

“The degree to which students can read and understand text in all formats (e.g. picture, video, print) and all contexts is a key indicator of success in school and in life” (AASL 2007, 2).

## Chapter 4: Traditional Literacy Learning

Becoming literate is a lifelong process. Throughout our lives, information seekers access and use medical, political, scientific, technical, and other information for which we have little, incomplete, or no background knowledge. “Regardless of the content and whether ideas and information are communicated in print or multimodal texts, students begin and progress on their literacy journeys by learning and developing their ability to effectively read and write” (Moreillon 2017a, 87). The traditional literacies—reading, writing, listening, and speaking—are at the heart of the multiple literacies students will develop for success in their personal and professional lives.

Students must be able to make sense of text in order to be information literate. They need to apply reading strategies such as drawing inferences, questioning, and synthesizing in order to comprehend and use information. It is critical that they develop strategies for unpacking difficult texts. They must also be able to effectively communicate new knowledge. Learning and applying reading comprehension strategies and the writing process during inquiry is an authentic context for strengthening traditional literacies. Listening and speaking during discussions, collaborative work, and learning presentations builds understanding, empathy, and self-confidence.

Through classroom-library collaboration for instruction, educators build common beliefs and shared vocabulary and processes for teaching literacy in their schools. When students have opportunities to further develop traditional literacy skills in many learning contexts and all content areas, they are more likely to develop as engaged learners who achieve success.

What you will find in this chapter:

1. A Rationale for Why Reading Promoter Is an Important Yet Insufficient Role for School Librarians;
2. The School Librarians’ Literacy Leadership Puzzle;
3. Reading Comprehension Strategies Aligned with the Guided Inquiry Design Phases;
4. Fix-Up Options Self-Monitoring Sheet;
5. Reading Comprehension Strategy Lessons and Inquiry Learning Connections.

“From reading promotion to aligning reading and writing with inquiry learning, school librarians’ ever-expanding roles as literacy leaders have grown alongside the explosion of information and the development of the technology tools used to access it” (Moreillon 2017a, 88). As instructional partners, professional developers, and literacy leaders, school librarians have a responsibility and an opportunity to help strengthen students’ traditional literacies and to co-create a culture that supports literacy development everyone in their schools.

### Works Cited

American Association of School Librarians. 2007. *Standards for the 21st-Century Learner*. Chicago: American Association of School Librarians.

Moreillon, Judi. 2017. “Literacy Leadership and the School Librarian: Reading and Writing—Foundational Skills for Multiple Literacies.” In *The Many Faces of School Library Leadership*, 2nd ed., edited by Sharon Coatney and Violet H. Harada, 86-108. Santa Barbara, CA: Libraries Unlimited.

J. Moreillon, *Maximizing School Librarian Leadership: Building Connections for Learning and Advocacy* (Chicago: American Library Association, 2018). Licensed under the Creative Commons Attribution–Noncommercial–Share Alike 2.5 License: <http://creativecommons.org/licenses/by-nc-sa/2.5/>.