

Alameda County Reading Association Parent Workshop

Agenda

R

Welcome and Introductions

Distance Learning

Research

Read Alouds

E

Instill a Love of Reading

Ways to Read

When A Child Needs Help

Reading-Writing Connection

Spelling and Vocabulary

A

Phonemic Awareness

Fluency

Screen Time

Presenters

D

Mary Small: Elementary Teacher and Principal

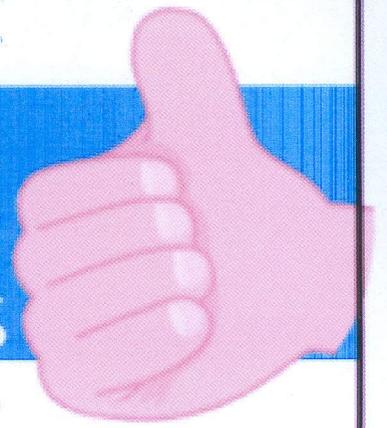
Kathy Langham: 5th Grade Teacher and Elementary Principal (retired)

Bee Medders: 1st Grade Teacher, Literacy Coach and Author (retired)

Cheri Benfield: Reading Recovery Teacher and Reading Specialist

Learning

EXPECTATIONS



**BE ON TIME
AND
PREPARED**

**FIND A
QUIET PLACE**



**BE RESPECTFUL
AND TRY
YOUR BEST**



and please, no pets on camera

Distance Learning

VIRTUAL CLASSROOM RULES



Find a quiet place free of distractions (tv, parents, toys, pets, siblings, etc.).



Show up in time for class and wait to be admitted into it if needed.



Be respectful at all time when your video is on. No inappropriate language or no hand gestures.



Stay on mute. Click the raise hand button if you have a question or something to share.



Stay on task and focused so you don't miss anything the speaker says.

30 Days

of Social & Emotional Learning

and emotional
MAKE SOCIAL ^{and emotional} LEARNING STICK TODAY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Ask your child to notice things that are funny during the day and tell you at the end of the day.	Go for walk together, notice each foot on the ground.	Tell a story about a fun post event.	Make a special handshake to use with your child.	Schedule one-on-one time together.	Show appreciation with words and gestures.	Do something fun and laugh out loud together.
Validate your child's feelings, "I see you are upset."	Listen fully, without judgement.	Check in with your child to see how they are feeling during the day.	Learn a new breathing tool.	Collaborate, brainstorm, and involve your child in problem solving.	Acknowledge the effort your child puts into something.	Help your child come up with a new and fun idea or invention.
Follow your child's lead and do what they want to do.	Make a collage of family photos and events.	Play freeze dance.	Discuss how other people feel in various situations, books, or movies.	Encourage your child to shake and move their body.	Determine a few things to look forward to.	Practice breathing and movement strategies, even when your child is calm.
Take a few sensory breaks with your child today.	Practice daily affirmations and positive self-talk.	Talk about a mistake you learned from.	Ask your child how to turn a negative situation into a positive one.	When reading books together, point out the facial expressions and emotions.	Notice something that your child did well.	Start a family gratitude journal.
Model talking about your feelings during the day.	Before bed, write down three things that went well.	Notes & Ideas:				



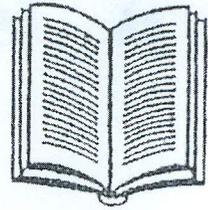
(C) MakeSocialLearningStick.com



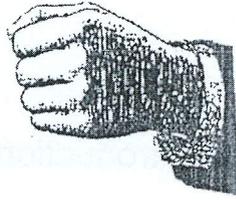
The Five Finger Rule

(Choosing books at your child's reading level)

1. Turn to a page near the middle of the book.



2. Hold up one hand (in a fist).



3. While the child reads from the top of the page, s/he holds up one finger each time an unknown word is encountered.



4. All 5 fingers up: book too difficult

Four fingers up: book may be too difficult

Three or less fingers up: book about right



Note:

If a book is too difficult, suggest that you read the book aloud to your child.

S/he may wish to try reading it on his/her own after it is read aloud.

