided with texts at this level and supported to develop the skills they need to move to the next level. The process repeats until learners have developed the reading skills required for their grade level.

## G. NATURE OF REB LEVELING SYSTEM

The eight-step leveling system proposed in this document attempts to define texts that are engaging, interesting and have literary merit, but that can also be read independently by beginning readers. They are inspired by the work of researchers in this field (namely Clay, 1991b; Fountas & Pinnell, 1996; Hiebert, 1999; and Roy & Burton, 2002) and adapted to the Rwandan context by Rwandan teachers, REB curriculum specialists, and REB/MINEDUC technical partners working to support early grade literacy. The system is based on seven criteria that can determine the level of difficulty of a text, namely:

1. **Content** – defined as the complexity of the concepts or ideas presented. Beginning texts merely label illustrations of objects or actions that are familiar to the reader. Lower-level texts describe events or experiences common to most young readers, such as events at school. As readers move up the level, the stories become less predictable as more characters are introduced and the reader is expected to make inferences. At the higher levels, stories become more intricate. They have a strong plot, individualized characters, descriptive language, and literary text structures such as “*Once upon a time...*” or “*There once was...*”. Content appears first in the list of criteria as it is a significant source of text difficulty of young readers.
2. **Vocabulary** – Defined as the nature of the words used, how familiar they are to young readers, the extent to which they are phonetically regular (Chall, 1982; Flesch, 1957) and thus easily decodable (i.e., cat, rat, sat, hat or bat) or are high-frequency sight words (Thorndike 1921) that learners know and recognize, for example *and*, *the*, *of*, and *or*.<sup>1</sup> Learning high frequency sight words is an important step in transitioning from struggling reader to successful reader (Martin & Hiebert, 1997). Once readers acquire a core group of high-frequency words, they tend to progress rapidly in their word reading skills. According to Hiebert (1998), the key is that they learned a small group of high frequency words first, then used that learning to recognize other high-frequency and phonetically regular words.

1 The twenty most frequent words in English are the, of, and, a, to, in, is, you, it, he, for, was, on, are, as, with, he, they, at (Carroll, Davies, & Richman, 1971, quoted Hiebert 1998). For a list of high frequency words used in early grade reading text, see Dolch list in Annex B. For a list of high frequency nouns, see Dolch list in Annex C.

Beginning texts use short, very familiar phonetically regular or high frequency sight words. They also use very few different or unique words, preferring to repeat the same words over and over. As readers move up the levels, the percentage of different or unique words<sup>2</sup> used in a text increases, although all the words remain familiar, phonetically regular or sight words. At the higher levels, readers begin encountering texts that have some unfamiliar words, and some less phonetically regular words, although the meaning of these words can be inferred from the context or the accompanying illustrations. The percentage of unique words is high.



The English vocabulary of most young learners is currently limited to the vocabulary they have learned in school, either in English class or in other subject areas, and to high frequency sight words. The list of familiar words that learners should know at the end of P1, P2 and P3 is included in Annex B. This is an important consideration when developing leveled texts for use in Rwandan schools. As Rog and Burton (2013) point out, beginning readers generally cannot decode/read words that are not in their speaking/listening vocabularies. For most Rwandan children, that means words they have learned or heard at school.

- 3. Patterns in text** – This refers to the presence of literary patterns, including patterns in rhyme, rhythm, repeated vocabulary, or sentence structure, and cumulative or chronological text structures that make a text predictable (Clay, 1991b). Research in cognitive psychology (Beck et al., 1984) and on children’s language acquisition (Brown, 1973) have shown that predictable text structures provide an important source of scaffolding for beginning readers (Hiebert, 1998), second only to illustrations. Beginning levels generally have the same pattern of a few words or a simple sentence on each, with only one- or two-word changes, for example, *I like bananas, I like mangos, I like papaya*, etc. In mid-range levels, patterns are longer with more word changes, for example: *Brown bear, brown bear, what do you see? I see a red bird looking at me. Red bird, red bird, what do you see? I see a green frog looking at me, etc.* At the higher levels, there is generally no apparent pattern, although occasionally a single word or key phrase may be repeated, although more for literary effect than predictability.

Predictability is an important characteristic of beginning and mid-level texts. The presence of repetitive structures and vocabulary helps to build children’s reading automaticity or fluency and their comprehension and enhances their pleasure of reading (Martin & Brogan, 1971).

- 4. Illustrations** – Illustrations are the first level of scaffolding for readers (Hiebert, 1998). The level of support they provide can contribute to a text being easier or harder to understand. At the beginning levels, illustrations take up most of the page. They are simple (no unnecessary details), clear, and are a direct match to the text. Illustrations can also be used on the cover page to help

**Textbox 4: Some strategies for achieving predictability in texts (Bridge, 1996)**

- Use a common refrain, for example “Goodness, no” in the *Pete the Cat* stories
- Use compare and contrast (e.g., Gossie repeatedly says “Follow me!” but Gertie follows other things in *Gossie and Gertie are Friends*)
- Use episodic or enumerative patterns (e.g., “On Monday, Cookie fell in a toilet, On Tuesday, Cookie knocked a plant off the windowsill,” etc. from *Cookie’s Week*)

<sup>2</sup> The percentage of unique words can be calculated by the following formula: (total number of unique words (words that appear once) / total number of words in text) x 100%.

reader predict the story. At the lowest level, the text is generally limited to labeling the illustration. Thus, they can provide a high level of support to readers trying to decode and understand familiar words on the page. A very clear picture of a banana, for example, will offer a lot of support to a beginning reader trying to read the word *banana*, provided the reader is familiar with the English word for banana. At the same time, a very clear picture of an iceberg will not provide much support to beginning readers trying to read the word *iceberg* if they are not familiar with the English word for iceberg or the concept of an iceberg. The level of support provided by the illustrations is thus dependent upon readers' familiarity with the associated vocabulary and concepts.

At the higher levels, illustrations generally become more detailed and complex and occupy less space on the page or do not appear on every page. They generally serve to enhance and extend the story line and hence do not offer much support for readers trying to decode and understand unfamiliar words.

- 5. Print features** – Print features generally refers to the size and layout of text and illustrations on the page. Where text appears on a page and the amount of text on a page can have an impact on the degree of difficulty of a text (Fountas and Pinnell, 1996). At beginning levels, the print generally appears in a very large font (24 point) and in a very clear font that matches the print used in textbooks or by teachers on a black board (e.g., Andika). As readers move up the levels, the font gradually becomes smaller, and readers encounter a variety of fonts.

At the lower levels, the text is generally placed in the same place on each page and there are exaggerated spacing between words (three spaces instead of one, for example) so that readers can clearly see where a word starts and ends, and double or even triple spacing between lines. As readers move up the level, the placement of text on a page can vary, and the exaggerated spacing gradually disappears. At the lower levels, the print is limited to one or two-word labeling of illustrations. That gradually evolves, as readers move up the levels, to the appearance of short phrases, then short sentences. Each line contains a sentence. At higher levels, the sentences evolve to be longer and more complex, and begin to wrap around the page (i.e., continue on the next line as opposed to stopping at the end of a line). At the highest level, text is arranged into paragraphs.

- 6. Readability** – Readability refers to traditional quantifiable criteria used to determine the level of difficulty of a text, for example, the average number of words in a sentence, the average number of sentences on a page, number of pages, the average number of syllables in a word, the total number of words or sentences in a text. Although these criteria can give some indication of the difficulty of a text, the other criteria outlined above are a greater predictor of the level of difficulty of a text (Fountas & Pinnell, 1996; Hiebert 1999, Weaver, 2000, Murphy 2013). That is the reason why readability appears as the second last criteria in the REB leveling framework.

- 7. Assessment of reading comprehension** – This criterion is not a leveling criteria per se. Rather, it outlines the type of reading comprehension a learner should be able to answer if he/he has understood a text at a given level. Teachers who participated in the development of the REB leveled text framework requested that this criterion be retained, and that leveled texts produced to support the framework be accompanied, on the last page, by appropriate comprehension questions, as well as questions to encourage the reader to make connections between the ideas in the text and the reader's personal experience, or to make a judgment on the text (what they liked about the text, whether they thought a character was justified in taking a particular action, the moral or lesson in the story, etc.). Having the questions included at the end of the text would allow teachers who have groups of pupils reading texts at different levels to quickly consult the back of the text and identify appropriate reading comprehension questions and activities.

## 8. Qualitative nature of criteria for leveled texts



It should be noted that the leveling criteria described above cannot be reduced to a simple formula. Educators trained in the REB leveling framework draw on their knowledge of the guidelines, and their professional judgment, to come to consensus on the level of a text. The debates and exchanges that ensue can only enrich our collective understanding of children’s reading abilities, and of the types of text that will best support them to move to the next level.

Even texts within a level will be of different levels of difficulty, depending on learners’ background knowledge and their level of interest in the subject of the text. A child whose parent is a truck driver, for example, may have more interest in reading a text on trucks, and may be able to read and understand it better, than a child who has no interest in trucks or is unfamiliar with trucks.

## H. IDENTIFYING THE LEVEL OF A TEXT

The criteria outlined in this document can be used to determine the level of difficulty of an existing text. Doing so, however, requires coming to consensus on what constitutes “familiar” words for learners reading in English. For most learners, the English words they know and understand are those they learn and use at school, either in English class or in other subject areas.

To ensure that all evaluators are interpreting the criteria the same way, Annex B includes a list of the highest frequency sight words—words that all children need to know and recognize by the end of lower primary. Annex C includes a list of the highest frequency nouns used in primary classes. Finally, Annex D contains a list of the familiar words that learners are expected to know at the end of P1, P1, and P3.

Finally, authors interested in producing texts for a particular level should consult the criteria for the level, the high frequency and familiar word lists in Annexes B, C, and D, and the sample texts for the level in Annex A. The guidance provided should enable prospective authors to produce level-appropriate texts.



Some publishers have their own leveling systems and produce texts that align with those leveling systems. Books produced may have a large number 2, for example, on the cover, indicating that it aligns with a level 2 book, according to the publisher’s leveling system. The presence of multiple publishers’ leveling systems can create confusion for classroom teachers. For that reason, books produced for Rwandan elementary classrooms should be leveled according to the criteria outlined in this document and carry an indication, on the front cover, of the level according to these criteria.

### **Additional information required on leveled supplementary reading materials**

Supplementary English reading materials should indicate, on the front cover, the level of difficulty according to the criteria in this document.

The following information should be provided on the back cover, to help teachers in identifying if the text is at a learner’s appropriate reading level. Whether or not a text is at the proper reading level for a child (instructional reading level in the case of texts designed to help readers consolidate and extend their reading skills, independent reading level for pleasure reading), depends upon the number of errors a learner makes while reading a text. A reader who makes mistakes (skips over a word, reads it incorrectly, cannot read it) in fewer than 4% of the total number of words in the text is said to be reading at an independent level. A reader who makes mistakes in 5% to 10% of words is reading at an instructional level.

However, if a reader makes mistakes in 11% or more of the total number of words in the text is reading at the frustration level. The text is too difficult, so the reader should be provided with a text that is one or more level lower.

Total number of words in the text \_\_\_\_\_

Number of errors:

Independent reading level \_\_\_\_\_ (0% to 4% of total number of words in text)

Instructional reading level \_\_\_\_\_ (5% to 10% of total number of words in text)

Frustration reading level \_\_\_\_\_ (11% or more of total number of words in text)

For example, a 60-word text would carry the following information on the back cover:

Total number of words: 60

Independent reading level: 0 to 2 errors

Instructional reading level: 3 to 6 errors

Frustration reading level: 7 or more errors

## I. LINK BETWEEN TEXT LEVELS AND GRADE LEVELS

Classrooms are necessarily diverse. Some learners will be proficient readers, others will struggle with reading. In any classroom, teachers should expect to find some learners reading at lower text levels, and some reading at higher text levels.

That said, it is possible to align text levels with curriculum expectations. The table below outlines the level of texts learners should be able to read with understanding if they have met the curriculum expectations for their grade level.

Table 1: Correlation between text levels and grade levels

Grades	P1	P2	P3
Corresponding text levels	Level 1, 2	Level 1, 2,3,4	Level 3,4,5,6

However, above decisions concerning which leveled texts are for Grades 1, 2 and 3 are subject to change with time depending on how frequently learners will use these leveled texts in the classroom. This is because learners are undoubtedly expected to progressively move from one level to another as they keep reading leveled texts that are increasingly more challenging. It is for that reason that though learners in P3 can now read texts up to level 6, these guidelines go up to level 10 leveled texts.



REB has a leveling system for Kinyarwanda reading materials that outlines criteria for six levels of text, P1 to P3. The English leveling systems outlines criteria for ten levels. The decision to have more levels for English than for Kinyarwanda acknowledges that fact that when learners read English texts, they are reading in a second language, and a language that they are in the process of learning. Having smaller steps in English, and hence a greater number of levels, acknowledges that learners need more support, in the beginning, to read and understand simple texts. They also need the encouragement that comes from seeing themselves move up through a greater number of levels.

The differing number of steps between the Kinyarwanda and English leveling systems, and the fact that one was developed for learners reading in a language they know and use outside the classroom and the other for learners reading in a language they do not know fluently, means that a level 2 Kinyarwanda text is not the same level of difficulty as a level 2 English text.

Authors producing texts for both languages, and technicians involved in leveling existing texts for each language, need to be aware of the different leveling systems for each language.

## **J. PRIORITY THEMES FOR P1 to P3 LEVELED TEXTS**

Leveled texts for P1 to P3 pupils should be interesting, engaging, and reflect common life experiences that learners at this level have. That said, the following have been identified as priority themes for learners at these grade levels.

- STEM (Science, technology, engineering, and math topics)
- SEL (Social Emotional Learning)
- Gender
- Inclusion
- Child safeguarding
- Environmental topics related to climate change
- Traditions and culture
- Career awareness / professions
- Imagination and exploring possibilities
- Adventure
- Life transition

# CRITERIA FOR ENGLISH LEVELED TEXTS, P1 to P3

	LEVEL 1	LEVEL 2
<b>CRITERIA</b>	LEVEL 1	LEVEL 2
<b>CONTENT</b> <i>Age and context appropriateness of themes addressed, and ideas presented; Number of ideas presented; Clarity of their organization; types of texts (fiction, nonfiction, etc.) presented</i>	<ul style="list-style-type: none"> <li>- Very familiar themes (<i>Family members, school and home objects, domestic animals, etc.</i>)</li> <li>- No story line (no beginning, no middle or end)</li> <li>- Text is generally limited to labeling objects</li> <li>- One theme, single idea</li> <li>- Short phrases</li> </ul>	<ul style="list-style-type: none"> <li>- Very familiar themes/ ideas (<i>Familiar actions, events; simple fantasy elements, for example animals that act like humans, which may be captured in illustration</i>)</li> <li>- Still no evident story line</li> <li>- Text generally labels the illustrations</li> <li>- A single idea</li> <li>- Very short sentences or simple phrases</li> </ul>
<b>VOCABULARY</b> <i>Familiarity, simplicity, complexity of vocabulary; level of repetition of vocabulary; use of abbreviations, contractions</i>	<ul style="list-style-type: none"> <li>- Short, simple, very familiar words</li> <li>- Very simple sight words e.g., <i>the, is, a, an, of, it</i></li> </ul>	<ul style="list-style-type: none"> <li>- Short, simple, very familiar words</li> <li>- Simple sight words</li> <li>- No verb ending changing, i.e., all verbs end the same way, e.g., <i>walks, talks, sings, sits...</i></li> </ul>
<b>PATTERNS IN TEXT</b> <i>Presence/absence of patterns in vocabulary or sentence structure; degree to which story follows a predictable or linear structure</i>	<ul style="list-style-type: none"> <li>- A very simple familiar repeating language pattern, e.g., <i>my head, my eyes, my nose, etc.</i></li> <li>- High number of repeated words</li> <li>- Very short predictable phrases</li> <li>- Phrases are the same as those used in oral language</li> </ul>	<ul style="list-style-type: none"> <li>- Phrases or sentences have a repeating language pattern, with one word changing on each page</li> <li>- Generally, obvious, and predictable structure</li> <li>- High number of repeated words</li> <li>- Pattern may change at the end of the text (i.e., last page may not follow pattern)</li> <li>- Phrases are the same as those used in oral language</li> </ul>
<b>ILLUSTRATIONS</b> <i>Complexity and clarity of illustrations; choice and quality of colours; extent to which illustrations communicate what is in the text</i>	<ul style="list-style-type: none"> <li>- Clear, big illustration on each page</li> <li>- Illustration matches the text</li> <li>- No distracting details in illustrations</li> <li>- Colorful illustrations / mostly primary colors</li> <li>- Where applicable, illustrations portray Rwandan context</li> <li>- Interesting, engaging, and attractive</li> <li>- Encourage thinking (e.g., via facial expressions)</li> </ul>	<ul style="list-style-type: none"> <li>- Clear, big, illustration on each page</li> <li>- Illustration matches the text</li> <li>- No distracting details in illustrations</li> <li>- Where applicable, illustrations portray Rwandan context</li> <li>- Interesting, engaging, and attractive</li> <li>- Encourage thinking (e.g., via facial expressions)</li> </ul>
<b>PRINT FEATURES</b> <i>Spacing and placement of text and illustrations on page; spacing between words and sentences; wrapping or not of sentences; format of book; type and size of font; colour of font used; type of punctuation and capitalization used</i>	<ul style="list-style-type: none"> <li>- Big font size, e.g., 28 pt</li> <li>- Simple font, e.g., Andika</li> <li>- Three spaces between words</li> <li>- Words appear in the same place on each page</li> <li>- Text is separated from illustration</li> <li>- One line of text per page</li> <li>- No wrapping of sentences, where sentence goes over two lines</li> <li>- Capitalized letter at beginning of phrase</li> <li>- No punctuation at the end of a phrase; full stop at the end of sentence</li> <li>- Generally, B5 format</li> </ul>	<ul style="list-style-type: none"> <li>- Big font size e.g., 28 pt.</li> <li>- Simple font, e.g., Andika</li> <li>- Three spaces between words</li> <li>- Words appear in the same place on each page</li> <li>- Text is separated from illustration</li> <li>- One line of text per page</li> <li>- No wrapping of sentences, where sentence goes over two lines</li> <li>- Capitalized letter at beginning of phrase</li> <li>- No punctuation at the end of a phrase; full stop and sometimes exclamation at the end of sentence</li> <li>- Generally, B5 format</li> </ul>



CRITERIA	LEVEL 1	LEVEL 2
<b>OVERALL READABILITY OF TEXT</b> <i>Word, sentence, and text length; number of words, sentences, pages</i>	<ul style="list-style-type: none"> <li>- Have few words and a lot of repeated words</li> <li>- Generally, up to three-syllable sight words per page</li> <li>- Generally, does not exceed 8 pages</li> </ul>	<ul style="list-style-type: none"> <li>- One or two-syllable sight words</li> <li>- Short simple sentences, e.g., 2 to 4 words per sentence</li> <li>- 1 short sentence per page</li> <li>- Generally, between 8 to 12 pages</li> </ul>
<b>READING COMPREHENSION<sup>1</sup></b> <i>Appropriateness of proposed questions, including questions that invite the reader to make personal connection with text</i>	<p>Generally, content is too limited to have reading comprehension questions.</p>	<p>Simple, literal comprehension questions, where answer can be found in the text by matching words in question with words in the text, when there is no competing information.<sup>2</sup> For example, if the text says: “Sam eats bananas,” the question is “What does Sam eat?” or “Who eats a banana?”. To answer, the child needs to match the words eat, or bananas in the question with the words in the text and find the word “Sam.”</p> <p>May have simple questions to encourage the learner to make personal connection with ideas in text. For example, if the text deals with fruit, it may have simple questions using very familiar works, for example: “What fruits do you like?” or “What is your favorite fruit?”.</p>
<b>EXAMPLE OF TEXT</b> <b>(See Annex A for texts and evaluations)</b>	<ul style="list-style-type: none"> <li>● Me (REB text produced for leveling workshop)</li> <li>● Simple Counting, from Global Digital Library</li> <li>● Peg (modified REB L3 text)</li> </ul>	<ul style="list-style-type: none"> <li>● Have You Seen My Cat? By Eric Carle</li> <li>● Up and Down (modified REB L3 text)</li> <li>● I See (REB text)</li> <li>● I Can (REB text)</li> <li>● We Can (REB text)</li> <li>● My Body, from Global Digital Library</li> <li>● Miss Socks, From REB Reach Collection</li> <li>● Navy and Bora, from Global Digital Library</li> </ul>

	LEVEL 3	LEVEL 4
<b>CRITERIA CONTENT</b> <i>Age and context appropriateness of themes addressed, and ideas presented; Number of ideas organization; types of texts (fiction, nonfiction, etc.) presented</i>	<ul style="list-style-type: none"> <li>Very familiar themes/ideas/events/objects or simple fantasy situations, or simple factual text</li> <li>No beginning, middle or end</li> <li>A single idea</li> <li>Very short, simple declarative sentences or questions (e.g., subject-verb- object)</li> </ul>	<ul style="list-style-type: none"> <li>Very familiar situations/ ideas or common, lived experiences of young children</li> <li>Simple story, but with no evident story line (no beginning, middle, or end)</li> <li>Simple factual text about common things in life of child</li> <li>Stories or descriptive texts generally have one main character</li> <li>Short, simple declarative sentences or questions (e.g., subject-verb- object)</li> </ul>
<b>VOCABULARY</b> <i>Familiarity, simplicity, complexity of vocabulary; level of repetition of vocabulary; use of abbreviations, contractions</i>	<ul style="list-style-type: none"> <li>Simple, relatively short, familiar words</li> <li>Verbs may have different endings (e.g., talk, walks)</li> </ul>	<ul style="list-style-type: none"> <li>Simple, familiar vocabulary</li> <li>Increased number of different sight words (i.e., increasingly fewer repeated words)</li> <li>May have some commonly used prepositional phrases e.g., at home, to school, on the bus, etc.</li> <li>Verbs may have different endings (e.g., talk, walks)</li> <li>Only one tense, generally either present or past</li> </ul>
<b>PATTERNS IN TEXT</b> <i>Presence/absence of patterns in vocabulary or sentence structure; degree to which story follows a predictable or linear structure</i>	<ul style="list-style-type: none"> <li>Generally, a consistent repeating word or sentence pattern (short, predictable sentences with one or two words changing on each page)</li> <li>Increased number of different sight words (i.e., fewer repeated words)</li> <li>Short, predictable sentences that are the same as those used in oral language</li> </ul>	<ul style="list-style-type: none"> <li>Generally, still has a strong repeating word or sentence pattern; may have two or more words changes on each page</li> <li>Pattern may involve rhyming words</li> <li>Short, predictable sentences that are the same as those used in oral language</li> </ul>
<b>ILLUSTRATIONS</b> <i>Complexity and clarity of illustrations; choice and quality of colours; extent to which illustrations communicate what is in the text</i>	<ul style="list-style-type: none"> <li>Clear, big, illustration on each page</li> <li>Illustration matches the text</li> <li>No distracting details in illustrations</li> <li>Where applicable, illustrations portray Rwandan context</li> <li>Interesting, engaging, and attractive</li> <li>Encourage thinking (e.g., via facial expressions)</li> </ul>	<ul style="list-style-type: none"> <li>Clear illustration on each page</li> <li>Illustration supports the text</li> <li>No distracting details in illustrations</li> <li>Where applicable, illustrations portray Rwandan context</li> <li>Interesting, engaging, and attractive</li> <li>Encourage thinking (e.g., via facial expressions)</li> </ul>
<b>PRINT FEATURES</b> <i>Spacing and placement of text and illustrations on page; spacing between words and sentences; wrapping or not of sentences; format of book; type and size of font; colour of font used; type of punctuation and capitalization used</i>	<ul style="list-style-type: none"> <li>Big font size e.g., 28 pt.</li> <li>Simple font e.g., Andika</li> <li>Three spaces between words</li> <li>Words appear in same place on each page</li> <li>Text is separated from illustration</li> <li>One line of text per page</li> <li>No wrapping of sentences, where sentence goes over two lines</li> <li>Capitalized letter at beginning of sentence, phrase</li> <li>Punctuation at the end of sentence (. ? !)</li> <li>Generally, B5 format</li> </ul>	<ul style="list-style-type: none"> <li>Large font size, not less than e.g., 20 pt.</li> <li>Simple font e.g., Andika</li> <li>Three spaces between words</li> <li>Words generally appear in the same place on each page</li> <li>Text is separated from illustration</li> <li>One line of text per page</li> <li>Generally, no wrapping of sentences, where sentence goes over two lines</li> <li>Capitalized letter at beginning of sentence, phrase</li> <li>Punctuation at the end of sentence (. ? !)</li> <li>Generally, B5 format</li> </ul>

