



BARBARA BUSH
FOUNDATION *for*
FAMILY LITERACY

WI Literacy's 2024 Winter Conference ReadLife Bookshelf

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Who We Are



The Barbara Bush Foundation for Family Literacy is committed to building a stronger, more equitable America through literacy.

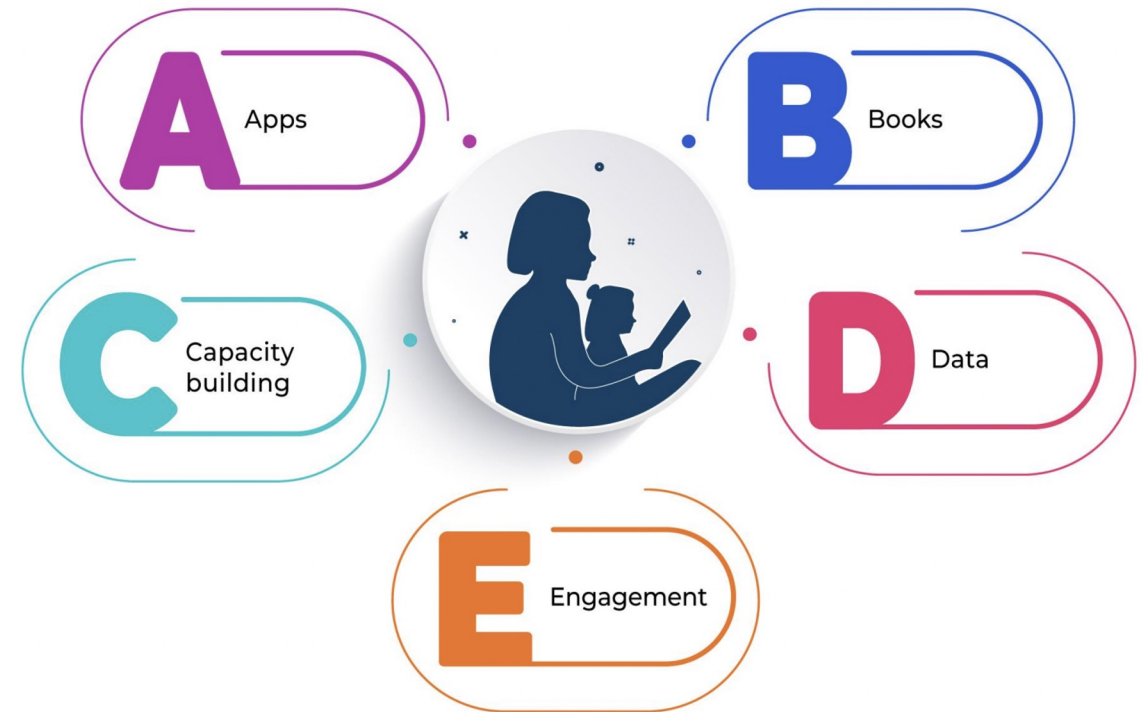
Access more literacy resources at:
barbarabush.org/literacy-resources



Who We Are



When children read regularly, **they grow up to be better educated adults with higher earning potential and stronger emotional intelligence.** The future is bright when we get children reading.



Today, we will:

1. Learn about the Barbara Bush Foundation for Family Literacy and Worldreader
2. Explore a resource for adult learners and families
3. Offer input on current needs

Let's Share

Icebreaker: Camera on/Camera off

Teaching Resources – Effective, Relevant, Engaging

“A beginner reader is not a beginner thinker... someone with a limited command of literacy is not necessarily someone with limited thinking and other skills. This is a point which underpins the other principles and should be repeated again and again.”