Using Reading Strategies

Super Six Strategy	Ask Yourself:	Sentence Starters
Connecting	What does this remind me of? What do I know about the topic? Have I read other books like this or by the same author? If so, how does it help me with this reading?	This reminds me of ... Remembering this helps me with the reading because...
Predicting/Inferring	What text and/or picture clues or background knowledge help me make an inference or below the surface prediction? What will happen? What is the text about? What will I learn? Were my predictions and inferences correct? How did making the prediction or inference help me with this reading?	I predict ... because... I infer ... because My prediction/inference was right/wrong because... My prediction/inference helped me by ...
Questioning	What am I wondering? What questions do I have? What would I like to ask the author? What questions might a teacher ask?	I wonder... I would like to ask the author... Questions words: Who, What, Where, When, Why, How
Monitoring/Clarifying	Is anything confusing to me so far? Are there any confusing words or parts? Am I getting a movie in my head (visualizing)? What Fix It Strategies did I try? Did they help?	I don't get the part...so I ... I don't know the word ... so I ... When the author wrote ... it gave me a great picture in my head.
Summarizing/Synthesizing	What important has happened so far? What are the main ideas? What have I learned so far? What is the theme or moral? Has this text changed what I think?	The important thing(s) that happened in this part... So far I have learned ... One of the themes is ... I use to think ... but now I think ...
Evaluating	What important ideas can I agree or disagree with? Do I agree with the characters' actions? How did I like the text?	I agree/disagree with ... because... I think this text is ... because ...

Making Words

1. Decide what the final or mystery word will be. It should be a word your child knows.
You should be able to make at least 10 words from the letters in the mystery word.
HINT: Use words and sorts from your child's spelling homework.
2. On a strip of paper, list all the letters from the mystery word in alphabetical order.
3. Give the strip to your child. Have him/her cut or tear the letters apart.
4. Have your child rearrange the letters to see how many words she/he can make in 5 minutes. Have them write each word on a small piece of paper, sticky note or index card.
5. If they can't find the mystery words, give them hints.
6. Have your child say and spell all the words they made
7. Do a Word Sort with the words he/she made. Sort by:
 - how many letters are in the words
 - how many syllables are in the words
 - blends (two or more letter sounds said together. ex. bl, st, sh, pr, sk etc.)
 - digraphs (two or more letters make one sound. Ex. th, ou, ay, er, ir
 - rimes (ack,
 - prefixes or suffixes
 - parts of speech (nouns, verbs, adjectives, plurals)

EXAMPLES

birthday: abdhirty: rat, bat, hat, day, ray, bay, hay, bird, third, dirt, : possible sorts; at, ay, ir,

playground: aoudglnpry: pray, pay, play, round, ground, pound, proud, loud, aloud: possible sorts; ay, ou, number of syllables, verbs,

Zig – Zags

Zig-zags allow your child to practice words that have the same word ending (rime). Almost 500 words can be made from the 37 most common word endings.

Cut along the solid lines to form a strip of letters or combination of letters (called *onsets*) to be used with the word endings on the following sheet. Have your child use the folded (zig-zagged) strips of word endings (from the next page) to move along this onset strip reading each word or nonsense word aloud as s/he goes.

b c d f g h j k l m n p r s t v w x y z

br bl cr cl ch dr fl fr gr gl

pr pl st str sh sc scr tr th thr

ZIG-ZAGS – RIMES (Word Endings) Cut into strips on the solid lines and fold at the left edge of each ending on the dashed line. Use with the preceding sheet of beginning letters.

ag	am	ail	ame	ay	est	eak
eed	ick	ing	ies	ile	ine	oke
oat	oll	ook	oot	oon	ue	all
awl	ore	ouse	out	oil	ow	ug
ut	url	ong	ush	ew	ike	ive

Activities to Develop Phonemic Awareness

Consonant Riddle

Ask your child if s/he wants to play a game with you (buy-in). Explain to your child that this game called "Consonant Riddle" is a rhyming game. You say a word then your child thinks of a word that rhymes with your word, but starts with a particular sound (you will give).