CRITERIA	LEVEL 3	LEVEL 4
<p><b>OVERALL READABILITY OF TEXT</b> Word, sentence, and text length; number of words, sentences, pages</p>	<ul style="list-style-type: none"> <li>- Slightly longer familiar words; may have three-syllable words</li> <li>- Relatively short, simple sentences, e.g., 3 to 6 words per sentence</li> <li>- Generally, 1 or 2 short sentences per page</li> <li>- Generally, 12 to 16 pages</li> </ul>	<ul style="list-style-type: none"> <li>- An increased number of longer (three-syllable) familiar sight words</li> <li>- Short, simple sentences e.g., 4 to 8 words per sentence</li> <li>- 1 or 2 sentences per page</li> <li>- Generally, 12 to 16 pages</li> </ul>
<p><b>READING COMPREHENSION<sup>3</sup></b> Appropriateness of proposed questions, including questions that invite the reader to make a personal connection with text.</p>	<p>Simple, literal comprehension questions, where the answer can be found in the text by matching words in the question with words in the text, when there is no competing information<sup>4</sup>. For example, if the text says: “Sam eats bananas,” the question is “What does Sam eat?” or “Who eats a banana?”. To answer, the child needs to match the words eat, or bananas in the question with the words in the text and find the word “Sam.”</p> <p>Simple, literal comprehension questions, where the answer to the question can be found in the text by matching a word in the question with a synonym in the text, and where the information to be found is prominent and explicitly stated. For example, if the text says: ‘Sam eats bananas,’ the question is “What fruit does Sam eat?”.</p> <p>Simple inferential questions where the answer can be found by interpreting information in a sentence or in illustrations. This generally involves answering “Why” or “How” questions.</p> <p>May have simple questions to encourage the learner to make personal connection with ideas in the text. For example, if the text introduces a series of animals in comical situations, the question may be “Which is your favorite animal?”</p>	<p>Simple, literal comprehension questions, where the answer can be found in the text by matching words in the question with words in the text, when there is limited competing information.<sup>5</sup> For example, if the text says: “Sam eats bananas but not mangos,” the question is “What does Sam eat?”. To answer, the child needs to match the words eat, question with the word eats in the text, and know that Sam does not eat mangos.</p> <p>Simple, literal comprehension questions, where the answer can be found in the text, and where the information to be found is prominent and explicitly stated, and there is limited competing information. For example, if the text says: “Sam eats bananas”, the question is “What fruit does Sam eat?”.</p> <p>Simple inferential questions where the answer can be found by interpreting information in a sentence or in illustrations. This generally involves answering “Why” or “How” questions.</p> <p>May have simple questions to encourage learner to make personal connection with ideas in text. For example, if text introduces a series of animals in comical situations, a question may be “Which is your favorite animal?”</p>
<p><b>EXAMPLES OF TEXT</b> (See Annex A for texts and evaluations)</p>	<ul style="list-style-type: none"> <li>● Brown Bear, Brown Bear, What Do You See? By Bill Martin J</li> <li>● Butterfly and Hornbill, from Global Digital Library</li> <li>● Trees, from Global Digital Library</li> <li>● Whose Voice is This? From Global Digital Library</li> <li>● Who Can Help Me? from Global Digital Library</li> </ul>	<ul style="list-style-type: none"> <li>● Go, Dog. Go! By P. D. Eastman</li> <li>● One Hen, Two Hens, Red Hens, Blue Hens, Text created by workshop participants</li> <li>● Wild Cat! Wild Cat! from Global Digital Library</li> <li>● Visit to Akagera Park, from REB Reach Collection.</li> <li>● My Eight Friends, modification of text from REB Reach Collection</li> <li>● This...These, from Global Digital Library</li> </ul>

(Footnotes)

- 3 The inclusion of this criteria reflects the desire to have authors/publishers include questions to develop learners’ reading comprehension skills. The questions can be used by classroom teachers, parents and eventually the learners themselves to develop learners’ reading comprehension skills.
- 4 A text has competing information when it has information that might confuse the reader. For example, if the text says “Sam likes bananas.” and the question is “What does Sam like?”, the reader might confuse the two fruits named, bananas and mangos. That question is more difficult to answer than a question where there is no competing information in the text.
- 5 A text has competing information when it has information that might confuse the reader. For example, if the text says “Sam likes bananas.” and the question is “What does Sam like?”, the reader might confuse the two fruits named, bananas and mangos. That question is more difficult to answer than a question where there is no competing information in the text.

CRITERIA	LEVEL 5	LEVEL 6
<b>CONTENT</b> <i>Age and context appropriateness of themes addressed, and ideas presented; Number of ideas presented; Clarity of their organization; types of texts (fiction, nonfiction, etc.) presented</i>	<ul style="list-style-type: none"> <li>Familiar themes and ideas (family, play, pets, school), with a few simple elements of fantasy (talking animals, etc.); simple factual text</li> <li>One single idea or simple topic</li> <li>Start of simple story line (beginning, middle, end) with one event; very simple narrative with story carried by picture</li> <li>May have two characters</li> <li>May have simple dialogue</li> <li>Short simple declarative sentences or questions (subject, verb, object)</li> </ul>	<ul style="list-style-type: none"> <li>Familiar themes, events, and actions in learners' everyday lives; fantasy situation, or simple factual text</li> <li>Generally, a single idea or topic</li> <li>Not a lot of events in narrative texts or ideas in factual texts</li> <li>Simple, logical, easy to follow sequence of events (in the case of a narrative or story) or facts (in the case of informational texts)</li> <li>Simple narrative with clear beginning, middle and end</li> <li>May have 2 or 3 characters</li> <li>More conversation, simple dialogue</li> </ul>
<b>VOCABULARY</b> <i>Familiarity, simplicity, complexity of vocabulary; level of repetition of vocabulary; use of abbreviations, contractions</i>	<ul style="list-style-type: none"> <li>Increased number of unique words (fewer repeated words), most of which are familiar sight words</li> <li>Text still composed of high frequency, familiar words (i.e., children know the meaning)</li> <li>Some non-sight familiar words, all of which are generally decodable</li> <li>Vocabulary is that used in simple, oral speech</li> <li>May use two tenses (present/ future; present or past)</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of unique words (fewer of repeated words)</li> <li>Text still dominated by high frequency, familiar words</li> <li>Some sight words; almost all non-sight words are decodable</li> <li>Almost all words are familiar (i.e., children know the meaning)</li> <li>Vocabulary is that used in basic oral speech</li> </ul>
<b>PATTERNS IN TEXT</b> <i>Presence/absence of patterns in vocabulary or sentence structure; degree to which story follows a predictable or linear structure</i>	<ul style="list-style-type: none"> <li>Similar to level 4 at first; strong repeated word or sentence pattern</li> <li>May have 2- or 3-word changes on each page, but ending may be completely different</li> <li>Text still highly predictable</li> <li>Sentence structure same as that of oral speech</li> </ul>	<ul style="list-style-type: none"> <li>May still have language or phrases, sentences that repeat</li> <li>Some cumulative or chronological patterns (e.g., days of the week)</li> <li>Text still highly predictable</li> <li>Sentence structure same as that of oral speech; possibility of two verb tenses (that learners have already studied)</li> </ul>
<b>ILLUSTRATIONS</b> <i>Complexity and clarity of illustrations; choice and quality of colours; extend to which illustrations communicate what is in the text</i>	<ul style="list-style-type: none"> <li>Clear illustrations</li> <li>Illustrations still provide high support for text</li> <li>Interesting, engaging, and attractive</li> <li>Clear, colourful illustrations that encourage thinking, e.g., via examination of characters' facial expressions</li> <li>Where applicable, illustrations portray Rwandan context</li> </ul>	<ul style="list-style-type: none"> <li>Illustrations continue to provide high support for text, particularly for unfamiliar words</li> <li>Interesting, clear, colorful illustrations that encourage thinking e.g., via examination of characters' facial expressions</li> <li>Where applicable, illustrations portray Rwandan context</li> </ul>
<b>PRINT FEATURES</b> <i>Spacing and placement of text and illustrations on page; spacing between words and sentences; wrapping or not of sentences; format of book; type and size of font; colour of font used; type of punctuation and capitalization used</i>	<ul style="list-style-type: none"> <li>Large font, not less than 20 pt.</li> <li>Simple font (e.g., Andika)</li> <li>Text generally placed in the same place on every page</li> <li>Double spacing between lines of text</li> <li>Placement of sentence may require reader to make a return sweep (i.e., wrapped sentences that continue on next line)</li> <li>More punctuation (question mark, exclamation mark, comma, dialogue)</li> <li>Generally, B5 format</li> <li>Not exceeding 18 pages</li> </ul>	<ul style="list-style-type: none"> <li>Font is still large, but not necessarily as large as in previous levels (16–18 pt.)</li> <li>Simple font (e.g., Andika)</li> <li>Text generally, but not always, placed in the same place on every page</li> <li>Double spacing between lines of text</li> <li>Some short, choppy sentences; reader may be required to make a return sweep (i.e., wrapped sentences that continue on next line)</li> <li>Conventional punctuation (question mark, exclamation mark, comma, dialogue)</li> <li>Generally, B5 format</li> <li>Not exceeding 22 pages</li> </ul>

CRITERIA	LEVEL 5	LEVEL 6
<p><b>OVERALL READABILITY OF TEXT</b> Word, sentence, and text length; number of words, sentences, pages</p>	<ul style="list-style-type: none"> <li>- Increased number of longer, 3-syllable words</li> <li>- Increased number of words per sentence (e.g., 5 to 8 words)</li> <li>- Generally, up to 3 lines of text on each page</li> <li>- Complete, increasingly longer, sentences (increased number of words per sentence)</li> </ul>	<ul style="list-style-type: none"> <li>- Increased number of longer 3 and sometimes even 4-syllable words</li> <li>- Increased number of words per sentence (e.g., 6 to 9 words)</li> <li>- Generally, up to 3 lines of text on each page</li> <li>- Complete, increasingly longer sentences; conjunctions may join two short sentences</li> </ul>
<p><b>READING COMPREHENSION<sup>1</sup></b> <i>Appropriateness of proposed questions, including questions that invite the reader to make personal connection with text</i></p>	<p>Simple, literal comprehension questions, where answer can be found by matching words in question with words in the text, where the information to be found is explicitly and prominently stated in the text. For example, if the text says: "Sam eats bananas" and the question is "What does Sam eat?"</p> <p>Simple, literal comprehension questions, where answer can be found by matching a word in the question with a synonym in the text, where the information to be found is not prominently stated in the text. For example, if the text says: "Sam is a farmer. He likes bananas. He raises goats and pigs to sell at the market." And the question is "What fruit does Sam like?" The information is stated in the text, but it is not a prominent piece of information</p> <p>Simple inferential questions where the answer can be found by interpreting information in the text or in the illustrations, when there is limited competing information</p> <p>.Identify the sequence of actions or events in a text</p> <p>Identify the main idea of a text when it is not explicitly stated</p> <p>Make a personal connection with ideas in text. For example, if a text introduces a series of animals in comical situations, one question may be "Which is your favourite animal?"</p>	<p>Simple, literal comprehension questions, where answer can be found in the text. Answer to the question can be found by matching words in question with words in the text. For example, if the text says: "Sam eats bananas," the question is "What does Sam eat?" or "Who eats a banana?"</p> <p>Simple, literal comprehension questions, where answer can be found by matching a word in the question with a synonym in the text. For example, if the text says: "Sam eats bananas," the question is "What fruit does Sam eat?"</p> <p>Simple inferential questions where the answer can be found by interpreting information in the text or in the illustrations, when there is limited competing information</p> <p>Identify the sequence of actions or events in a text</p> <p>Identify the main idea of a text when it is not explicitly stated</p> <p>Make a personal connection with ideas in text. For example, if the text introduces a series of animals in comical situations, the question may be "Which is your favourite animal?"</p>
<p><b>EXAMPLE OF TEXT</b></p>	<p>Gossie and Gertie are Friends by Olivier Dunrea Sports Day, From BLF Activity book, P2 Are You my Mother? From global Digital Library Where Did You Go Yesterday? from REB L3 Collection</p>	<p>Cookie's Week by Cindy Ward and Tomie dePaola And Also, from Global Digital Library This House is Mine, from Global Digital Library The Enormous Cassava, from BLF Activity Book, P2 The Monkey and the Hat, from BLF Activity Book, P2. Zet is Sick, modified from REB L3 collection.</p>

(Footnotes)

- 1 The inclusion of this criteria reflects the desire to have authors/publishers include questions to develop learners' reading comprehension skills. The questions can be used by classroom teachers, parents and eventually the learners themselves to develop learners' reading comprehension skills.

<b>CRITERIA</b>	<b>LEVEL 7</b>	<b>LEVEL 8</b>
<b>CONTENT</b> <i>Age and context appropriateness of themes addressed, and ideas presented; Number of ideas presented; Clarity of their organization; types of texts (fiction, nonfiction, etc.) presented</i>	<ul style="list-style-type: none"> <li>- Familiar themes, events, and actions in learners' everyday lives; fantasy situation, or basic factual text</li> <li>- A few events or ideas; more detail in storyline</li> <li>- Logical sequence of events or facts</li> <li>- Simple narrative with clear beginning, middle and end</li> <li>- Small number of characters</li> <li>- May have conversation, simple dialogue, or simple diagrams</li> </ul>	<ul style="list-style-type: none"> <li>- Familiar themes, events, and actions in learners' everyday lives; fantasy situation, or basic factual text</li> <li>- More detail in storyline</li> <li>- More sophisticated sequence of events; may have two different settings</li> <li>- Single event can continue over several pages</li> <li>- More characters</li> <li>- May have conversation, dialogue or simple diagrams, graphs</li> </ul>
<b>VOCABULARY</b> <i>Familiarity, simplicity, complexity of vocabulary; level of repetition of vocabulary; use of abbreviations, contractions</i>	<ul style="list-style-type: none"> <li>- More unique words introduced in text (fewer of repeated words)</li> <li>- Text is still dominated by high frequency, familiar words</li> <li>- Vocabulary is still that used in oral speech.</li> <li>- Decodable non-sight words, some sight words and occasionally hard to decode words (e.g., rhythm)</li> <li>- May introduce some literary language</li> </ul>	<ul style="list-style-type: none"> <li>- More unique words introduced in each sentence (fewer repeated words)</li> <li>- Text is still dominated by high frequency, familiar words.</li> <li>- When new, unfamiliar vocabulary is introduced, it is repeated often throughout the text and there are strong clues in text or illustrations to help readers figure out the meaning</li> <li>- Book language begins (i.e., words not necessarily used often in oral speech, for example: "Once upon a time..., Long ago in a faraway land...; Long, long ago...; There once was...")</li> </ul>
<b>PATTERNS IN TEXT</b> <i>Presence/absence of patterns in vocabulary or sentence structure; degree to which story follows a predictable or linear structure.</i>	<ul style="list-style-type: none"> <li>- Sometimes rhythmic</li> <li>- May have 2–3 different sentence patterns (i.e., exclamation, declarative, interrogative)</li> <li>- Text still highly predictable</li> <li>- Sentence structure same as that of oral speech</li> </ul>	<ul style="list-style-type: none"> <li>- Generally, have a variety of sentence patterns (exclamation, declarative, interrogative)</li> <li>- Text still highly predictable</li> <li>- Book language begins (i.e., sentence structures not necessarily same as those used in oral speech)</li> </ul>
<b>ILLUSTRATIONS</b> <i>Complexity and clarity of illustrations; choice and quality of colours; extend to which illustrations communicate what is in the text</i>	<ul style="list-style-type: none"> <li>- Cues in illustrations provide moderate to high support for accompanying text, particularly for unfamiliar words</li> <li>- Interesting, clear, colorful illustrations that encourage thinking e.g., via examination of character's facial expression</li> <li>- Where applicable, illustrations portray Rwandan context</li> </ul>	<ul style="list-style-type: none"> <li>- Illustrations more detailed, less supportive of text</li> <li>- Interesting, clear, colorful illustrations that encourage thinking e.g., via examination of character's facial expression</li> <li>- More meaning carried in text than in illustrations</li> <li>- Where applicable, illustrations portray Rwandan context</li> </ul>
<b>PRINT FEATURES</b> <i>Spacing and placement of text and illustrations on page; spacing between words and sentences; wrapping or not of sentences; format of book; type and size of font; colour of font used; type of punctuation and capitalization used</i>	<ul style="list-style-type: none"> <li>- Font is large, but not as large as in previous levels (14–16 pt.)</li> <li>- Simple font (e.g., Andika)</li> <li>- Text not always placed in the same place on every page</li> <li>- Double spacing between lines of text</li> <li>- Longer, more detailed sentences that may require reader to make return sweeps (i.e., wrapped sentences that continue on next line)</li> <li>- Conventional punctuation (question mark, exclamation mark, comma, dialogue)</li> <li>- Generally, B5 format</li> <li>- Not exceeding 24 pages</li> </ul>	<ul style="list-style-type: none"> <li>- Font is large, but not as large as in previous levels (14–16 pt.)</li> <li>- Standard font</li> <li>- Text placement on page can vary</li> <li>- Longer sentences, requiring reader to make return sweeps (i.e., wrapped sentences that continue on next line)</li> <li>- 1.5 spacing between lines</li> <li>- Conventional punctuation (question mark, exclamation mark, comma, dialogue)</li> <li>- Generally, B5 format</li> <li>- Not exceeding 26 pages</li> </ul>

CRITERIA	LEVEL 7	LEVEL 8
<b>OVERALL READABILITY OF TEXT</b> <i>Word, sentence, and text length; number of words, sentences, pages</i>	<ul style="list-style-type: none"> <li>- Increased number of longer 3- and 4-syllable words</li> <li>- Increased number of words per page</li> <li>- Generally, up to 4 lines of text on each page</li> <li>- Longer, more detailed sentences (e.g., 6 to 10 words)</li> <li>- Longer stories (increased number of total words)</li> </ul>	<ul style="list-style-type: none"> <li>- Increased number of longer 3- and 4-syllable words</li> <li>- Increased number of words per page</li> <li>- Generally, up to 4 lines of text on each page</li> <li>- Increased number of words per sentence (e.g., 8 to 12) and per page</li> <li>- Longer stories (increased number of total words)</li> </ul>
<b>READING COMPREHENSION<sup>1</sup></b> <i>Appropriateness of proposed questions, including questions that invite the reader to make personal connection with text.</i>	<p>Simple, literal comprehension questions, where the answer can be found by matching words in question with words in the text, where the information to be found is explicitly and prominently stated in the text. For example, if the text says: "Sam eats bananas" and the question is "What does Sam eat?"</p> <p>Simple, literal comprehension questions, where the answer can be found by matching a word in the question with a synonym in the text, where the information to be found is not prominently stated in the text. For example, if the text says: "Sam is a farmer. He likes bananas. He raises goats and pigs to sell at the market." And the question is "What fruit does Sam like?" The information is stated in the text, but it is not a prominent piece of information.</p> <p>Simple inferential questions where the answer can be found by interpreting information in the text or in the illustrations, when there is limited competing information</p> <p>Identify the sequence of actions or events in a text</p> <p>Identify the main idea of a text when it is not explicitly stated</p> <p>Make personal connection with ideas in text. For example, if text introduces a series of animals in comical situations, question may be "Which is your favourite animal?"</p>	<p>Simple, literal comprehension questions, where the answer can be found by matching a word in the question with a synonym in the text. For example, if the text says: "Sam eats bananas," the question is "What fruit does Sam eat?"</p> <p>Simple inferential questions where the answer can be found by interpreting information in the text or in the illustrations, when there is limited competing information</p> <p>Identify the sequence of actions or events in a text</p> <p>Identify the main idea of a text when it is not explicitly stated</p> <p>Make personal connection with ideas in text. For example, if text introduces a series of animals in comical situations, question may be "Which is your favourite animal?"</p>
<b>EXAMPLE OF TEXT</b>	<p>Where is Gogo? The From Global Digital Library          What Shall I Wear Today? From the Global Digital Library          The Red Raincoat, from the Global Digital Library          Hetty Gets Healthy, from BLF Activity Book, P3.          Domestic Animals, from REB L3 Collection</p>	<p>Trust Me, I'm a Rabbit, from Global Digital Library          Shopping for Dinner, from REB L3 Collection          The Months of the Year, from REB L3 Collection</p>

(Footnotes)

- 1 The inclusion of this criteria reflects the desire to have authors/publishers include questions to develop learners' reading comprehension skills. The questions can be used by classroom teachers, parents and eventually the learners themselves to develop learners' reading comprehension skills.

