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CLASSROOM LIBRARIES TO ENGAGE READERS

THE ENGAGED LITERACY MAP

A GUIDE TO FOSTERING ENGAGED READERS



engaged literacy map



Accountability

Accountable independent reading

- Teachers are accountable for student learning without fail
- Students are accountable for their own learning

When students are taught explicit skills using other direct teaching methods



Skills, Standards & Strategies

- Modeling
- Close reading
- Direct instruction



Small Group Instruction

Acknowledge students' differences and encourage the following:

- Interpersonal development
- Collaboration
- Cooperation
- Shared interests
- Individual attention



Whole Class Instruction

Use texts or portions of a text for shared reading to model concepts and provide students with a shared experience.



Guided Reading

Guided reading groups, varied by level or interest, allow the teacher to incorporate close reading and student collaboration.



Reading Workshop

Three components:

- Mini lesson using a preselected text
- Independent reading and individual conferences
- Share time



Literature Groups & Book Clubs

Through student-driven interaction, students work together in groups to engage in and experience the text.



Writing Workshop

Incorporate a workshop approach:

- Mini lesson using a mentor text with characteristics of strong writing
- Free writing time and conferences
- Share time



Projects

Culminating activities provide opportunities for students to share their knowledge and integrate 21st century skills—collaborating, creating, critiquing and communicating.

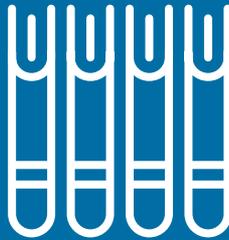


Content Areas

Using trade books to teach content in social studies assures all students reach their individual reading level.

Independent Reading

...ing is the heart of balanced literacy.
...incorporating and prioritizing independent reading every day,
...the books they choose to read, formally or informally
...expectations for voluminous reading, the teacher is free to incorporate



Volume Reading

According to the popular book *Outliers*, by Malcolm Gladwell, it takes 10,000 hours of practice to be an expert.

Students must have time to read self-selected texts...a lot of self-selected texts!

Instruction

...through read alouds or
...cepts, themes and skills to
...d experience.

App

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...ividual reading conferences

App

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...text to teach the traits and
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...content such as science and
...ents are reading a book on



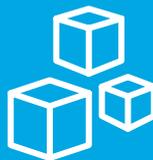
Time Spent Reading

- Research shows a correlation between time spent reading and performance
- Students who read at school are more likely to read at home
- Provide time everyday for students to read in class and set expectations for students to read every night at home



Free Choice

Providing books in a variety of genres, interests, levels and formats encourages students to choose books on their individual independent reading level.



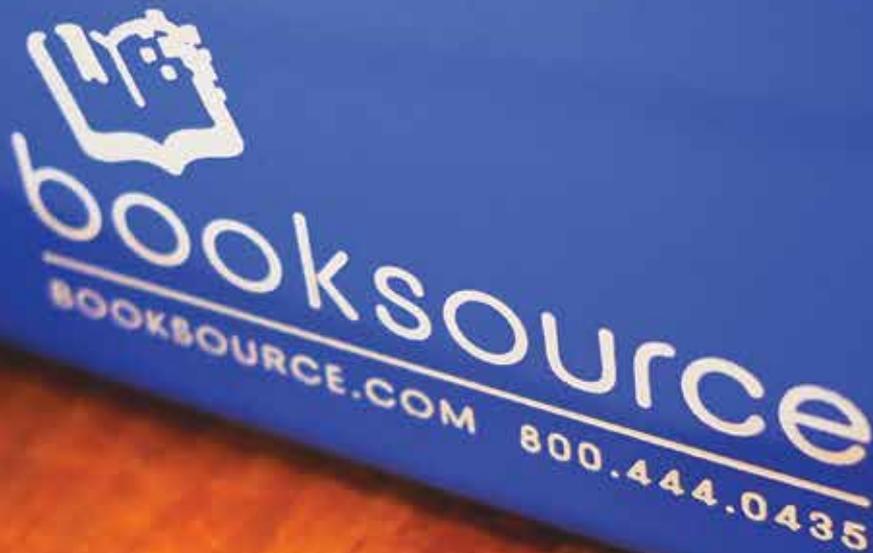
Text Sets

These collections provide background information, enhance interests, integrate outside resources and cultivate text complexity.



