

Reading and Libraries

Every Child Reads: Accelerating Reading Achievement Through Structured School Improvement

82071 PM

A 2001 Every Child Reads
Designed for inservice, learning team, or individualized professional growth. Provides a structure for school improvement in the various areas of reading. Looks at the study and use of organizational action research, the study and implementation of school improvement directed at student achievement, and at the study of literacy and literacy acquisition. Topics include choosing quality nonfiction, the read-aloud strategy, the talk-aloud strategy, the think-aloud strategy, explicit instruction model, and the picture word inductive model, PWIM. Duplication rights included. Contents: 2 three-ring notebooks, 1 CD-ROM which includes printable files of support materials. [Note: Related videocassettes available. Order from Lending Library by title.]

Reading; Teaching; Education

From Literature To Literacy: Bridging Learning In The Library And

703718 PB

A 216 p. 2002 International Reading Association

Learn how elementary school teachers and librarians can collaborate to provide rich and fulfilling literary and literacy experiences for the children they teach.

Literature-Study and Teaching

Libraries Lead Learning: Ensuring The Three Literacies

706614 PB

A 73 p. 2001

Identifies three literacies for student achievement, reading, technology and information, and notes they all come together in the school library. This guide illustrates and advises how school libraries meet standards to help students achieve literacy.

Libraries

Make It Real: Strategies for Success with Informational Texts

706933 PB

A 272 p. 2002 Heinemann

The author explains the use of a range of instructional strategies, including shared and guided reading and writing, to help students understand and use nonfiction material to answer questions about the world around them. She shows teachers how to make texts more attainable, scaffold vocabulary, and deal with content specific words.

Reading-Study and Teaching;
Reading

Making Facts Come Alive: Choosing Quality Nonfiction Literature K-8

97894 PB

A 359 p. 1998 Every Child Reads

Discusses criteria for selecting and using nonfiction literature by various K-8 educators. Looks at trends in nonfiction, how to select nonfiction collections, and the use of nonfiction in specific curriculum areas. Includes response guide to eleven nonfiction titles. Covers how to examine accuracy, organization, and writing styles. Examines features of accessing & visualizing information, emergent readers, and read-alouds. Bibliography of Children's Books Cited. Title index. Subject index. Author & Illustrator Index. An Every Child Reads title. ISBN 0-926842-67-6.

Young Adult Literature; Reading;
Books and reading; Teaching;
Children's literature; Reading
Materials

Making Facts Come Alive: Choosing & Using Nonfiction Literature K-8, 2nd Ed

708132 PB

A 424 p. 2003 Unknown

This new edition continues in the vein of the author's first goals, to support and encourage the use of non-fiction literature in the classroom and across the curriculum. Includes updated recommended titles and new information on emergent readers.

Reading-Study and Teaching

Navigating Informational Texts: Easy and Explicit Strategies, K-5

429360 PM

A 90 min 2007 Heinemann

Features Linda Hoyt as she demonstrates ways to utilize information texts, including read alouds, guided reading, and guided writing. Offers strategies to make information texts more inviting to all learners, to teach skills across content areas, and to attend to the needs of English language learners. Topics include content-area studies, writing workshops, information circles, reciprocal groups, comprehension, fluency, and accessibility of nonfiction.

Reading; Reading-Study and
Teaching; Reading (Elementary)

Nonfiction Books For Children: Activities For Thinking, Learning, And Doing

97172 PB

A 117 p. 1990 Libraries Unlimited

Suggests ways to integrate fifty-five nonfiction books for children into the curriculum. Provides a content summary, grade level, curriculum areas and activities for each title. Index.

Books and reading;
Education-Curricula

The Power of Reading: Insights from the Research; Second Edition

422641 PB

A 189 p. 2004 Follett

In the original edition of this title, Krashen offered research to support the argument that free voluntary reading (FVR) is the most effective tool available for increasing literacy. Now extensively revised and updated, Dr. Stephen D. Krashen's cumulation of years of research from many different countries offers compelling evidence for his arguments. Krashen includes the latest research and trends on the topic while also revisiting the research presented in the first edition. Some of the topics he explores include the research surrounding second language acquisition, reading rewards and incentives programs, and some of today's popular electronic reading products.

Literacy; Books and reading

Reading And Writing Nonfiction Genres

703720 PB

A 135 p. 2002 International Reading Association

This book brings the instruction of nonfiction texts to a level that educators can successfully take into the classroom. Learn how to teach nonfiction to elementary students with an emphasis on the author's purpose.

English Language-Composition and
Exercises; Language Arts

Reading for Children: Reading Fiction & Nonfiction

64553 VC

PI 23 min 2004 Library Video

Reality Checks: Teaching Reading Comprehension with Nonfiction K-5

423466 PB

A 260 p. 2006 Stenhouse Publishers

Teaching comprehension with informational texts is a critical component of any reading program and one that many children struggle with as they progress through their schooling. Nonfiction can be overwhelming to young readers, presenting them with complex vocabulary and a new density of information that may combine text, diagrams, pictures, captions and other devices. In this book, Tony Stead provides wonderful ways to enhance children's understanding and engagement when reading for information. Based on many years of working in K-7 classrooms, he outlines practical approaches to ensure all children can become confident and competent readers of nonfiction.

Reading Comprehension

Reading and Libraries

Teens @ the library

More Booktalking That Works

422788 PB

A 145 p. 2005 Follett

Bromann has expanded on her previous booktalking title, (Booktalking That Works), with additional practical advice based on added years of experience, now as a high-school librarian. The first part of this book is arranged in a question-and-answer format covering various aspects of booktalking, from creating and presenting booktalks to choosing books and developing hooks for reluctant readers. This section includes a list of the top-20 types of books to booktalk and 10 very brief quick talks. The second section offers 200 booktalks of varying length and covering several fiction and nonfiction genres that she encourages librarians to adapt for personal use. Indexes of booktalks by genre and theme and by title round out this volume.

Teenagers; Reading-Study and Teaching; Books and reading

Time for Nonfiction

420680 PM

A 130 min 2004 Stenhouse Publishers

This four-tape video set takes you inside two classrooms at The Manhattan New School where Tony Stead works with first-grade teacher Lauren Benjamin and third-grade teacher Lisa Elias Moynihan. Watch how literacy centers literally come alive in the classroom and see some of the original ways students respond to their nonfiction reading. Learn how to organize a nonfiction classroom library and to support children as they select appropriate texts. Tape 1: Setting Up the Nonfiction Classroom; Tape 2: Helping Readers Select Texts; Mini-Lessons and Conferences; Tape 3: Whole-Class Mini-Lessons; Tape 4: Completing the Jigsaw: Read-Alouds, Visual Literacy, and Responses.

English Language-Composition and Exercises; English language-Study and teaching

We Boost Achievement! Evidence-Based Practice For School Library Media Specialists

706593 PB

A 180 p. 2003

This book provides a multitude of techniques to collect concerning reading, information literacy, collaborative planning and technology. These measures not only document what you are doing, but suggests changes in your program to maximize your impact on student achievement.

Library Science; Libraries