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## From Striving to Thriving: How to Grow Confident, Capable Readers

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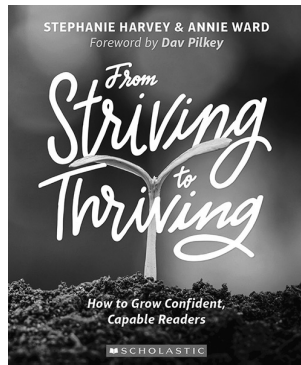
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# From Striving to Thriving: How to Grow Confident, Capable Readers

by Meghan K. Block, Ph.D.

Harvey, S. & Ward, A.  
(2017). *From striving to thriving: How to grow confident, capable readers.*  
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Every minute counts when facilitating literacy instruction among young learners. In this book, Stephanie Harvey and Annie Ward identify specific strategies for educators to use in their classrooms to support literacy development among “striving readers.” The authors of the book have coined the term “striving readers” to replace the former label of “struggling readers.” This intentional change in language is meant to encourage and facilitate a change in mindset for how we perceive students. As such, the book is divided into three sections, which represent three key elements the authors suggest are important to supporting striving readers—trust, teaching, and transformation.

Harvey and Ward begin with a call for educators to “table the labels” as they work toward providing personalized, meaningful literacy instruction to all students in the classroom. Each chapter includes anecdotes from actual classrooms along with some pertinent research to support the content. This book is structured to provide teachers with practical suggestions to implement into their literacy instruction. The bulk of the content in each chapter includes numbered action lists teachers can take as well as written and photographic examples of what the practices look like in actual classrooms. Throughout each chapter, there are examples of students’ work, photographs of classroom areas, recommendations for further reading, and sample language for teachers to use. At the end of the book, the authors have included lesson plans for activities they’ve described in earlier chapters. Many of the plans



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include an explanation of why one might use the lesson or activity and when it might be useful.

Elementary educators will find this book accessible and practical to further support their literacy instruction. Not only is it written in a teacher-friendly format, it includes detailed descriptions of the recommended practices with many colorful photos to further support readers’ visualizations of the practice or recommendation. The book’s child-centered instructional recommendations foster engagement and motivation among students. This inspiring book will undoubtedly support meaningful literacy instruction for all striving readers.

## Author Biography

**Dr. Meghan K. Block** is an Associate Professor of Elementary Literacy in the Teacher Education and Professional Development Department at Central Michigan University. Her teaching and research interests focus on early literacy development and instruction. She can be reached at [block1m@cmich.edu](mailto:block1m@cmich.edu).