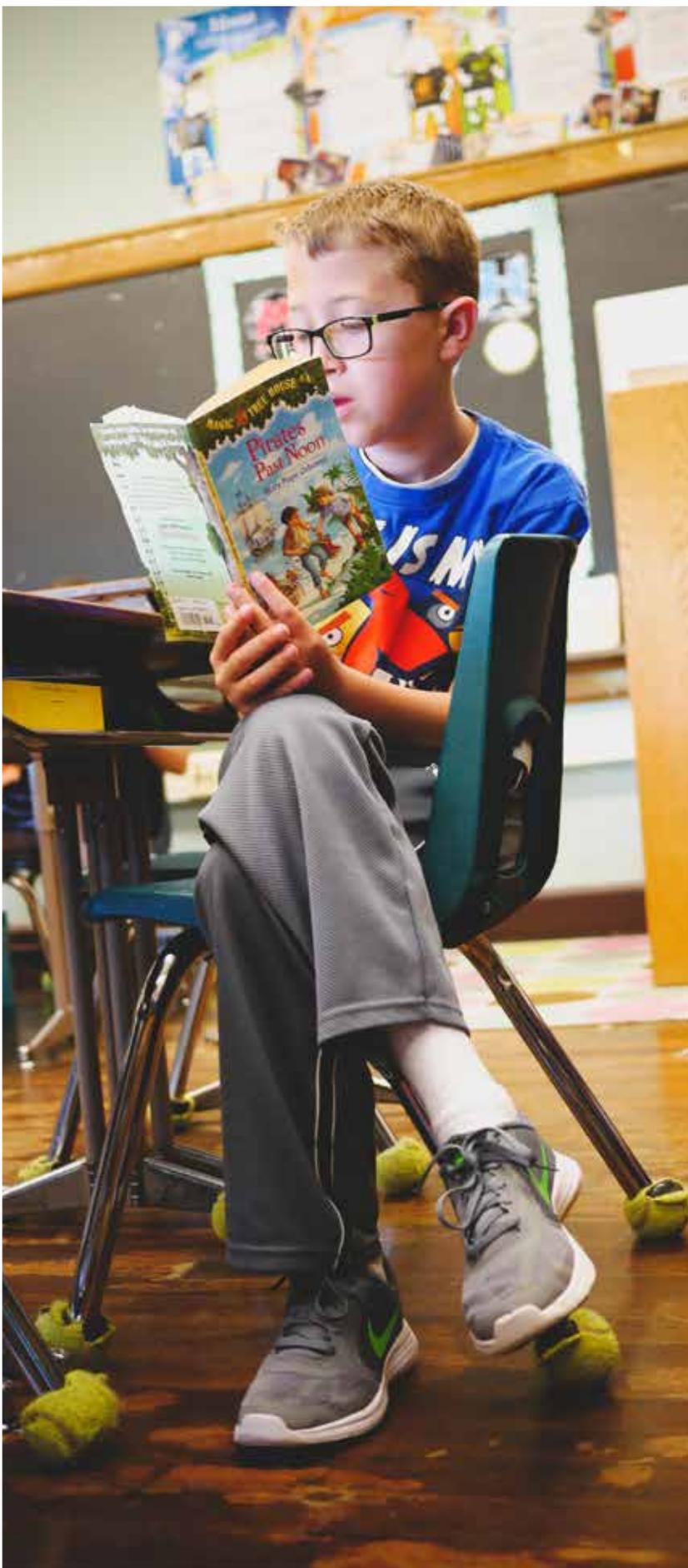
Reading Achievement

Accountable independent reading + Direct teaching and modeling + Collaborating, creating, communicating, critiquing = Increased text complexity!



Engaged reading is the heart of literacy and brings energy and balance to every classroom. It's the number one priority of the day. When we place a strong focus on the importance of reading, we transfer its value to the students. Our goal is for this value to then transfer over to a life-long love of reading.

The Balanced Literacy Map outlines the big picture of what happens in a literacy rich classroom. From an overarching perspective, it provides a foundation and outline to help you implement the strategies, techniques and methods that will challenge your students and immerse them in literature they can read.



ACCOUNTABLE INDEPENDENT READING

Independent reading is the foundation from which all other parts of the balanced literacy map evolve. Every lesson and interaction with students is based on the ability of the class to be engaged in independent reading. Time invested in creating a culture of readers will save you time and energy as the year progresses.