CRITERIA	LEVEL 9	LEVEL 10
<b>CONTENT</b> <i>Age and context appropriateness of themes addressed, and ideas presented; Number of ideas presented; Clarity of their organization; types of texts (fiction, nonfiction, etc.) presented</i>	<ul style="list-style-type: none"> <li>- Familiar themes and ideas (family, play, pets, school), with a few simple elements of fantasy (talking animals, etc.)</li> <li>- Generally, one single idea or simple topic</li> <li>- Very simple narrative with simple sequence of events (often repeated)</li> <li>- One or two main characters; possibility of a few minor characters</li> <li>- A single event can continue over several pages</li> <li>- Predictable but increasingly sophisticated storyline</li> <li>- May have a "twist" at the end</li> <li>- Conversations among several characters</li> </ul> <p>Genres</p> <ul style="list-style-type: none"> <li>- Simple factual texts focused on one single idea or simple topic; texts may have sequential information</li> <li>- Simple animal fantasy</li> <li>- Realistic fiction</li> </ul>	<ul style="list-style-type: none"> <li>- Familiar themes and ideas (family, play, pets, school), with a few simple elements of fantasy (talking animals, etc.)</li> <li>- More connected story line</li> <li>- Very simple narrative with several events</li> <li>- A single event can continue over several pages</li> <li>- May have "twist" at the end</li> <li>- One or two main characters; possibility of a few minor characters</li> <li>- Conversations among many characters</li> </ul> <p>Genres</p> <ul style="list-style-type: none"> <li>- Simple factual texts focused on one single idea or simple topic; texts may have sequential information</li> <li>- Simple animal fantasy</li> <li>- Realistic fiction</li> <li>- Increasingly difficult vocabulary; figurative or poetic language may appear</li> <li>- More unfamiliar words per page, less likely to be repeated</li> <li>- May contain "book language" i.e., words and expressions not generally used in oral speech</li> </ul>
<b>VOCABULARY</b> <i>Familiarity, simplicity, complexity of vocabulary; level of repetition of vocabulary; use of abbreviations, contractions</i>	<ul style="list-style-type: none"> <li>- Beginning of "literary language," blend of oral and written language</li> <li>- Blend of vocabulary familiar to all children (and likely to be used in their oral language) and new, interesting words</li> <li>- More print on the page, more unfamiliar words per page</li> <li>- More unique words. Fewer repeated words</li> <li>- Simple contractions and possessives (words with apostrophes)</li> <li>- New vocabulary repeated</li> <li>- Clues in text or illustration to help readers figure out the meaning of new words</li> </ul>	<ul style="list-style-type: none"> <li>- More unfamiliar words per page, less likely to be repeated</li> <li>- May contain "book language" i.e., words and expressions not generally used in oral speech</li> </ul>
<b>PATTERNS IN TEXT</b> <i>Presence/absence of patterns in vocabulary or sentence structure; degree to which story follows a predictable or linear structure</i>	<ul style="list-style-type: none"> <li>- Beginning of "literary language," blend of oral and written language</li> <li>- Few patterns (few instances of repeated vocabulary or repeated sentence structure)</li> </ul>	<ul style="list-style-type: none"> <li>- Variable sentence structure or no pattern at all</li> <li>- If there is predictability, it comes through rhyme, cumulative structure</li> </ul>
<b>ILLUSTRATIONS</b> <i>Complexity and clarity of illustrations; choice and quality of colours; extent to which illustrations communicate what is in the text</i>	<ul style="list-style-type: none"> <li>- Cues in illustrations less supportive of text</li> <li>- More meaning carried in text than in illustrations</li> <li>- More details in illustrations</li> <li>- Where applicable, illustrations portray Rwandan context</li> </ul>	<ul style="list-style-type: none"> <li>- Cues in illustrations provide less direct support to text</li> <li>- More meaning carried in text than in illustrations</li> <li>- More details in illustrations</li> <li>- Illustrations on every page or every other page</li> <li>- Where applicable, illustrations portray Rwandan context</li> </ul>
<b>PRINT FEATURES</b> <i>Spacing and placement of text and illustrations on page; spacing between words and sentences; wrapping or not of sentences; format of book; type and size of font; colour of font used; type of punctuation and capitalization used</i>	<ul style="list-style-type: none"> <li>- Enlarged font size (12 or 14)</li> <li>- Standard font</li> <li>- Some words in bold or larger font for emphasis</li> <li>- Placement of text still fairly consistent, but may vary within the book</li> <li>- Increasing amounts of print on page; fewer illustrations</li> <li>- Longer sentences, requiring wrapped sentences</li> <li>- Conventional punctuation (question mark, exclamation mark, comma, dialogue)</li> <li>- Ellipses in some texts to create expectations</li> <li>- Generally, B5 format</li> </ul>	<ul style="list-style-type: none"> <li>- Enlarged font size (12 or 14)</li> <li>- Standard font</li> <li>- Text placement on page can vary</li> <li>- Increasing amounts of print on page; Up to a full page of text</li> <li>- fewer illustrations</li> <li>- Longer stories</li> <li>- Line breaks at phrases</li> <li>- Conventional punctuation (question mark, exclamation mark, comma, dialogue)</li> <li>- Ellipses in some texts to create expectations</li> <li>- Generally, B5 format</li> </ul>



CRITERIA	LEVEL 9	LEVEL 10
<b>OVERALL READABILITY OF TEXT</b> <i>Word, sentence, and text length; number of words, sentences, pages</i>	<ul style="list-style-type: none"> <li>- Increased number of longer words (3- and 4-syllable words)</li> <li>- Increased number of words per page (up to 8 lines of text per page)</li> <li>- Longer sentences; (increased number of words per sentence)</li> <li>- Both compound and simple sentences; some sentences with prepositional phrases and adjectives</li> <li>- Longer stories (increased number of total words)</li> </ul>	<ul style="list-style-type: none"> <li>- Increased number of longer 3- and 4-syllable words</li> <li>- Increased number of words per page</li> <li>- Longer sentences; (increased number of words per sentence)</li> <li>- Many sentences with prepositional phrases and adjectives</li> <li>- Some questions (in the text and in dialogues)</li> <li>- Longer stories (increased number of total words)</li> <li>- May have full page of text</li> </ul>
<b>READING COMPREHENSION<sup>1</sup></b> <i>Appropriateness of proposed questions, including questions that invite the reader to make personal connection with text.</i>	<p>Simple, literal comprehension questions, where answer can be found by matching words in question with words in the text; where the information to be found is explicitly and prominently stated in the text. For example, if the text says: “Sam eats bananas,” and the question is “What does Sam eat?”</p> <p>Simple, literal comprehension questions, where answer can be found by matching a word in the question with a synonym in the text, where the information to be found is not prominently stated in the text. For example, if the text says: “Sam is a farmer. He likes bananas. He raises goats and pigs to sell at the market.” And the question is “What fruit does Sam like?” The information is stated in the text, but it is not a prominent piece of information</p> <p>Simple inferential questions where the answer can be found by interpreting information in the text or in the illustrations, when there is limited competing information</p> <p>Identify the sequence of actions or events in a text</p> <p>Identify the main idea of a text when it is not explicitly stated.</p> <ul style="list-style-type: none"> <li>- Make personal connection with ideas in text. For example, if the text introduces a series of animals in comical situations, the question may be “Which is your favourite animal?”</li> </ul>	<p>Simple, literal comprehension questions, where the answer can be found in the text. The answer to the question can be found by matching words in question with words in the text. For example, if the text says: “Sam eats bananas,” the question is “What does Sam eat?” or “Who eats a banana?”</p> <p>Simple, literal comprehension questions, where answer can be found by matching a word in the question with a synonym in the text. For example, if the text says “Sam eats bananas,” the question is “What fruit does Sam eat?”</p> <p>Simple inferential questions where the answer can be found by interpreting information in the text or in the illustrations, when there is limited competing information</p> <p>Identify the sequence of actions or events in a text</p> <p>Identify the main idea of a text when it is not explicitly stated.</p> <ul style="list-style-type: none"> <li>- Make personal connection with ideas in text. For example, if the text introduces a series of animals in comical situations, the question may be “Which is your favourite animal?”</li> </ul>
<b>EXAMPLE OF TEXT</b>	<p>Hare and the Five Senses, from REB Reach Collection  Geographical features, from REB L3 Collection  The Elephant in my House, from Global Digital Library</p>	<p>The Dollhouse, from the Global Digital Library  Rwanda, from BLF Activity Book</p>

(Footnotes)

- 1 The inclusion of this criteria reflects the desire to have authors/publishers include questions to develop learners’ reading comprehension skills. The questions can be used by classroom teachers, parents and eventually the learners themselves to develop learners’ reading comprehension skills.

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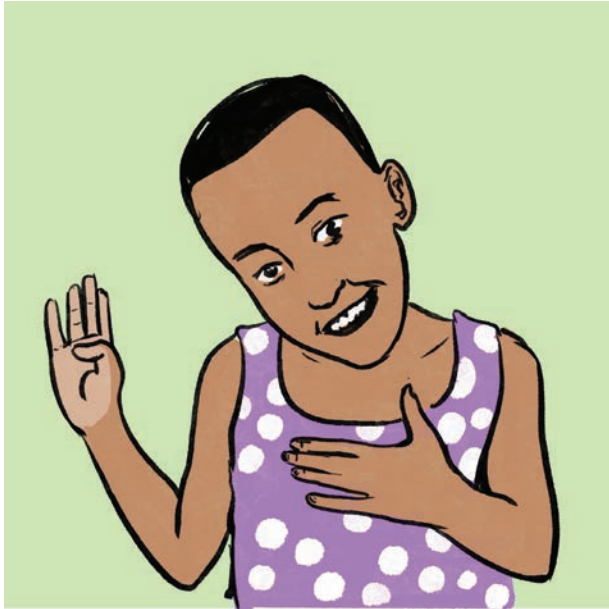
Story weaver Online Book Collection. 2022. Available at <https://storyweaver.org.in>



# Annex A – Analysis of examples of leveled texts

## Level 1

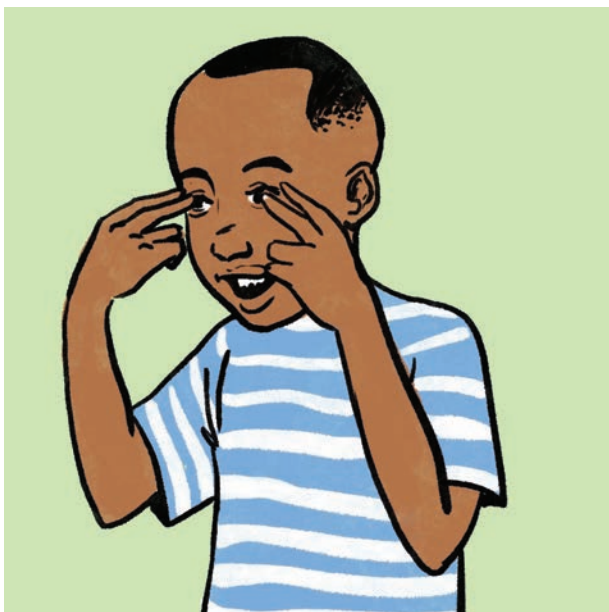
1A. Me - Created by workshop facilitators



Me.



My head.



My eyes.



My nose.



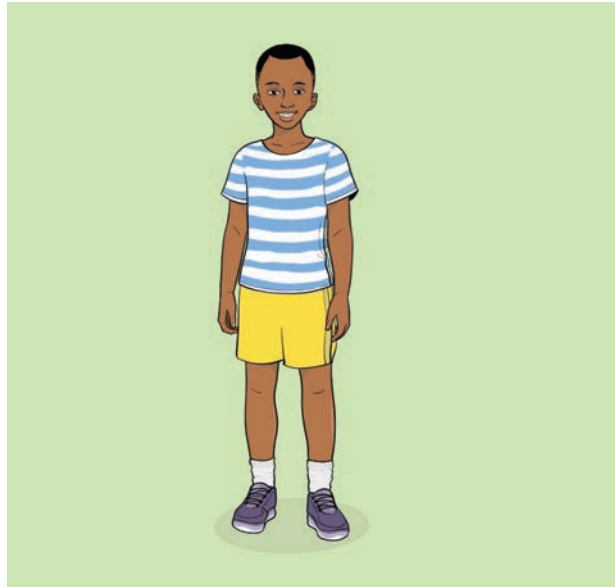
My mouth.



My ears.



My legs.

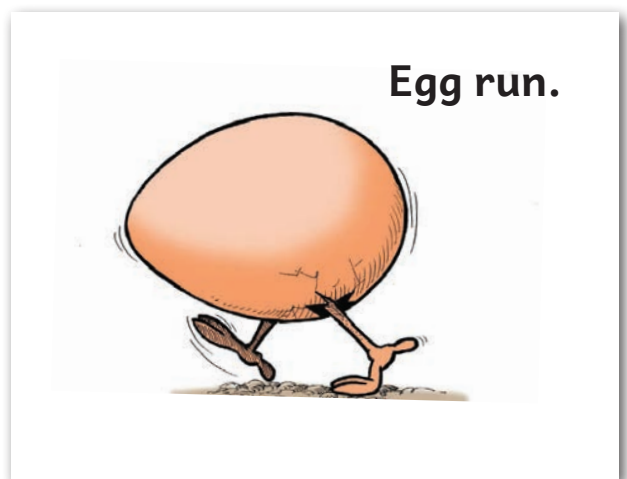
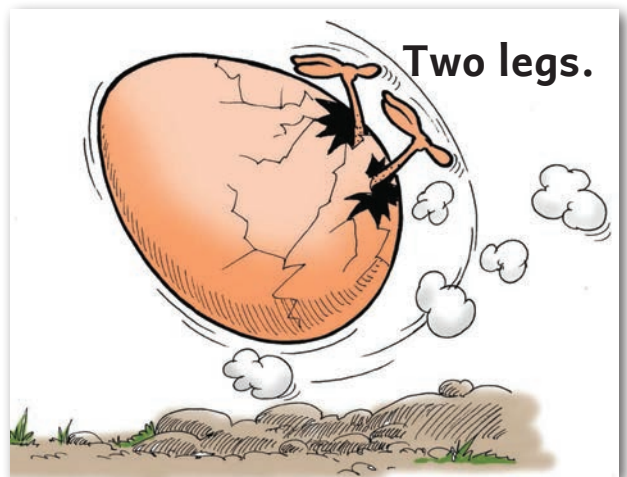
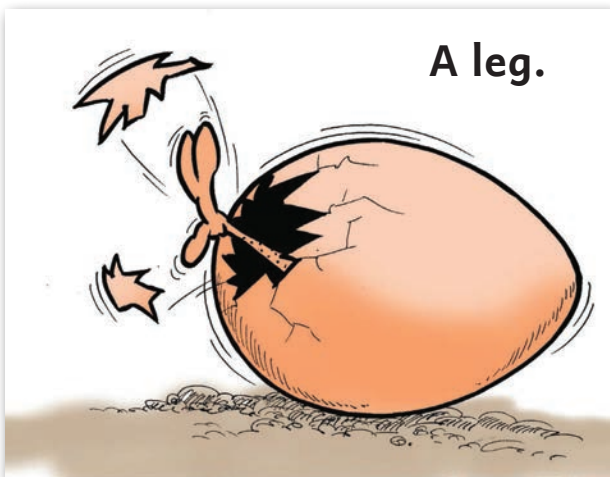
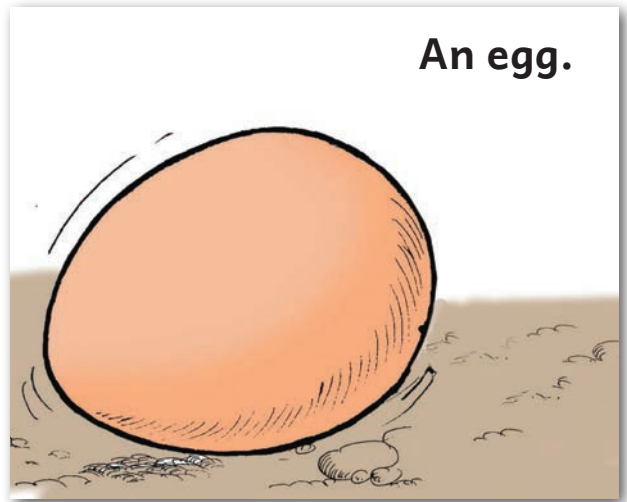
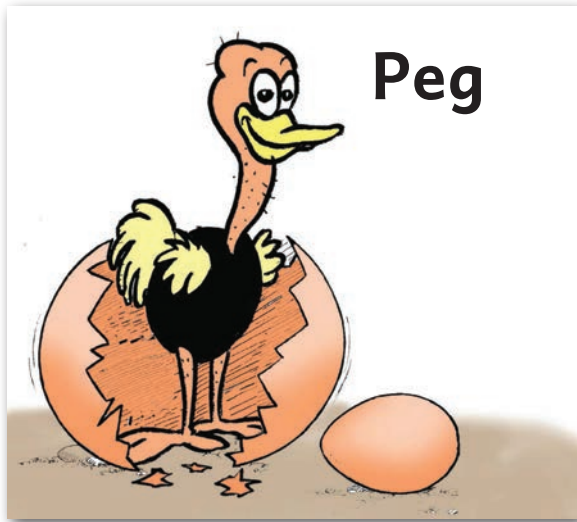


Me.

**Analysis: This is a level 1 text because:**

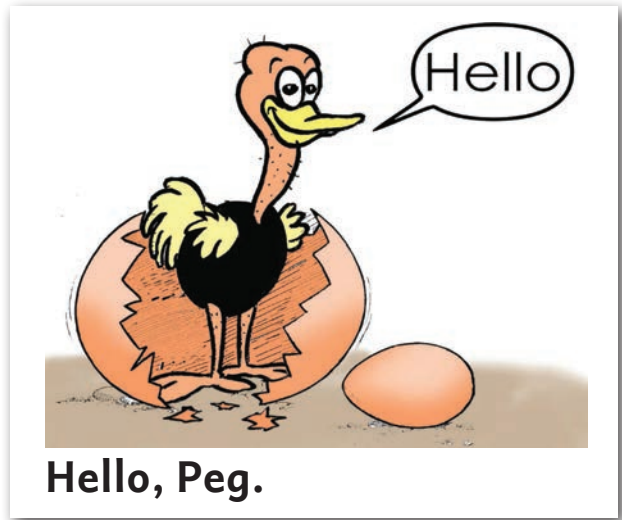
- The text labels common objects or actions, in this case the parts of the body.
- There are only one or two words per page, and the words are heavily supported by illustrations.
- There is predictability in the story. The reader can guess that the next page will be (My + parts of the body).
- The words are all very familiar words pupils should have encountered in classroom discussion.
- The words are either high frequency sight words (e.g., my) or short words that are easily decodable.
- There are few words on the page, a large font size, an accessible font (Andika), and exaggerated spacing between the words.
- There is no punctuation, but first letter is capitalized.
- There are no sentence returns (no wrapping sentences).

1B. Peg (modified from REB L3 collection). Images copyright of REB.





**Egg fall.**



**Hello, Peg.**

## Comprehension questions

1. Who is Peg?
2. Can you draw Peg?

**Analysis: This is an end of level 1 text because:**

- The text labels objects or actions.
- There are two phrases (*Oh no egg, Hello Peg*), but they are short and supported by illustrations.
- There is some predictability in the story. The reader can guess what comes next.
- The words are all very familiar words pupils should have encountered in classroom discussion.
- The words are either high frequency sight words (e.g., is) or short words that are easily decodable.
- The pictures provide very high support for the text.
- There are few words on the page, a large font size, an accessible font (Andika), and exaggerated spacing between the words.
- There is no punctuation, but first letter is capitalized.
- There are no sentence returns (no wrapping sentences).
- It is relatively short (7 pages).
- It is engaging, creative, and funny, although it uses few words. And it tells a story, more through the images than the words.



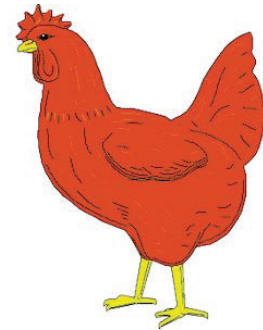
## Level 2

2A. I See - Text created by workshop facilitators. Images copyright of REB.

**I see**



Level 2 text, modified from L3 collection, P1 English pupil's book



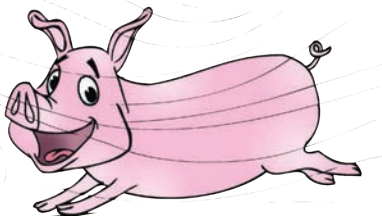
**I see a red hen.**



**I see a black dog.**



**I see an orange cat.**



**I see a pink pig.**



**I see a grey rabbit.**



**I see a brown goat.**



**I see a happy hippo.**



**What do you see ?**

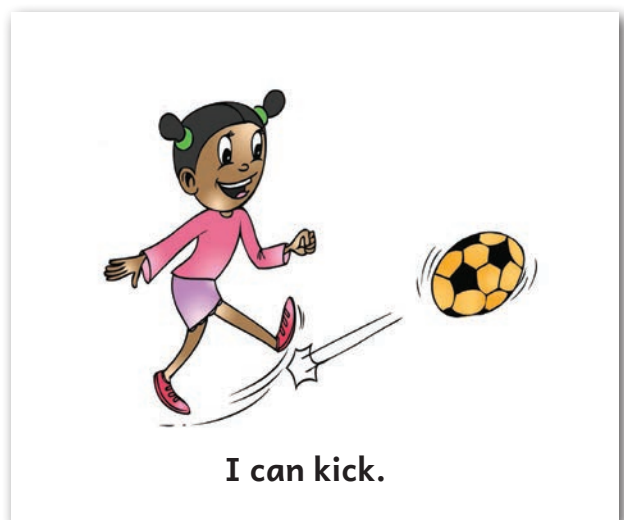
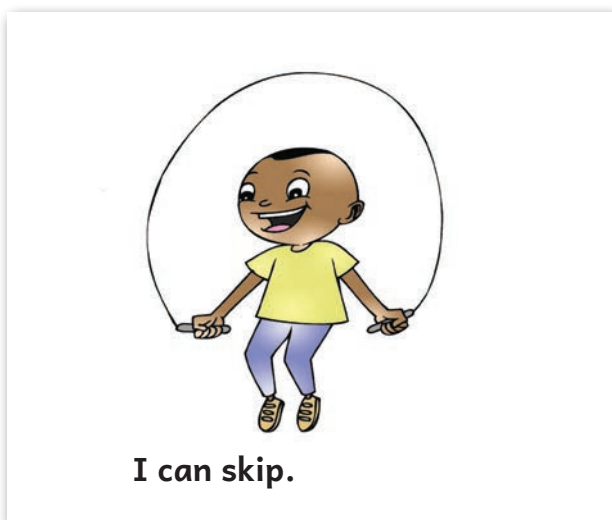
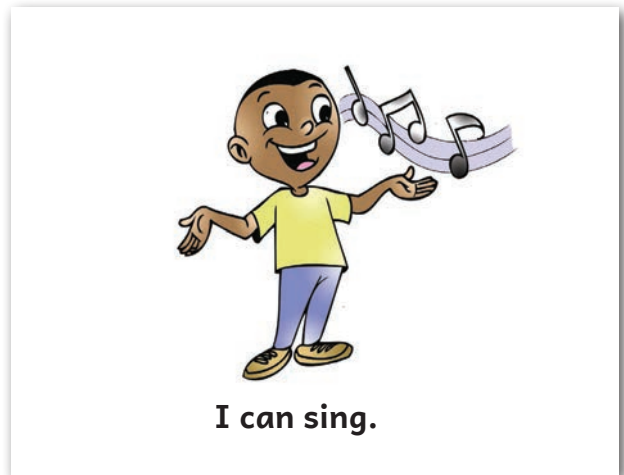
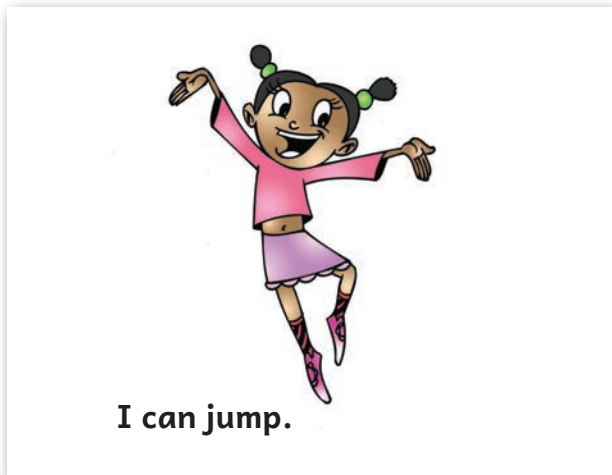
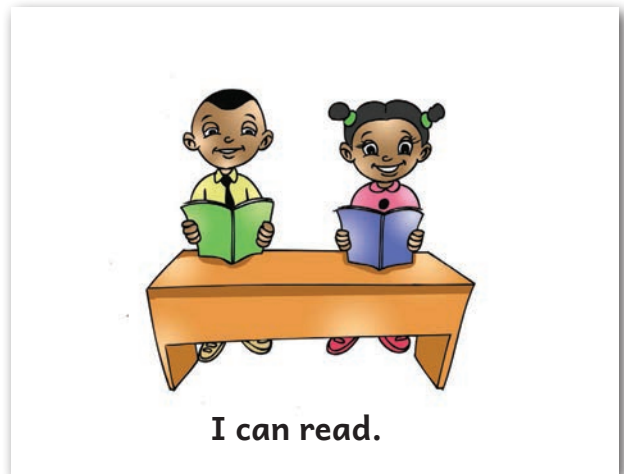
### **Comprehension questions**

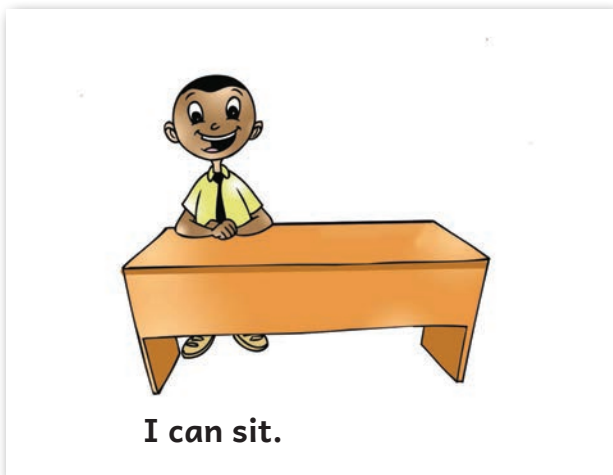
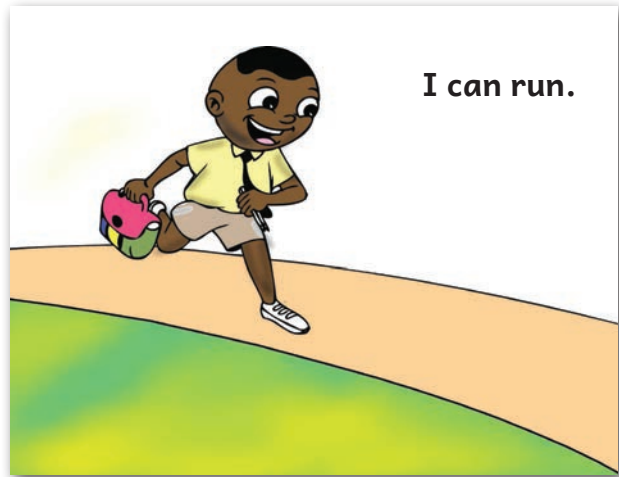
1. What animals do you see?
2. How many orange cats do you see?
3. Which black animal do you see?
4. Which animal do you like?