Example: (Letters in between slash marks mean that you say the sound instead of the letter's name ie: /r/ is spoken like "er" not "are.")

Parent: What rhymes with star and starts with /k/

Child: car

Continue with other rhymes such as:

What rhymes with fish and begins with /w/?

What rhymes with head and begins with /b/?

What rhymes with had and begins with /d/?

What rhymes with twirl and begins with /g/?

Nursery Rhyme Switch

Read common nursery rhymes with your child. Run your finger under each word as you read aloud. After reading the rhymes begin to cover rhyming words with small post-its and have your child tell you the covered words.

Example: Jack be nimble

Jack be ____

Jack jump over

The candle _____

When your child becomes familiar with the nursery rhymes have him/her choose a favorite then replace original words with new rhyming words.

Example: Jack be nimble

Jack be bold

Jack jump over

The dog that's old

Tongue Twisters

Nat's knapsack strap snapped

Sam's sock shop stocks short spotted socks

Shirley sewed Sly's shirt shut

Andy ran to the Andes from the Indies in his undies

Pick up six pick-up sticks quickly

The sixth sick sheep is the sheik's sixth sheep.

Say, does this sweet shop serve sheep, sir?

Sue chews string cheese

Preshrunk shirts

Lemon liniment

Lemon linoleum

Truly rural

Mixed biscuits

Soldier's shoulders

Peggy Babcock

Greek grapes

Aluminum linoleum

Unique New York

The 37 most common word endings (rimes)

Almost 500 words can be made from these 37 word endings.

-ack	-all	-ain	-ake	-ale
-ame	-an	-ank	-ap	-ash
-at	-ate	-aw	-ay	-eat
-ell	-est	-ice	-ick	-ide
-ight	-ill	-in	-ine	-ing
-ink	-ip	-ir	-ock	-oke
-op	-ore	-or	-uck	-ug
-ump	-unk			

From:

Marilyn J. Adams, 1990, *Beginning to Read: Thinking and Learning about Print*. Cambridge, MIT Press.

<u>l</u> one	sl <u>o</u>	bo <u>o</u>	
those	stone	home	hole
drove	froze	phone	stroke
hope	quote	broke	remote
tow	mow	crow	know
blow	flow	row	snow
growth	slow	grow	stow
throat	coat	coast	coal
goal	float	soap	road
coach	moan	toast	oak

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Sound Boxes

Sound boxes combine word sounds children say with a physical movement. Children learn better and retain more when a physical movement can be incorporated into the learning activity. How to do sound boxes is explained below.

Words are made up of individual sound units called phonemes. Some children need practice to develop their ability to distinguish these sounds in words. Sound boxes work well with many of them.

Instructions:

Children love to play games. Much learning takes place when activities are kept fun and exciting. Make sure to keep it fun and be enthusiastic.

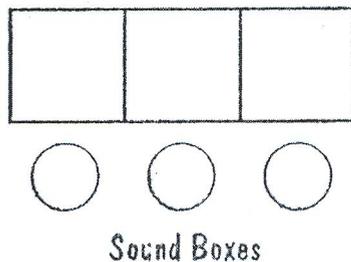
Ask your child if he or she would like to play a game:

"James, let's play a game. Okay?"

It's important to get your child's buy-in (agreement) so that he or she wants to play too.

Sit at a table. You will demonstrate how to play with sound boxes at first by just doing it and having fun. After just 2 or 3 of your 'demonstrations' your child will be trying to get his/her hands in to play. When this happens, you just supply the words!

1. You may work with words containing two or more sounds. Words with three sounds are a good starting point.
2. Draw three boxes in a row on a sheet of paper. Place three markers outside of each box, as shown below.