STANDARDS, STRATEGIES AND SKILLS: THE LEFT SIDE OF THE MAP

Research on reading comprehension is not new. Fielding and Pearson (1994) concluded 25 years ago that comprehension instruction should include "large amounts of time for actual reading, teacher-directed instruction in comprehension strategies, opportunities for peer and collaborative learning, and occasions for students to talk to a teacher and one another about their responses to reading."

With accountable independent reading in full swing, we as teachers can focus on instruction.

SMALL GROUP INSTRUCTION

Small group instruction provides a safe place for students to practice the skills Fielding and Pearson identified: cooperating, collaborating, critiquing and communicating. Today, these same skills are called 21st century literacy skills. With a low student-to-teacher ratio, students get more individual attention and guidance. Within this intimate setting through teacher scaffolding, students have the opportunity to develop leadership skills, learn to give and receive feedback and gain optimal success in reading achievement.

Keeping flexibility in mind, we can consider students' interests, hobbies or leadership skills as well as levels when creating groups. This flexibility within a group dynamic enables students to work with different classmates and increases confidence.

GUIDED READING GROUPS

In guided reading groups, students are reading on the same instructional level. Students work on reading skills collaboratively with the goal of moving up the ladder of text complexity. If you keep groups small, guided reading groups can remain fluid throughout the school year. Fountas and Pinnell (2012) distinguish guided reading groups as a way for students to "become actively engaged in the lesson as they learn how to take words apart, flexibly and efficiently, while attending to the meaning of a text. They begin thinking about the text before reading, attend to the meaning while reading, and are invited to share their thinking after reading. They deepen their understanding of a variety of texts through thoughtful conversation." Formative assessments, teacher observations, interactions and communications can determine success at each level.

NO LONGER IS IT ENOUGH TO BE ABLE TO READ THE PRINTED WORD; CHILDREN, YOUTH AND ADULTS NEED THE ABILITY TO CRITICALLY INTERPRET THE POWERFUL IMAGES OF A MULTIMEDIA CULTURE.

INTEREST GROUPS: LITERATURE CIRCLES AND BOOK CLUBS

"The most important factor in determining how much readers will comprehend ... is their level of knowledge about a topic" (Allington & Cunningham, 2007). Students can tackle books with greater text complexity because their background knowledge can "provide a schema—a framework or structure—that helps thinking" (Allington & Cunningham, 2007). Sharing with students and learning their interests and passions are ongoing throughout the year. Working with students who have a common interest gives the teacher opportunities to dig deeper into the text, to model text comparisons, to interpret diagrams and illustrations, and everything else! Interest groups may include content area topics, author studies or themes.

PROJECTS: RESOURCE-BASED LEARNING

The World Wide Web has changed the nature and accessibility of resources. Teachers no longer need to rely on a sole set of prepackaged resources. We have more freedom to pick and choose multiple resources to match students' needs. Hannafin and Hill (2007) state that the "resulting opportunities are considerable and range from increasing the number and availability to ... repurposing component resources to address myriad individual needs."

Even our youngest students are inundated with digital information and communication on a daily basis, and this constant transfer of information has dramatically changed educational resources. With this in mind, our idea of literacy and instruction must conform to these changes. Len Unsworth (2001), professor and researcher in the areas of digital literacies, states, "The parameters of school literacies have been significantly extended with the rapid culture and technological changes in literate forms of communication in recent years." He continues specifying the changes we need to





make in schools by emphasizing the necessity of video literacies: "Predominant among these are the growing impact of images in an increasing range of texts and the shift from page to screen-based literacies."

With the information on the internet being so accessible and abundant, it is more important than ever to emphasize to students the need for validating texts through multiple resources. Unsworth also emphasizes the need for students to explore information presented throughout different media specifically to gain deeper meaning from a variety of sources. He offers classroom applications for developing these multi-literacies early in school and using them throughout the content areas, integrating them interactively and independently to help students construct and create different types of media. For over a decade, Unsworth (2001) has acknowledged that for students to be successful today, it is not only classroom materials that must change, but also the fundamental pedagogy of the classroom.