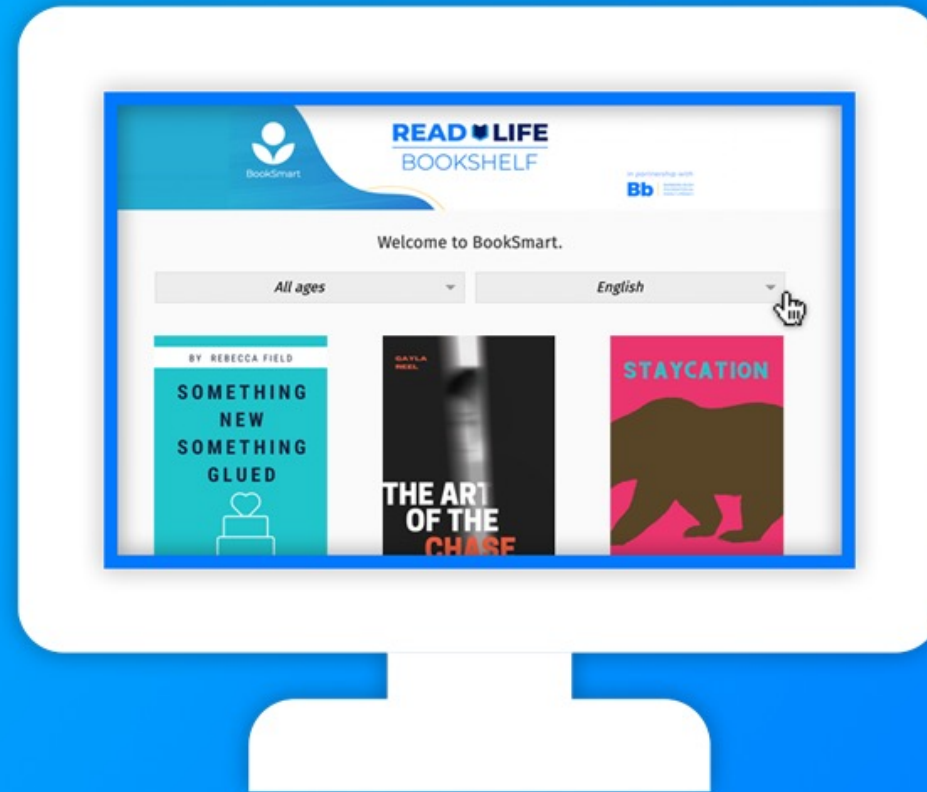
- Guiding Principles for the Use of Terminology in Adult Literacy (2015)

Today's Conversation

As you learn about this resource, please consider the following:

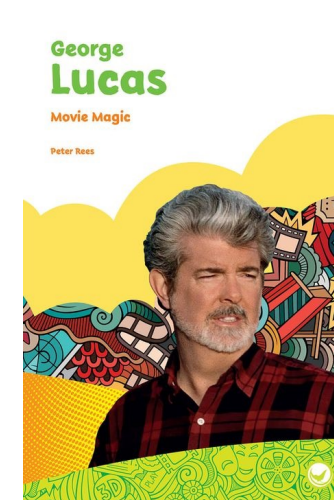
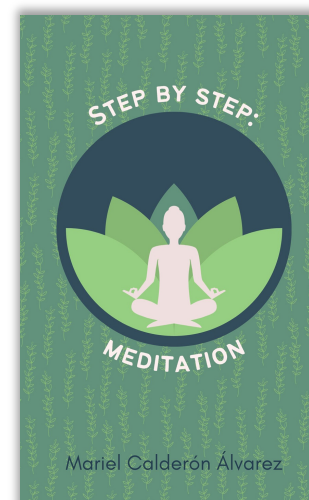
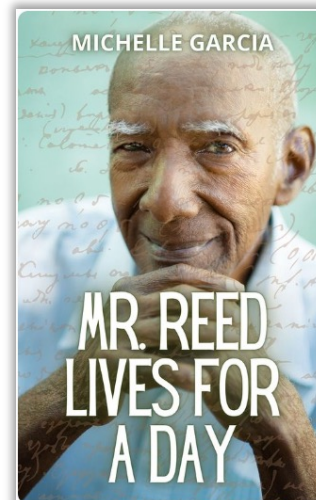
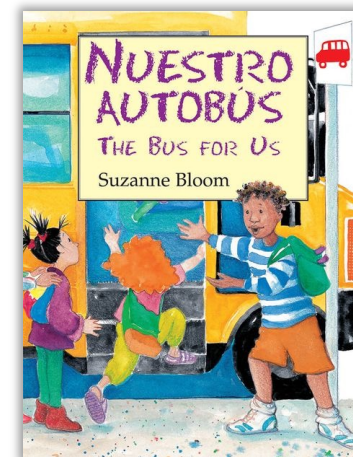
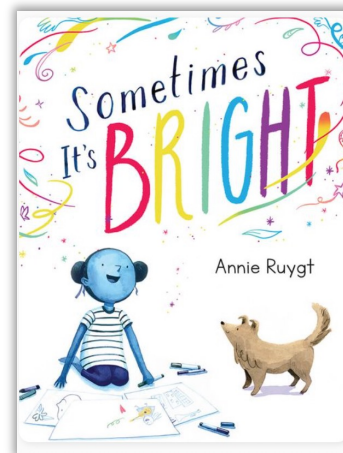
1. How would you use this resource with your learners and their families to help them increase their literacy and reading skills?
2. How would you use this resource with your learners and their families to help them develop a reading life?
3. How would you use this resource to develop a reading community for your learners?
4. What would you like to see ADDED to this resource?