### **Analysis: This is a level 2 text because:**

It is a context familiar to most children in early primary.

- It has come some very simple, repetitive sentences.
- There is a pattern. The reader can guess how the text on the following page will begin.
- The words are all very familiar words pupils should have encountered in classroom discussion.
- The words are either high frequency sight words (e.g., *I, see, a*) or short easily decodable words.
- The pictures provide very high support for the text.
- There are few words on the page, a large font size, an accessible font (Andika), and exaggerated spacing between the words.
- The first letter of each sentence is capitalized. Each sentence ends with a full stop, except the last which has a question mark.
- There are no sentence returns (no wrapping sentences).
- It is relatively short (8 pages).





**Analysis: This is a level 2 text because:**

- It is a context familiar to most children in early primary.
- It has some very simple, repetitive sentences.
- There is a pattern. The reader can guess how the text on the following page will begin.
- The words are all very familiar words pupils should have encountered in classroom discussion.
- The words are either high frequency sight words (e.g., *I*, *can*) or short easily decodable words.
- Most of the illustrations provide very high support for the text.
- The illustrations are simple, brightly colored, with few details. For the most part, there are no distracting details.
- There are few words on the page, a large font size, an accessible font (Andika), and exaggerated spacing between the words.
- The first letter of each sentence is capitalized. Each sentence ends with a full stop.
- There are no sentence returns (no wrapping sentences).
- It is relatively short (9 pages).

2C. Miss Socks, Adapted from REB Reach Collection

## Miss Socks



Author:  
Fiston Mudacumura

Illustrator:  
Regis Muhirwa



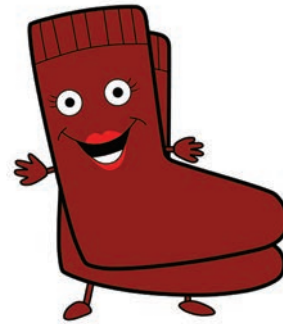
I am black.

1



I am white.

2



I am brown.

3



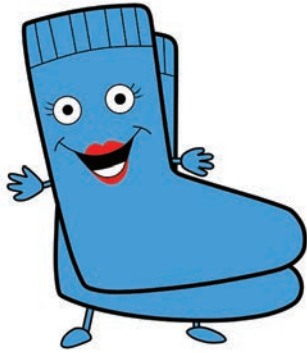
I am yellow.

4



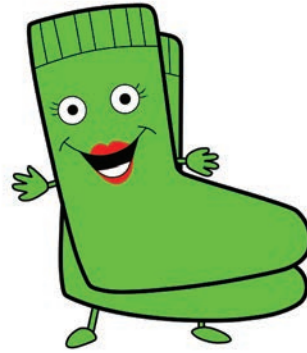
I am red.

5



I am blue.

6



I am green.

7



I am tall.

8



I am short.

9



I am big.

10



I am small.

11



I protect you from cold.

12



I am Miss Socks.

13

### Comprehension Questions

1. Who is Miss Socks?
2. How many colors do Miss Socks have?
3. Which color is your favorite?
4. How many sizes do Miss socks have?

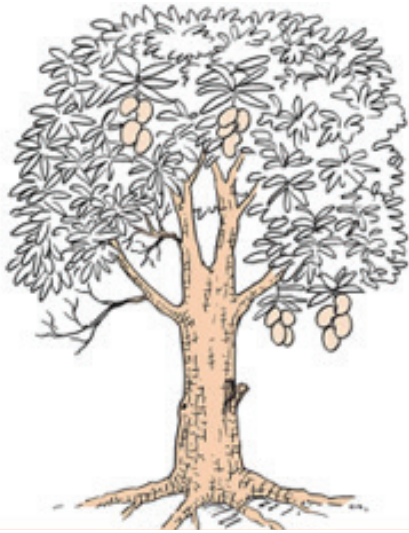
### Analysis: This is an end of level 2 text because:

- It is a context familiar to most children in early primary: simple actions.
- There is a repetitive pattern “I am...”
- The reader can generally guess how the text on the following page will begin.
- The words are familiar words pupils should have encountered in classroom discussion.
- There are a lot of high frequency sight words (e.g., I, am...)
- The illustrations provide very high support for the text.
- The illustrations are simple, brightly colored, with few details. There are no distracting details.
- There are few words on the page.
- The first letter of each sentence is capitalized. Each sentence ends with a full stop.
- The sentences are simple.
- The illustrations are engaging.

# Level 3

3A. Trees – Modified from Global Digital Library, Creative Commons (Open) Copyright  
<https://digitallibrary.io/book/trees/>

## Tree



Level 3 text, modified by REB from GDL collection, Level 3 stories

We need trees.



2

We use the trunk of a tree.



3

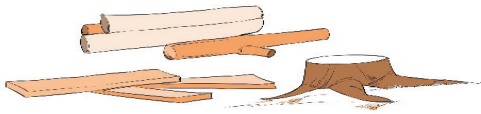
We use the leaves of a tree.



4



We use the wood from trees.



5

Trees give us fruits.



6

Trees give us homes.



7

Trees give us papers.



8

Trees give us clean air.



9

Trees give us shade.



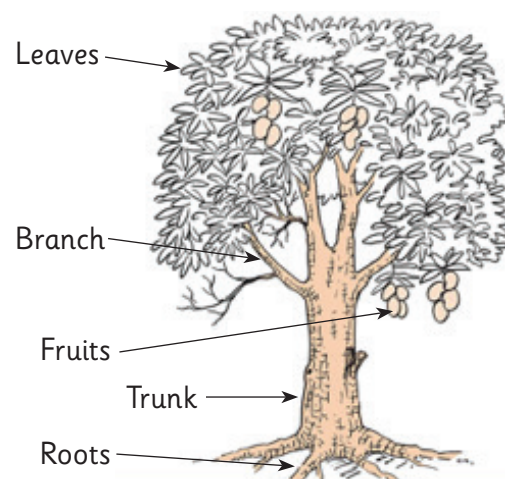
10

Trees give us medicine.



11

We need trees.



## Comprehension Questions

1. Can you name three things that trees give us?
2. Can you draw a tree?
3. What do we use trees for?

### Analysis: The modified factual text is an end of level 3 because:

- The context—trees and what they give us—is familiar to children.
- There are two repeated patterns to the text. The reader can predict what sentences comes next.
- There are a lot of high frequency sight words (e.g., we, use, to, the, from, ...)
- The illustrations provide support for the text.
- The illustrations are simple and most have few details.
- There is one relatively short sentence per page.
- There is no wrapping of sentences.
- The text is separate from the illustrations.
- Words appear in the same place on every page.
- The first letter of each sentence is capitalized. Each sentence ends with a full stop.
- The sentences are simple, although longer than sentences in level 2.
- The illustrations are engaging and creative.
- The text gives a lot of information about trees.
- The text is limited to one idea: what trees do for us, what benefits we get from trees.

3B. Who Can Help Me? From Global Digital Library – Creative Commons (Open) Copyright <https://digitallibrary.io/book/who-can-help-me/>

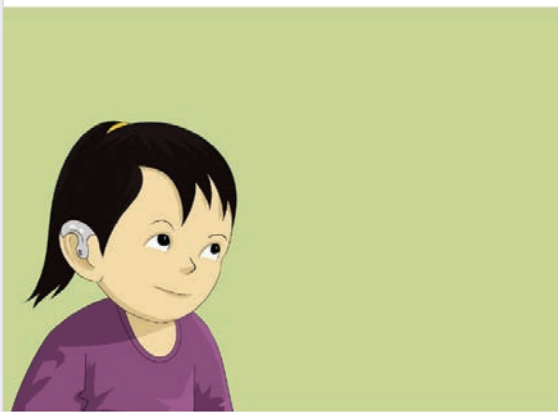


The Asia Foundation

Who can help me ?



I want to read a book.



I do not have a book.



I draw. Dad helps paint the picture.



I paint the picture. Mum helps cut the picture.



I cut the picture. Grandma helps glue the picture.



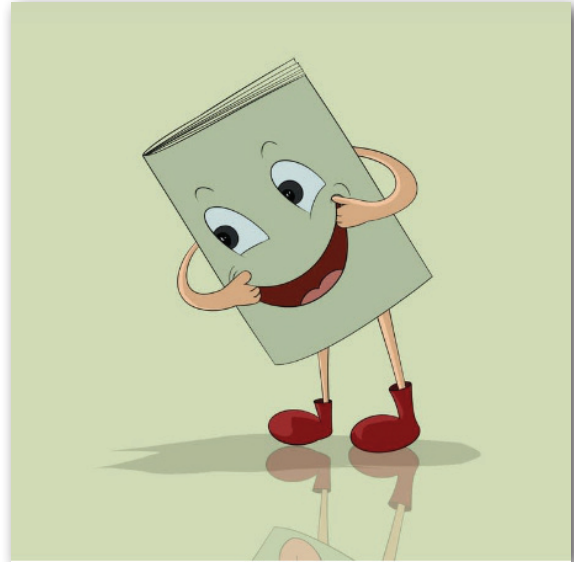
I glue the picture. Grandpa helps write the story.



I write the story. Brother helps to staple the pages together.



I have a book now. I can read the book.



## Comprehension Questions

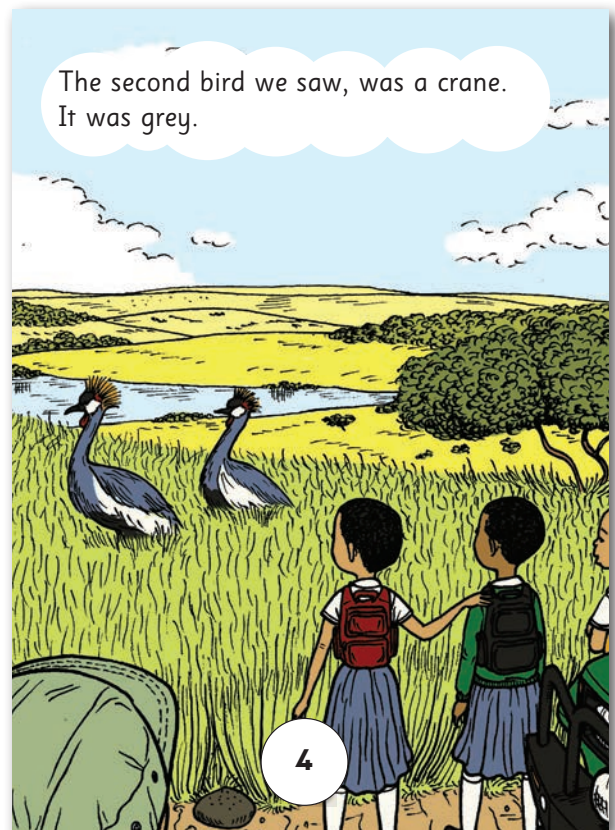
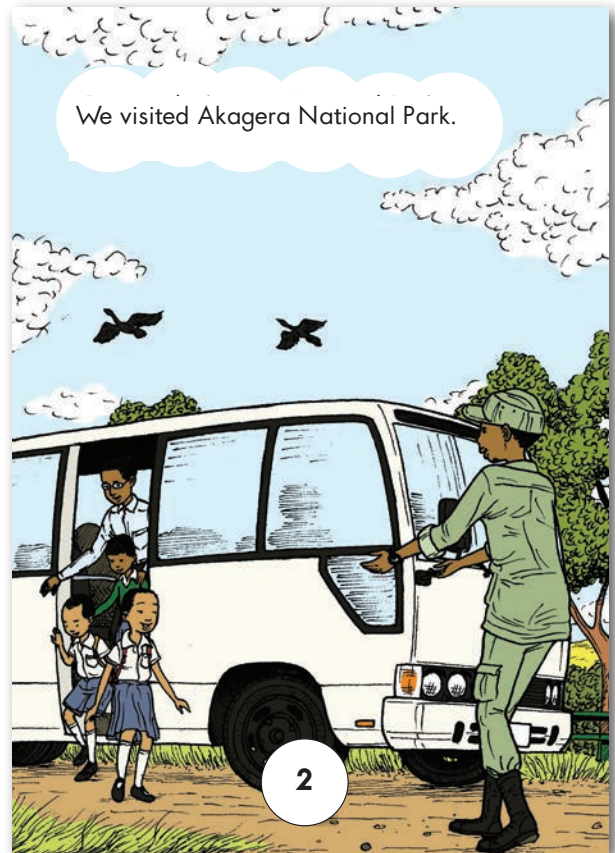
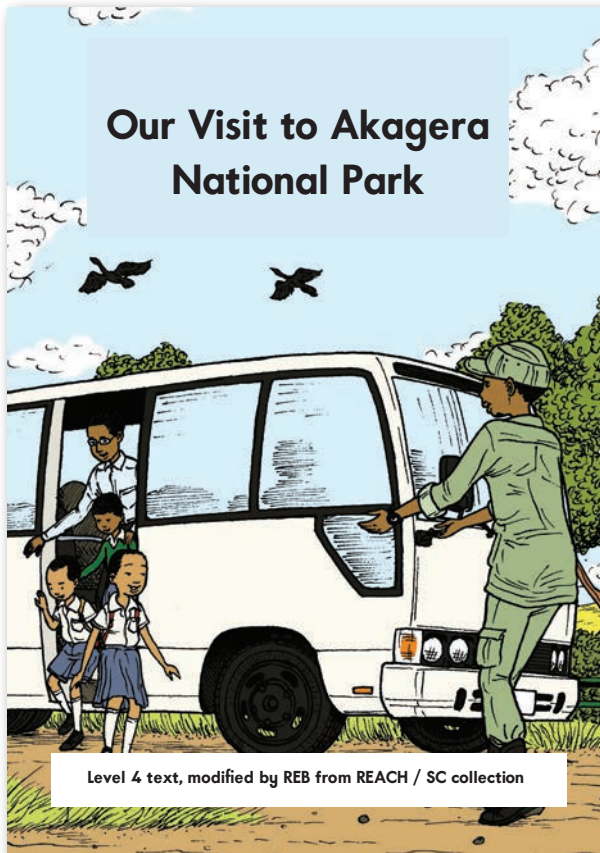
1. Who helps me paint the pictures?
2. Who helps me cut the pictures?
3. Who helps me glue the pictures?

**Analysis: The modified factual text is an end of level 3 (or even beginning of level 4) text because:**

- The context—making a book—should be familiar to children, as are the family members who appear in the text and the actions that go into making a book.
- There is a pattern in the text, although it is a more complicated sequential pattern. Someone does something, then the next time I do it.
- There are a lot of high frequency sight words (e.g., *I, the, a, have ...*)
- A lot of the vocabulary consists of relatively short, familiar words.
- The verbs are all in the present tense, although they have different endings (*cut, cuts, paste, pastes*).
- The sentence structure is the same as the structures used when talking (oral language).
- The illustrations provide support for the text. They are big and clear.
- The illustrations are simple, and most have few details.
- The text is separate from the illustrations. There is no wrapping of sentences.
- Words appear in the same place on every page.
- There are generally two short simple sentences per illustration.
- The first letter of each sentence is capitalized. Each sentence ends with a full stop.
- The sentences are short (3 to 6 words), simple, and declarative (subject-verb-object), although they are longer than in level 2.
- There are 1 to 2 short sentences per page.
- The illustrations are engaging and creative.
- The text is a simple little story, without really a beginning, middle and end. It is only a sequence of events.
- The punctuation is simple: full stop or exclamation at the end of the sentence.
- The text is limited to a single idea: making a book.

# Level 4

4A. Visit to Akagera Park, from REB Reach Collection.



The third bird we saw, was a swan.  
It had long white feathers.



The fourth bird I liked was an eagle.  
It had a yellow beak.



The fifth bird we saw was, a raven.  
It had black wings.



The sixth bird we saw was a kite.  
It had long narrow wings.





The seventh bird we saw, was a nightingale. It was singing.



The eighth bird we saw, was a swallow. It had forked tail.



The ninth bird we saw was a pigeon. It was grey.



The tenth bird we saw, was a parrot. It was multi-colored.



The eleventh bird we saw, was a falcon. It looked like an eagle.



The twelfth bird we saw, was a hairy woodpecker. It had a red hair.



The thirteen bird we saw, was a white dove. It was magnificent.



## Comprehension questions

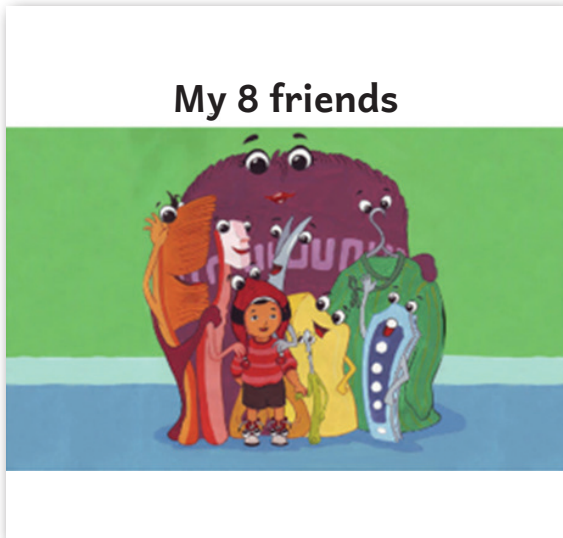
1. How many birds did the children see?
2. What were the nightingale and the sparrow doing?
3. Do you like birds?
4. Which bird is your favorite?

16

### Analysis: This is a level 4 factual text because:

- The context—local birds—is familiar to young readers.
- There is a definite pattern to the sentences.
- There are a lot of high frequency sight words (e.g., *I, the, a, ...*)
- Apart from the words that name the different types of birds, the remaining words familiar words that children have seen in previous levels.
- There is one verb tense.
- The illustrations provide some support for the text.
- The illustrations are generally simple, with some details.
- The illustrations are engaging, attractive, and creative.
- The text is separate from the illustrations.
- The first letter of each sentence is capitalized. Each sentence ends with a full stop, or exclamation mark.
- The sentences are generally simple in structure.
- There is one sentence per page. The sentences are generally declarative.
- None of the sentences wraps around.
- It is 10 pages in total.
- The text is a simple, although it contains a lot of information.
- Like most factual text, it has some unfamiliar language.

4B. My Eight Friends, modification of text from REB Reach collection





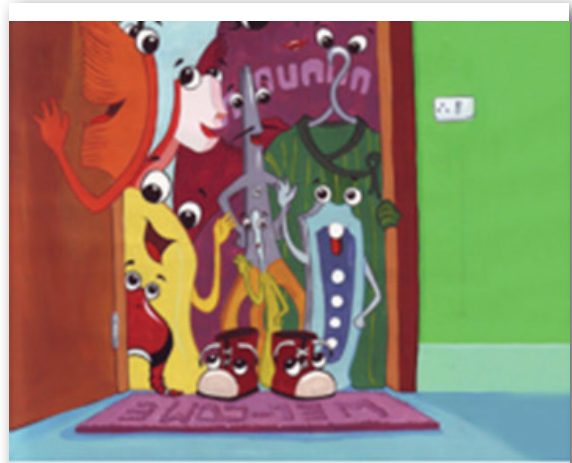
My sixth friend is a comb. He combs my hair.



My seventh friend is a hat. He covers my head.



My eighth friend is shoes. He keeps my feet safe.



I love my friends!!

### Comprehension Questions

1. Who is my first friend?
2. What does my first friend do?
3. Who is my third friend?
4. Who is my eighth friend?

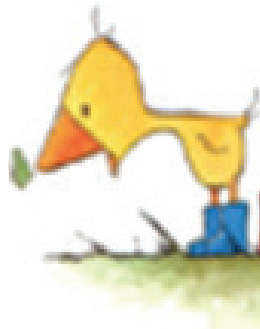
### Analysis: This is a level 4 text because:

- The context—objects that children use—is very familiar to young children.
- There is a definite pattern to the sentences.
- There are a lot of high frequency sight words (e.g., *I, the, a, ...*)
- Apart from the words that name the different types of cats, the remaining words familiar words that children have seen in previous levels.
- There are some commonly used prepositional phrases (*in the mountains, for example*).
- There is generally one verb tense.
- The illustrations provide support for the text.
- The illustrations are generally simple, with some details.
- The illustrations are engaging, attractive, and creative.
- The text is separate from the illustrations.
- The first letter of each sentence is capitalized. Each sentence ends with a full stop, or exclamation mark.
- The sentences are generally simple in structure.
- There are generally one to two sentences per page. The sentences are generally declarative.
- None of the sentences wrap around.

