

Planning for Effective Book Orientations

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Orienting Process

- Engage attentional mechanisms
- Engage motivation
- Set a goal for reading

Byrnes & Wasik. (2009). *Language and Literacy Development*. NY, NY: Guilford Press. p. 235

Engage motivation

- Goals
- Means-end beliefs
- Anticipated emotions
- Expectations
- Values
- Self-efficacy
- Ability beliefs
- Interest

Byrnes & Wasik. (2009). *Language and Literacy Development*. NY, NY: Guilford Press. p. 281.

Skilled readers:

- Set goals for understanding
- Have declarative and conceptual knowledge of the topic
- Have adequate structural capacity and knowledge of different kinds of texts

Byrnes & Wasik. (2009). *Language and Literacy Development*. NY, NY: Guilford Press. p. 214.

Skilled readers:

- Have linguistic knowledge and metacognitive knowledge of reading
- Employ a variety of processes such as inference-making, inhibition, identifying the main idea, summarizing, predicting, monitoring, and rereading

Orientation to New Book

Make the child familiar with:

- the story,
- the plot,
- the phrases of language that he might never have heard,
- unusual names and new words,
- and old words used in an unusual way.

“Take the ‘bugs’ out of the text before he tries to read it.”

LL, Pt. 2, p. 91

Orientation to New Book

(cont.)

“The first reading of the new book is not a test; it needs to be a successful reading. Prepare the child for correct responding on the first encounter...The teacher must plan for the child to have in his head the ideas and the language he needs to complete the reading.”

LL, Pt. 2, p. 91

Orientation to New Book

- Provide overview of the text & co-construct meaning by discussing pictures
- Use specific language structures that will enable the students to predict the language during reading
- Discuss relevant or new vocabulary that will help students read with understanding

AIL, pp. 43-44

Orientation to New Book

(cont.)

- Guide children to locate known &/or unknown words using knowledge of letters and sounds
- Point out important features within text such as illustrations, text structures, captions, etc.

AIL, pp. 43-44

Orientation to New Book

(cont.)

- *Maintain Interactive Ease*
- *Increase Accessibility*
- *Prompt the Child to Construction Activity*
 - *Link to personal knowledge*
 - *Pause for the child to generate the ending*
 - *Reflect*

Orientation to New Book

(cont.)

- *Accept Partially Correct Response*
- *Tighten the Criteria of Acceptability*
- *Probe to Find Out What Children Know*
- *Present New Knowledge*
- *Ask Children to Work with New Knowledge*
- *Provide a Model*

Orientation to New Book: Emergent Level

- Rich. Provides children with language and patterns of the book
- May draw attention to frequently used words.
- Builds sequencing skills at the story level.
- Covers the whole book.

Orientation to New Book: Beginning Early Level

- Supportive with active discussions of pictures and story line
- Ranges from fully covering the book to just providing a brief overview before reading.
- Engages students in discussing pictures and story ideas (Sequence of Events).
- Frontloads unfamiliar language phrases encouraging student ownership.

Orientation to New Book: Beginning Early Level

- Encourages predictions.
- Provides an example of how to initiate problem solving strategies on unknown words.
- Focuses on particular words by locating them.
- Provides strong support for meaning.

Orientation to New Book: Late Early Level

- Selective discussions about pictures and story line.
- Provides a brief overview of the text.
- Engages students in discussing pictures and story ideas (Sequence of Events).

Orientation to New Book: Late Early Level

- Frontloads unfamiliar language phrases.
- Elicits predictions.
- Provides an example of how to initiate problem solving strategies on unknown words.

Orientation to New Book: Transitional Level

- Selective discussions about features as they relate to the text.
- Provides pertinent information related to genre, author's purpose and/or message.
- Discusses/introduces text features to entice the readers (setting the purpose).

Orientation to New Book: Transitional Level

- Engages students in discussing text ideas.
- Frontloads unfamiliar language phrases, text features, text structures.
- Elicits predictions.

Non-fiction text structures

- Description
- Explanation
- Sequence of events
- Cause and Effect
- Compare and Contrast
- Problem/solution