

BOOKS IN THEIR HANDS

Guiding Students to Edifying Books

Reading should be life work, not just school work.

Kathy Short, *Literacy as a Way of Knowing*

Notes from Laura Benson



Reflecting on my “book work,”
this quote makes me think...

*Knowing my books and my children,
and making a match between them,
is one of the most important things
I do – and one of the most demanding.
It is exacting work that has led me to
adjust my priorities in how I use my
planning and class time.*

Sharon Taberski, *On Solid Ground*

**Choice is essential to learning.
Through choice, learners are able
to make connections to interests
and experiences significant to them.
They take ownership of their learning.
When students can choose what they
read and how they will respond to it,
reading becomes a meaningful
experience in their lives. In every
classroom, we find children with a
wide variety of interests, needs, and
experiences. If all our students are going
to find themselves in books and view the
world from new perspectives, they need
access to a wide variety of literature.**

Kathy Short (1997), *Literature is a Way of Knowing*

Books in Their Hands: *Why & How Thoughts*



Ultimately, we want to develop deeper understanding of how to guide students to books which not only help them become stronger readers but draw them into reading as a habit, an oasis, a lighthouse.

Irene Fountas and Gay Su Pinnell (1999) steer our thinking further: Matching books to readers depends on three interrelated sets of understandings, all of which are critical to effective teaching:

- ✓ *Knowing the readers.*
- ✓ *Knowing the texts.*
- ✓ *Understanding the reading process.*

Great “Food for Thought” Books

Beyond Leveled Books: Supporting Early and Transitional Readers in Grades K -5 by Karen Szymusiak, Frank Sibberson, and Lisa Koch

Day-to-Day Assessment by Franki Sibberson and Karen Szymusiak

Even Hockey Players Read: Boys, Literacy & Learning by David Booth

How Reading Changed My Life by Anna Quindlen

Invitations by Regie Routman

Lifetime Guarantees: Toward Ambitious Literacy by Shelley Harwayne

Literature as a Way of Knowing by Kathy Short

Making the Match: The Right Book for the Right Reader at the Right Time, Grades 4-12 by Teri Lesene

On Solid Ground by Sharon Taberski

Irene Fountas and Gay Su Pinnell’s texts

Debbie Diller’s books



Book Matching Focus Lessons (Benson, 2009):

- Engage students in book matching conversations throughout the year.
 - Share how you choose books. For me, **friends' recommendations** are a big part of the equation. **Passion** for a topic, genre, or a favorite author is another chief way I bring books into my life. Problem solving and reading to answer my own **questions** are another compelling reason I turn to books. Create an anchor chart with students to study and name "*How We Choose Books.*"
 - Discuss how you find books which are a "good fit" and elicit students' insights about choosing books which feel "just right." Consider creating a brochure or article in your school newspaper to share what the class is learning about picking books (with students or as an independent or co-author project).
- Thoughtful leveling reflects many different considerations (size of font, vocabulary, use of graphics, repetition of language, length, etc.). Whether we are talking to students about levels formally and explicitly or not (and, personally, I never talk to kids about levels), students of all grade level benefit from book matching lessons. One way to talk to students about book matching is to discuss the same criteria used for book leveling (Again, not have to using the language "*book leveling*" or "*levels*" with students during these lessons). With students I might model and talk with them about making my book choices based on (profiling just a few options here):
 - **All of the above reasons.**
 - **Language/Understanding the words:** "As I preview a text, I look to see if I will understand the author's words. If there are too many words on any give page/on one page, the book may be too hard for me..."

- **Length:** “Often I choose books based on how long it is. I think about how much time I have for reading...and I think about my energy for reading...”
- **My questions** (a reader’s purpose for reading and/or background knowledge): “When I am really curious and need to know something, I turn to books. I choose books which look like they will help me find answers to my questions. And you know what? As an adult reader, I like to go to the children’s section of the library (or bookstore) because I know finding answer will be easier for me and often a lot more fun for me by reading children’s books (easier level texts).
- **Hooks:** Demonstrating and discussing how authors hook me into reading their texts and what I look for books to determine my interest and/or reasons for reading.
- **Survey texts/previewing books first** (to choose books and to prime our “before reading” thinking)

Why is book matching important?

