

Assistance and guidance in completing homework assignments.

Help with history fair, science fair projects.



How to evaluate information.

Acquiring 21st century skills.

TECHNOLOGY.

A CONNECTION BETWEEN THE OUTSIDE WORLD AND THE CLASSROOM.



Responding to literature.

RESPECT

FOR COPYRIGHT AND  
INTELLECTUAL PROPERTY



Preparation for college.

Learning confidence.

Technology expertise and instruction on software and web applications for writing, collaboration and presentation.



The CELEBRATING LEARNING. ability to experiment with and master new technology.

E-READERS.

Confidentiality. Helping other students.

A PLACE TO USE THEIR IMAGINATIONS.



Synthesizing information from diverse perspectives.

Accepting learning as a life skill, not just an academic necessity.

Special programs and speakers.

A place to display their work both physically and virtually.

Having stories ready to tell.

Additional resources for their classrooms.

Time spent during school day, and after school to work on projects when they have no other place to go.

Creating opportunities to increase efficiency in the entire building.

Using social media websites and tools (i.e. blogs, wikis, Facebook, Twitter, etc.)

The potential for higher standardized test scores.

Book fairs.

Borrowing materials on interlibrary loan from public and college libraries.

Organizing personal knowledge.

“SHOP” FOR FREE.

“READ® posters.

Teachers who have had exposure to instructional support and collaboration.

A SAFE FORUM TO EXPLORE NEW IDEAS.

A place to practice decision-making skills.

Teachers who extend learning experiences beyond the classroom.

A program that always differentiates to teach, support, and enrich.

A PLACE TO STUDY WITHOUT GRADES.

A place where school culture is fostered and thrives.

Learning experiences that are enhanced through teacher/librarian collaboration.



A library website that offers access 24-7 to an online catalog, selected electronic resources, databases, and curriculum-related websites.

A PLACE TO STUDY WITHOUT GRADES.

A place where correctly, the digital divide doesn't exist.

Writing a thesis statement or a critical question.

Practices safe and ethical behaviors.

Using information effectively to construct and defend arguments.

Developing teaching for a audience that is suited to their interest.

Summer reading lists and programs.

ONE-ON-ONE INSTRUCTION.

OPEN, FRIENDLY, ACCESSIBLE, AND A SANCTUARY.

Access to subscription databases, including time-saving instruction on which databases are appropriate for particular projects.

Author readings.

Reading groups.

Project-based learning and the critical thinking skills it teaches the student.

Reading groups.

GOING BEYOND ACADEMIC REQUIREMENTS.

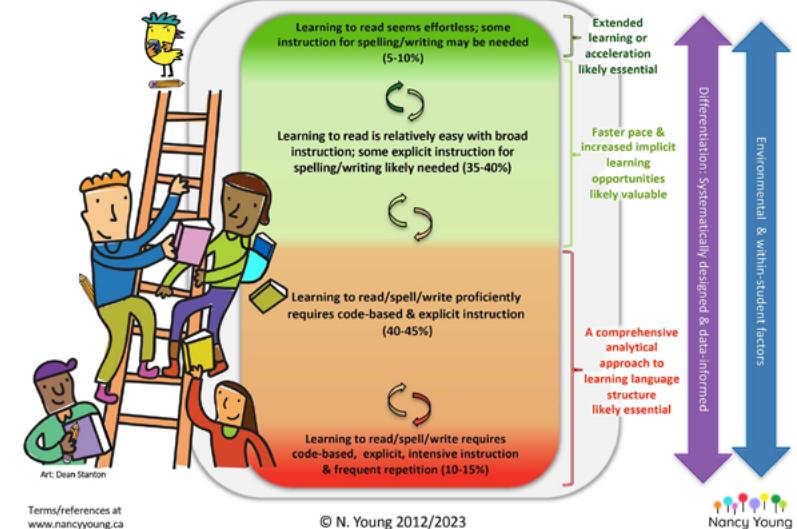
A librarian who doesn't care about a student because he or she has read a book they enjoy.