Barbara Bush Foundation and Worldreader Launch Readlife Bookshelf





- A curated collection of digital books for adults, children, and families (English and Spanish)
- Variety of reading levels and texts
- High interest and relevant to an adult's life and connected to family conversations
- Guided activities and instructor resource guides
- Anytime, anywhere access across all platforms
- New books and materials each month
- Versatile, impactful resource for learners and families
- A FREE library in your pocket!



Accessing the Bookshelf



Bb

Quick Start Instructions:

To install BookSmart and join your reading program, either

Option 1: Type your unique link as a URL or

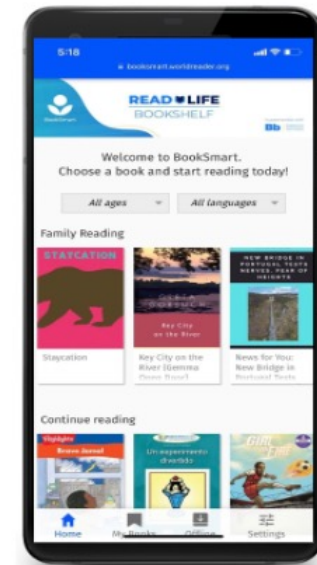
Option 2: Scan your unique link as a QR code

Unique link:

URL:

<https://booksmart.world/bbf>

QR code:



Guided Reading Activities

Each book is accompanied by three reading activities adults and children can do before or after reading. Each activity takes approximately 10 minutes