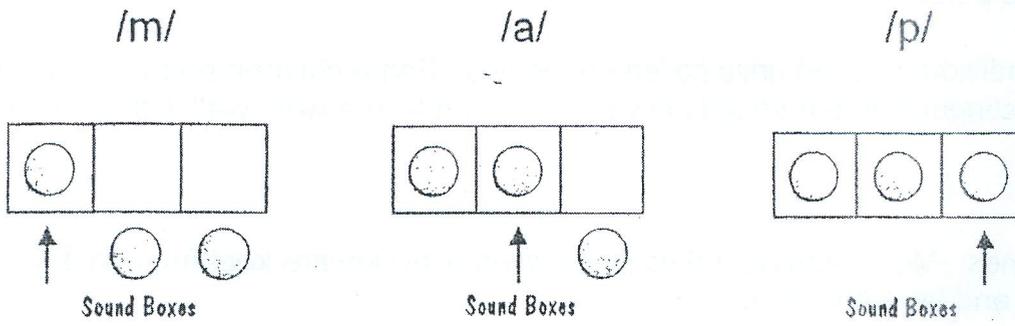


3. Choose a word that has three speech sounds. Remember that we are talking about sounds – not letters. Many three-sound words will also have three letters, but not all (the word "check" /ch/ /e/ /k/ has five letters but only 3 speech sounds).

Let's use the word MAP. Its three sounds are /m/ /a/ /p/.

4. Say the word – "MAP."

5. Now you (the parent) say each speech sound in the word MAP. As you say each sound move a marker into its box starting on the left.



6. Say the word again – "MAP."

7. Move the markers back outside of the boxes and repeat with a new three sound word.

8. After watching you do this a few times, your child will soon begin trying to do it too. Let him or her take over. Soon you will just supply the word and your child will do the rest.

9. This activity can also be done with words that have more than three sounds. Just draw enough boxes to accommodate the number of sounds you want to use.

10. For younger or less developed readers try doing sound boxes with syllables instead of individual sounds in words. You might use two sound boxes with the word *carpet* by moving a marker into each box as you say each syllable: car pet.

Words with Three Sounds

can	ban	had	bat	ask	sad
wet	end	let	fed	pet	net
lit	chin	tip	fin	Imp	dip
not	Jog	fox	fog	pop	rot
hut	hug	fun	tug	sun	shut

Words with Four Sounds					
-------------------------------	--	--	--	--	--

hand	fast	slab	band	flash	flap
lend	tent	felt	rest	went	left
spit	wind	tint	mist	twig	stick
lost	bond	stop	slot	pond	smog
bunch	must	plug	tusk	jump	gust

Fluency Game

1. Choose a passage that takes you about one minute to read.
2. You will need two copies of the passage.
3. Read it with your child, checking he knows all the words and understands it.
4. Have your child read it out loud for one minute.
5. You follow along. On you copy, underline every incorrectly read or missed word. Don't worry about marking inserted words.
6. When the minute is up say, "Stop" and mark your copy.
7. Scoring
 - a. Count the total number of words in the passage read
 - b. Subtract any errors
 - c. The result is the Correct Words Per Minute (CWPM)
8. Optional: Graph the results.

Rasinski Words Correct Per Minute Target Rates* Words Per Minute (WPM)

Grade	Fall	Winter	Spring
1	0-10	10-50	30-90
2	30-80	50-100	70-130
3	50-110	70-120	80-140 <small>Text</small>
4	70-120	80-130	90-140
5	80-130	90-140	100-150
6	90-140	100-150	110-160

*Rasinski, T. & Padak, N. (2005). *3-Minute Reading Assessments*. New York, NY: Scholastic Inc.

Revised Dolch List

a	could	he	might	same	told
about	cut	heard	more	saw	too
across	did	help	most	say	took
after	didn't	her	much	see	toward
again	do	here	must	she	try
all	does	high	my	short	turn
always	done	him	near	should	two
am	don't	his	need	show	under
an	down	hold	never	six	up
and	draw	hot	next	small	upon
another	eat	how	new	so	us
any	enough	I	no	some	use
are	even	I'm	not	soon	very
around	every	if	now	start	walk
as	far	in	of	still	want
ask	fast	into	off	stop	warm
at	find	is	oh	take	was
away	first	it	old	tell	we
be	five	its	on	ten	well
because	for	just	once	than	went
been	found	keep	one	that	were
before	four	kind	only	the	what
began	from	know	open	their	when
best	full	last	or	them	where
better	gave	leave	other	then	which
big	get	left	our	there	while
black	give	let	out	these	white
blue	go	light	over	they	who
both	going	like	own	think	why
bring	gone	little	play	this	will
but	good	long	put	those	with
by	got	look	ran	thought	work
call	green	made	read	three	would
came	grow	make	red	through	yes
can	had	many	right	to	yet
close	hard	may	round	today	you
cold	has	me	run	together	your
come	have	mean	said		

Impress Method

What is it? The impress method uses choral reading with an adult and child reading in tandem (Heckelman 1969).

