



Equity in Action: Choice, Champions, and Collaboration

As teachers, librarians, administrators, and family members, we talk with our students about themselves as readers, and personalize our guidance and instruction based on what we learn. We champion their reading lives. We also work to make sure that our students have ample access to books they can and want to read—in their homes, classrooms, schools, and community—and we work collaboratively with others in and outside the classroom to optimize our support.

Foundational Understandings

Our collective ideas about how to continuously support our students are grounded in four instructional ideas; we:

- Know our students as people and readers—through continuous assessments such as:
 - Engage them in and listen to their casual reading conversations as well as in book clubs
 - Observe them while they are reading or talking about books
 - Engage them in one-to-one reading conferences; listen to them read with “miscue ears”
 - Conduct reading interviews
 - Monitor their reading logs
 - Take a daily status of the class
 - Keep read-aloud notebooks
 - Invite oral retellings
- Reflect on what we know and do to inform our instruction
- Build a joyful literacy community in which our students are actively engaged as readers, writers, and learners
- Focus on what our students *can* do— assume a strengths-based stance

-Adapted from Sibberson, 2008

What Matters for Readers

We want our students to know and do the following:

- Understand that reading is a meaning-making process that requires thinking
- Believe in their ability to make sense of texts
- Choose to read because they find it both purposeful and pleasurable
- Self-monitor for meaning
- Develop a repertoire of word solving and comprehension skills and strategies.

- Stephens, et al. 2019

Book Abundance

Questions for consideration: how does the school foster a book-rich learning environment from home to classroom to school and beyond?

- What is the student to book ratio in the school?
- How many books do students have in their homes?

- Do students have equitable access to a classroom library? If so, approx. how many books? Genres?
- Has the classroom library been organized with and by students?
- Is there a school library? A credentialed school librarian?
- How many times a week/a month do students visit their school libraries?
- How is access to libraries scheduled? How flexible is access?
- What sort of library resources do students check out?
- Do classroom teachers and the school librarian work closely together to plan instruction and curriculum – is there an existing alliance?
- Engagement with public library? Distance of the public library to the school? Do the public librarians provide outreach to public schools? Provide information about the public library to the schools families? Make sure all students have library cards?

Knowing Kids as Readers: Pre and Post-Interview

Questions for consideration—which will change depending on the age, comfort level, and language background of the child.

- How would you describe yourself as a reader?
- When you are reading and come to something you don't know, what do you do? (If the child is bilingual or multilingual, ask: Which language resources do you use to help you?)
- What would you like to do better as a reader?
- How much do you like to read and why?
- How do you choose the books you read? How easy or hard is it to find books you like to read and why?
- What are you currently reading?
- Tell me about your favorite author? Book? Series? What makes them favorites?
- Do you talk to anyone about the books you read? Who? What do you talk about?
- What kinds of books do your friends read?
- What kind of reading is easy/hard for you?
- What are you most proud of in your reading?

Teacher Analysis

- What are the child's strengths
- When is the child most engaged during the day?
- How does the child see him/herself as a reader?
- What jumps out as a big goal for the child as a reader?
- What patterns do you see?
- Does the child have access to books in his or her home language?

- Adapted from Sibberson, 2008

Classroom Reading Culture

- In what ways does the classroom reflect a reading culture?
 - Classroom library that looks fully integrated with the rest of the classroom?
 - Book displays?
 - Lots of talk about books, formal and informal?
 - Cozy reading nooks?
 - Is there time every day for independent reading? If so, approximately how much time?

Every day, the teacher does the following:

- Works to instill a love of reading!
- Models her own love of reading and reading life including a robust library habit
- Invites students to share what they are reading, how the book might connect to their own lives, and why they recommend—or don't—the book to their peers
- Teaches routines, structures, and expectations about daily reading
- Provides guidance and support for children to deepen their reading
- Encourages kids to read across genre and tackle more challenging texts
- Invites invigorating classroom talk about books and inquiry
- Promotes student literacy studies of authors, subjects, and genres

Classroom Library Review and Audit

- How are the classroom libraries funded?
- Approximately how many titles in the classroom library?
- Are the titles culturally and linguistically responsive?
- Is there a range of ability levels—multiple titles for every ability range?
- Easy to use check-in and out system?
- Evidence that children are using their classroom library every day?

Community Literacy

- What do you know about the community and its available literacy resources?
- What questions do you have about the community?
- What are your observations of the school library?
- How close is the public library to the school?
- Does an alliance exist between the classroom, school, and public librarian?
- Do the children have public library cards? Is there a plan to help them acquire cards?
- In what ways are the families engaged in the literacy life of the school?

Student Self-Reflection

- How would I describe myself as a reader? My favorite authors? Topics? Genres? Formats? Series?