Other educational theorists also emphasize the need for multimedia integration. Thoman (2004) states, "No longer is it enough to be able to read the printed word; children, youth, and adults need the ability to critically interpret the powerful images of a multimedia culture. Media literacy education provides a framework and a pedagogy for the new literacy needed for living, working and citizenship in the 21st century." New literacies continuously materialize in front of our students as they navigate through their normal day-to-day lives. Google, YouTube, Skype and a variety of apps are part of their everyday routine. Not including them in classroom instruction is a disservice. Because our interactions and communications through these technologies are in a continuous state of change, students must integrate them critically into their learning. Leu and his team (2013) conclude that the internet is the definition of technology for literacy and learning. He continues by stating that because of the responsibilities associated with using the Internet and technologies, the role of the teacher, while different, is more important than ever.

WHOLE CLASS INSTRUCTION

Whole class instruction provides all students with the shared experience of a book. Teachers have the opportunity to model skills and create a dynamic level of mutual enthusiasm and engagement. Whole class instruction involves guiding, mentoring and modeling for students. Students can then collaborate, think, talk and discover meaning together.

"The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children" (Anderson, 1985). Anderson's statement written in *Becoming a Nation of Readers* (1985) defends that reading aloud to children throughout the day is non-negotiable at all grade levels.

Reading aloud gives our students opportunities to see us engaged within a text. We can model our love of books, our excitement, and our favorite authors. Lucy Calkins (2000) agrees that "the single most important habit we need to model is engagement in the text."

READING AND WRITING WORKSHOP

Calkins continues her position on read alouds by explaining that using this reading opportunity to support reading and writing skills can be done through mini-lessons using the workshop methods of instruction. Using a read aloud as a mentor text, in either the reading or writing workshop, is the perfect time to study a text's structure, purpose, point of view, symbolism or vocabulary.

Mentor texts are books chosen to demonstrate something that the author has created, whether it be style, content or meaning. Lucy Calkins (1994) refers to mentor texts as works that "guide and excite the imagination" of learners, and





Dorfman & Cappelli (2007) emphasize how they can help students focus on skills and strategies, empowering students to challenge themselves.

Bringing informational trade books into science, social studies and math as mentor texts reaps many benefits. Trade books can be used as mentor texts for expository writing. These texts “expose students to the genres and writing practices that are situated in particular disciplines” (Pytash & Morgan, 2014). This structure introduces students to domain-specific vocabulary and text features that are rarely seen in literary texts.

CONTENT AREAS

Trade books are beginning to replace text books in science and social studies classes. More often than not, trade books are able to provide depth to a concept, and teachers find them attractive because books at different levels on the same topic can accommodate each individual student (Ross, 1994). Story lines can weave within the facts to help students make meaning and connections with the texts. Moreover, trade books can be less intimidating than textbooks. Students of all age, including middle and high school, will benefit from their use (Pottle, 1996). As with independent reading and text sets, choice and interest increase engagement.

**READING
ALoud GIVES
OUR STUDENTS
OPPORTUNITIES TO
SEE US ENGAGED
WITHIN A TEXT. WE
CAN MODEL OUR
LOVE OF BOOKS,
OUR EXCITEMENT,
AND OUR FAVORITE
AUTHORS.**

VOLUME READING: THE RIGHT SIDE OF THE MAP

“The importance of reading as an avenue to improved reading has been stressed by theorists, researchers, and practitioners, no matter what their perspectives. There are few ideas more widely accepted than that reading is learned through reading” (National Reading Panel, 2002).

TIME SPENT READING

Research shows that engaged readers spend 500 percent more time reading than disengaged readers do. Teachers, therefore, should try to increase engaged reading time by 200–500 percent (Guthrie, 2004). This may seem impossible if we simply try to increase our 40 minutes a day to two hours, but if we integrate trade books into all areas of the day, it can be done.

ACCESS TO BOOKS AND FREE CHOICE

Access to books is key. Books of all topics, genres and levels should be within reach of all students in a classroom and beyond, for “access to print materials improves reading performances” (Lindsay, 2010). More books readily available leads to more books read.