Reading Champion

Build reading skills such as vocabulary, reading comprehension, and fluency



Growing Positive Emotions

Explore self-awareness and learn empathy through the experiences of characters

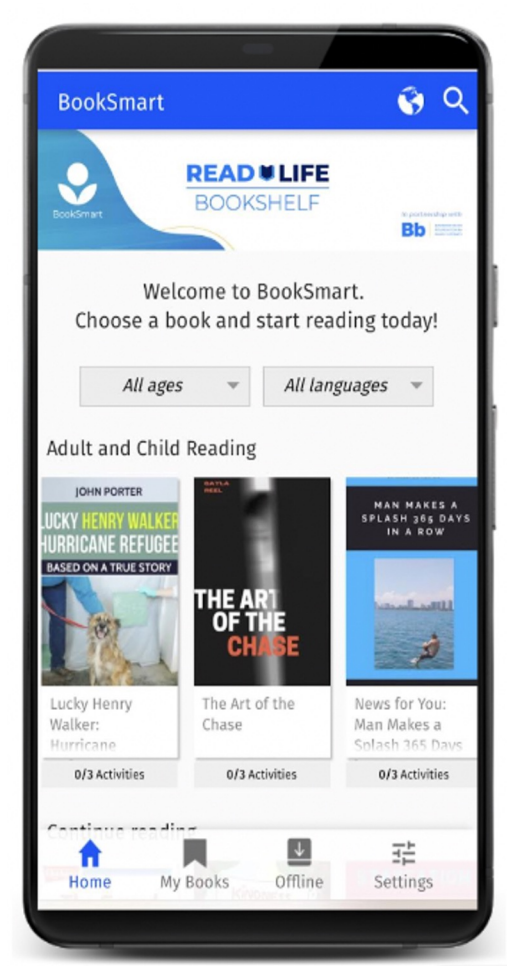


Play Based Activities

Learn through play-based activities that make reading more fun and memorable

Let's Practice - Scavenger Hunt

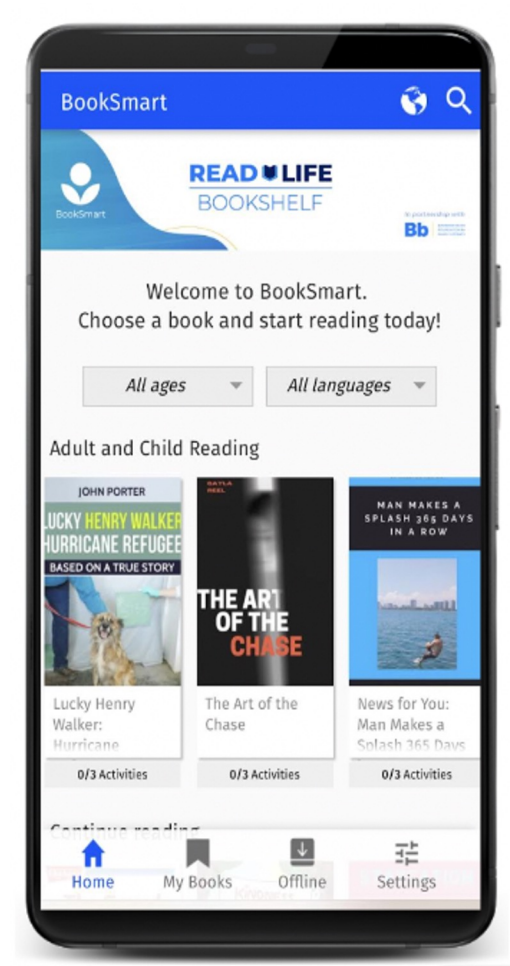
Find the following in BookSmart



Let's Practice - Scavenger Hunt

Find the following in BookSmart

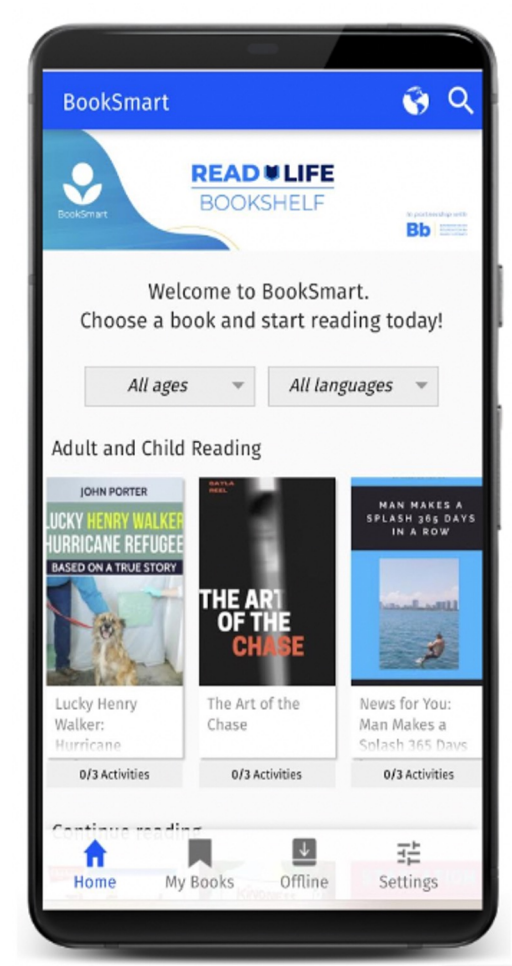
1. What is on the front cover of the book **The Music in the World?**



Let's Practice - Scavenger Hunt

Find the following in BookSmart

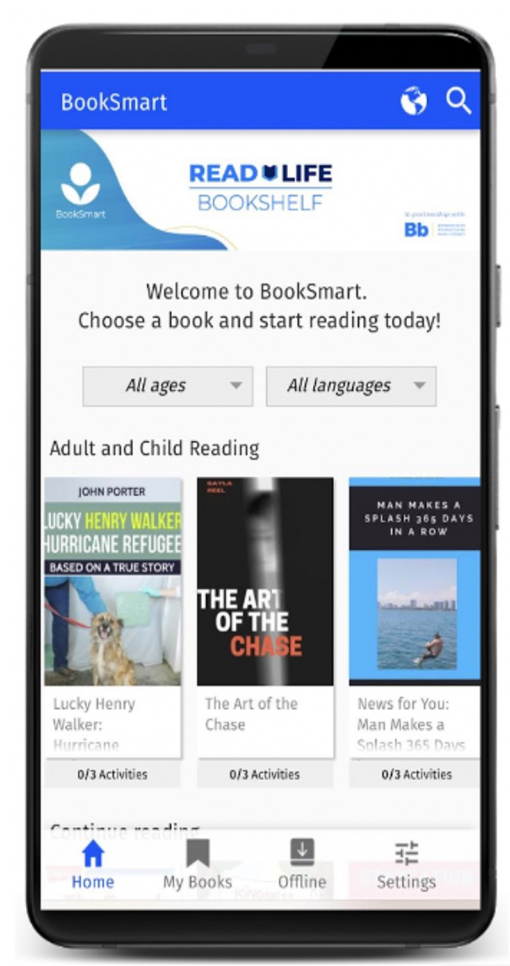
1. What is on the front cover of the book **The Music in the World?**
2. What is the post reading (play based) activity in **News for You: Man Makes a Splash 365 Days in a Row?**



