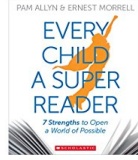


***Every Child a Super Reader***  
**A Guide for Reading, Thinking and Discussion**



**Part 1: The Power to Create Super Readers: The 7 Strengths Model**

**Chapter 1 – How Reading Opens a World of Possible for Every Child**

- Pam Allyn and Dr. Ernest Morrell present a description of a super reader that differs somewhat from the definition typically associated with a good reader. What do you understand to be the characteristics of a super reader? What are some of the benefits of being a super reader?
- Make a list of words and phrases that describe a super reader. Think of a student you know or have taught who exemplifies the definition of “super reader.”
- Why are the authors’ thoughts about super readers particularly relevant and important in today’s world?
- Choose one of the **10 Principles of Super Readers** and share the reasons you feel this particular principle is important. What personal experiences and stories do you have related to this statement? How have you supported this principle in your classroom?
- **View a video of Pam and Ernest discussing the definition of “super reader,” at [scholastic.com/superreadersresources](http://scholastic.com/superreadersresources).**

**Chapter 2 – The 7 Strengths Model: A New Way to Ensure Every Child’s Success**

- The authors suggest that giving a short survey focused on the 7 Strengths offers students the opportunity to reflect on their learning styles, personalities, strengths and weaknesses. Pam and Ernest believe that completing the survey and reflecting on the answers leads to purposeful conversations about reading. **The 7 Strengths Student Survey can be found in Chapter 13, beginning on page 172.** What are your thoughts about how to use the information from this activity?
- **It is important for children to see themselves and their cultures depicted on the pages of books.** Literacy experts often refer to this experience with literature by equating stories with windows, mirrors and sliding glass doors. Do you have personal experiences with this concept? Can you think of a favorite picture book that illustrates your connection to this idea? **Learn more by viewing a TED talk by Grace Lin, children’s book author, available on YouTube.**
- **View two videos of Pam and Ernest discussing the 7 Strengths Model at [scholastic.com/superreaderresources](http://scholastic.com/superreaderresources).**

- Pam and Ernest believe strongly that parent involvement in and support for their child’s reading life is critical to literacy success. **Review the first Family Guide in the book on pages 37 through 40.**
- **View videos about each of the 7 Strengths at [scholastic.com/superreadersresources](http://scholastic.com/superreadersresources).**

### **Chapter 3 – Strength 1: Belonging**

- “The 7 Strengths are the habits and feelings that educators and parents must nurture in children to provide them with the foundation they need to become super readers.” How does the sense of “belonging” influence learning to read?
- What are some ideas that you have for personalizing your classroom library? Make a list of tasks that lead to this goal. What are your thoughts about designing an environment that supports belonging?

### **Chapter 4 – Strength 2: Curiosity**

- What is the connection between curiosity and questioning in a classroom setting?
- What do you believe to be the relationship between literature and wondering? **There are prompts listed in the middle of page 59 to encourage engagement and curiosity around text.** What statements can you add to this list?
- Why is it important to identify the points of view of others and how they are alike and different from your own?

### **Chapter 5 – Strength 3: Friendship**

- What can you do to promote friendship in school and in out-of-school programs? What do literacy and friendship have in common?
- Read the close reading lesson for *Those Shoes*. What ideas can you add to this lesson?

### **Chapter 6 – Strength 4: Kindness**

- Read Marisol’s story. Talk with colleagues about what each you can do to model kindness and to support caring relationships in your classrooms?
- Read through the **Kindness Focus Lesson**, beginning on page 88. Would you include this lesson in your literacy curriculum? Why or why not? Who are your personal models for kindness?

### **Chapter 7 – Strength 5: Confidence**

- The connection between confidence and literacy is particularly important to the authors, this text, and the Super Reader program. Read through the section addressing literature and confidence, beginning on page 98. Allyn and Morrell note four different genres of books that provide examples and evidence to promote the link between books

and feeling strong and capable. What picture books and stories inspired you as a child and provided insight into your capabilities? What books continue to serve that role today?

- The areas of speaking and listening are important goals in language arts standards and curriculum; however, they aren't always front and center in our daily instruction. Their importance should not be overlooked. This section includes model sentences that can serve as thinking structures, moving the responsibility for generation from teacher to student. Read through the model sentences and add some of your own to insert in your classroom conversation.

### **Chapter 8 – Strength 6: Courage**

- “Whether a child is learning a new difficult skill or reimagining their ability to tackle a challenge, risk taking and courage play important roles. Risk taking begins with a decision to act, and courage provides the inspiration to act.” (Michael Agar, 1994) Students who have learning differences, physical differences, and those who speak languages other than English may feel that they are not fully included in school and may not know how to gather the courage to move forward. What ideas do you have to address the hesitation and confusion that these students face every day?
- **The Family Guide section of this chapter is particularly important. How can you support the families you serve? What does the phrase, “community of learners,” mean to you?**

### **Chapter 9 – Strength 7: Hope**

- The authors work from the premise that goal-driven, outcome-driven, affirmational expectations give readers direction, which leads to success. How do you help students set learning goals in your classroom? How do you make the goals, as well as the learning, visible?

## **Part II: The 7 Strengths Model in Action: Super Reading in School, in Out-of-School Programs, and at Home**

### **Chapter 10: Best Practices for Super Readers**

- A vocabulary list for this chapter might include the following: **whole-small-whole teaching sequence, read aloud (instructional and ritual), close reading, close reading protocol, explaining thinking using text evidence, collaborating with peers, and reading clubs.** What is your understanding of these words and phrases? What information in the text added to your current knowledge? How might you change your instruction based on this chapter?
- What is the relationship between increased reading time and the level of reading engagement?

## **Chapter 11: Independent Reading: The Super Practice**

- **It is critical for children to have a choice in the books that they read as well as access to a wide variety of books, if they are to become super readers.** How do you provide both choice and access in your classroom? What type of documentation do you use to keep track of students' preferences and the specifics of what books they read? What are the students' responsibilities for managing their reading experiences?
- **"The connection between explicit instruction in reading and what students practice during independent reading time is the cornerstone of effective instruction."** Be sure to read this section, which stresses the importance of connecting what you model in a lesson to what students practice during a subsequent independent reading time.
- Another important element, **the reading conference**, focuses on the conversation between an adult and a child that explores the child's thinking about a text and leads to understanding and engagement. Share any conferring tips you have with a colleague.

**The remaining chapters in the book are filled with teaching techniques and tools that can be incorporated into any classroom. They include:**

- **Chapter 12: Management Techniques for the Super Reader Classroom**
- **Chapter 13: Assessment Tools for the Super Reader Classroom**
- **Chapter 14: Planning Tools for the Super Reader Classroom**
- Read through these sections and use post-its to mark ideas you would like to learn more about and perhaps include in your instruction. Note those ideas that you already have tried or are currently using with your students.

**The Appendix begins on page 198 and includes a bibliography of children's book titles, arranged by the 7 Strengths and ordered by grade levels.**

- What book titles can you add to the lists in the appendix? Which text would you consider to be an anchor text for a particular lesson or skill?

**You can follow both authors on Twitter.**

**Learn more about Pam Allyn's work at [litword.org](http://litword.org) and [litlifeinfo.com](http://litlifeinfo.com).**