## Level 5

5A. Gossie and Gertie are Friends. By Olivier Dunrea





**This is Gertie.**



**Gossie wears bright red boots.  
Gertie wears bright blue boots.**



**They are friends. Best friends.**



**They splash in the rain.**



**They play hide-and-seek in the bushes.**



**They dive in the pond.**



**They watch in the night.**



**They play in the haystacks.**



**Gossie and Gertie are best friends.**



**Everywhere Gossie goes.**



**Gertie goes too.**



**“Follow me!” cried Gossie.  
Gossie marched to the barn.**





**Gertie followed.**



**“Follow me!” cried Gossie.  
Gossie sneaked to the sheep.**



**Gertie followed.**



**“Follow me!” cried Gossie.**



**Gossie jumped into a mud puddle.  
Gertie did not follow.**



**“Follow me!” shouted Gossie.**



**Gertie followed a hopping frog.**



**“Follow me!” shouted Gossie.**



**But Gertie followed a butterfly.**



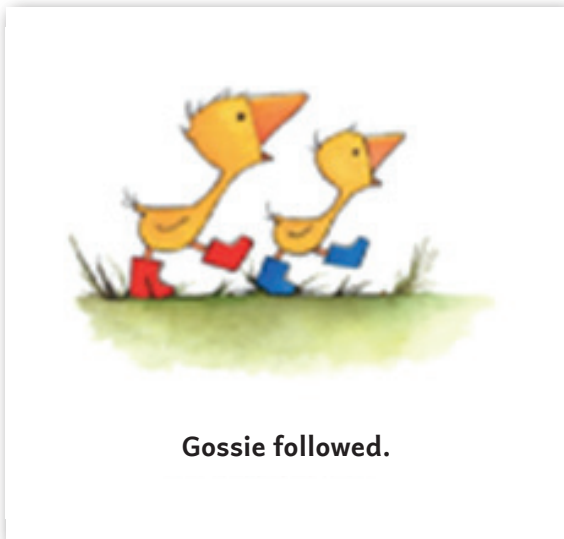
**“Follow me!” shouted Gossie.**



**Gertie followed a shiny blue beetle.**



**“Follow me!” shouted Gossie,  
as she followed Gertie.**



### Comprehension Questions

1. What does Gossie wear?
2. What does Gertie wear?
3. Where does Gossie go?
4. What do Gossie and Gertie do in the rain?

### Analysis: This is a level 5 text because:

- The context—friendships—is something that children know.
- There are simple elements of fantasy: talking animals who behave like humans.
- There is a single idea or simple topic: friendship and doing what our friends ask us to do.
- There is the beginning of a simple story line, with a beginning (introducing the characters), middle (Gossie giving orders and Gertie following) and end (Gertie not following and leading them to dinner). The story is carried by the illustrations.
- There are two characters.
- There is very simple dialogue.
- The sentences are short and declarative.
- There are a lot of high frequency sight words (e.g., *I, the, a, ...*)
- There is an increased number of unique words (fewer repeated words), although all the words are generally familiar words and easily decodable.
- Vocabulary and sentence structure are the same as that used in oral speech.
- There are two verb tenses (present, past).
- There are still strong patterns throughout the text, although the patterns vary.
- The illustrations provide support for the text.
- The illustrations are generally simple, with some details.
- The illustrations are engaging, attractive, and creative.
- The text is separate from the illustrations and appears in the same place on each page.
- There are generally one to two sentences per page. The sentences are generally declarative.
- Some pages have more than 1 sentence. There is more punctuation (full stop, exclamation, comma, dialogue markers).

# Miss Crane's Wedding

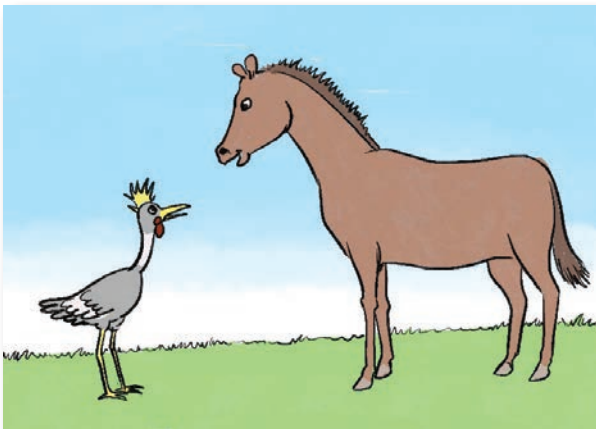


Level 5 text, modified from BLF Collection in P2 Activity book



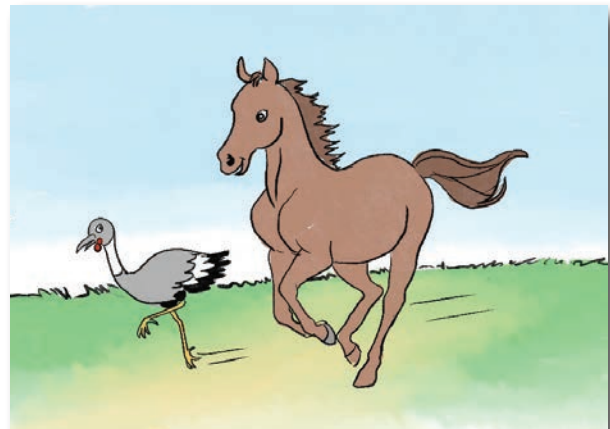
Miss Crane saw a poster saying 'Sports Day'. She likes exercise and thought 'I can do that, but I have to practice.'

2



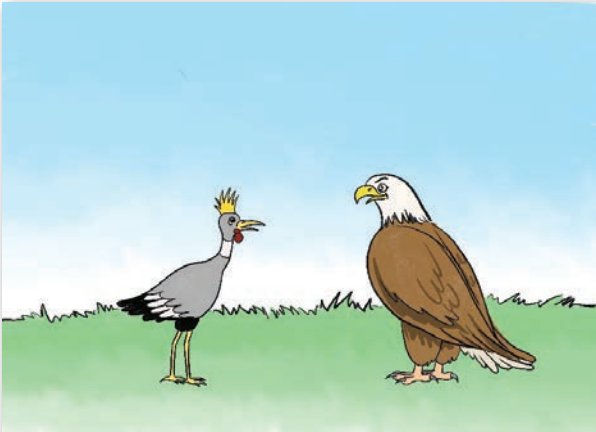
The next day, Miss Crane met a horse. She said, 'I have to practice for Sports Day, can you run with me?'

3



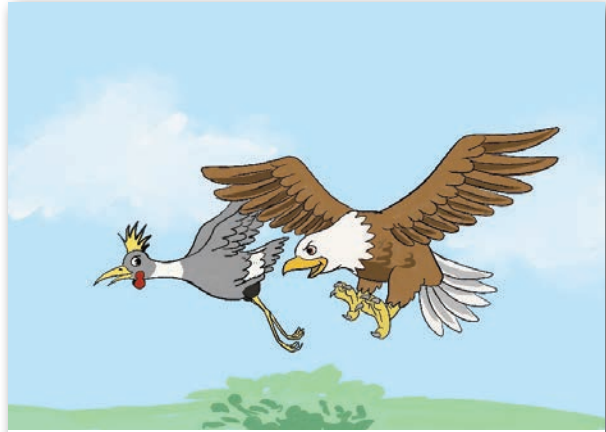
'Yes, I can.' said the horse. Miss Crane and the horse ran and ran.

4



Then, Miss Crane met an eagle. She said, 'I have to practice for Sports Day, can you fly with me?'

5



'Yes, I can.' said the eagle. Miss Crane and the eagle flew and flew.

6



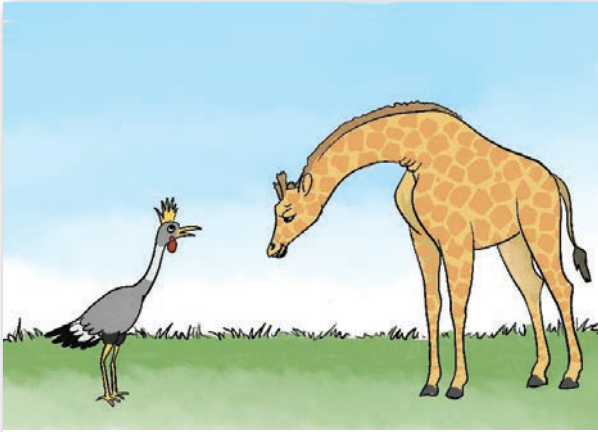
After that, Miss Crane met a seal. She said, 'I have to practice for Sports Day, can you swim with me?'

7



'Yes, I can.' said the seal. Miss Crane and the seal swam and swam.

8



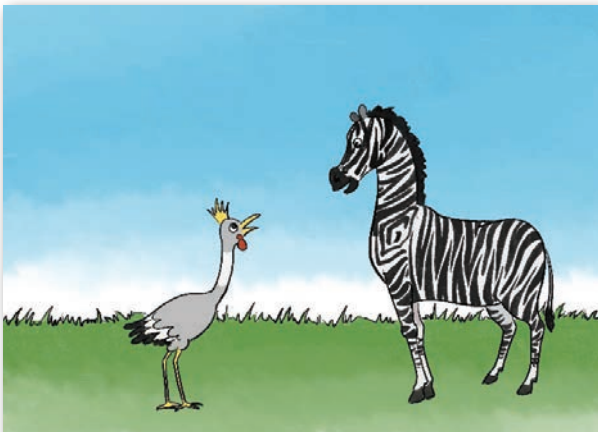
Then, Miss Crane met the giraffe. She said, 'I have to practice for Sports Day, can you walk with me?'

9



'Yes, I can.' said the giraffe. Miss Crane and the giraffe walked and walked.

10



Then, Miss Crane met the zebra. She said, 'I have to practice for Sports Day, can you dance with me?'

11



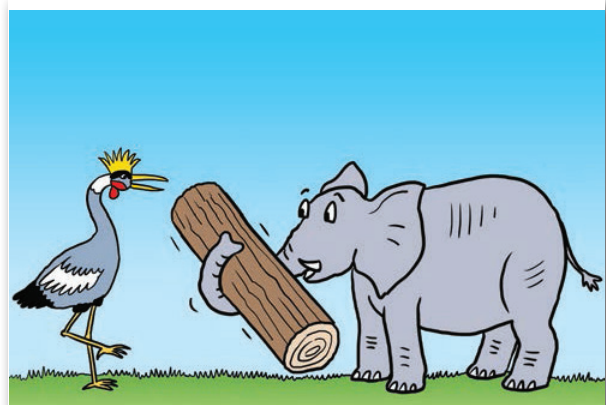
'Yes, I can.' said the zebra. Miss Crane and the zebra danced and danced.

12



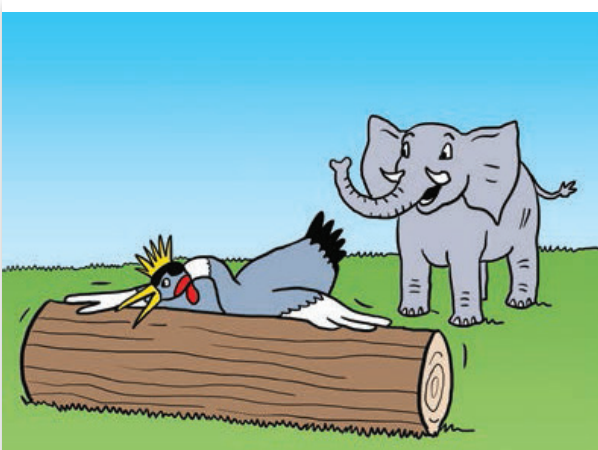
On sports day, Miss Crane went out to exercise with the others. She was happy and ready for exercise.

13



First, she met an elephant. "Can you do tree lifting exercise?" says the elephant.

14



'Oh no! I didn't practice this!' thought Miss Crane. "No, I can't!" says miss crane with a sad face

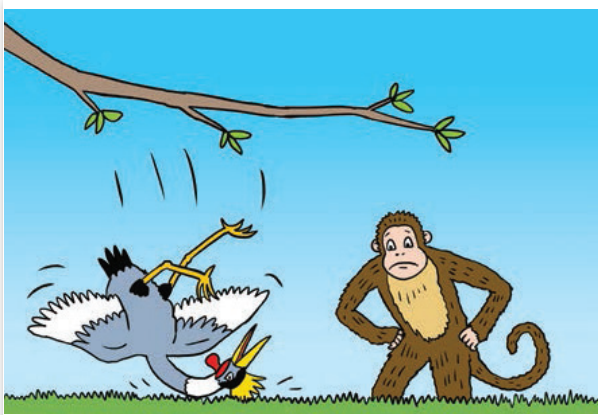
15



Then, Miss Crane met a monkey. "Can you do tree climbing exercise?" Says the monkey.

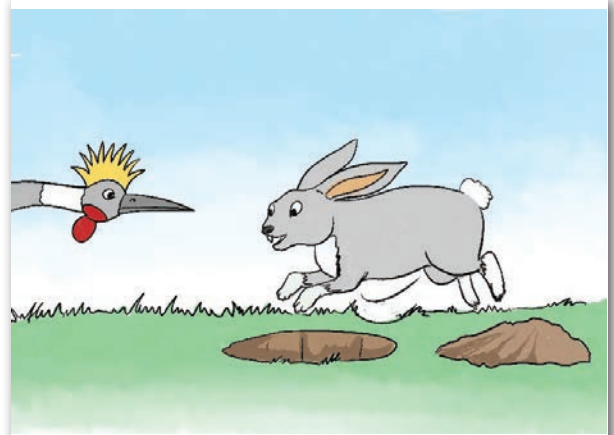
16





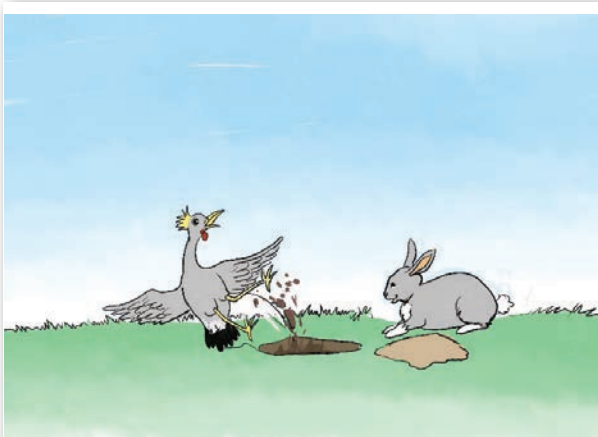
'Oh no! I didn't practice this!' thought Miss Crane. "No, I can't!" says miss crane with a sad face.

17



After that, Miss Crane met a rabbit. "Can you do jumping exercise?" says the rabbit.

18



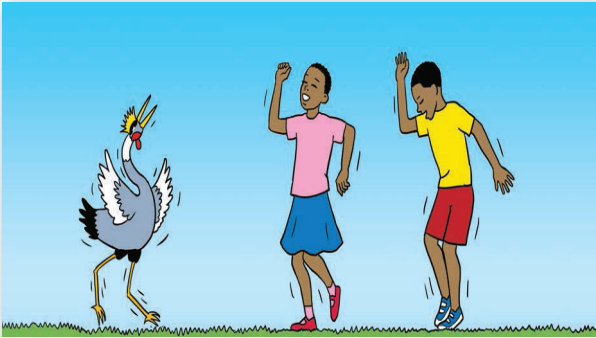
'Oh no! I didn't practice this!' thought Miss Crane. "No, I can't!" says miss crane with a sad face.

19



Finally, Miss Crane met some children dancing. Can you dance miss crane?" say the children.

20



‘Great, I practiced for this!’ thought Miss Crane. “Yes, I can!” says miss crane happily. They danced along happily. Miss Crane was so happy and danced and danced

21

## Comprehension questions

1. What is the story about?
2. How many friends did Miss Crane meet before sports day?
3. Which exercises did Miss Crane practice for sports day?
4. Why could Miss Crane not do some of the exercises on Sports Day?
5. How did miss crane feel at the end of sports day?

22

**Analysis: This is a beginning level 5 (or end of level 4) text because:**

- The context—what we can do—is something that children know.
- There are simple elements of fantasy: talking animals who behave like humans.
- There is a single idea or simple topic: what we can do.
- The story is carried by the illustrations.
- There is one principal character: the crane, and some minor characters.
- There is very simple dialogue.
- The sentences are short and declarative, or questions.
- There are a lot of high frequency sight words (e.g., *I, the, a, ...*)
- Vocabulary and sentence structure are the same as those used in oral speech.
- There is a very strong, predictable pattern throughout the text.
- The illustrations provide support for the text.
- The illustrations are generally simple, with some details.
- The illustrations are engaging, attractive, and creative.
- The text is separate from the illustrations and appears in the same place on each page.
- There are generally one to two sentences per page. The sentences are generally declarative or interrogatory.
- Some sentences wrap on the next line.
- Some pages have more than 1 sentence. There is more punctuation (full stop , exclamation, comma, dialogue markers ).

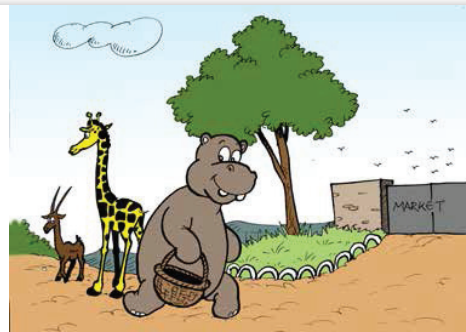
5C. Where Did You Go Yesterday? From REB L3 Collection (P3)



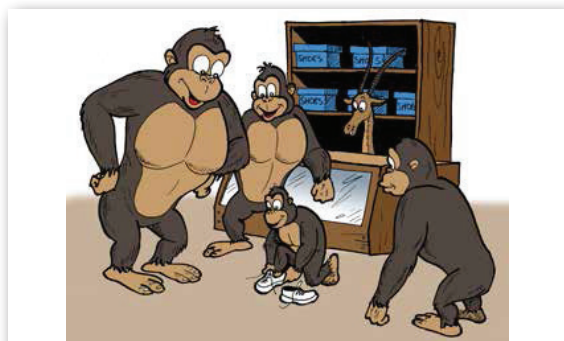
Hello Giraffe, "where did you go yesterday?"  
I went to the market to buy a new dress.  
"How did you get there?" I ran.



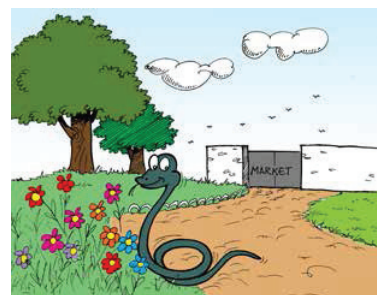
Hello Monkey, "where did you go yesterday?"  
I went to the market.  
"What did you buy?"  
I bought bananas and groundnuts.



Good morning, Hippo, "where did you go yesterday?"  
I went to the market.  
"How did you get there?"  
I walked slowly to the market.



Good afternoon, Gorillas, "where did you go yesterday?"  
We went to the market.  
"What did you buy?"  
We bought new shoes.



Good afternoon, Snake, "where did you go yesterday?"  
I went to the market.  
"How did you get there?"  
I crawled on the ground.



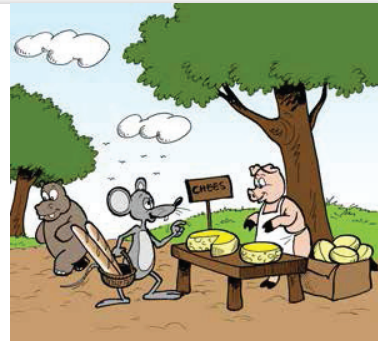
Good afternoon, Zebra, "where did you go yesterday?"  
 I went to the market to buy a new coat.  
 "How did you get there?"  
 I ran across fields and over the bridge.



Good evening, Rabbit, "where did you go yesterday?"  
 I went to the market to sell pots and pans.  
 "How did you get there?"  
 I hopped and I jumped.



Good evening, Crow, "where did you go yesterday?"  
 I went to the market to buy fruits and vegetables.  
 "How did you get there?"  
 I flew high in the sky.



Good evening, Mouse, "where did you go yesterday?"  
 I went to the market to buy cheese.  
 "What did you see there?" I saw bread and cheese.



Good evening, Goat, "where did you go yesterday?"  
 I went to the market to sell milk.  
 "Who did you see there?"  
 I saw all my friends.

### Comprehension Questions.

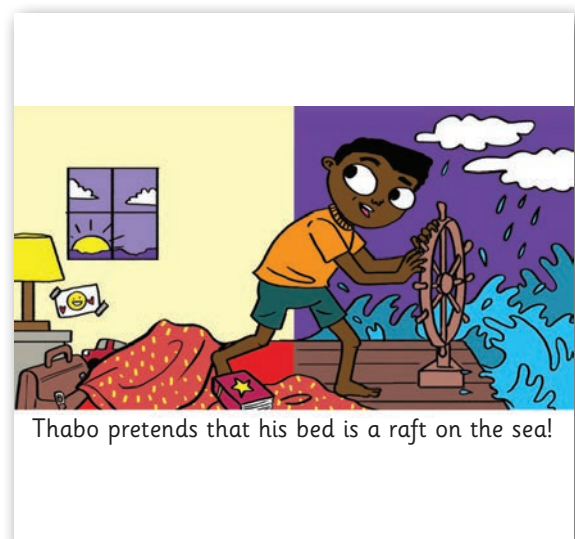
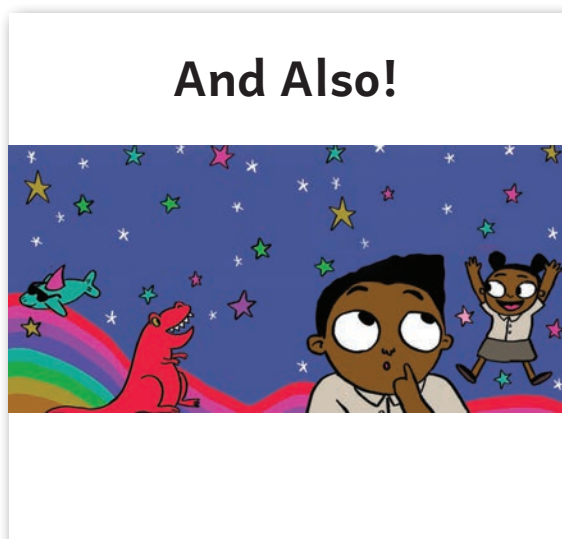
1. What did Giraffe buy at the market?
2. Who bought bananas at the market?
3. What did the Gorillas buy at the market?
4. Who bought a new coat at the market?
5. Who went to the market to sell pots and pans?

**Analysis: This is an end of level 5 text because:**

- The context—going to the market and seeing things at the market—is familiar to children.
- There are simple elements of fantasy: talking animals who behave like humans.
- There is a single idea or simple topic: how we get to the market and what we see when we get there.
- The story is generally, but not always, carried by the illustrations.
- There is very simple dialogue, although there are no dialogue markers in the text.
- The sentences are generally short and declarative, or questions.
- There are a lot of high frequency sight words (e.g., *I, the, a, ...*).
- Vocabulary and sentence structure are the same as those used in oral speech.
- There is a very strong, predictable pattern throughout the text.
- The illustrations are generally simple, with some details.
- The illustrations are engaging, attractive, and creative.
- The text is separate from the illustrations and appears in the same place on each page.
- There are generally four sentences per page, which is above the parameters for level 5, but the sentences are short and repetitive. They are generally declarative or interrogative.
- The vocabulary is generally familiar words.
- The sentence length is appropriate for this level, as is the word length.
- The text is of an appropriate level for level 5.