Let's Practice - Scavenger Hunt

Find the following in BookSmart

1. What is on the front cover of the book **The Music in the World?**
2. What is the post reading (play based) activity in **News for You: Man Makes a Splash 365 Days in a Row?**
3. Who is Nita's friend in **Why is Nita Upside Down?**



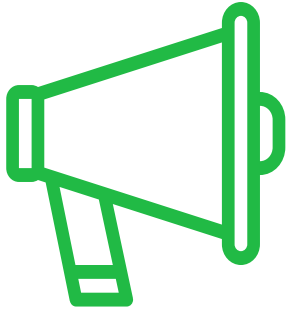
Building on Best Practices

Replacement behaviors

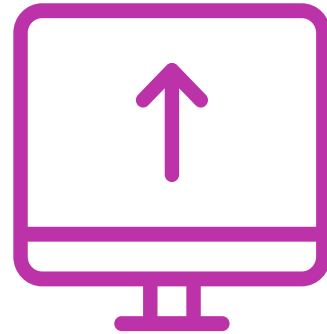
- a. Parents identify what they do on the phone with their children (videos, games, etc.)
- b. Parents identify when they use their phone with children
- c. Replace a non-reading phone behavior with a reading behavior
- d. Identify several points during the day to read on the phone
 - i. Waiting on transportation
 - ii. Doing hair
 - iii. Laundromat
 - iv. Waiting on another child to finish practice



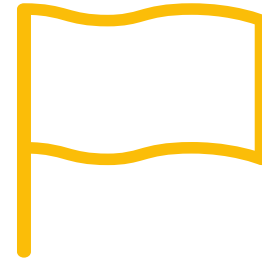
What works



Replacement Behaviors



Share Books



Goal Setting



Reading anywhere, anytime

Instructor Resource Guides

Theme-based Instructor Resource Guides support classroom instruction and family literacy engagement:

- Activities designed to support interacting with texts or as starting points for larger units
- Online resources curated into a short collection to support teachers in exploring additional insights and ideas
- Family literacy support for engaging with books and activities

April Instructor Guide

The screenshot shows a digital page from the 'READ LIFE | BOOKSHELF' platform. On the left, a vertical blue bar contains the text 'Bb Awakening Creativity'. The main content area has a white background with blue text. It includes the title 'Instructor Resource Guide: Awakening Creativity', a paragraph of introductory text, and a section titled 'Suggestions for Using the Collection and Activities' with a bulleted list of six points. Below the list is a table titled 'Engaging Books for Adults' with three columns: 'Book Title', 'Author', and 'Lexile Reading Level'. The table lists two books: 'La musica que hay en el mundo' by Brenda Wolfenbarger (Lexile 410-600) and 'The Music in the World' by Brenda Wolfenbarger (Lexile 560). At the bottom of the page, it says 'Instructor Resource Guide'. To the right of the text is a book cover for 'The Music in the World' by Brenda Wolfenbarger, featuring a tree silhouette filled with musical notes on a blue background.

Book Title	Author	Lexile Reading Level
<i>La musica que hay en el mundo</i>	Brenda Wolfenbarger	410-600
<i>The Music in the World</i>	Brenda Wolfenbarger	560