A complete classroom library needs multiple genres, levels and topics that will interest each student. We need fiction and nonfiction. We need books that grab even the most reluctant readers such as graphic novels and “book candy,” those with fewer instructional uses but are loved by the students. We need on-level, high-level and low-level. More specifically, we need high interest but low readability books, and, equally important, those with high levels but with content appropriate for younger readers. We want students to see themselves in the protagonists, so we need books with diverse characters and settings. We need books for science and



BUILD A CLASSROOM CULTURE THAT PROMOTES READING

The culture of the classroom, especially during independent reading, must be developed at the beginning of the school year. Developing a rapport and relationships at this time will pay off later. Working on acceptance and routine creates an environment of trust and productivity. Within the classroom library, a positive culture makes “difficult books accessible and easy books acceptable” (Fielding & Roller, 1992). Invest the time to create this literary culture, and all other pieces will fall into place.



social studies content as well as books to help make math concepts applicable. We also need books to use for instruction. We need books we can read aloud and books from which to teach and model skills. So many books for so many purposes! Richard Allington (2012) summarizes that every day, each child needs to read something he or she chooses, read accurately, read something he or she understands, talk about what he or she reads, and listen to a fluent adult reader. (Allington, 2012).

TEXT SETS

In a text-rich classroom, carefully selected text sets are also key. Duke & Pearson (2008) point out that well-chosen texts can build knowledge, and much research suggests (Marzano, 2004; Tobias, 2010) strong correlations linking background knowledge with vocabulary acquisition and vocabulary with reading comprehension. With this in mind, text sets build a knowledge base for all our students, increasing vocabulary and comprehension.

The premise behind a text set is to build knowledge through increasingly challenging texts to develop vocabulary and concept awareness, while in turn increasing comprehension. A text set is developed around a concept and includes different media. In addition to books, text sets should include articles, diagrams and video. While the set is targeted to a specific grade level range, the different texts within the set should incrementally increase in difficulty by building off the knowledge developed from texts within the set itself.

Research reinforces the obvious; if we are more interested in something, we will be more motivated to learn it. When students have access to books and choice over what they read, they will want to read more. When students read more, they become higher achievers than those who do not (Gunthrie, 2004).



CLASSROOM LIBRARIES ARE THE HEART OF ANY LITERACY BASED CURRICULUM

Real books provide students with access, choice and motivation to identify themselves as readers. This Balanced Literacy Map is designed to help us see the connections between independent reading, volume reading and direct instruction. Comprehension instruction is the result of all three components. Duke and Pearson (2008) summarize key features: time spent reading, experience with real texts for real reasons, a range of genres, an environment rich in vocabulary and concept development, time for writing, and an environment encouraging high quality talk about a text. The balanced literacy map provides an outline of how to incorporate these actions into your day. Trade books make it easy to provide critical thinking, individuality, diversity and deep meaning into your daily pedagogy.

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Table 4



MEGAN McDONALD
JUDY MOODY
Goes to College
Illustrated by Peter H. Reynolds

Praise for JUDY MOODY Goes to College.

"Written with imagination and wit, this is a fun, engaging story that will inspire children to try to do their best every day!"