If students are struggling, these young readers are unable to use what they know in efficient, strategic ways. In fact, forcing young readers to read too-hard texts has devastating results (Fountas and Pinnell, 1999):

- Children begin to think that reading is simply a matter of saying one individual word after another. Their reading may, in fact, sound like the laborious reading of a list of isolated words.
- Children lose the meaning of the text and may conclude that reading doesn’t have to make sense.
- Children find it difficult to bring their knowledge of language structure to the process and may not recognize larger units, such as phrases. They cannot anticipate the next word because they are unaware it should sound like language.
- Children practice inappropriate reading behaviors, such as the laborious “sounding out” of words in a way that makes no sense.
- Children become frustrated with reading and avoid it altogether.

Levels! Levels? Levels.

From Diane DeFord, University of South Carolina, and Adria Klein, California State University,
in *Beyond Leveled Books* by Szymusiak, Sibberson, and Koch (2008), p. 9-11

Positive Aspects of Leveling Books for Readers	Cautions for Using Leveled Books for Readers
Readers make the most progress when books are not too easy and too difficult (Allington, 2006).	Focusing solely on text difficulty limits students' choices, which can lead to boredom and resistance (Worthy and Sailors, 2001).
Considering a just-right level helps readers read fluently and comprehend better; thus they take on the traits and skills of better readers (Allington, 2006; Rasinski, 2003).	When difficulty or reading level is the only criterion used for book selection, students may have a skewed vision of the purposes of reading (Worthy and Sailors, 2001) and of themselves as readers.
Students who meet success in reading are more likely to persist, to read more with less off-task behavior, and to achieve more (Gambrell, Wilson, and Gantt, 1981; Allington, 2006).	Leveled lists may not contain the variety of genres and topics of interests to readers, or a broad base of types of reading (including newspapers, comics, graphic novels, magazines, etc.)...as well as students cultural and linguistic diversity.
Acceleration in learning is possible for struggling readers when the text/reading level is matched (O'Connor et al, 2002).	Books within levels often vary widely (Pitcher and Fang, 2007); sometimes an "appropriate book" in terms of interest is at a higher level than students might read for guided reading. Purpose and interest need to be part of some reading selections...
Groupings of books into level can make it easier for teachers, parents, and children to select books to read.	When putting the level on books, make the numerical or alphabetical rating as inconspicuous as possible.
Books that are used for instruction can be selected with emphasis on students' needs at a certain point, but selections should be different for independent reading.	Although leveling systems differ, the current one is still geared to students progressing normally through "grade levels." A different system is needed for upper-grade students, adults, English language learners, and special populations so that their particular needs can be met.
With the variety of books now available with these leveling features, schools can adapt a greater number of their book collections to support their particular students.	

Fountas and Pinnell

When children are reading a book that they can read, they are able to use many different sources of information from the text in a smoothly operating system.

While focusing on the meaning of the story, they might:

- Make predictions about what will happen next.
- Interpret characters and form opinions about their nature.
- Notice language patterns that please them and/or language patterns that represent a new "style" that may challenge their understanding.
- Notice a word that is unfamiliar or that they don't see very often and solve it—that is, think about its meaning or how to pronounce it (often ignored in silent reading).
- Return to the text to confirm information that is essential to understanding the rest of the text.
- Connect the text to others they have read or to their own life experiences.

Knowledge of the reading process is a critical element in matching books to readers. This knowledge helps us examine texts from two perspectives: (1) we note the demands of the text on the reader; (2) we consider what the particular reader knows how to do with a text. With this information we can begin to make a match:

- If we know the challenges in a text, and we understand the reading process, then we can think about what this particular text challenges readers to do.
- If we know what readers control, and we understand the reading process, then we can also think about what they need to learn how to do next.
- Finally, we can intervene and teach to support new learning while children are reading a text.

When we match books to readers, we become more effective teachers. A good match enables young readers to engage in the successful processing that builds the self-extending system—the network of understandings that all competent readers control.



Good Fit Books

- Choose books that seem custom-made for the child (Routman, 2004).
- An independent-level or good fit book for children is one they can read with 99 percent accuracy (Allin)
- Like *The Three Bears' Chairs...* or the right sized shoe...



