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To appropriately match books to readers, the teacher must know the

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reading process, the students, the books, and the text characteristics that support or challenge readers. Guidelines for matching students to independent reading materials are outlined below.

Level Books, Not Students Students should not be labeled or categorized as a particular level. Instead, concentrate on helping students select text that will

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support their growth as readers.

Students do not read every title within a

...

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looking at print and matching the words that they read with the words on the page. That is, the child learns to say one word as she points to one word. Often

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the child knows what the page says because the text is patterned. Also, the words are supported by the picture, so the reader's job is one-to-one match, not decoding text. The books are highly

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at some of the pictures in the book, etc.) to get ready to read. Students form a general idea of what the book is about using this information. Matches spoken words to printed words.

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words you write.) Two to four players can play this game.

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Guided reading, however, provides a great setting for matching books to readers. The teacher selects a text that is just about right for the group and "fine-tunes" the text selection with an introduction. The introduction is brief but very important because it "sets the scene" for reading and supports comprehension from the start.

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