## Module Focus
The importance of selecting books that are just right for young readers, considerations for book selection, and the critical role of the book introduction in making books accessible and successful for the readers.

## Definitions
**book introduction**: providing opportunities for readers to orient themselves to a new text through engaging their interest, making the purposes for reading clear, and introducing any new concepts or language necessary to establish meaning.

**orientation to the book**: the child’s aligning of himself or his ideas to the book to be read.

**strategic activity**: fast brainwork that a learner calls up to solve problems by searching for solutions (e.g., monitors, searches for information, cross checks, discovers new things, repeats to confirm, revises, chooses among alternatives, evaluates responses, makes appropriate links, self-corrects).

## Factors to Consider When Selecting Books
- Will the children relate to the text (interest, background, enjoyment, etc.)?
- Will the language structures and vocabulary support the children’s reading of the text?
- Will the book support and extend the children’s use of strategic activities so that they can solve problems and learn more about reading by doing this — not too hard and not too easy?
- Will the children be able to read the text at 90% accuracy or better?

## Factors to Consider When Introducing Books
- What challenges may the children face with this book? (the meaning of the story, tricky language structures, new vocabulary, words to problem solve, etc.)
- How can I make the children familiar with what the text will be about?
- Do I need to familiarize the children with any unusual language structures and unknown words during the introduction?
- What other challenges do I need to support to make the book accessible to the children so they can solve problems successfully and understand the text?
- Which challenges do I want to leave, or partially support, so the children will extend their strategic activity to solve problems with greater independence?
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Key Points for Teachers

The texts that teachers select should be ‘just right’ for children. They should be interesting and offer an appropriate level of challenge — not too easy and not too hard. Texts should be within each child’s control and encourage successful problem solving.

After carefully selecting an appropriate text, effective teachers think about the best way to help children orient themselves to this particular text. Introductions will vary according to the text itself and the knowledge the children bring to the text.

The ultimate goal is for children to learn how to take over the responsibility for orienting themselves to new texts as they enjoy becoming successful and independent readers.

Resources

Related Effective Practices Video Modules
Assessing Through Close Observation — the role observation plays in selecting and introducing books to children
Making It Easy To Learn — the relationship between selecting/introducing books and making it easy for children to learn
Teaching for Transfer: Strategic Activity — the importance of book selection when considering a child’s current use of strategic activities
Phrasing in Fluent Reading — the influence that text selection has on a child’s phrasing and fluency

Kelly, P. R., & Neal, J. C. (2009). Keeping it easy to learn at higher levels of text reading. The Journal of Reading Recovery, 8(2), 27–36.
Reading in junior classes (1985). Wellington, NZ: Department of Education.