## Level 6

- 6A. And Also! From Global Digital Library, Creative Commons (Open) Copyright  
<https://digitallibrary.io/book/and-also/>





His little sister Keitu says, "Yes! And also! There are sharks." "No!" says Thabo.



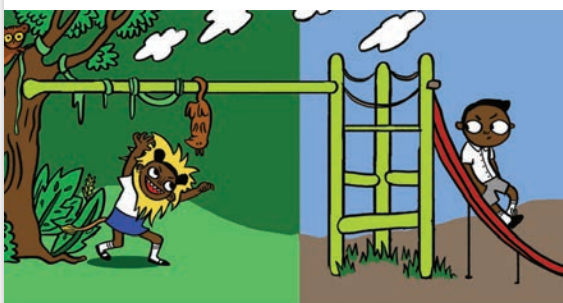
Thabo pretends that their taxi is a spaceship!



His little sister Keitu says, "Yes! And also! Watch out for shooting stars!" "No," says Thabo.



Thabo pretends the playground is a jungle!



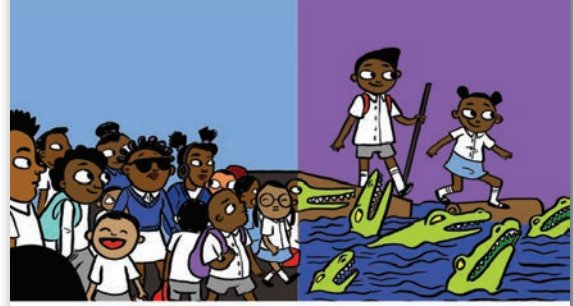
His little sister Keitu says, "Yes! And also! We are lions." "No," says Thabo.



"Oh!" says Thabo, "Wait! Wow! Yes! That's a great ideas!" "I know!" says Keitu.



Thabo pretends to be a lion!  
Keitu also pretends to be a lion!



Thabo pretends the other kids are a river of crocodiles!  
Keitu says, "Yes! And also! We can jump on this log to float."



"Yes! And also!" Thabo says, "We can slide down the rainbow!"  
Keitu says, "Yes! And also! Watch out for the dinosaurs!"



Thabo says! "I had the best day playing pretend with you."  
Keitu says, "And also! We should play again tomorrow!"

## Comprehension Questions

1. Who is Thabo's sister?
2. Thabo pretended that a bed was.....?
3. What did Thabo and Keita pretend to be in the playground?

### Analysis: This is a level 6 text because:

- The context—playing with an annoying sibling and using one’s imagination during play—is something children can relate to.
- There is a single idea or simple topic: the different imaginary scenarios they create.
- There are two principal characters.
- The sentences are longer, with some interesting punctuation (...).
- There are a high frequency sight words (e.g., *the, a, there, was ...*).
- Vocabulary and sentence structure is the same as those used in oral speech.
- There are more unique words, and longer words, including some three-syllable words: i.e., *dinosaurs, crocodiles, tomorrow*.
- The words are still mostly familiar words.
- There are some predictable patterns throughout the text (“*And also....*”)
- The illustrations provide support for the text, and in some cases, they go beyond the text. It is possible to infer additional information from the illustrations.
- The illustrations are engaging, attractive, and creative.
- There is some cumulative pattern—they go from one adventure to the next.
- Some sentences are longer and more complex. Some wrap on the next line.
- The story is a simple, logical, easy to follow sequence of events.
- There is conversation between the two characters and simple dialogue.
- It has a beginning and an end.
- There are not a lot of events in the story. The events follow logically.
- There are some short, choppy sentences.
- The text uses conventional punctuation.



# THE ENORMOUS CASSAVA



Level 6 text, modified from L3 collection, P2 English Pupil's Book



Farmer Egide grows the best cassava in Rwanda. One day, the farmer finds an enormous cassava.

The farmer pulls the cassava. He pulls and pulls, but it doesn't come up!

2



**The farmer calls for his daughter.**

3



The daughter pulls the farmer, the farmer pulls the cassava.

They pull and pull, but it doesn't come up!

4



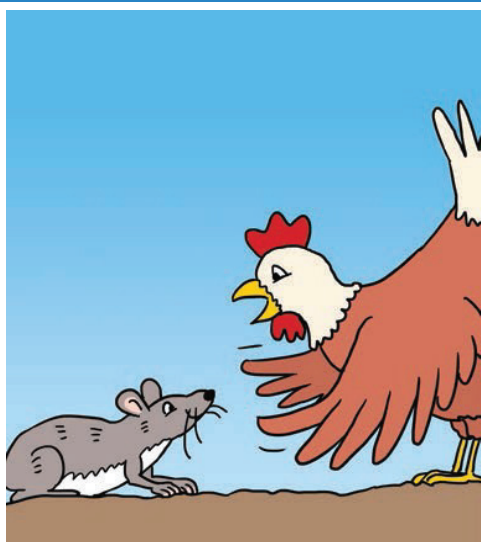
**The daughter  
calls for the chicken.**

5



The chicken pulls the  
daughter, the daughter  
pulls the farmer, the farmer  
pulls the cassava.  
They pull and pull, but it  
doesn't come up!

6



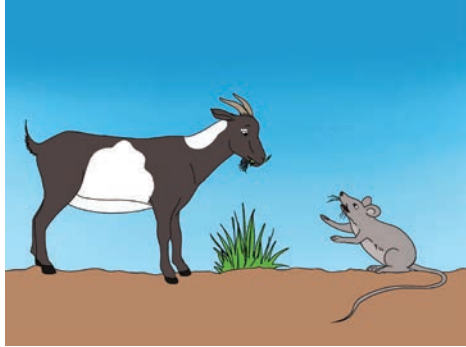
**The chicken  
calls for the rat.**

7



The rat pulls the chicken,  
the chicken pulls the  
daughter, the daughter  
pulls the farmer, the  
farmer pulls the cassava.  
They pull and pull and ...

8



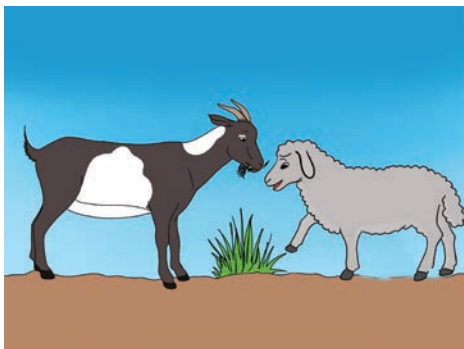
**The rat calls  
for the goat.**

10



The goat pulls the rat, the rat pulls the chicken, the chicken pulls the daughter, the daughter pulls the farmer, the farmer pulls the cassava. They pull and pull, but it doesn't come up!

11



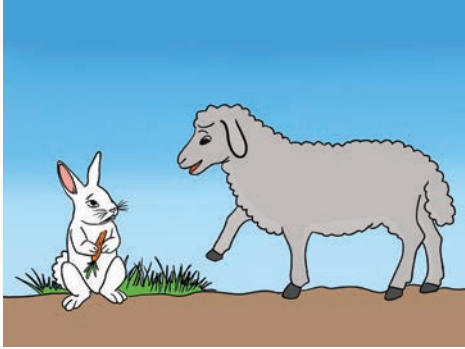
**The goat calls  
for the sheep.**

12



The sheep pulls the goat, the goat pulls the rat, the rat pulls the chicken, the chicken pulls the daughter, the daughter pulls the farmer, the farmer pulls the cassava. They pull and pull, but it doesn't come up!

13



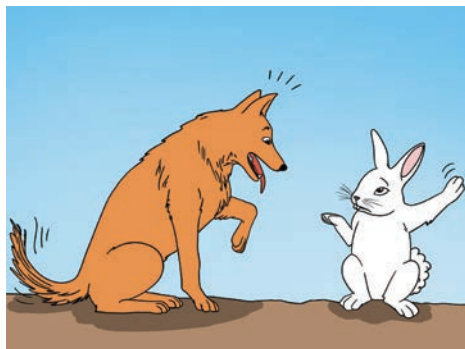
**The sheep calls  
for the rabbit.**

14



The rabbit pulls the sheep.  
The sheep pulls the goat, the  
goat pulls the rat, the rat pulls  
the chicken, the chicken pulls  
the daughter, the daughter  
pulls the farmer, the farmer  
pulls the cassava.  
They pull and pull, but it  
doesn't come up!

15



**The rabbit calls  
for the dog**

16



The dog pulls the rabbit. The  
rabbit pulls the sheep, the  
sheep pulls the goat, the goat  
pulls the rat, the rat pulls the  
chicken, the chicken pulls the  
daughter, the daughter pulls  
the farmer, the farmer pulls  
the cassava.  
They pull and pull, but it  
doesn't come up!

17



**The cassava comes out!**

18



**So the farmer and the daughter have cassava for supper!**

19



**The farmer and the daughter thank the dog, the rabbit, the sheep, the goat, the rat and the chicken.**

20

### **Comprehension questions**

- 1) What was the name of the farmer?
- 2) What did the farmer grow?
- 3) Why did the farmer call his daughter?
- 4) Who helped the farmer and his daughter to pull the cassava?
- 5) What happened when the cassava came out?

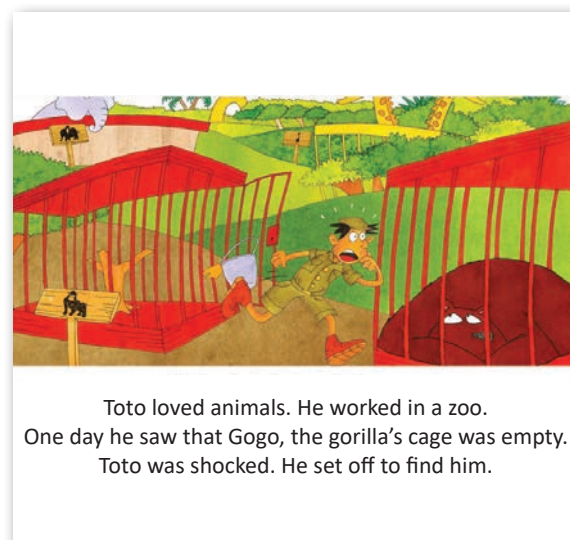
21

## Analysis: This is a level 6 text because:

- The context—growing things and pulling vegetables from the ground—is something children are familiar with.
- There is a single idea or simple topic: how to pull a stubborn cassava from the ground.
- The story is carried by the illustrations and by repetition in the sentences.
- There are several characters, but their role is limited to joining the line of people pulling.
- The sentences are longer, but still simple.
- There are a high frequency sight words (e.g., *a, are, the ...*)
- Vocabulary and sentence structure is the same as those used in oral speech.
- There are more unique words, and some longer words.
- The words are still mostly familiar words.
- The illustrations provide support for the text.
- The illustrations are engaging, attractive, and creative.
- There are one to two sentences per page or illustration. The sentences are generally declarative or exclamatory.
- Some sentences are longer. There are complex sentence structures (use of “but” to join clauses).
- Some sentences wrap on the next line.
- The text has a beginning, middle and end. There is a simple, logical, easy to follow sequence of events.

## Level 7

- 7A. Where is Gogo? From Global Digital Library – Creative Commons (Open) Copyright  
<https://digitallibrary.io/book/where-is-gogo/>





Gogo must have run towards the jungle, thought Toto.  
He looked behind every bush and tree.  
The animals in the forest watched Toto.  
But Toto could not find Gogo anywhere.



Toto whipped out his field glasses.  
He scanned the area across the river.  
Was Gogo on the other side?



Gogo was not to be found.  
Toto took a deep breath and dove into the river.  
What if Gogo was holding his breath and hiding  
underwater?



Moti, the dog took pity on him.  
He barked and looked towards the store nearby.  
Ah! Toto finally had a lead.



Toto flung open the door of the store.  
There was Gogo, happily munching on bananas.  
What a big mess Gogo had made!  
Toto just stared at him, not able to say a word!

## Comprehension Questions

1. Who loved animals?
2. Where did Toto work?
3. Who was Gogo?
4. Where did Toto find Gogo?

### Analysis: This is a level 7 text because:

- The context—a fantasy story about a gorilla who escaped from cage—is entertaining for children of this age.
- There are a few events in the story and more details than in previous storylines.
- There is a logical sequence of events in the story.
- The story has a clear beginning, middle and end.
- There are only three characters.
- There are many unique words and few repeated words.
- The vocabulary is still that used in oral speech.
- There are some decodable, non-sight words.
- There is some literary language (e.g., “*One day, ...*”)
- The sentence structure is the same as that used in oral speech.
- The clues in the illustration provide moderate support for the text.
- The illustrations are engaging, attractive, and creative.
- There is double spacing between lines of text.
- The sentences are longer and more detailed, although none wrap around.
- The text has a beginning, middle and end. There is a simple, logical, easy to follow sequence of events.
- The text uses conventional punctuation.

7B. The Red Raincoat, from the Global Digital Library, Creative Commons (Open) Copyright  
<https://digitallibrary.io/book/the-red-raincoat/>







Monday was bright and sunny.  
"WILL it rain today, Mummy?" asked Manu.  
"No Manu, not today. If you wear your raincoat,  
you will look quite funny!" said Ma.



On Tuesday, the sky was blue.  
"Ma, WHEN will my wish come true?" asked Manu.  
"Not today, my dear, there is just one white cloud in  
the sky!" said Ma.



Wednesday was hot.  
"Ma, WHY doesn't it rain?" asked Manu.  
"Son, I think it will rain very soon. Maybe even  
before it is noon," said Ma.



On Thursday Manu went on a picnic. "Ma, WHAT if it  
rains? Shall I take the raincoat with me?" asked Manu.  
"No my dear, it will not rain today. The little white clouds  
are too high in the sky," said Ma.



Friday was cloudy.  
"Ma, will it rain today?" asked Manu loudly.  
"It might, my dear. There are some dark clouds  
low down in the sky," said Ma.



Saturday began with a bang!  
Badaboom!  
"Ma, is that thunder I hear? Will it rain very soon?"  
asked Manu.



And then at last, it started raining!  
“Oh, it’s raining, it’s raining,” sang Manu,  
running out.



“But Manu,” called Ma, running after  
him, “you forgot your raincoat!”

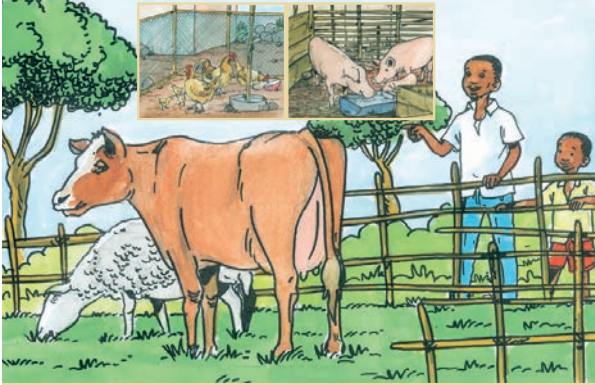
## Comprehension Questions

1. What was the color of Manus’s raincoat?
2. Who did Manu keep asking if it would rain?
3. Who sang “Oh, it’s raining, it’s raining,”?

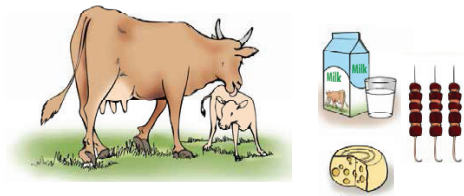
### Analysis: This is a level 7 text because:

- The context—a story about a boy longing for something—is something that all children can relate to.
- There are a few events in the story and more detail than in previous storylines.
- There is a logical sequence of events.
- The story has a beginning, middle and end.
- There are many unique words and few repeated words.
- The vocabulary is still that used in oral speech.
- There are some decodable, non-sight words.
- Sentence structure is the same as those used in oral speech.
- The clues in the illustrations provide moderate support for the text.
- The illustrations are engaging, attractive, and creative.
- There is double spacing between lines of text.
- The sentences are longer and more detailed. Some wrap around.
- There is a simple, logical, easy to follow sequence of events.
- The text uses conventional punctuation.

# Read About Domestic Animals



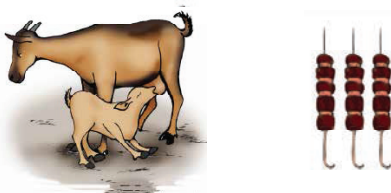
Level 7 text, modified from L3 collection,  
P3 English Pupil's Book



## Cows:

Cows eat grass and drink water. We get hides, meat and milk from cows. They give us fertilizers. We can make cheese, cream, butter and yoghurt from milk. We can also sell them for money. A young cow is called a calf.

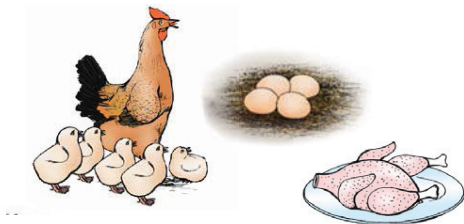
1



## Goats:

Goats give us food to eat. Goat milk makes goat cheese. People like to eat goat meat too. They give us fertilizers. We can also sell them for money. A young goat is called a kid.

2



## Hens:

Hens are birds. A hen has a beak, two legs and two wings. We get meat and eggs from hens. They give us fertilizers. We can also sell them for money. A young hen is called a chick.

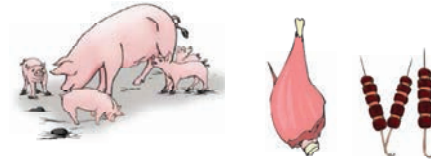
3



**Rabbits:**

A rabbit has very long ears.  
Rabbits like to eat vegetables.  
They give us meat.  
They also give us fertilizers.  
We can also sell them for money.  
A young rabbit is called a bunny.

4



**Pigs:**

Pigs can run very fast.  
A pig's nose is called a snout.  
Their tails are short and curly.  
Pigs give us meat called pork.  
They also give us fertilizers.  
We can also sell them for money.  
A young pig is called a piglet.

5



**Cats:**

A cat has four legs and a long tail.  
A cat has a soft coat of fur.  
Cats live in homes. They eat and chase away rats. Cats have an excellent sense of hearing and smell. A young cat is called a kitten.

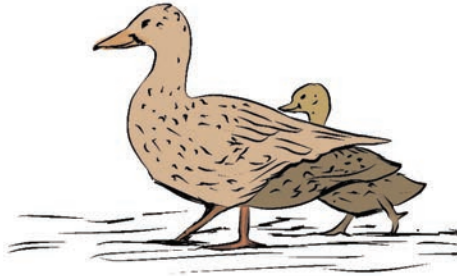
6



**Dogs:**

Dogs eat meat, bones and food.  
Dogs can be trained to support police.  
Dogs bark and guard our homes.  
A young dog is called a puppy.

7

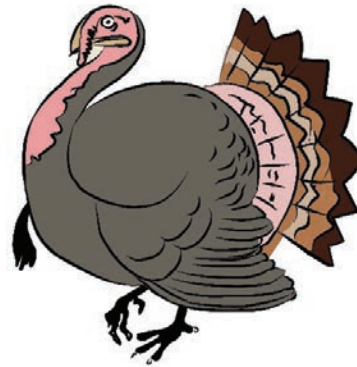


**Ducks:**

Ducks are birds.

A duck has a beak, two legs and two wings. We get meat and eggs from ducks. They also give us fertilizers. We can also sell them for money. A young duck is called a duckling.

8

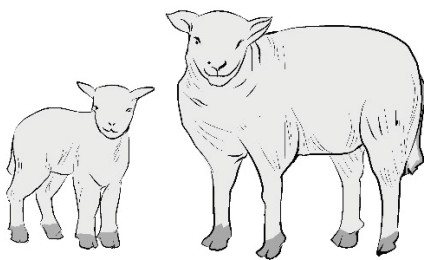


**Turkeys:**

Turkeys are birds.

A turkey has a beak, two legs and two wings. We get meat and eggs from turkeys. They also give us fertilizers. We can also sell them for money. A young turkey is called a poult.

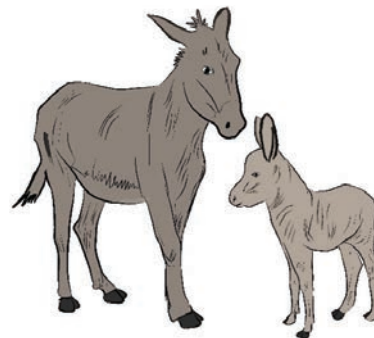
9



**Sheep:**

Sheep give us meat, hides and milk. Sheep meat is called mutton. They also give us fertilizers. We can also sell them for money. A young sheep is called a lamb.

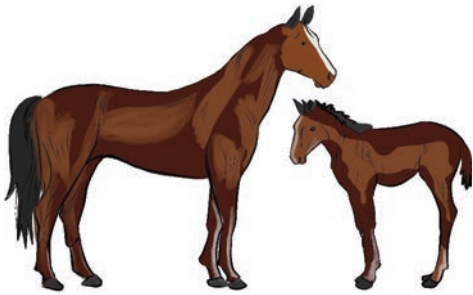
10



**Donkeys:**

Donkeys are domestic animals that help us in carrying goods. A colt is a young male donkey which is less than four years of age. A filly is a young female donkey which is less than four years of age. A foal is a baby male or female donkey up to one-year old. A gelding is a castrated male donkey. A mare is a female donkey.

11



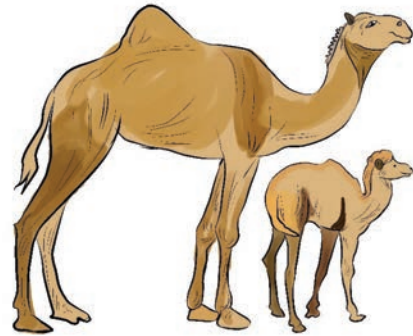
**Horses:**

Horses, like donkeys, are used for transport.

A foal is the term we use for baby horses. Male foals are called colts and female foals are called fillies.

When a mare (female adult horse) has her baby, we say she has foaled. When foals turn one year old, we no longer call them foals but instead we call them yearlings.

12



**Camels:**

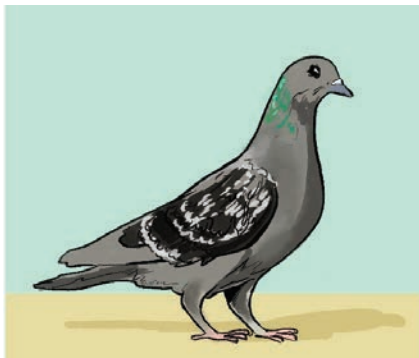
Camels are mostly used for transport in deserts.

Baby camels are called calves.

The newborn calf is able to walk within 30 minutes, though the two won't rejoin the herd until around two weeks later.

Camels become fully mature when they are 7 years old.

13



**Pigeons:**

Pigeons are birds.

A pigeon has a beak, two legs and two wings. We get meat from pigeons.

They also give us fertilizers. We can also sell them for money. A young pigeon is called a squab.

