what is the school library's role in reading? core understandings from reading research and school library program elements

ACTIVITY:

Review each list and place a checkmark next to the core understanding or program element that you support or that your library already supports.

How does a child/teen learn to read? Core understandings from the research (each core element in reading is supported by a base of research; see Braunger & Lewis, 2006).

- Reading is a construction of meaning from text. It is an active, cognitive, and affective process.
- Background knowledge and prior experience are critical to the reading process.
- Social interaction is essential at all stages of reading development.
- Reading and writing are reciprocal processes; development of one enhances another.
- Reading improves complex thinking.
- Environments rich in literacy experiences, resources, and models facilitate reading development.
- Engagement in the reading task is key to successfully learning to read and developing as a reader.
- Children's understandings of print are not the same as adults' understandings.
- Children develop phonemic awareness and knowledge of phonics through a variety of literacy opportunities, models, and demonstrations.
- Readers learn productive strategies in the context of reading.
- Students learn best when teachers employ a variety of strategies to model and demonstrate reading, knowledge, strategy, and skills.
- Students need many opportunities to read, read, read.
- Monitoring the development of reading processes is vital to student success.

School library information literacy program elements. Learners

- develop questions;
- locate quality information;
- use reading strategies to understand the information they find;
- critically think about the information they find;
- analyze the information they find;
- synthesize the information they find;
- use the information wisely;
- communicate the information they find;
- use collaborative strategies to combine what they know with what others know to build deep understanding.

School library reading program elements. Learners

- are building the love of reading and a lifetime habit of reading;
- have a large and current collection of books they want to read;
- have access to a collection that supports all reading levels, interest levels, and cultural backgrounds;
- have a rotating classroom collection from the school library;
- can check out an unlimited number of books and materials;
- hear books read aloud to them daily either in the classroom or in the school library;
- participate in sustained silent reading in both the classroom and the school library;
- participate in motivational reading activities;
- know that free reading is a part of every day's activities;
- read widely as they study a topic in the school library;
- understand that the more they read, the more they know, and the higher they score on tests of any kind.

School library technology program elements. Learners

- are more efficient;
- are more effective;
- are more effective communicators;
- have access to technology and high-quality digital information 24/7/365 at home and at school.

REFERENCE

Braunger, J., & Lewis, J. P. (2006). *Building a knowledge base in reading* (2nd ed.). Newark, DE: International Reading Association and National Council of Teachers of English.

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