How is it done? The adult sits on the right side of the child so his/her voice will be heard in the right ear of the child. The adult will read slightly louder and a bit faster than the child (this usually occurs naturally) modeling fluent and expressive oral reading.

Why do it? The impress method is used to promote fluent reading and help the child with word identification.

Step by step procedure:

1. The readers choose a book or passage that is nearly at the child's frustration level (using the 5-finger test the child would display 4 to 5 fingers) and should be about 200 words long.
2. The adult sits on the right side of the child and reads into the right ear so the language is impressed on the left side of the brain.
3. As previously stated, the pair reads together with the adult reading slightly louder and a bit ahead of the child.
4. The adult runs his/her finger along the words as she/he reads so the child can more easily follow along with his/her eyes.
5. After practicing this method, the adult may choose to let the child take the lead in reading (as long as the child is willing and able).



Where to Get Books

It is important for your child to begin building a collection of books early on (don't forget a bookshelf). There are many places and ways to get books other than buying them. The following are some suggestions of how to help build your child's personal library from birth.

- ☺ Baby shower gifts (*Target stores have a good selection of children's books and you can register there.*)
- ☺ Birthday and holiday gifts (*Gift certificates to book stores are a great idea! Donna's brother has his daughter's booklist on his web page so we don't duplicate them.*)
- ☺ Garage sales (*Most people sell books at garage sales for \$.25 to \$3.00.*)
- ☺ Used book stores (*You can pick up high quality books for a lot less than retail prices.*)
- ☺ Schools (*Ask your child's preschool teacher or a local elementary school if you can order books when they send in their book orders. Several publishing companies have book clubs that sell through schools for a low price.*)
- ☺ Create your own book (*You will have lots of fun making a book with your child. Have your child dictate a story and both of you illustrate it, cut out magazine pictures, or better still write a story using family photos.*)
- ☺ ☺ ☺ Public Library (*A wealth of free reading.*)

Read aloud information comes from: *Conception to Kindergarten – What You Can Do To Help Your Child Succeed in School* by Steve and Donna Bengle (In Progress).



California Reading Association's

2020 EUREKA! Nonfiction Children's Book Awards

Committee: Audrey Fleming, Rene Hohls, Ailish Johnson + Dr. Virginia Loh-Hagan



2020 EUREKA! GOLD AWARDS

- *Crossings: Extraordinary Structures for Extraordinary Animals* by Katy S. Duffield and illus. by Mike Orodan (Beach Lane Books, 2020) (P)
- *Drawing on Walls: A Story of Keith Haring* by Matthew Burgess and illus. by Josh Cochran (Enchanted Lion Books, 2020) (I, YA)
- *Even More Fantastic Failures: True Stories of People Who Changed the World Falling Down First* by Luke Reynolds (Aladdin, 2020) (I/YA)
- *Everybody Counts: A Counting Story from 0 to 7.5 Billion* by Kristin Roskifte (Wide Eyed Editions, 2020) (P)
- *Fred's Big Feelings: The Life and Legacy of Mister Rogers* by Laura Renauld and illus. by Brigette Barrager (Atheneum Books for Young Readers, 2020) (P)
- *Kamala Harris: Rooted in Justice* by Nikki Grimes and illus. by Laura Freeman (Atheneum Books for Young Readers, 2020) (P, I)
- *Nian: The Chinese New Year Dragon* by Virginia Loh-Hagan and illus. by Timothy Banks (Sleeping Bear Press, 2019) (P, I)
- *Our Dogs, Ourselves: How We Live With Dogs* by Alexandra Horowitz (Simon & Schuster Books for Young Readers, 2020) (YA)
- *T is for Thor: A Norse Mythology Alphabet* by Virginia Loh-Hagan and illus. by Torstein Nordstrand (Sleeping Bear Press, 2020) (I)
- *You're Invited to a Moth Ball: A Nighttime Insect Celebration* by Loree Griffin Burns and illus. by Ellen Harasimowicz (Charlesbridge, 2020) (P)