learningcenter.barbarabush.org/readlife



SCAN ME

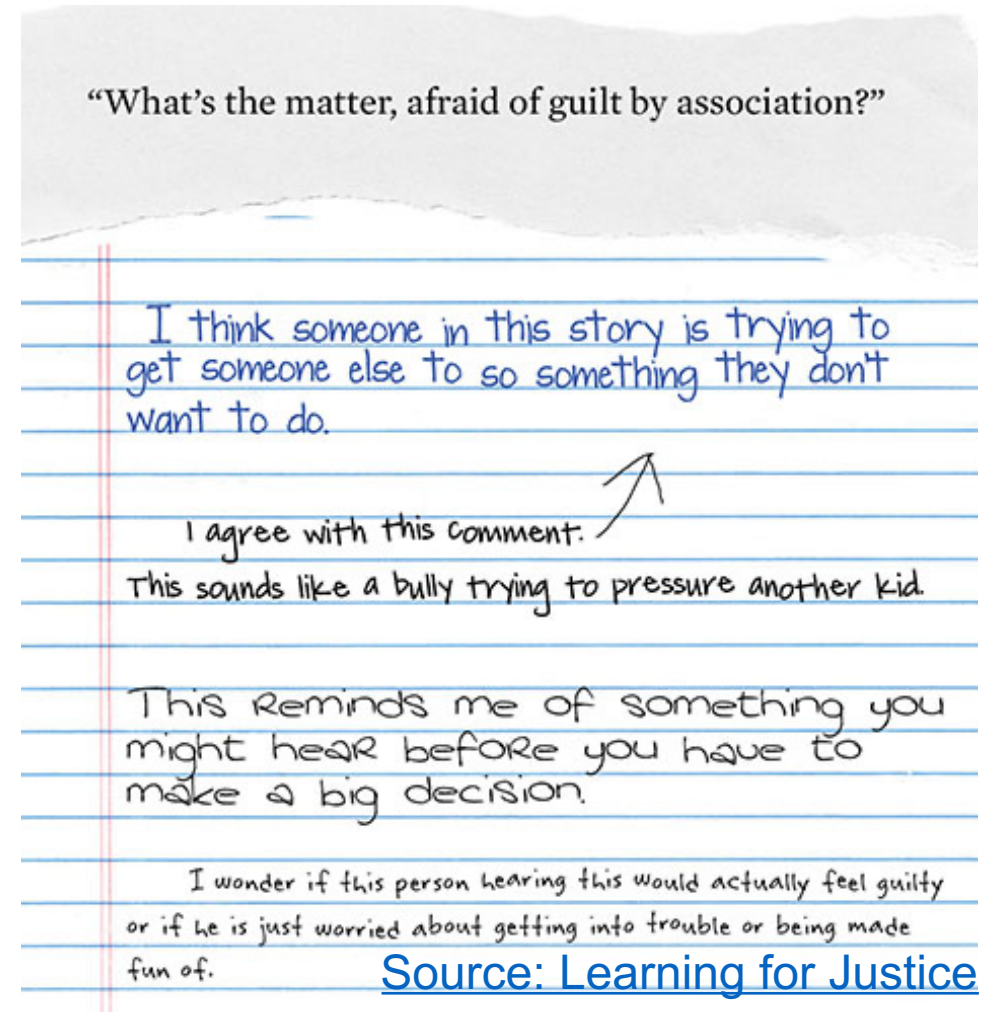
Text Graffiti

- Exposes students to multiple short pieces of a text before they read it in its entirety.
- Students read selected quotes out of context and comment on both the selection and the comments of other students.
- The activity ends with students reflecting on their reactions to and predictions about the text.
- Text graffiti is an effective way to engage a group of students in talking about a text's theme, plot or claims while keeping the discussion anchored to the text.
- Students activate prior knowledge and make predictions about literary elements or content themes.
- [Source: Learning for Justice](#)



Text Graffiti

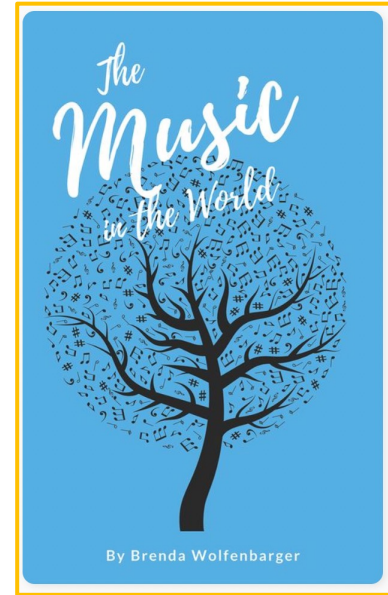
1. **Read and comment on the text in the Jamboard. Be explicit: “I think this is sad because the author uses the words *devastation* and *chaos* to describe her homeland.”**
2. **Build ideas by adding your thoughts AND by responding to other’s comments**
3. **Visit the different “boards” more than once, so you can see comments build**
4. Make predictions about the text. What are the most popular predictions? Chart ideas
5. After reading the full text, confirm or correct predictions. Focus on textual evidence



“Oh, don’t ask your mother for help with writing. She’s no good at that. Remember how hard that was for you, Nylah? You weren’t very creative,” Pops spoke up.

