



BOOK ORIENTATION

Construct Progression

DOMAIN: LANGUAGE DEVELOPMENT AND COMMUNICATION

CLAIM: Students can acquire the foundational skills for reading and integrate these skills for comprehending increasingly complex texts in home, school, and community.

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Background Information

The purpose of this progression is to assess the skills children need in order to use books; it is not about taking meaning from text but rather the precursor skills that allow children to interact with books in a meaningful way. It's important to assess precursor skills like **book orientation** and **print awareness** because they are among early literacy skills highly correlated with later reading achievement as reported by the National Early Literacy Panel in 2009 (NELP Report, 2009). In addition, these constructs are aligned with early learning and development standards in many states. For example, here are related preschool and kindergarten standards from one of the Consortium states:

- Preschool: Children develop book knowledge and print awareness.
- Kindergarten: Children demonstrate understanding of the organization and basic features of print.

Assessment of these skills consequently helps to inform instruction that is aligned with state standards.

Note that these skills are often assessed in state- or district-mandated literacy screens and pre-literacy assessments. Results from such assessments can be used as one source of evidence to place children on this progression.

Rationale

Based on young children's home and early school experiences with print (bedtime stories and read-aloud books, big book shared reading, shared writing and their very independent adventures with pretend reading and writing), they come to kindergarten and even first grade with different understandings about the conventions that we use to communicate meaning in print.

Each child develops his/her level of understanding, and sometimes misunderstandings of these conventions and assessing this understanding can help teachers know what their students are attending to in print and what still needs to be learned. This knowledge enables teachers to design instruction that will meet the needs of individuals regarding how print works. Where is the front of the book? Where does the story start? Where do I start reading and where do I go after that? What is a letter? What is a word? These are important literacy understandings that can develop through quality hands-on experiences with books and print.

Based on the research of Clay, M. M. (2000). *Concepts About Print: What have children learned about printed language?* Portsmouth, NH: Heinemann

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Book Orientation			
Understanding	Skills	Performance Descriptors	Examples
Children understand that books are objects with pages.	A. Holds or otherwise demonstrates awareness that a <u>book is an object with pages</u>	When observed interacting with a book, child orients the book upside down or right side up, opens the front or back cover, and turns pages one or more at a time, either front to back or back to front.	<p><i>After selecting a book from a classroom book basket, Ella opens the front or back cover and randomly turns one or more pages at a time.</i></p> <p><i>When handed a closed book in a non-upright orientation, James holds the book right side up or upside down, opens the front or back cover, and randomly turns pages one or more at a time.</i></p>
Children understand that books must be oriented properly and that books have a front and a back.	B. <u>Holds the book upright</u> (so pictures and text are right side up, irrespective of front to back orientation)	When observed interacting with a book, child turns the book to an upright orientation, irrespective of front to back orientation.	<p><i>After selecting a book from a classroom book basket, Garrett turns the book to an upright position.</i></p> <p><i>After selecting a book from her book bag, Valentina opens the book and orients it to the correct upright position.</i></p> <p><i>When handed a closed book in a non-upright orientation, Sophie opens the book and orients it to the correct upright position.</i></p>
	C. Holds the book upright, <u>opens it from the front cover</u> , and turns pages (not always one by one)	When observed interacting with a book, child turns the book to an upright orientation so pictures and text are right side up and looks at the book from front to back while turning several pages at a time.	<p><i>After selecting a book from a classroom book bin, Davon turns the book to an upright position so pictures and text are right side up and turns several pages at a time while moving from front to back.</i></p> <p><i>After selecting a book from a classroom book box, Deepa opens the book and orients it to the correct upright position so pictures and text are right side up, looks at the book from front to back and turns several pages at a time.</i></p> <p><i>When handed a closed book in a non-upright orientation, Samuel opens the book, orients it to an upright position, and moving from front to back, turns several pages at a time.</i></p>

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Understanding	Skills	Performance Descriptors	Examples
	D. Holds the book upright, and starting at the front, <u>turns the pages in order, one page at a time</u>	When observed interacting with a book, child turns the book to an upright orientation so pictures and text are right side up and looks at the book from front to back while turning one page at a time.	<p><i>After selecting a book from a classroom book basket, Jaime turns the book to an upright position so pictures and text are right side up and looks at the book from front to back while turning one page at a time.</i></p> <p><i>After selecting a book from a classroom book bin, Riley opens the book and orients it to the correct upright position so pictures and text are right side up and looks at the book from front to back while turning one page at a time.</i></p> <p><i>When reading with the paraprofessional, Toni used her assistive grip device to open the book, verbally instructed the assistant to orient it to an upright position, and looked at the book from front to back while turning one page at a time.</i></p>

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Resources

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