2020 EUREKA! HO NOR AWARD

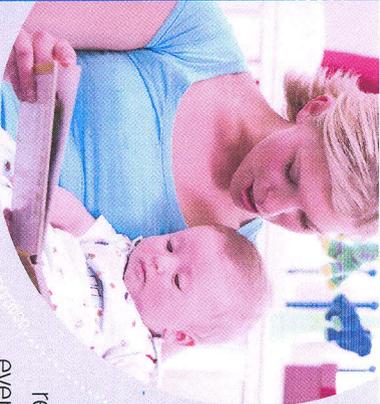
- *Amphibian Acrobats* by Leslie Bulion and illus. by Robert Meganck (Peachtree Publishing, 2020) (P)
- *Anole Invasion* by Marta Magellan and illus. by Mauro Magellan (Eifrig Publishing, 2018) (P, I)
- *Beautiful Shades of Brown* by Nancy Churnin and illus. by Felicia Marshall (Creston Books, 2020) (P, I)
- *Born Curious: 20 Girls Who Grew Up to Be Awesome Scientists* by Martha Freeman and illus. by Katy Wu (Simon and Schuster, 2020) (I)
- *Bringing Back the Wolves: How a Predator Restored an Ecosystem* by Jude Isabella and illus. by Kim Smith (Kids Can Press, 2020) (I)
- *Comparisons Big and Small: How the World Measures Up* by Clive Gifford and illus. by Ana Seixas (Kane Miller, 2020) (P)
- *Desert Diary: Japanese American Kids Behind Barbed Wire* by Michael O. Tunnell (Charlesbridge, 2020) (I)
- *Equality's Call: The Story of Voting Rights in America* by Deborah Diesen and illus. by Magdalena Mora (Beach Lane Books, 2020) (P)
- *Feel the Fog* by April Pulley Sayre (Beach Lane Books, 2020) (P)
- *Flowers in the Gutter: The True Story of the Edelweiss Pirates, Teenagers Who Resisted the Nazis* by K. R. Gaddy (Dutton Books for Young Readers, 2020) (YA)
- *Golden Gate Park, An A to Z Adventure* by Marta Lindsey and illus. by Michael Wertz (West Margin Press, 2020) (P)
- *Gridiron: Stories from 100 Years of the National Football League* by Fred Bowen and illus. by James E. Ransome (Margaret K. McElderry Books, 2020) (I, YA)
- *H is for Honey Bee: A Beekeeping Alphabet* by Robbyn Smith van Frankenhuyzen and illus. by Eileen Ryan Ewen (Sleeping Bear Press, 2020) (P)
- *Harlem Grown: How One Big Idea Transformed a Neighborhood* by Tony Hillery and illus. by Jessie Hartland (Simon and Schuster, 2020) (P)
- *How to Find a Bird* by Jennifer Ward and illus. by Diana Sudyka (Beach Lane Books, 2020) (P)
- *I Am Not a Label: 34 Disabled Artists, Thinkers, Athletes, and Activists From Past and Present* by Cerrie Burnell and illus. by Lauren Mark Baldo (Wide Eyed Editions, 2020) (I)
- *In Focus: Space* by Elizabeth Jenner and illus. by Maggie Chiang, Emma Jayne, Jessie Ford, and Sol Linero (360 Degrees, 2020) (P, I)
- *Joey: The Story of Joe Biden* by Dr. Jill Biden & Kathleen Krull and illus. by Amy June Bates (Simon and Schuster, 2020) (P)
- *Journey to City X: Adventures in Engineering for Kids: 35 Challenges to Design the Future* by Brett Schilke (Rockport Publishers, 2020) (I)
- *Lift as You Climb: The Story of Ella Baker* by Patricia Hruby Powell and illus. by R. Gregory Christie (Margaret K. McElderry Publishing, 2020) (P)