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If our goal is to help readers along the literacy continuum, we need to know how to find the right books at their level that will “spark the fires of literacy” (Fox, 1993).

Bonnie Campbell Hill,

Developmental Continuums

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Helping Students Choose Books

Questions readers ask themselves when selecting books
and/or coming to know themselves as readers ☺

If a reader wants/needs *easy* level books:

- ❖ Have I read this book before?
- ❖ (As I preview (or revisit) this book,) do I know almost every word?...understand the words?
- ❖ Is this about a subject I know well?
- ❖ Is this by an author I know well?
- ❖ Did I understand this book?
- ❖ Can I retell this book easily?

If a reader wants/needs *just right/independent* level books:

- ❖ Looking at the cover and title (or picture walking/surveying the book), does this look like a book I would enjoy reading?
- ❖ Have I read other books by this author?/in this series?
- ❖ Is this my favorite kind of book?...favorite topic?
- ❖ Do I understand most of the words?
- ❖ Do I understand what I am reading?
- ❖ Can I retell this book to a friend/teacher?

If a reader wants to determine if a book is *too hard*:

- ❖ Are there more than 5 words on the first page/first two pages that I do not know?
- ❖ Am I confused about what is going/what this book says?
- ❖ Would it be hard for me to retell/talk about this book?
- ❖ Is my reading choppy?
- ❖ Am I really interested in this book/topic?

Guiding Students to Books



To make sure that we have enough rich, diverse, and relevant books for all our students' independent reading and guided practice reading as well our modeling of reading, we need three strong libraries to draw text from:

Classroom Library

- 500 – 1,000 texts
- 50% of collection = fiction
- 50% of collection = nonfiction
- 30-40% of collection reflect leveled texts
- Reflects students' interests/passions and wonder
- Serves students literacy learning and content area learning
- Can meet your immediate needs: My own rule of them, I need to be able put my hands on the books I need for any lesson or an immediate student need in 30 seconds to 2 minutes.

School or Team Book Room

- Books are organized according to a thoughtful leveling system like Fountas and Pinnell's, Hill's Development Continuums, and/or Reading Recovery levels.
- Often devoted to supporting students' guided reading and book club/literature circle reading; Books are often bundled making checking out 3-5 easy.




- Can be a well for students' independent reading (if the collection is deep enough).
- Best organized with a simple, straight forward check-out system.
- Reflects a collection of diverse genres.
- _____ # of titles needed for supportive, effective use (This is very dependent upon the number of students served by book room.)s

School Library:

- Very important source of students' independent book selections for pleasure reading/DEAR (Drop Everything And Read) reading AND students' reading during Readers' Workshop.
Choice grows readers' voice for reading!
- Helps to expose and invite students to read a wide array of genres, authors, and topics.
- Most often, give students additional reading mentor(s) as librarian(s) model and guide students to books.



Developing Students' Independent Reading Wells

-  Friday Book Swap (every other Friday)-2 Week Well/Shopping Days
-  Read Alouds, Book Talks, and "Blessing the Books" (Gambrell)
-  Book Advertising (Teacher profiles 3-5 texts; Students record their 1st, 2nd, & 3rd choices on index card; Teacher matches each student to a good fit-high interest book)

Organizing Students' Independent Reading:

- Magazine Holders/Upright File Boxes
- Covered Laundry Boxes
- BOOK BAGS (on the back of students' chair or on hooks)
- _____



The *Green Slopes*
of EASY TEXTS

**RICHARD
ALLINGTON, 2001**

**BONNIE
CAMPBELL HILL,
2000**

**REGIE
ROUTMAN, 2000**



- If you want to improve students' reading skills, students need practice with new strategies using easier texts (Hill).
- Daily practice reading accessible books is absolutely essential for developing confidence and success (Routman).