## What is Structured Literacy?

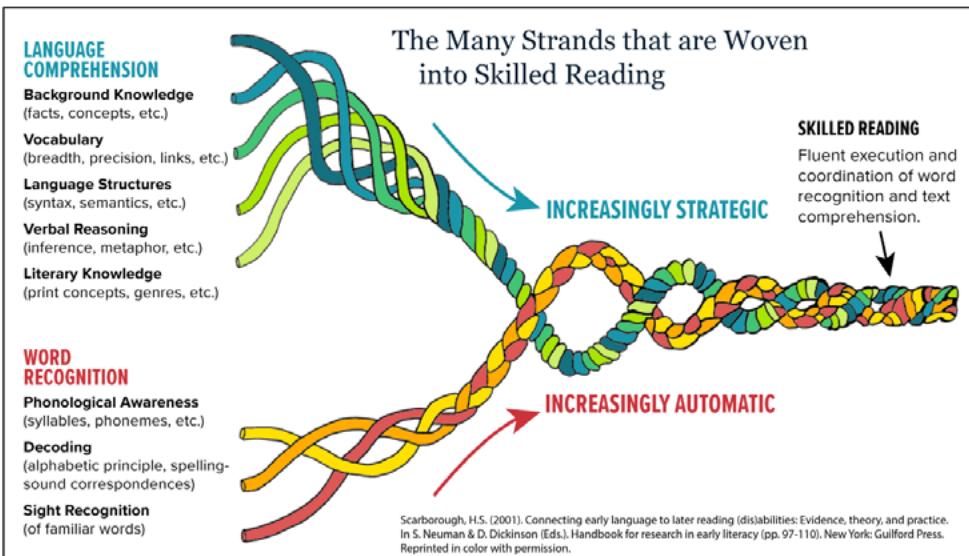
Structured literacy is an evidence-based approach, grounded in the science of reading, that systematically, explicitly and sequentially teaches the foundational skills of language, breaking down language into its component parts, such as phonology (sound structure), phonics (letter-sound correspondence), morphology (word structure), syntax (sentence structure), and semantics (meaning of words and sentences). Structured literacy instruction incorporates multisensory techniques, providing learners with opportunities to engage with language through visual, auditory, and tactile modalities. This approach benefits all learners by providing a strong foundation in reading and writing skills but is particularly effective for students with dyslexia or other reading difficulties who struggle with traditional approaches.

## The Ladder of Reading & Writing

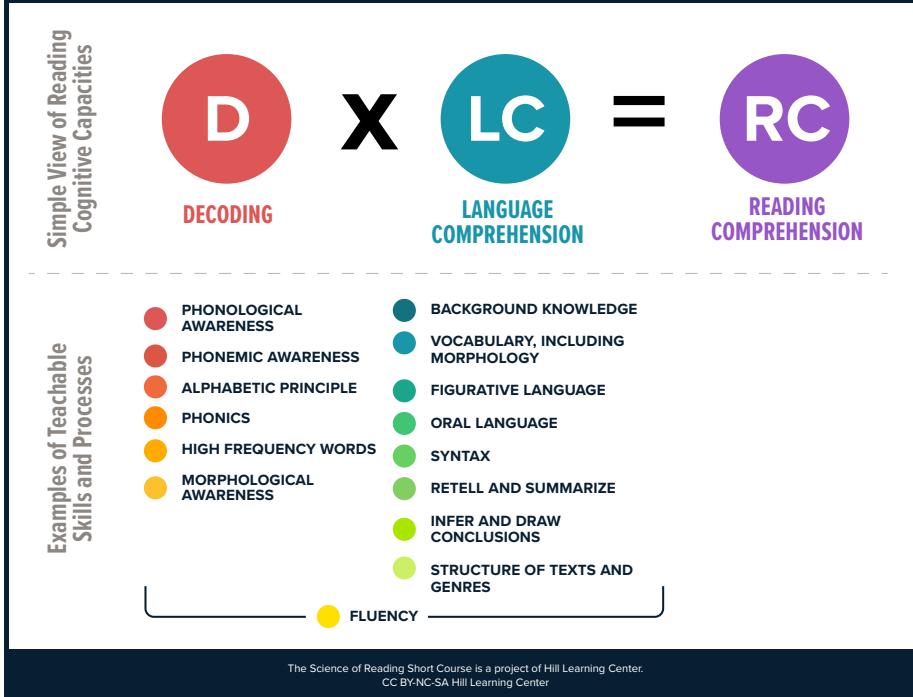


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[www.nancyyoung.ca](http://www.nancyyoung.ca)

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## Applying the Simple View of Reading



# What can librarians do to support literacy?

Provide a welcoming space full of books & promote reading

Studies show that just the very presence of a welcoming and information rich library and librarian can increase literacy rates in a school. Access to books and reading for pleasure is linked to high achievement. Host book talks, book clubs & library lunches.

**Help provide High Quality Instructional Materials (HQIM) to teachers.** HQIM are textbooks, curriculum, digital resources or any instructional content that is aligned with research and standards at grade level.

**Provide decodable books and levelled readers.** Early readers need decodable books when they are beginning to read. As their decoding ability progresses, leveled readers with increasingly complex text is beneficial.