“All the world has a song, you just have to listen. The music is everywhere, in your heart, in the air.” Jonah grinned at his rhyme.

As she prepped the next table, she thought about what Jonah said about hearing the world’s song. All her tired ears could hear was clinking silverware and dishes.



“I love you, little bug.”

”Love you, too, mama bug.”

“I think you are pushing too hard. Maybe creativity comes when you let it, not try to force it,” Nylah said.

“I don’t know. I am figuring it out as I go along. Isn’t that part of creativity, too?”

She stared at the blank page with thin blue lines across it. She remembered spilling so many tears, trying to fill up pages like this one. This time, however, it was for her, not for school.

Five Components of Reading Instruction:

Decoding

Phonological Awareness
Phonics

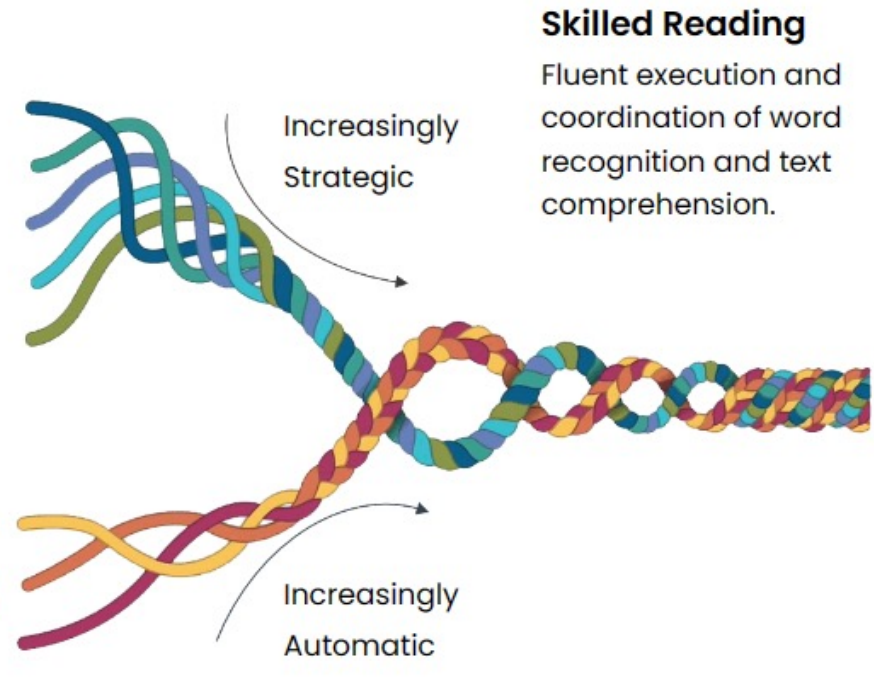
Language Comprehension

Vocabulary
Text Comprehension

FLUENCY

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



Skilled Reading

Fluent execution and
coordination of word
recognition and text
comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pg. 97-110 in S.B. Neuman & D.K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Fluency Instruction

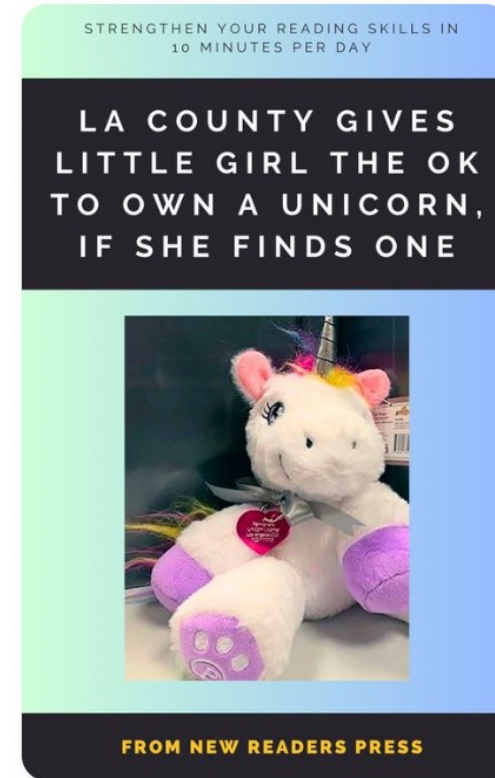
- Attributes of Fluency:
 - Attend to comprehension
 - Focus on words and meaning
 - Understand punctuation and phrasing
 - Self monitor and self correct
- Repeated Reading
 - Find independent reading level
 - Preview passage or excerpt with learner
 - Set a reading goal
 - Read passage 3-4 times
 - Consider a reading model
 - Best through a performance activity (poetry, reader's theater)
- Expose learners to a wide array of reading materials