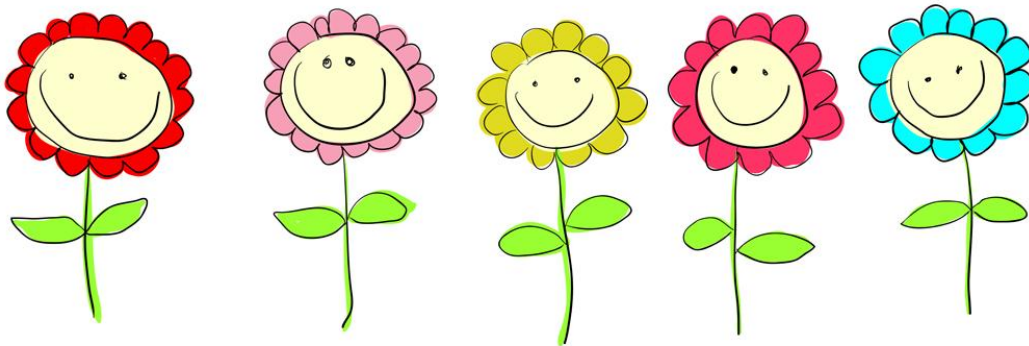
Books by Continuum Stages

Supports:

- Draw from Your Experience & Share Your Wisdom
- *Developmental Continuums* ~ Hill
 - Chapter 4
 - Factors [p. 143 →]
 - Anchor Books
 - Database CD-Rom

FACTORS IN LEVELING BOOKS

- Print size
- Vocabulary
- # words per page
- Sentence length/ structures; syntax
- Line/page breaks
- Use of rep./rhyme
- Length of text
- Supporting illust.
- Subject matter
- Format
- Genre
- B.K. required and...





Support for leveling & book matching



REFERENCE LIST:

Compare text with
already leveled texts/
comparable books

[*"This book is like ___..."*]

CONTINUUM

BEHAVIORS:

Study text to match
it to descriptors of
continuum stage
[reader behaviors]

CORRELATION

CHARTS

LEVELED BOOK LISTS

Bonnie C. Hill

Fountas & Pinnell

DRA

Google "*Leveled Books*"

Web Data Bases*

Reading Recovery



Warning – not all books should be leveled!

*Not all books a child reads
fit neatly into one stage...*

Knowing the level of the book is only one piece of information; you also need to trust your own intuition and experience to match children to books.

Bonnie Campbell Hill, p. 147, *DC*

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KEY BENCHMARK BOOKS
DR. BONNIE CAMPBELL HILL, 2001

PRECONVENTIONAL/EMERGING

A/1

Look! Look! Look! by Tana Hoban
Good Dog, Carl by Alexandra Day
School by Emily Arnold McCully
Dig, Dig by Leslie Wood
The Bath by Judy Nayer
A Party by Joy Cowley
A Toy Box by Andrea Butler
Look What I Can Do by Jose Aruego
A Zoo by Andrea Butler
Growing Colors by Bruce McMillan (NF)

EMERGING

B-C/2-4

Have You Seen My Cat? by Eric Carle
Have You Seen My Duckling? by Nancy Tafuri
Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr.
The Bicycle by Joy Cowley
I Went Walking by Sue Williams
The Chick and the Duckling by Mirra Ginsburg
I Like Books by Anthony Browne
Mary Wore Her Red Dress by Merle Peek
School Bus by Donald Crews
We Like the Sun by Ena Keo (NF)

DEVELOPING: EARLY

D-F/5-10

All By Myself by Mercer Mayer
Quick as a Cricket by Audrey Wood
Mrs. Wishy-Washy by Joy Cowley
Go, Dog, Go by P. D. Eastman
Where's Spot? by Eric Hill
Dear Zoo by Rod Campbell
A Dark, Dark Tale by Ruth Brown
Rosie's Walk by Pat Hutchins
Our Sense by Brenda Parkes (NF)

DEVELOPING: LATER**F-G/9-12**

Soccer Game! by Grace Maccarone
Cookie's Week by Cindy Ward
The Carrot Seed by Ruth Kraus
More Spaghetti, I Say! by Rita Gelman
Just Like Daddy by Frank Asch
Sheep in a Jeep by Nancy Shaw
I Like Me by Nancy Carlson
Mouse Paint by Ellen Stoll Walsh
Each Peach Pear Plum by Janet and Allan Ahlberg
Bread, Bread, Bread by Ann Morris (NF)

