

Learning to Read At School and Loving to Read at the Library

How librarians and teachers play complimentary
roles in the reading lives of children

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Learning Outcomes

How do Teachers teach reading to young children?

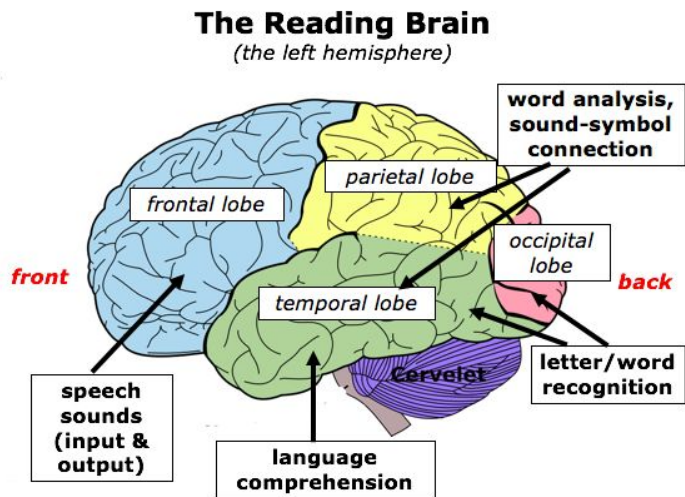
- Why is learning to read so hard?
- How do we learn to read?
- What is the Colorado READ Act?

How do Librarians instill a love for reading and support reader development?

- Public Libraries and Reading Instruction Similarities
- What librarians do to support reading instruction?
- What are decodable readers?



Why is learning to read so hard?



Myths About Learning to Read

- Learning to read is a natural process
- Skilled readers need to “guess” words
- Children just need to be given enough time
- Reading programs are generally successful

How Do We Learn to Read?

Simple View of Reading



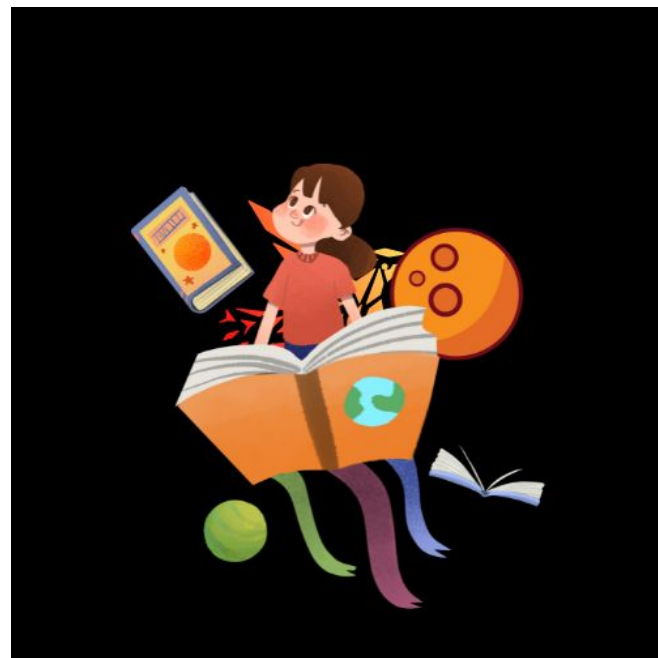
[Simple View of Reading Video](#)

What Skills Support Reading Proficiency?

Research is clear about what matters to teach in early literacy instruction.

- Phonological awareness
- Phonics and word recognition
- Fluency
- Vocabulary
- Oral language comprehension
- Reading comprehension

[The Science of Reading Explained](#)



What is the Colorado READ Act?

School districts must provide evidence-based reading curriculum and instruction that is focused on

1. phonemic awareness; phonics
2. vocabulary development
3. reading fluency, including oral skills
4. Text comprehension

K-3 teachers must complete training based in the science of reading.

[Colorado READ Act](#)



Public Libraries and Reading Instruction Similarities



What does this mean for librarians?

Continue to focus of what you do best:

- Inspire readers through storytimes, rich programming and readers advisory
- Build library collections that provide for all readers, interests and abilities
- Collaborate with schools and families
- Support beginning and struggling readers



Reach out to school librarians!

- Communicate with district library leader
- Offer to come visit schools!
- Provide information on your resources
- Example: ALD Outreach and Educator Support

Every **CHILD**
Ready to **READ**
@ your library*



Talking | Singing | Reading | Writing | Playing

What are decodable texts?

(and are they all as awful as we think they are?)

Decodable books are texts that contain specific knowledge which students have been taught. They can be great tools for early readers or struggling readers because the words are easier to decode and match their learning.

Decodable books consist of phonics (letter-sound code), digraphs, blends and eventually irregular, high frequency words often known as sight words, tricky words or heart words.

Early Elementary Literacy Scope and Sequence		
Pre-Reading		alphabet, letter sounds, letter formation
1st Words limited letters	c-a-t	beginning decoding and encoding , C-V-C with limited letters
C-V-C Words	dad, bed, ten, jam, rat, cut, fin, hut, man, dot,	C-V-C words Short vowels (a, e, i, o, u)
Digraphs		sh, th, ch, wh, ck
Beginning Blends	star sled clam frog glad	r, l, s beginning blends

Examples of Decodable Books



Half Pint Readers:

Level A is perfect for brand new readers who are just starting to sound out words. Level B introduces blends, digraph and simple word endings. Level C features long vowel sounds and more blends and word endings

Flyleaf Decodable Books:

Higher quality in comparison to some others, and also more expensive, but a really great series of books for kids who are advancing in reading fairly quickly.

Geodes:

Mostly nonfiction books, and really great for building knowledge and reading skills. I've even used these in read alouds a few times.

Toucan Series for 2-4th Graders

High quality decodable readers for older elementary students.

Meg and Greg Books



Any Questions?



Resources and Further Learning

[Ending the Reading Wars: Reading Acquisition From Novice to Expert](#)

[10 Myths About Learning to Read](#)

[Reading SOS: Expert Answers to Family Questions About Reading](#)

[Libraries Build Readers and Learners ALSC Blog](#)

[Building Readers CLEL Blog](#)

[Maya's Book Nook: Promoting Language and Literacy Skills Through Diverse Children's Literature](#)

[READ Act for Libraries](#)

[Evidence-Based Training In Teaching Reading](#)

[Science of Reading Basics](#)

References

Dehaene, S. (2009). *Reading in the brain: The new science of how we read*. New York, NY: Penguin Viking.

Wolfe, M. (2007). *Proust and the squid: The story and science of the reading brain*. New York, NY: Harper Collins.