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Informational Text:

- Text Features:
 - Drawings
 - Diagrams
 - Photographs
 - Captions
 - Headings and sub-headings
 - Bold print/italics
 - Glossary
- Activity:
 - Provide instruction on types of text features and their purpose
 - Select an informational text to preview and read (whole group/scaffold)
 - Determine appropriate text features
 - Create and place the text features in the text
 - Encourage small groups or individual learners to choose their own text to explore



Background Knowledge



Consider reader-task variables

Who are my students?

What is their background knowledge?

How motivated are they to do this task?



Understand background knowledge as a reader variable

Understand a learner's *funds of knowledge*

What do they know and what are they taking away from the reading and discussion?

What are your own funds of knowledge?



Attach new learning to past experiences

Readers interpret the message of the text through the lens of memories, background knowledge, and world understanding.

Research tells us...

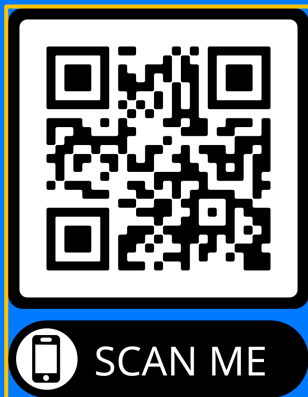
- When families are involved at home and at school, children do better in school.
- Family engagement has the most impact when it is directly linked to learning.
- Children whose parents advocate for them experience greater success in school.

Anne T. Henderson and Karen L. Mapp, 2002

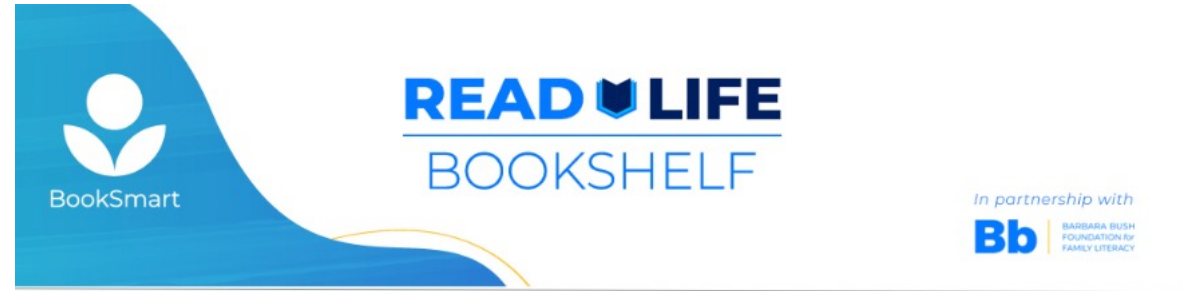
Explore...

Bookshelf

Instructor Guides



QR Code to LRC



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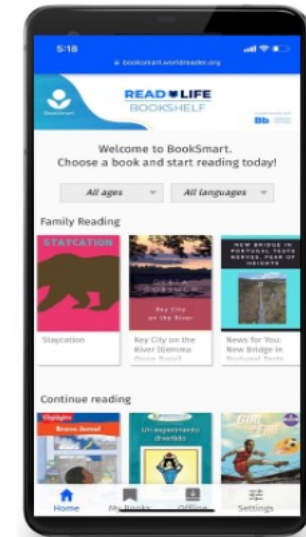
Option 2: Scan your unique link as a QR code

Unique link:

URL:

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QR code:



Breakout Room Discussion

Please consider the following:

1. How would you use this resource with your learners and their families to help them increase their literacy and reading skills?
2. How would you use this resource with your learners and their families to help them develop a reading life?
3. How would you use this resource to develop a reading community for your learners?
4. What would you like to see ADDED to this resource?

On a scale of Prince, what is your understanding of ReadLife Bookshelf and the Instructor Guides?



We'd love to
hear from
you!



- Engagement with the resources
- Learner testimonials
- Suggestions for new resources

Pam Cote

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