- *Literally: Amazing English Words and Where They Come From* by Patrick Skipworth and illus. by Nicholas Stevenson (What on Earth Books, 2019) (I)
- *Marjory Saves the Everglades: The Story of Marjory Stoneman Douglas* by Sandra Neil Wallace and illus. by Rebecca Gibbon (Simon and Schuster, 2020) (P)
- *Martin Luther King Jr.* by Maria Isabel Sanchez Vegara and illus. by Mai Ly Degnan (Frances Lincoln Children's Books, 2020) (P)
- *Mayflower: The Ship that Started a Nation* by Rebecca Sigel and illus. by Michael Lauritano & Mike Love (Words and Pictures, 2020) (I)
- *Oil* by Jonah Winter and illus. by Jeanette Winter (Beach Lane Books, 2020) (P)
- *RESPECT: Aretha Franklin, the Queen of Soul* by Carole Boston Weatherford and illus. by Frank Morrison (Atheneum Books for Young Readers, 2020) (P)
- *Running Wild: Awesome Animals in Motion* by Galadriel Watson and illus. by Samantha Dixon (Annick Press, 2020) (P)
- *She Dared: Malala Yousafzai* by Jenni L. Walsh (Scholastic Nonfiction, 2019) (I)
- *Tails from the Animal Shelter* by Stephanie Shaw and illus. by Liza Woodruff (Sleeping Bear Press, 2020) (P)
- *The Atlas Obscura Explorer's Guide for the World's Most Adventurous Kid* by Dylan Thuras & Rosemary Mosco and illus. by Joy Ang (Workman Publishing, 2018) (I)
- *The Farm That Feeds Us: A Year in the Life of an Organic Farm* by Nancy Castaldo and illus. by Ginnie Hsu (Words and Pictures, 2020) (P)
- *The Kitchen Pantry Scientist: Chemistry For Kids* by Liz Lee Heinecke (Quarry Publishing, 2019) (I)
- *The Only Woman in the Photo: Frances Perkins and Her New Deal for America* by Kathleen Krull and illus. by Alexandra Bye (Atheneum Books for Young Readers, 2020) (P)
- *The Strange Birds of Flannery O'Conner* by Amy Alznauer and illus. by Ping Zhu (Enchanted Lion Books, 2020) (P)
- *This Book is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do the Work* by Tiffany Jewell and illus. by Aurelia Durand (Frances Lincoln Children's Books, 2020) (I)
- *We the People: The United States Constitution Explored and Explained* by Aura Lewis and illus. by Evan Sargent (Wide Eyed Editions, 2020) (YA)
- *Who Got Game? Baseball: Amazing but True Stories!* by Derrick Barnes and illus. by John John Bajet (Workman Publishing 2020) (I)
- *WildLives: 50 Extraordinary Animals That Made History* by Ben Lerwill and illus. by Sarah Walsh (Atheneum Books for Young Readers, 2020) (I)
- *William Still and His Freedom Stories: The Father of the Underground Railroad* by Don Tate (Peachtree Publishing, 2020) (P)
- *Winged Wonders: Solving the Monarch Migration Mystery* by Meeg Pincus and illus. by Yas Imamura (Sleeping Bear Press, 2020) (P)