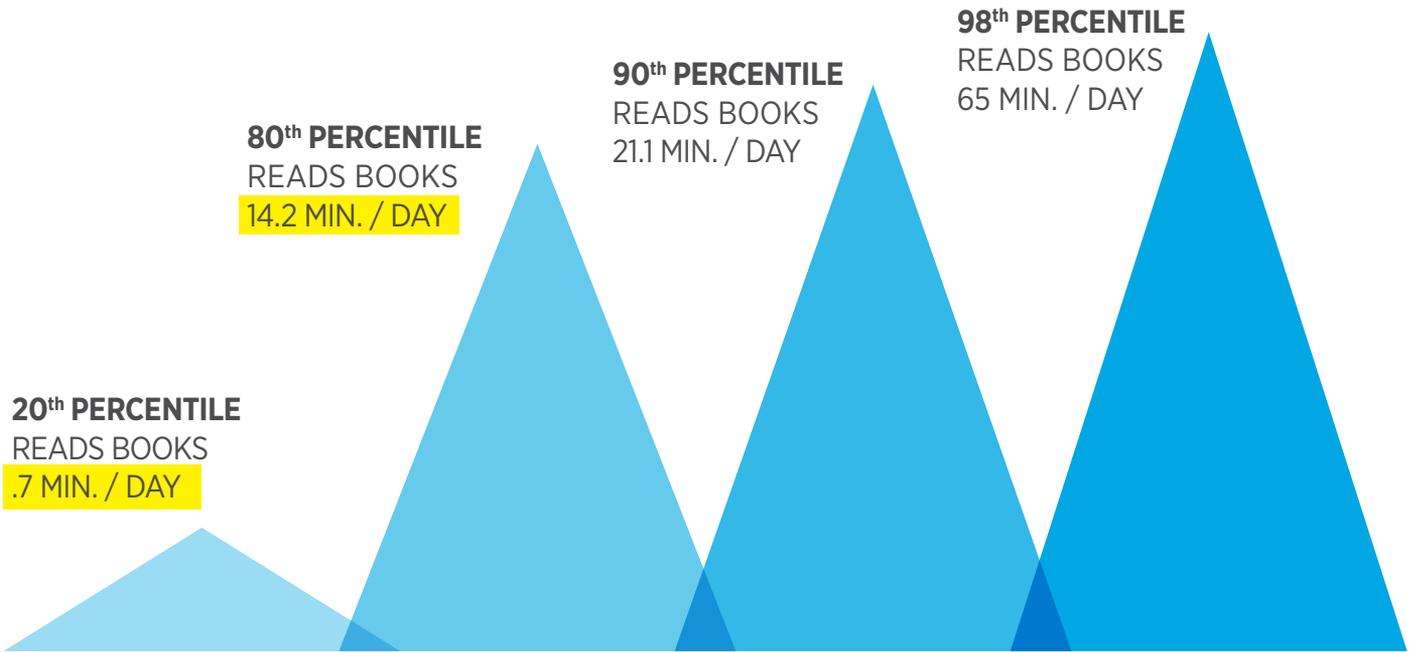
"Another winner from the great imagination of Judy Moody!"

"Children love a colorful, fast-paced story that is funny and also inspired."

"A wonderful and entertaining introduction to the world of college!"

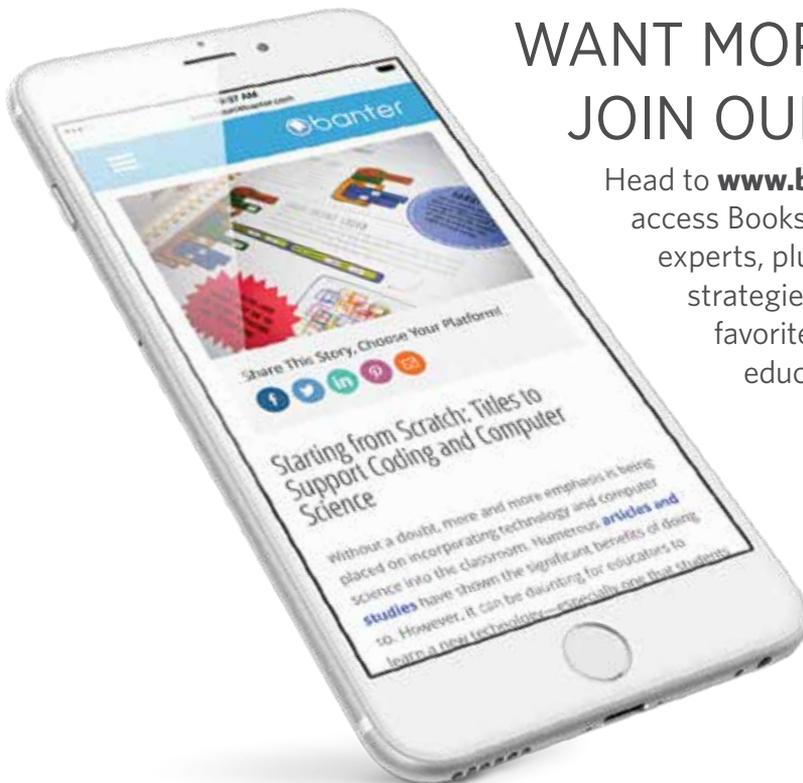
CHARLES & JOAN M. COLE
Illustrated by Peter H. Reynolds

CHARLES & JOAN M. COLE
Illustrated by Peter H. Reynolds



- Miller, D. & Kelley, S. *Reading in the Wild: The Book Whisperer's Keys to Cultivating Lifelong Reading Habits.*

Research indicates there is a correlation between time spent reading and performance on standardized tests. To have Booksource help you build a classroom library that will inspire the reading and writing lives of you and your students, contact your personal literacy expert at **800.444.0435** or visit **Booksource.com**.



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