**Don't forget non-fiction and diversity in your collections.** Background knowledge is an integral part of language comprehension. Expose students to a wide range of topics, genres and diverse authors and experiences. Common Core Standards recommend that elementary students read 50% fiction and 50% non-fiction, while secondary students read 40% fiction and 60% non-fiction.

**Read out loud to build background knowledge and vocabulary.**  
Students can generally comprehend texts 2 grade levels higher than their reading level when read-aloud.

**Pause during oral reading to promote language comprehension.**  
Ask questions like, "I wonder...What do you think...?"

Have fun with nonsense words, word games and tongue twisters!

**Learn more:** Take a short course or CEU on Structured Literacy and/or the Science of Reading. Attend conferences, ask questions & research.

## Resources

**American Association of School Librarians (AASL)**

<https://www.ala.org/aasl/advocacy/resources>

**American Library Association (ALA)**

<https://www.ala.org/tools/research/librariesmatter/category/educationalliteracy-impact>

*Climbing the Ladder of Reading & Writing*, edited by Nancy Young, EdD and Jan Hasbrouck, PhD (2024) <https://nancyyoung.ca/>

**Common Core State Standards (CCSS)**

<https://corestandards.org/>

**EdReports** <https://edreports.org/>

**Hill Learning Center, Durham, NC**

<https://www.hillcenter.org/professional-learning/our-offerings/>

**International Dyslexia Association (IDA)**

<https://dyslexiaida.org/teachers/>

**North Carolina Department of Public Instruction (NCDPI)**

#GoOpenNC

<https://www.dpi.nc.gov/educators/home-base/goopennc>

**Relay/GSE Science of Teaching Reading Resource Guide**

<https://relay.libguides.com/science-of-teaching-reading-resource-guide/home>

**Wilson Language Training**

<https://www.wilsonlanguage.com/>





## A PLACE TO USE THEIR IMAGINATIONS.



**A PLACE TO USE THEIR IMAGINATIONS.**



Accepting learning as a life skill, not just an academic necessity.

Learning experiences that are enhanced through teacher/librarian collaboration.



A library website that offers access 24-7 to an online catalog, selected electronic resources, databases, and curriculum-related websites.

## A PLACE TO SOLVE PROBLEMS.



Recommending books to their friends.

Learning the implications of a digital footprint.

How to evaluate information.

Having stories read to them.

How to create information.

Additional resources for their classrooms.

Time during homeroom, during lunch, during the school day, and after school to work on projects when they have no other access to computers.

A conduit for information to increase efficiency in the entire building.

Using social media websites and tools (i.e., blogs, wikis, Facebook, Twitter, etc.) safely and responsibly.

The potential for higher standardized test scores.

## IN THE TECHNOLOGY.

### EQUITABLE ACCESS TO COMPUTERS AND OTHER FORMS OF TECHNOLOGY.



## RESPECT FOR COPYRIGHT AND INTELLECTUAL PROPERTY.

Book fairs.  
Organizing personal knowledge.

## A SAFE FORUM TO EXPLORE NEW IDEAS.

A place to practice decision-making skills.

Teachers who extend learning experiences beyond the classroom.

## CELEBRATING LEARNING.



### E-READERS.

Helping other students.

## CELEBRATING READING.

Book clubs.

on what to read next.

Respect for intellectual property.

Borrowing materials on interlibrary loan from public and college libraries.



## Creating READ® posters.

Teachers who have had exposure to instructional support and collaboration.

In-depth exploration of a topic.

Poetry slams.

The library, like the cafeteria and the gym, are places where all students (crossing grade levels and ability levels) mingle with one another.

A program that always differentiates to teach, support, and enrich.

## A PLACE TO STUDY WITHOUT GRADES.



Citing sources correctly.

Writing a thesis statement or a critical question.

A place to practice safe and ethical behaviors.

Using information

ethically. A recommendation for a book that is suited to their interest.

## A PLACE TO VISIT THAT IS ONE-ON-ONE INSTRUCTION. OPEN, FRIENDLY, ATTRACTIVE, AND A SAFE HAVEN.

Summer reading lists and programs.

Author visits.

## A PLACE TO "SHOP" FOR FREE.

Video chats with authors and experts.

Encouragement.



Someone to talk to and someone who listens—the school librarian.

Access to subscription databases, including time-saving instruction on which databases are appropriate for particular projects.

Reflecting on the information-seeking process.

Project-based learning and the critical thinking skills it teaches them.

How to share information with others.

Opportunities for meaningful student leadership.

Developing personal productivity.



## GOING BEYOND ACADEMIC REQUIREMENTS.

A librarian who doesn't judge a student because he/she takes out a book they enjoy reading.

Making recommendations for books that are followed.  
A place to get help when they need it.