BEGINNING: EARLY (EARLY-READER BOOKS)**H-J/13-16**

Put Me In the Zoo by Robert Lopshire
Whose Mouse Are You? by Robert Kraus
Just Me and My Puppy by Mercer Mayer
The Napping House by Audrey Wood
There's a Nightmare in My Closet by Mercer Mayer
Are You My Mother? by P. D. Eastman
Hop on Pop by Dr. Seuss
Green Eggs and Ham by Dr. Seuss
The Cat in the Hat by Dr. Seuss
Mighty Spiders by Fay Robinson (NF)

BEGINNING: LATER (HARDER EARLY-READERS)**J-K/17-18**

Mouse Soup by Arnold Lobel
Little Bear series by Else Holmelund Minarik
Oliver Button is a Sissy by Tomie de Paola
Poppleton series by Cynthia Rylant
Nate the Great series by Marjorie Weinman Sharmat
Frog and Toad series by Arnold Lobel
Henry and Mudge series by Cynthia Rylant
Pinky and Rex series by James Howe
Dancing with the Manatees by Faith McNulty (NF)
Keep the Lights Burning, Abbie by Connie and Peter Roop (NF)

EXPANDING: EARLY (EASY CHAPTER BOOKS)

L-M/19-20

Polk Street series by Patricia Reilly Giff
Pee Wee Scouts series by Judy Denton
Cam Jansen series by David Adler
Junie B. Jones series by Barbara Park
Arthur series by Marc Brown
Magic Treehouse series by Mary Pope Osborne
Marvin Redpost series by Louis Sachar
Freckle Juice by Judy Blume
Bailey School Kids series by Marcia Thorton Jones and Debbie Dadey
Kate Shelley and the Midnight Express by Margaret Wetterer (NF)

EXPANDING: LATER (EASY CHAPTER BOOKS)

N-O/21-22

The Littles series by John Peterson
Flat Stanley by Jeff Brown
Chalk Box Kid by Clyde Robert Bulla
Stories Julian Tells series by Ann Cameron
Pioneer Cat by William Hooks
Amber Brown series by Paula Danziger
All About Sam by Lois Lowry
Wayside School series by Louis Sachar
The Titanic: Lost . . . And Found by Judy Donnelly (NF)
Pompeii . . . Buried Alive! by Edith Kunhardt (NF)

BRIDGING: EARLY (MEDIUM LEVEL CHAPTER BOOKS)

O-P/22-23

Ramona series by Beverly Cleary
Boxcar Children series by Gertrude Chandler Warner
Goosebumps series by R. L. Stine
How to Eat Fried Worms by Thomas Rockwell
Yang the Third series by Lensey Namioka
Baby-Sitter's Club series by Ann Martin
Superfudge series by Judy Blume
Koya DeLaney series by Eloise Greenfield
Bunnicula by Deborah and James Howe
Five Notable Inventors by Wade Hudson (NF)

BRIDGING: LATER (MEDIUM LEVEL CHAPTER BOOKS)

Q-R/24-25

Fantastic Mr. Fox by Roald Dahl
Soup and Me series by Robert Newton Peck
Encyclopedia Brown series by Donald Sobol
Bingo Brown series by Betsy Byars
The Time Warp Trio series by Jon Scieszka
Charlotte's Web by E. B. White
Babe: The Gallant Pig by Dick King-Smith
Sarah, Plain and Tall by Patricia MacLachlan
The Magic Schoolbus series by Joanna Cole (NF)
Amazing Poisonous Animals by Alexandra Parsons (Eyewitness Junior series) (NF)

FLUENT (CHALLENGING CHILDREN'S LITERATURE)

S-T/26-27

Charlie and the Chocolate Factory by Roald Dahl
Shiloh series by Phyllis Reynolds Naylor
Nancy Drew series by Carolyn Keene
Little House series by Laura Ingalls Wilder
Hatchet by Gary Paulsen
The War with Grandpa by Robert Kimmel Smith
In the Year of the Boar and Jackie Robinson by Bette Bao Lord
The Lion, the Witch, and the Wardrobe by C. S. Lewis
My Side of the Mountain by Jean Craighead George
Muscles: Our Muscular System series by Seymour Simon (NF)

PROFICIENT (COMPLEX CHILDREN'S LITERATURE)