14



**Guinea fowls:**

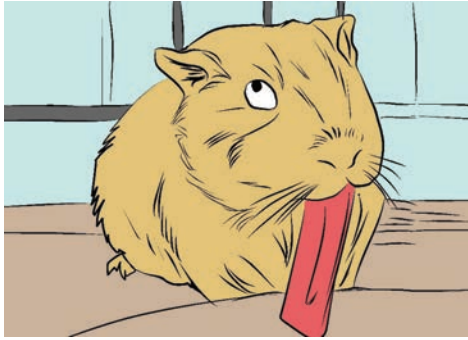
Guinea fowls are birds.

They have two legs and two wings.

They give us eggs, meat and fertilizers.

Guinea fowl chicks are called keets.

15



**Guinea pigs:**

Guinea pigs are pets.  
They are usually used for research.  
They give meat and fertilizers.  
We can also sell them for money.  
Baby Guinea pigs are called pups.

16



**Parrots:**

Parrots give us fertilizers  
and money.  
They also entertain us.  
They live in a cage.

17



**Bees:**

Bees give us honey and money.  
They live in a bee-hive.

18

**Comprehension  
questions**

- 1) What do we call a young cow?
- 2) Tell us one thing that all these animals give us.
- 3) What do we get from hens?
- 4) What is a bunny?
- 5) Which other domestic animals do you know?

19

### Analysis: This is a level 7 text because:

- The context—information about common farm animals—is something that children should be able to relate to.
- There are a few pieces of information about each animal. Some of the information is repeated for each animal, for example, what the baby animals are called.
- There are many unique words and few repeated words.
- The vocabulary is still that used in oral speech.
- There are some decodable, non-sight words.
- Sentence structure is the same as those used in oral speech.
- The clues in the illustration provide moderate support for the text.
- The illustrations are attractive.
- There is some exaggerated spacing between words and sentences.
- Although the sentences are not overly long, some wrap around.
- The information is presented simply and in an easy-to-follow manner.
- The text uses conventional punctuation.

## Level 8

- 8A. Trust Me, I'm a Rabbit . From Global Digital Library, Creative Commons (Open) Copyright <https://digitallibrary.io/book/trust-me-i-am-a-rabbit/>



**Trust Me, I am a Rabbit**

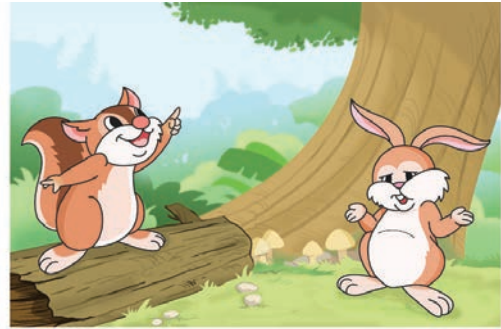


One day Rabbit went out for a walk. He saw a monkey along the way. "What are you?" the monkey asked. "I am a rabbit," Rabbit said.





The monkey laughed at Rabbit's answer. "You don't look like a rabbit! I think you are a monkey, because you are brown like me."



Rabbit was confused. Soon he saw a squirrel. "Let's climb the tree and play together," said the squirrel. "Rabbits don't climb trees," said Rabbit.



"But you are brown like a squirrel," laughed the squirrel. Rabbit kept walking.



Soon Rabbit met a mouse. The mouse was like the others. He didn't believe that Rabbit was a rabbit. "But my ears and my legs are the ears and legs of a rabbit," said Rabbit.



"You are brown," said the mouse. "So you are a mouse. Do not lie to me." Rabbit hid his face so the mouse would not see his tears. Maybe the mouse was right. Maybe he wasn't a rabbit anymore.



Near the end of the trail, Rabbit saw an old porcupine. The porcupine was so old that he had to use a cane to walk.



Rabbit approached the porcupine. "Uncle Porcupine, you are as slow as a tortoise." "Yes, Rabbit," said the porcupine, "I am old and slow."



"You called me Rabbit! How did you know that I am a rabbit?" asked Rabbit. "Even though I am slow, I am still a porcupine," said the porcupine. "And even though you are brown, you are still a rabbit."



Rabbit thumped the ground with joy. He was a rabbit. He had known that all along.

### Comprehension Questions

1. Who did the rabbit see when he went out on a walk?
2. What color is the rabbit?
3. Why did the rabbit hide his face from the mouse?
4. Who is old and slow?
5. Why did the rabbit thump the ground with joy?

### Analysis: This is a level 8 text because:

- The context—a rabbit questioning whether it is a rabbit—should be entertaining for young children.
- There are several characters, but the rabbit and the porcupine are the main ones.
- There is dialogue between the characters.
- There is more detail in the story line,
- There are more unique words in every sentence, and fewer repeated words.
- There are more longer words.
- Most of the words are familiar, although unfamiliar words are also introduced.
- Book language is introduced. The sentences do not all reflect how we say things in everyday speech, for example: "*The rabbit thumped the ground with joy. ...One day, Rabbit went out for a walk...*"
- There are a variety of sentence patterns.
- There is still some predictability in the text, but at the level of ideas, rather than specific words or sentence structures. The rabbit will encounter animals who question whether he is a rabbit.
- There are more unique words, and some longer words.
- The illustrations are detailed but less supportive of what the text says. The reader cannot predict what will be in the text by examining the illustration.
- The illustrations are engaging, attractive, and creative.
- There are longer sentences, requiring the reader to make return sweeps.
- There is a variety of conventional punctuation.

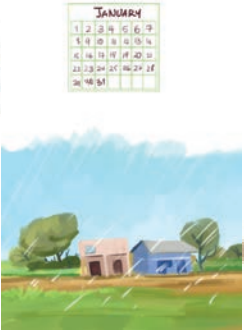
# Months of the year



**Months of the Year**


Illustration showing two children looking at a calendar titled 'Months of the Year'.

Level 8 text, modified from L3 collection, P3 English Pupil's Book



**JANUARY**


1 2 3 4 5 6 7  
8 9 10 11 12 13 14  
15 16 17 18 19 20 21  
22 23 24 25 26 27 28  
29 30 31



**What is the first month?**

January falls within the short dry season. It is locally known as ``**Urugaryi**``. Temperatures remain warm but comfortable. Rain becomes a little more infrequent.

1



**FEBRUARY**

1 2 3 4  
5 6 7 8 9 10 11  
12 13 14 15 16 17 18  
19 20 21 22 23 24 25  
26 27 28

**What is the second month?**

February is the second month. It is the shortest month of the year. It has 28 days. On a leap year, it has 29 days. This happens every four years.

2



**MARCH**

1 2 3 4  
5 6 7 8 9 10 11  
12 13 14 15 16 17 18  
19 20 21 22 23 24 25  
26 27 28 29 30 31



**What is the third month?**

March is the third month. March has 31 days. The farmer takes the cow up the hill.

3

APRIL						
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				



### What is the fourth month?

April is the fourth month. April has 30 days. April brings us cold rain showers. The rivers are wide and full of water.

4

March						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



Late March, the long rains begin. Rainy season lasts from March to May. It is locally known as **“Itumba”**. It is characterized by a higher heavy precipitation in April.

5

MAY						
	1	2	3	4		
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		



### What is the fifth month?

May is the fifth month. May has 31 days. The forest flowers bloom again. The bees move from flower to hive..

6

JUNE						
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			



### What is the sixth month?

June is the sixth month. June has 30 days. The sun begins to shine again. We feel the warm sunshine on our skin. We like to splash and swim.

7



### What is the seventh month?

July is the seventh month. July has 31 days. Our school closes for holidays. We can run, jump, skip and play. We love holidays!

8



### What is the eighth month?

August has 31 days. August is the warmest month of the year. Cloudless skies are blue and clear. The grass is brown and dry.

9



From June to mid-September, it is the long dry season. It is characterized by high temperatures and low humidity.

10



### What is the ninth month?

September is the ninth month. September has 30 days. It's time to plant our crops again. We plant beans, maize and potatoes.

11

OCTOBER				
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				



### What is the tenth month?

October is the tenth month.  
October has 31 days. In  
October, our school year  
ends. In January, we will be in  
Primary 4.

12

NOVEMBER				
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30



### What is the eleventh month?

November is the eleventh  
month. November has 30 days.  
We help our parents work in the  
fields. In our free time we like to  
read.

13

DECEMBER				
1	2	3		
4	5	6	7	8
9	10	11	12	13
14	15	16	17	18
19	20	21	22	23
24	25	26	27	28
29	30	31		



### What is the twelfth month?

December is the twelfth month.  
December has 31 days. It is  
the last month of the year. We  
harvest our food and we dry the  
beans.

14

October						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



The short rainy season starts  
from October to November.  
It is known as Umuhindo. It  
has heavy precipitation in  
November.

15

## Comprehension questions

- 1) What is the first month of the year?
- 2) Which month of the year is the shortest?
- 3) What is the fourth month of the year?
- 4) How many months have 31 days?
- 5) How many days are in the month of June?

16


### Analysis: This is a level 8 text because:

- The context—what happens in different months of the year—is common knowledge for young learners.
- There is more detail in the story line about what happens each month.
- There are more unique words in every sentence, and fewer repeated words.
- There are more longer words.
- Most of the words are familiar, although unfamiliar words are also introduced.
- There is still some predictability in the text, for example, the repetition of “*What is the Xth month? The Xth month is... It has Y days.*”
- The illustrations are less supportive of what the text says. The reader cannot predict everything that will be in the text by examining the illustration.
- The illustrations are engaging, attractive, and creative.
- There is a variety of conventional punctuation.


# Level 9

9A. Hare and the five senses – From REB Reach Collection

## Hare and the five senses




Level 9 text, modified from REACH SCHOOL collection, P3 English Pupil's Book




Hare lives in a hut in a forest. She sleeps on a bed made out of grass.

1



Early in the morning when the sun rises, Hare wakes up and gets out of her hut. Hare opens her eyes to see the things around her. She sees beautiful flowers, trees and small insects. Hare says to herself, 'Hmmm, my sense of sight is very good'.

2



In the evening, Hare goes near the main road. Hare opens her eyes to see the things around her. She sees children coming from schools and their teachers. Hare says to herself, "Wonderful, my sense of sight is very good'.

3





In the forest, there are many birds that sing. Hare sits on an anthill with ears wide open to hear the birds sing. Hare says to herself, 'Hmmm, my sense of hearing is very good. I can hear beautiful bird songs'.

4



The wind blows through the trees. The leaves are dancing in the wind. The leaves like the wind and go with it. Hare sits on a big branch with ears wide open to hear the wind blowing. Hare says to herself, 'Hmm, my sense of hearing is very good. I can hear eolian sound.'

5



Hare feels her empty stomach groan; she is very hungry. She goes looking for something to eat. From a distance, Hare smells carrots that are in a garden nearby. The smell of carrots is always lovely. Hare runs to the garden while saying, 'Hmmm, my sense of smell is very good. The carrots smell nice'.

6



Hare continues the journey. She sees a beautiful rosemary plantation. Hare can smell rosemary that are in a garden nearby. The smell of rosemary is always lovely. Hare runs to the garden while saying, 'Hmmm, my sense of smell is very good. The rosemary aroma smells good.'

7



Hare reaches the garden and pulls a carrot out of the ground. She touches and feels the carrot and says, "Hmmm, my sense of touch is very good. I can feel this carrot is big".

8



Hare jumps and reaches the muddy area of land. The land is wet. She touches the land and feels the land is wet and cold. 'Hmmm, my sense of touch is very good.

9



Hare ran to the forest and found the ripe strawberries. She started to salivate! She smiled and started to pick and eat them. The taste was sweet and delicious. "Hmmm, my sense of taste is very good, said the Hare.

10



The hare continued her journey in the forest. She found a red pepper fruit. It was ripe and looked appetizing. She grabbed one fruit and excitedly ate it. "Ouch! The pepper is hot! This is really disgusting!" Hmmm, my sense of taste is very good, said the Hare spitting the pepper.

11

## Comprehension questions

1. Where does Hare live?
2. On which type of bed does Hare sleep?
3. Why does Hare's stomach groan?
4. Why does Hare sit on an anthill?
5. What does Hare smell in the garden?

10

### Analysis: This is a level 9 text because:

- The context—it is basic information about the five senses, presented in within a story about a rabbit looking for food.
- There is only one character, but his adventures continue over numerous pages.
- There is dialogue, but in the form of a rabbit talking to his- or herself.
- There is more detail in the story line.
- There are more unique words in every sentence, and fewer repeated words.
- There are more longer words.
- Most of the words are familiar, although unfamiliar words are also introduced.
- Book language is introduced. The sentences do not all reflect how we say things in everyday speech, for example: *“Early in the morning when the sun rises, Hare wakes up and gets out of her hut.”*
- There are a variety of sentence patterns.
- There is still some predictability in the text, for example, the repetition of *“My sense of X is very good. I can....”*

# Geographical features



Level 9 text, modified from L3 collection, P3 English Pupil's Book



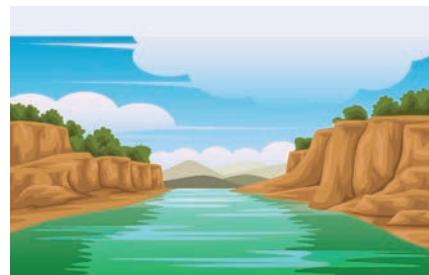
Rwanda is a small mountainous country in central Africa. It is bordered to the north by Uganda, to the East by Tanzania, to the south by Burundi and to the west by Democratic Republic of the Congo.

1



Rwanda has five volcanoes, 23 lakes and numerous rivers including Akagera. Akagera forms the source of River Nile.

2



## Rivers:

A river is a flowing, moving stream of water. Usually a river feeds water into an ocean, lake, pond, or even another river.

3



There are many rivers in Rwanda. The River Nyabarongo is the longest river in Rwanda.

4



### Lakes:

A lake is a body of water that is surrounded by land. Lake Kivu is one of the Great Lakes of Africa. It is important for fishing.

5



### Mountains:

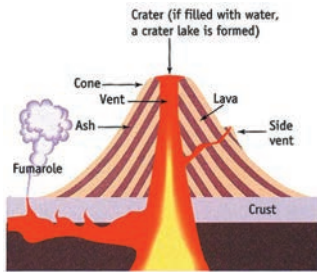
A mountain is a landform that rises high above its surroundings. Taller than a hill, it usually has steep slopes and a rounded or sharp peak.

6



**Mount Karisimbi** is the highest mountain in Rwanda.

7



### Volcanoes:

A volcano is a vent, or opening, in Earth's surface through which molten rock, gases, and ash erupt.

8



Rwanda has five volcanoes. **Bisoke, Sabyinyo, Karisimbi, Gahinga and Muhabura.**

9



Volcanoes National Park in Rwanda is one of the places where Gold and Silver monkeys are found.

The National park is also a home to the mountain gorillas. The most common are silver back gorillas. What wonderful creatures! You find them jumping and playing in the trees.

10



The best time to visit Volcanoes Park is during the dry season from June to mid-September. Paths are less muddy and easier to navigate. However, the jungle is most green during the rainy season.

11



### Hills:

A hill is a high piece of sloping ground. Rwanda is known as the Land of a Thousand Hills.

12



### Swamps:

A swamp is a water-logged area. The major swamps are associated with major lakes such as Lake Cyohoha, Rweru, Mugesera, Nasho, and rivers, such as Nyabarongo, Akanyaru, Mukungwa, Base, Nyabugogo, among others. Swamps provide building materials like clay and reeds. They also help in climate moderation.

13



### Forests:

Rwanda has a few natural forests and many planted forests. The natural forests include Nyungwe forest, Cyamudongo, Gishwati and Mukura. Forests provide timber and help in climate moderation.

14



The forest is home to chimpanzees, black and white monkeys and the blue monkeys among others.

Forests are home for various types of bird species as well.

15



### Valleys:

A valley is a stretch of flat, low land between hills or mountains. A valley is often with rivers flowing through.

For example, we have Lake Kivu green valley. Lake Kivu is the largest of all valleys. It has freshwater bodies and hot springs that attract tourists.

16

## Comprehension questions

1. What is the longest river in Rwanda?
2. Name one of the Great Lakes of Africa?
3. What is the highest mountain in Kigali?
4. Name the five Rwandan Volcanoes.
5. What is Rwanda also known as?
6. Name a river, mountain and lake in your community.

17

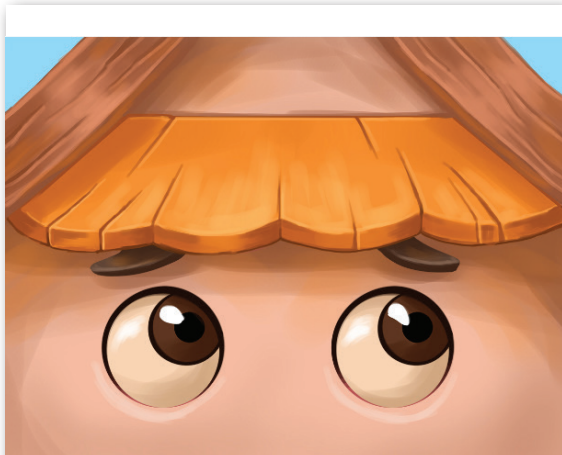
### Analysis: This is a level 9 text because:

- The context—information about geographical features in Rwanda—should be of interest to young readers.
- The text covers five geographical features which should be familiar to all learners.
- There is detail about each feature.
- There are more unique words in every sentence, and fewer repeated words.
- There are more longer words.
- Most of the words are familiar, although unfamiliar words are also introduced.
- There are a variety of sentence patterns.
- There is still some predictability in the text, for example, the description of each feature starts with a definition of the feature in question, “A lake is... A river is...”
- There are more unique words, and some longer words.
- The illustrations are less supportive of what the text says. The reader cannot predict what will be in the text by examining the illustration.
- There are longer sentences, requiring the reader to make return sweeps.
- There is a variety of conventional punctuation.



## Level 10

- 10A. The Dollhouse, from Global Digital Library – Creative Commons (Open) Copyright  
<https://digitallibrary.io/?contentLanguage=en&s=The+dollhouse>



**The Dollhouse**



Once upon a time, there were three friends: Gables the dollhouse, Millie the ruler, and Nubs the pencil. They lived happily together in the bedroom of a little girl.



One day, Millie twisted around and said to Nubs, "Hey! Have you ever noticed that I have different markings on my other side?" "Oh! How interesting!" Nubs said. Then the pencil bent over to look at herself. "I think I'm shorter today than yesterday. What do you think?"



"Gables," they said to the dollhouse. "What do you think?" Gables only sighed and looked down. He could do a lot of things that Millie and Nubs couldn't do. But he couldn't twist and bend like them, so he didn't know what he looked like!



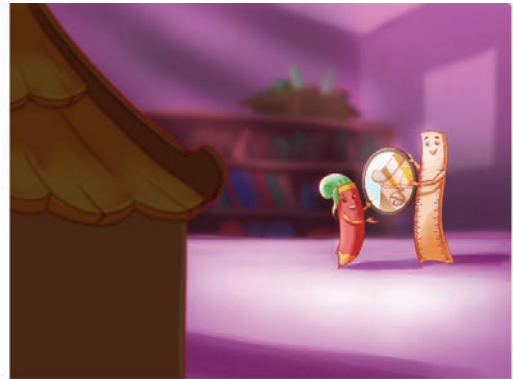
Millie and Nubs did their best to cheer up Gables. They dusted and cleaned his walls and roof. Millie strummed his guitar while Nubs sang a happy tune. But nothing seemed to work.



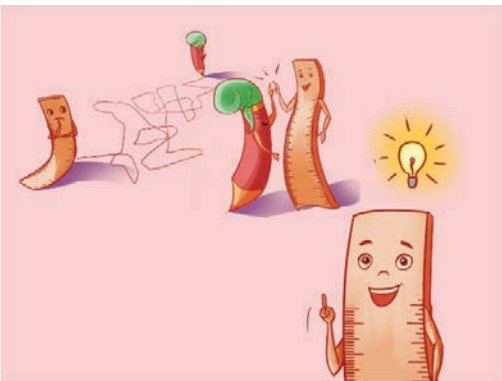
Millie and Nubs talked it over. "Gables is very sad," Millie said. "I wonder why..." "I think he's sad because he doesn't know what he looks like," said Nubs wisely. "That's it!" said Millie. "We can fix that!"



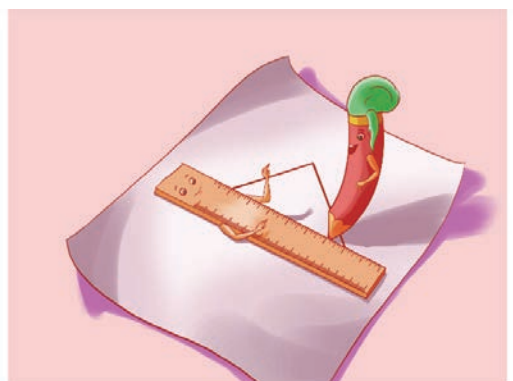
Millie and Nubs hopped over to Gables and described what he looked like. Nubs told him that his roof had a triangle shape, meaning it had three sides. Millie described the different sized rectangles that were his walls. But Gables still couldn't see what he looked like, so he still felt gloomy.



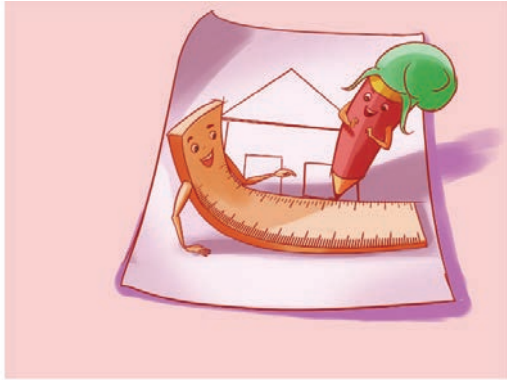
Millie and Nubs had a new idea. They hopped away and soon came back with a small circle-shaped mirror. "Look!" they said. "Now can you see yourself? "But the mirror was too small, and Gables still couldn't see what he looked like.



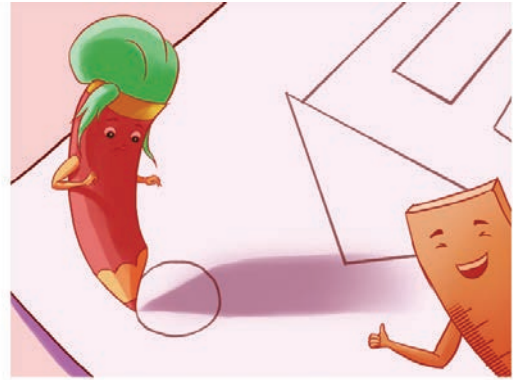
Then, Millie had a great idea. "Aha!" he said. "We can draw a picture of Gables!" "Yes!" agreed Nubs. "But I have trouble drawing straight lines." "I can help with that. Let's work together!" Mille answered.



Millie laid down on a piece of paper, and Nubs drew a straight line along his side. Then they worked together to draw two more, until they had drawn a triangle. It looked just like Gables' roof!



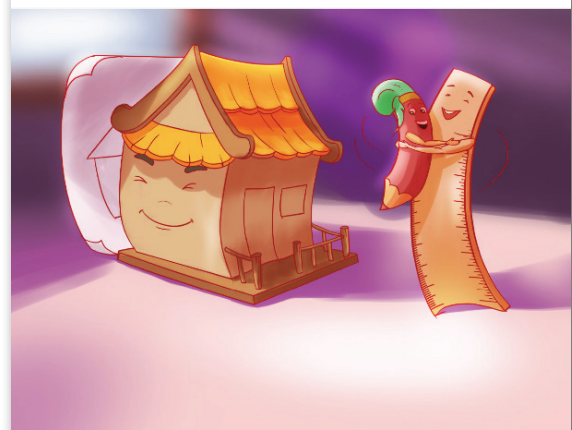
“Great!” Millie said. “Now let’s draw rectangles for the front wall. Then we’ll draw a smaller rectangle for the door, and a small square for the window.”