[(P) = Primary (grades K-4); (I) = Intermediate (grades 5-8); (YA) = Young Adult (grades 9-12)]

What Kids Really Want to Read



Know your child



Thousands of new children's books—long and short, poetry and prose, fantastical and realistic—are published every year. With this great variety, how can a parent or caregiver select just the right book to capture a child's interest?

Even if you are not familiar with children's books, you know more about your child than anyone else does. You have the best possible chance to find a good fit.

A boy who dislikes reading may become engrossed in a book about his favorite athlete. A girl who rarely finishes books may discover a series that makes her feel as if she's found new friends. Knowing your children's interests helps you to tell when a book is "just right."

Don't worry if you can't find the perfect book right away. Make a list of your child's interests and then go to the library. If possible, select books you're also interested in, because enthusiasm is contagious, says Dr. Deborah Wooten of the University of Tennessee.

If you and your child aren't enjoying a book you've selected, don't be afraid to try something else.

Babies and toddlers

At this age, the *experience* of reading together matters as much as the actual book. Babies enjoy simple picture books without lots of clutter on the page. Those that offer bright colors, sounds, and textures work very well.

As your child shows more interest and patience, move on to short, simple stories. Toddlers enjoy rhyming and repetition, as well as stories based on familiar songs ("Old MacDonald") or set in familiar places (the grocery store, the park).

Preschoolers

Preschoolers are beginning to understand that other people live differently than they do. As your child asks questions and exhibits curiosity, turn to books to help him or her make sense of the world.

For example, a child who lives in the city can enjoy a book about life on a farm or on board a ship. Books are a way to go new places, and preschoolers are ready to set out.

Preschoolers also like

- Stories about kids their own age
- Nonfiction books
- Stories about animals
- Repetition of sounds, words, or phrases in a story
- Stories with funny-sounding words
- Books with pictures that tell the story, even without the words

Early graders

Some children learn to read very young. Even if your child can read alone, Wooten advises that you spend some time each day reading aloud to him or her. As you're reading, ask questions about the story. Talk about what might happen next, and draw connections to your child's life.

Children in early grades learn from picture books, but they can handle more text. For the books you read together, look for complex stories and advanced character development.

If your child isn't reading independently yet or needs help, speak with his or her teacher, who may have ideas about how to deal with the situation. Browse the easy reader section at your local library. You'll find books with simple vocabulary that build confidence, designed for children struggling to read. Don't worry if your child insists on reading books labeled for lower grades, Wooten recommends. Once your child gains confidence, he or she will gradually move on to more challenging books.

Older children

Third or fourth graders usually develop personal preferences. Unfortunately, some may be developing a preference *not* to read.

Resistant readers think books are boring, but you can often find books that spark their deeper interests. "If your child likes basketball, help him pick a great basketball book," Wooten says. "Always offer several choices to give your child some control."

Consider graphic novels (comics), topical magazines, funny books, mysteries, and stories about weird events or strange people. Don't worry

whether a particular book is "appropriate" reading material.

The important thing is that your child is reading something he or she wants to read.



Good readers need help branching out. Learn who your child's favorite author is. Librarians, websites, and bookstore staff can recommend similar books by the same author or others.

Tell your child to ask friends and teachers for recommendations. Remind him or her that it doesn't hurt to try something new.



Getting some guidance

The International Reading Association provides annual lists of favorite children's books chosen by children (Children's Choices), young adults (Young Adults' Choices), and teachers (Teachers' Choices). You can download them free at the Association's website, www.reading.org.

Other great Web resources include

- Association for Library Service to Children: www.ala.org/ala/alsc/alscresources/booklists/booklists.cfm
- National Council for the Social Studies: www.socialstudies.org/resources/notable/
- National Council of Teachers of English: www.ncte.org/element/awards/orbispictus
- National Education Association: www.nea.org/readacross/resources/catalist.html
- Parents' Choice Foundation: www.parentschoice.com

What Kids Really Want to Read is one in a series of brochures produced in response to questions that parents frequently ask about their children's reading instruction. Single copies may be downloaded free at the Association's website, www.reading.org. Bulk copies may be purchased online or by telephone at 302-731-1600.

Text by Janei Atlas

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The mission of the International Reading Association is to promote reading by continuously advancing the quality of literacy instruction and research worldwide. Our goals are to

- Enhance the professional development of reading educators worldwide
- Advocate for research, policy, and practices that support the best interests of all learners and reading professionals
- Establish and strengthen national and international alliances with a wide range of organizations
- Encourage and support research to promote informed decision making about reading practice and policy
- Provide leadership on literacy issues around the world

INTERNATIONAL
Reading Association
800 BARKSDALE ROAD, PO Box 8139
NEWARK, DE 19714-8139, USA
www.reading.org