U-V/28-29

The Watsons Go to Birmingham - 1963 by Christopher Paul Curtis
Julie of the Wolves by Jean Craighead George
The Boggart by Susan Cooper
Number the Stars by Lois Lowry
Bridge to Terabithia by Katherine Paterson
Holes by Louis Sachar
Island of the Blue Dolphins by Scott O'Dell
Maniac Magee by Jerry Spinelli
You Want Women to Vote, Lizzie Stanton? by Jean Fritz (NF)
Immigrant Kids by Russell Freedman (NF)

CONNECTING (COMPLEX CHILDREN'S LITERATURE/YOUNG ADULT LITERATURE)**W-X**

A Wrinkle in Time by Madeleine L'Engle
The True Confessions of Charlotte Doyle by Avi
The Witch of Blackbird Pond by Elizabeth George Speare
Slave Dancer by Paula Fox
Roll of Thunder, Hear My Cry by Mildred Taylor
Redwall series by Brian Jacques
The Giver by Lois Lowry
The View from Saturday by E. L. Konigsburg
Nightjohn by Gary Paulsen
Children of the Dust Bowl by Jerry Stanley (NF)

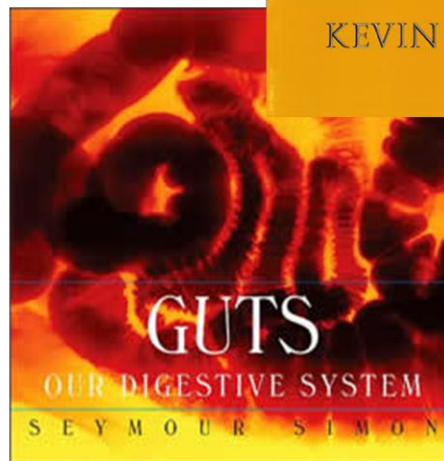
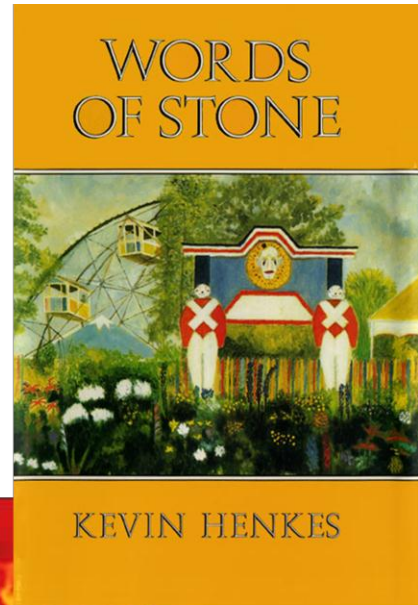
INDEPENDENT (YOUNG ADULT LITERATURE)**Y-Z**

Shabanu by Suzanne Fisher Staples
Ironman by Chris Crutcher
The Hobbit series by J. R. Tolkien
The Devil's Arithmetic by Jane Yolen
The Golden Compass series by Philip Pullman
The Outsiders by S. E. Hinton
The Ear, the Eye, and the Arm by Nancy Farmer
Anne Frank: The Diary of a Young Girl (autobiography) by Anne Frank (NF)
Children of Topaz by Michael O. Tunnell and George Chilcoat (NF)
Lincoln: A Photobiography (biography) by Russell Freedman (NF)

Diversity of Texts

Yes, Leveled Texts and...

- All Genres All Year
- Short & Spirited Texts
- Thinking Strategy Texts
- Content Area Texts
- Passion Texts
- Mentor Texts
- Windows & Mirrors
- *Students' Cultures*



Book Selection Self Evaluation

*Adapted from Lucy Calkin's book *The Art of Teaching Reading*, p. 78

- 4 I picked a book I'm interested in at my level. I often have books waiting in line after I'm done with my current one.
- 3 Book choice is on-level. I know my interests.
- 2 Too often my choices are too easy or challenging. I spend a great deal of time in the library selecting.
- 1 I only read because Mr. Johnson makes me. I'm not sure of my level.

Books in Their Hands, Words in Their Hearts



Like Cinderella's shoe or Goldilock's search for the "just right" chair, a good fit between reader and book is essential to support students' comprehension, confidence, and motivation. Looking for book matching/book leveling resources? Here are some helpful web databases to support your work. *Happy reading!*

For updated book lists and resources or to add your ideas to our list, please visit my BLOG @ <http://laurabensonopenbook.blogspot.com> and/or e-mail to continue our conversation. ☺
Warm regards & respect,
Laura Benson

Choice Literacy www.choiceliteracy.com

[*For ongoing discussions about book matching as well as incredible bibliographies for students and for us]

Carol's Corner <http://carolwscorner.blogspot.com/>

[A dear friend and incredible educator's blog devoted to books, books, books - always worth reading Carol's book recommendations and reflections!]