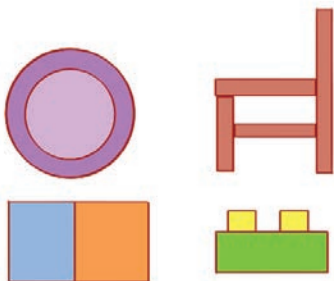
“Wow!” said Nubs. “That looks just like Gables!” “Yes,” said Millie, “but something is missing.” “I know!” said Nubs, and she drew a circle above the house. “That’s it!” said Millie. “It was missing the sun!”



Millie and Nubs hopped over to Gables happily, holding the drawing between them. “Look, Gables!” they said. “Look at this house, with its triangle roof, rectangle wall, rectangle door, and square window. It’s you!!!” Gables smiled for the first time since he became gloomy. “Really???” he said. “Is that what I look like?” “It’s you!” Millie said. “And we even added a sun!” Nubs said.



Gables the dollhouse was so thankful for the picture and they all lived happily ever after.



What types of objects that are around you can you draw using simple shapes like triangles, rectangles, and circles?


### Comprehension Questions

1. Who are the three friends mentioned in the story?
2. Where did the three friends live?
3. What did Millie and Nubs do to cheer up Gables?
4. Why was Gables so sad?
5. How did Gables feel after Millie and Nubs drew his picture?
6. Describe how the three friends live together after Millie and Nubs

### Analysis: This is a level 10 text because:


- The context—a fantasy story about a ruler and what it can do—should appeal to children.
- There are several characters, a ruler, and a pencil.
- There is dialogue.
- There is more detail in the story line,
- There are more unique words in every sentence, and fewer repeated words.
- There are more longer words.
- Most of the words are familiar, although unfamiliar words are also introduced.
- Book language is introduced. The sentences do not all reflect how we say things in everyday speech, for example: *“Once upon a time, there were three friends.”*
- There are a variety of sentence patterns.
- There are more unique words, and some longer words.
- The illustrations are detailed but somewhat supportive of what the text says. The reader cannot predict what will be in the text by examining the illustration.
- The illustrations are engaging, attractive, and creative.
- There are longer sentences, requiring the reader to make return sweeps.
- There is a variety of conventional punctuation.

# Rwanda fact page




Level 10 text, modified from L3 collection,  
P3 English Pupil's Book

The map shows Rwanda divided into five provinces: Northern (yellow), Southern (orange), Eastern (red), Western (blue), and Capital City (green). Each province is further divided into districts. A scale bar indicates 0, 30, and 60 kilometers.



Rwanda is a small beautiful country with many interesting places to see. Rwanda is the country of a thousand hills, with high mountains, deep valleys, lakes, rivers, forests and national parks. Rwanda has five provinces divided into thirty districts.

2



Kigali is the capital city of Rwanda. It is a very busy city. It has many new buildings. The tallest building is called Kigali City Tower.

3



There are many big shops and restaurants. The National Stadium is painted in the Rwanda colours and many people go there to watch football matches. It also hosts concerts, and public events.

4



### Lakes:

Lake Kivu is one of the Great Lakes of Africa. It is important for fishing. People swim and take boat rides there and it is used to transport goods and passengers.

5



Electricity is generated there also. Other lakes are Muhazi, Ihema. The twin lakes of Burera and Ruhondo near the volcanic park have many visitors.

6



### Rivers:

The river Nyabarongo is the longest river in Rwanda. Rivers are important for fishing and providing water for farming and fishing.

7



Dams are built on rivers to generate electricity as on the Rusizi River. The rich soil near the rivers is good for growing crops.

8



**Tourist Attractions:**

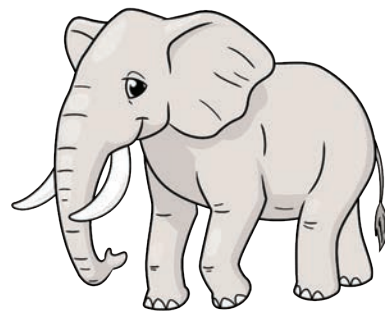
Rwanda has many beautiful tourist attractions and many people are now visiting the country.

9



The Virunga National Park is well known for the mountain gorillas there.

10



Lions, elephants, crocodiles, giraffes, zebras and buffalos can be seen in the Akagera National Park in the eastern province.

11



The National Museum in Huye has many visitors where, animal skins, beds, pots, spoons, plates, chairs and tables can be seen.

12



The King's Palace and the Royal Hut in Nyanza district are a great attraction.

13



**Other Attractions.** Visitors to Rwanda love to visit the markets where they can buy wood carvings, pottery and beautiful baskets and other art pieces, which are famous all over the world.

14



Music and traditional dance are enjoyed by everyone. Rwanda is also said to be a land of a million smiles.

15



## Comprehension questions

1. Name the largest river in Rwanda.
2. Where is electricity produced in Rwanda?
3. Where is the national museum located?
4. Name the main tourist attraction in Nyanza District.
5. Name the items sold in Rwandan markets?
6. Why is Rwanda called a land of a thousand hills?

16

### Analysis: This is a level 9 text because:

- The context—information about geographical features in Rwanda—should be of interest to young readers.
- The text covers five geographical features which should be familiar to all learners.
- There is detail about each feature.
- There are more unique words in every sentence, and fewer repeated words.
- There are more longer words.
- Most of the words are familiar, although unfamiliar words are also introduced.
- There are a variety of sentence patterns.
- There is still some predictability in the text, for example, the description of each feature starts with a definition of the feature in question, “A lake is... A river is...”
- There are more unique words, and some longer words.
- The illustrations are less supportive of what the text says. The reader cannot predict what will be in the text by examining the illustration.
- There are longer sentences, requiring the reader to make return sweeps.
- There is a variety of conventional punctuation.

## ANNEX B: DOLCH LIST OF ENGLISH HIGH FREQUENCY SIGHT WORDS

The Dolich list, compiled by Edward Dolch (1948), is a list of words frequently used in early primary texts, some of which are not phonetically regular and hence difficult to decode. Young readers need to learn to recognize these words by sight to achieve reading fluency in English. In English speaking countries, young readers are generally expected to be able to recognize all these words by the end of P3.

The words are arranged by list, with each list containing gradually more difficult or less frequent words. Within each list, the words are listed by frequency of occurrence in texts. The word lists can be keyed to specific grade levels or terms, depending upon the expectations in the curriculum.

List A	List B	List C	List D	List E
the	he	of	would	if
to	was	his	very	long
and	that	had	your	about
a	she	him	its	got
I	on	her	around	six
you	they	some	Don't	never
it	but	as	fight	seven
in	at	then	green	eight
said	with	could	their	today
for	all	when	call	myself
up	there	were	sleep	much
look	out	them	five	keep
is	be	ask	wash	try
go	have	an	or	start
we	am	over	before	ten
little	do	just	been	bring
down	did	from	off	drink
can	what	any	cold	only
see	so	how	tell	better
not	get	know	work	hold
one	like	put	first	warm
my	this	take	does	full
me	will	every	goes	done
big	yes	old	write	light
come	went	by	always	pick
blue	are	after	made	hurt
red	now	think	gave	cut
where	no	let	us	kind
jump	came	going	buy	fall
away	ride	walk	those	carry
here	into	again	use	small
help	good	may	fast	own
make	want	stop	pull	show
yellow	too	fly	both	hot
two	pretty	round	sit	far

play	four	give	which	draw
run	saw	once	found	clean
find	well	open	because	grow
three	ran	has	best	together
funny	brown	live	upon	shall
	eat	thank	these	laugh
	who		sing	
	new		wish	
	must		many	
	black			
	white			
	soon			
	our			
	ate			
	say			
	under			
	please			

## ANNEX C: DOLCH LIST OF ENGLISH HIGH FREQUENCY NOUNS

The list below provides, in alphabetical order, the list of high frequency nouns readers in English speaking countries encounter in texts. The text needs to be modified to reflect realities in Rwanda, for example the noun squirrel replaced by gorilla, or the word Santa Claus replaced by common realities like road or moto.

apple	cat	father	horse	money	seed	watch
baby	chair	feet	house	morning	sheep	water
back	chicken	fire	kitty	mother	shoe	way
ball	children	fish	leg	name	sister	wind
bear	Christmas	floor	letter	nest	snow	window
bed	coat	flower	man	night	song	wood
bell	corn	game	men	paper	squirrel	
bird	cow	garden	milk	party	stick	
birthday	day	girl	horse	picture	street	
boat	dog	good-bye	house	pig	sun	
box	doll	grass	kitty	rabbit	table	
boy	door	ground	leg	rain	thing	
bread	duck	hand	letter	ring	time	
brother	egg	head	man	robin	top	
cake	eye	hill	men	Santa Claus	toy	
car	farm	home	milk	school	tree	

## ANNEX D: RWANDA FAMILIAR WORD LIST, P1 to P3

Words that are familiar to young children, i.e., words they know the meaning of and use when speaking, can vary from context to context. In contexts where a language is not widely used in the home or the community, familiar words will be words children encounter in school, as part of their English language program or when they are learning other subjects that are taught in English.

The familiar word list below was constructed by doing a frequency analysis of the words that appear in English language textbooks and activity books for P1 to P3, as well as in textbooks of other subjects taught in English at these grade levels. The underlying assumption is if the words appear frequently in these print materials, teachers are likely to use them in the classroom and children are likely to see them and know what they mean. That means that if children can decode the words, they will understand their meaning, making the words a familiar word.

The results of the frequency distribution analysis described above was presented to REB English curriculum specialists and English technical specialists supporting early grade reading initiatives for review. They judiciously identified priority words to retain and added missing words that should be stressed in future instructional materials development processes. The results of their deliberations are presented below:

### P1 List of familiar words

A - B	B	B	B-J	L-Z
about	become	blind	build	lamb
abacus	bed	blue	building	liberation
able	bedroom	board	built	librarian
above	been	boat	bus	library
abusing	before	body	bush	may be
alphabet	beginning	bone	busy	member
available	behave	book	but	mobile
back	behavior	boot	buy	neighbor
bad	behind	both	buyer	notebook
bag	being	bottle	buying	number
baker	believe	box	by	obey
bakery	below	boy	cabbage	object
balance	bend	bracket	celebrate	October
ball	benefit	brave	chalkboard	possible
banana	better	bread	climb	problem
bank	between	break	comb	rabbit
bar	bible	breakfast	describe	remember
basic	bicycle	breaking	diabetes	rubber
basin	big	brick	dustbin	subject
basing	biggest	bridge	enable	subtract
basket	bird	bring	firstborn	subtraction
bath	birth		football	symbol
be	birthday	brother	handbag	table
bead	biscuit	brown	humble	toothbrush
beak	black	brush	husband	vegetables
beans	blackboard		job	wheelbarrow
beat	blade			zebra
beautiful	blessing			
because				

## P2 List of familiar words

A-C	C	C	E - P	P - W
acute	cereal	complete	each	piece
abacus	certain	contain	exact	place
activity	chalk	containers	exchange	product
avocado	character	convert	exercise	protect
back	characteristic	cook	face	race
because	charcoal	cool	fetch	reach
become	chart	copy	fraction	reached
bicycle	cheapest	corner	include	record
biscuit	cheetah	correct	Incorrect	recorded
black	chicken	cost	insect	rectangle
blackboard	children	count	introduce	rice
cabbage	choose	counter	lunch	sack
cake	chosen	counts	march	school
calculation	church	covered	match	score
calendar	class	cow	much	second
call	climb	cows	multiplication	sentence
can	clock	create	music	sick
cannot	closed	crocodile	neck	social
capacity	cloth	crop	o'clock	special
capital	cluck	curved	objects	stick
card	coffee	December	October	subject
carrot	coin	decimeter	officer	subtract
carry	cold	describe	once	subtraction
cassava	collect	dice	order	teacher
cat	colorful		peace	vertical
cattle	column		pick	watch
Celsius	come		pictograph	welcome
centimeter	compare		picture	which

## P3 List of familiar words

A - C	C - F	F - L	L - P	P - S	S - Z
able	cleaning	fill	leg	playground	story
ability	click	filled	lemon	playing	stove
about	climbing	film	length	please	straight
above	clock	filter	leper	plus	strength
absent	closed	finally	leprosy	poem	strong
abuse	cloth	find	less	point	student
abusing	clue	fine	lesson	pointing	study
accept	coat	finger	let	pole	studying
accident	coffee	finish	letter	police	subtract
according	coin	finished	level	policeman	subtraction
account	cold	first	lie	polite	such
across	collect	firstborn	life	polluting	suffer
act	colour	fish	light	pollution	suffering
action	coloured	fit	lightest	pond	sun
activity	colourful	five	like	poor	Sunday
acute	comb	flash	line	possible	sunglass

add	come	flashcard	lining	pot	sunlight
addition	coming	floor	lion	potato	supermarket
advice	command	flour	liquid	poverty	supper
aero	commandment	flower	list	power	support
African	committed	fly	listen	practice	suppose
after	committee	follow	liter	pray	survey
afternoon	communication	followed	little	prayed	sweater
again	community	following	live	prayer	sweep
age	compare	font	living	prayerful	sweeping
air	compared	food	lizard	praying	sweet
airport	compass	foot	load	preach	swimming
airtime	competition	football	location	preacher	symbol
all	complete	for	long	prepare	table
allow	completed	force	longer	preparing	tail
alphabet	computer	forest	longest	present	tailor
already	conflict	forever	look	president	take
also	contact	forgive	looking	press	taking
altogether	contain	form	lord	prevent	talk
always	container	format	lose	primary	talking
am	control	forty-six	lost	problem	tall
amen	conversation	four	loud	process	taste
among	convert	fourth	loudspeaker	program	tasty
amount	cook	fraction	love	promoting	taught
an	cooked	franc	loved	properly	taxi
and	cooking	free	lowest	property	tea
angel	cooks	fresh	lunch	protect	teach
angle	cool	Friday	lying	protecting	teacher
angry	correct	friend	machine	provide	teaching
animal	correctly	from	magnet	provided	teeth
another	cost	fruit	main	pull	telephone
answer	could	full	major	punish	television
answered	count	function	make	punished	tell
ant	counter	future	making	pupil	telling
antelope	country	game	malaria	purple	ten
anthem	couple	garden	man	put	term
any	courageous	gave	manager	putting	test
anyone	cover	get	mango	quarter	text
anything	covered	gift	mankind	question	textbook
appear	cow	giraffe	manmade	quiet	than
apple	craft	girl	manner	quite	thank
application	crane	give	map	rabbit	thanking
April	create	giving	march	race	that
are	creating	glass	mark	radio	the
area	creation	glue	marker	radius	their
arm	creature	go	market	rain	them
around	crocodile	goal	Martha	rainwater	themselves
arrange	crop	goat	Mary	rainy	then
arrested	crossing	god	mass	rap	there
arrive	crush	goes	mat	razor	these
arrow	crying	going	match	reached	they

art	culture	gone	material	read	thief
artificial	cup	good	matter	reading	thing
artist	curved	goods	mattress	real	think
as	cut	gorilla	may	rear	this
ask	cutter	gospel	maybe	received	thorax
asked	cutting	government	me	record	those
at	cycle	grandchild	meal	recorded	thousand
ate	cycled	grandmother	mean	recorder	three
athletic	daddy	grass	meaning	rectangle	through
attendance	daily	grassland	means	red	throw
attracted	dairy	great	measure	refugee	throwing
august	damaged	greater	measurement	refuse	thumb
aunt	dance	greedy	measuring	religion	Thursday
avocado	danger	green	meat	remaining	tick
avoid	dark	greeting	medication	remember	ticket
avoiding	darkness	group	medicine	remind	time
away	date	grow	meet	repeat	tired
baby	day	growing	melon	report	to
back	dead	guide	member	resident	tock
backspace	deadly	had	men	respect	today
bad	deaf	hair	mental	respecting	toe
bag	death	hairstylist	menu	responsibility	together
balance	December	half	mercy	rest	tomato
balloon	decide	hand	message	result	tomorrow
banana	decimeter	handle	met	return	tool
bank	decrease	hang	metal	reward	top
bar	deforestation	happen	meter	rhino	topic
base	delete	happily	microphone	rhyme	torch
basic	demon	happy	middle	rice	total
basing	demonstrate	hard	milk	ride	touch
basket	denominator	harder	millimeter	riding	towel
basketball	describe	hardship	minute	right	town
be	desert	harvest	miracle	right-angle	toy
beak	desk	has	missing	river	trade
bean	destroy	hat	mister	road	traffic
beautiful	development	hate	mixed	role	transmitted
because	diagonal	hats	mobile	roman	transport
become	diameter	have	Monday	roof	travel
bed	diarrhoea	having	money	room	traveling
bedroom	dice	he	monkey	rope	treat
bee	did	head	month	rotating	tree
been	died	heal	moon	routine	triangle
beer	diet	healed	moral	row	trousers
before	difference	health	morning	rubbish	true
beginning	differentiate	healthy	mosque	rule	truck
behave	difficult	hear	mosquito net	ruler	trunk
behavior	dig	heart	most	run	try
behind	digging	heat	mother	running	t-shirt
being	digit	heaven	motorcycle	sack	tube
believe	direct	height	mountain	sad	Tuesday

below	direction	help	mouth	safe	turn
bend	directs	helped	move	safety	turtle
better	dirty	helping	movement	sale	twelve
between	disability	hen	moves	salon	twenty
bible	disciple	her	much	same	twenty-six
bicycle	discover	here	muddy	sand	twist
big	disease	hero	multiple	sandal	two
bigger	dish	Herod	multiplication	Satan	type
biggest	disk	herself	multiply	Saturday	typing
bike	distance	high	mum	save	umbrella
bill	district	highest	muscle	saving	under
bird	divide	hill	museum	scarf	underline
birth	divided	himself	musician	school	underlined
birthday	division	hip	must	schoolbook	underlining
biscuit	do	hippo	my	scissor	understand
black	doctor	history	nail	score	unhealthy
blade	dog	hit	name	sea	union
blessing	doing	hoe	national	search	unit
blind	doll	hold	natural	season	united
blindness	domestic	holiday	near	seat	unity
blue	donkey	holy	neck	second	until
boat	door	home	need	secretariat	up
body	down	homework	needle	secretary	upper
boil	draw	honey	neighbour	sector	upward
bold	dream	horizontal	nephew	security	us
bone	dress	horn	never	see	use
book	drink	hospital	new	seeing	user
bookshelf	drinking	hot	news	select	vaccinated
boot	drinks	hotel	next	sell	value
born	drive	hour	nice	send	vegetables
both	driver	house	night	sending	vehicle
bottle	drop	household	nine	sense	vertebrate
bottom	dry	how	ninety	sentence	vertical
bought	during	huh	ninety-nine	September	vertically
bowl	dust	humankind	noise	service	very
box	duster	humble	north	set	video
boy	each	hundred	north-east	settle	village
brave	ear	hungry	north-west	seven	violence
bread	early	hurt	nose	seventy-one	virus
break	earth	husband	not	seventy-six	visit
breakfast	easily	hygiene	note	shadow	visited
breaking	east	identification	nothing	shall	vitamin
brick	easy	identify	November	shape	voice
briefly	eat	if	now	share	vote
bring	eaten	illness	number	sharing	voting
broth	eating	image	numeric	she	waiter
brown	economic	important	o'clock	shed	waiting
brush	economy	in	obey	sheep	waitress
bug	education	include	object	shelter	wake
build	effect	incorrect	oblique	shepherd	walk



builder	egg	increase	obtuse	shift	walking
building	Egypt	increased	ocean	shirt	wall
built	eight	indicated	October	shoe	want
bum	eighty	insect	of	shop	war
burning	either	inside	off	short	warm
bus	elbow	instruction	offer	should	was
business	elder	instrument	offered	shoulder	wash
but	electrical	internal	office	show	watch
button	electricity	into	officer	sick	water
buy	elephant	invertebrate	oh	side	watering
buyer	eleven	iron	oil	sign	way
buying	employee	is	okay	signal	we
by	empty	italic	old	silently	wearing
cable	enable	item	on	simple	weather
café	end	jam	one	sin	wedding
cake	energy	jane	only	sing	Wednesday
calendar	enhance	January	open	singing	weeding
call	enjoy	jar	opposite	single	week
calling	enough	jealousy	optional	sister	weekly
calm	enter	jerrycan	orange	sit	weigh
camera	environment	Jerusalem	order	six	weight
can	epidemic	job	orphan	sixth	well
candle	epilepsy	john	other	sixty-eight	went
cannot	equal	join	our	sixty-nine	were
capacity	equally	joint	out	size	west
capital	escape	joseph	outside	skirt	wet
car	estimate	journal	own	sky	what
card	Eva	journey	package	sleep	wheat
cardboard	eve	joy	packet	sleeping	wheelbarrow
care	even	jug	pain	small	wheelchair
carefully	evening	juice	pair	smallest	when
carpet	event	July	paper	smart	where
carrot	ever	jump	parallel	smell	which
carry	every	jumped	parent	snail	while
carrying	everyday	jumper	park	snake	who
cash	everyone	jumping	parrot	so	why
cassava	everything	June	part	social	widow
cast	exam	justice	party	sock	wife
cat	examine	keep	pass	soil	wild
catch	example	keeping	passenger	solar	will
cause	except	kept	passion	soldier	wind
celebrate	exchange	key	past	solve	window
cell	executive	keyboard	Paul	someone	wing
centimeter	exercise	keypad	pay	something	winner
centre	expensive	kill	paying	sometime	wire
chair	explain	kilogram	pea	son	wish
chalkboard	explanation	kind	peace	song	with
change	eye	king	pedestrian	sorghum	without
changes	face	kingdom	pen	sound	woman
changing	faith	km	pencil	soup	wonderful

character	fall	knee	people	source	wood
characteristic	FALSE	knife	perimeter	south	wooden
charcoal	fallen	knit	period	south-east	word
charge	family	knot	permission	south-west	work out
chart	far	know	person	sow	worker
cheap	farm	knowing	pet	space	working
check	farmer	known	phone	speaker	world
cheese	faster	laid	photo	speaking	worm
cheetah	father	lake	physical	special	wound
chemical	favourite	lamb	pick	spectator	wow
chicken	fear	land	pictograph	speed	write
chief	February	landslide	picture	spirit	writing
child	fed	laptop	piece	sport	wrong
children	feed	large	pig	spread	wrote
choice	feeding	last	pile	square	year
cholera	feel	late	pilot	stall	yellow
choose	feeling	later	pin	stand	yes
chose	feet	laughing	pineapple	star	yesterday
chosen	fell	law	pink	start	you
Christian	femur	lay	pit	starting	young
church	fence	lazy	place	station	your
circle	fertilizer	lead	placed	stay	yourself
citizen	festive	leader	plan	step	youth
city	fetch	leap	plane	stick	zebra
class	fever	learner	plant	still	zigzag
classmate	few	learnt	planted	stomach	
classroom	field	leave	planting	stone	
clay	fifth	led	plastic	stop	
clean	fifty	left	plate	stopping	
cleaned	fighting	leftover	play	store	



