



# Texas Association for Literacy Education



February 2018 - Literacy Strategy Spotlight

The Exemplary Reading Program Award is sponsored by the International Literacy Association to recognize outstanding reading and language arts programs at all grade levels (elementary, middle, and high school). Its purpose is to call the public’s attention to outstanding programs in schools throughout North America. Each participating state and province can choose one winning school.

Leading up to the November application deadline, the Community Involvement Committee will share their favorite literacy practices to encourage the development and refinement of exemplary reading and language arts programs. We would love to have a Texas school win!

## Planning Literacy Trips

“One of the most memorable activities our very active high school book club ever experienced was reading to the residents of the nursing homes in our community,” Shelly Landreth, a Curriculum Director in Region XIII, shared. “Not only were the residents thrilled to have the teens visit, but it was a wonderful experience for the students as well.”

### Planning and Preparation:

1. **Find an audience.** Shelly and her book club were fortunate enough to go off campus to a nursing home. Not every school is as lucky. If you cannot coordinate a field trip, consider finding a lower grade level who would benefit from being read to--not only will the students love it, but it could be the start of a cross-age peer tutoring (see references below).
2. **Select appropriate reading material.** Shelly and her students took time to find novels that students would enjoy reading but were also appropriate for the residents. This led to many rich discussions between Shelly and her students as they explored the library shelves.
3. **Practice. Practice. Practice.** Have the students build confidence, prosody, and general theatrics for their read aloud by having them practice.
4. **Discuss what to expect.** As Shelly shared, “We also discussed what to expect because many of my students had never visited a nursing home and felt a combination of nervousness and uncertainty.” Take some time to address any of the students questions, comments, or concerns.
5. **Have fun!**

“The visits were a huge hit and in some cases, led to lasting friendships. The residents gasped, smiled, and a few even shed tears as most experienced something they had not in many years--the joy of being read aloud

to. The lessons learned were many that day, but probably the biggest takeaway was the potential that reading together offers in building community.”

For more information, contact Shelly Landreth at [sjb050@shsu.edu](mailto:sjb050@shsu.edu).

If you would like to share a literacy strategy or highlight something your school is doing, please email Matthew Panozzo, the Community Involvement Committee Director, at [talecommunityinvolvement@gmail.com](mailto:talecommunityinvolvement@gmail.com)

If your school is interested in applying for the International Literacy Association’s Exemplary Reading Program Award, please visit their online [application](#) for more information.

For more information on Cross-Age Peer Tutoring, consider:

Paterson, P. O., & Elliott, L. N. (2006) Struggling reader to struggling reader: High school students’ responses to a cross-age tutoring program. *Journal of Adolescent and Adult Literacy*. 49(5). 378-389 doi: 10.1598/JAAL.49.5.2

Van Keer, H., Vanderlinde, R. (2010). The impact of cross-age peer tutoring on third and sixth graders' reading strategy awareness, reading strategy use, and reading comprehension. *Middle Grades Research Journal*. 5(1), 33-45