LeveledBooks.com <http://www.leveledbooks.com/booksearch.html>

Leveling Tool <http://www.heinemannclassroom.com/tools/levels.asp>

Book Level Equivalencies Chart <http://www.leveledbooks.com/equivalency.htm>

Scholastic Teacher Book Wizard <http://bookwizard.scholastic.com/tbw/homePage.do>

Bookspot <http://www.bookspot.com/readinglists/#grade>

Beaverton Schools, Oregon <http://registration.beavton.k12.or.us/lbdb/>

Portland Public Schools, Oregon

http://www.pps.k12.or.us/instruction-c/literacy/leveled_books/

Fountas-Pinnell Leveling Books Website (membership fee + \$.75 per "hit")

<http://books.heinemann.com/products/002119.aspx>

Fountas-Pinnell Leveled Booklist, K-8 2005-2008 (printed text; \$40)

<http://books.heinemann.com/products/E00819.aspx>

Children's Book Reviews [Pre-K to 9th grade]

<http://www.carolhurst.com/titles/gradetitles.html>

Caldecott Medal Books

<http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/caldecottmedal/caldecottmedal.htm>

Caldecott Winners List (1938- present)

<http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/caldecottmedal/caldecottwinners/caldecottmedal.htm>

Newbery Medal Books

<http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/newberymedal/newberymedal.htm>

Newbery Medal and Honor Books (1922-present)

<http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/newberymedal/newberyhonors/newberymedal.htm>

RIF Reading is Fundamental- booklists <http://www.rif.org/parents/>

Kidsreads <http://www.kidsreads.com/index.asp>

Library of Congress: Book-Promoting Organizations

<http://www.loc.gov/loc/cfbook/partners.html>

READING PLANET <http://www.rif.org/readingplanet/>

A Year of Reading <http://www.readingyear.blogspot.com/>

The Boy Reader <http://www.theboyreader.blogspot.com/>

CONTENT AREA LEARNING RESOURCES

Literacy Matters www.literacymatters.org/teachers

Literacy Skills for the Math Classroom www.literacymatters.org/content/math.htm

Literacy Skills for the Science Classroom www.literacymatters.org/content/science.htm

Making Sense in Social Studies (and other content areas, too) www.readingquest.org

Montgomery County Schools www.mciu.org

New York Time www.newyorktimes.com/learning

Reading Quest: Making Sense in Social Studies (and other content areas)
www.readingquest.org

Reading Strategies that Assist Content Area Reading
www.sarasota.k12.fl.us/Sarasota/interdiscrdg.htm

Resources for Reading Across the Content Areas <http://mciu.org/~spjvweb/readingresources.html>

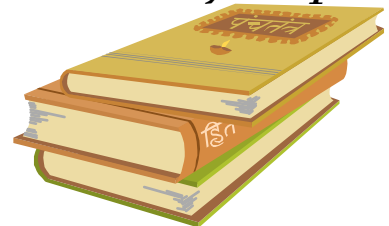


Author Studies... *Great Resources & Web Sites*

www.guysread.com

Webmaster and children's author Jon Scieszka offers excellent advice on guiding boys to books as well compelling bibliographies and connections to numerous fellow writers

Literature is my utopia.



Helen Keller, *The Story of My Life*

Organizing Texts

In my classroom & in our school bookroom, we organized texts by:

- Levels
- Comprehension Studies
- Writing Studies
- Students' Passions/Interests
- Content Area Themes
- Genres & Favorite Authors
- Alphabetized by Author
 - Series; Student Authored Texts; etc.



 Laura Benson, 1993; 2008



Collecting Great Book Ideas:

NOW	SOON	LATER
I currently match students to books by...	I will implement the following idea as I guide students to edifying books:	Later, I will also try...
We currently organize books by...	We will support each other in book matching and organizing our text collections by...	Later, we could/will...