



Great Reading Web Sites

Cooperative Children's Book Center

<http://www.soemadison.wisc.edu> Find unique online book lists and a review of a new and recommended children's book weekly.

American Library Association (ALA)

<http://www.ala.org/parents/> Discover ALA's recommendations for the best children's and teen's books on this well-organized site. You'll also find tips for parents and links to many other reading web sites. ALA is home of the Newbery and Caldecott awards for children's literature.

ERIC Clearinghouse on Reading, English and Communication

http://www.indiana.edu/~eric_rec/ Bursting with reading resources for parents, students and educators, ERIC is the world's largest educational database, so you can locate everything from research to practical strategies.

James Madison University

<http://falcon.jmu.edu/~ramsevil/multipub/> Find multi-cultural resources for teachers, librarians, parents and students. Also includes bibliographies and links to other sites.

Learning to Read

<http://www.toread.com/> Improve reading instruction by studying both the reading process and teaching techniques found on this site. Interactive lessons and many other resources are included.

Young Adult Library Service Association

<http://www.ala.org/yalsa/> Get booklists, resources and links to other sites for teachers and students of young adult literature (ages 12-18).

About.com

<http://childrensbooks.about.com/library/weekly> Filled to the brim with reading resources, this site will appeal to teachers and parents alike, as well as anyone who has an interest in learning about other cultures and experiences.



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The
KEY
to
Learning



Partners in Learning

Read With Your Child—Raising A Successful Reader

What's the best way to help your child become a successful reader? Read. Read. Read some more!

Learning to read takes practice. Loving to read takes enthusiasm. So read with your child often and create a sense of enjoyment, wonder—even a passion for reading.

Here are some easy, practical ways you can increase your child's skills and love for reading:

For the Younger Child

Read with your child every day possible—even babies. Give children something to look forward to by reading to them every day at the same time.

When you read with a young child:

- Let your child choose which story or book to read (yes, even that well-worn favorite you might be tired of reading). Sometimes you choose.
- Find a comfortable, well-lit place. Cuddle or sit close, and make sure you can both see the book.
- Read aloud with expression.
- Have your child turn the pages of the book.
- Draw your child's attention to the pictures.
- Move your fingers from word to word as you read.
- Talk about the stories. Point out that a story has a beginning, middle and end.
- Ask questions about the people and places (characters and settings) in the stories. Have your child describe what's happening (the plot).
- Make reading time fun—a time that you both look forward to spending together.



For the Older Child

Discuss the stories you're reading together:

- Ask your child to predict what might happen next while reading a story. Be sure to ask your child to give reasons for the prediction.
- Ask your child why a character might have taken a specific action. Again, ask for the reasons.
- Ask your child to compare a book to another familiar book. How are the characters alike or different? Do the stories take place in similar settings? How are the illustrations similar or different?
 - Ask what part of the story your child liked best and why.
 - Ask whether your child liked the ending of the story, why, or why not.



✓ Readers benefit from reading role models.

Parents and teachers are important reading role models who can demonstrate the value of reading by reading to students, sharing what they themselves have read and asking students to share their reading. Teachers and parents can also “think aloud” the strategies they are using to make sense of what they are reading.

✓ Daily experiences with stories promote success in reading.

Teachers and parents can promote enthusiasm for reading and understanding of the structure of stories through reading and telling stories to students. Activities such as dramatizing story parts, the repeated reading of favorite stories and the sharing of ideas about stories also stimulate higher level thinking and language development.

✓ Students need the opportunity to respond to what they read.

Students bring their own experiences to the printed page and use them to interpret what they have read through a variety of means, such as journal writing, art work, dramatizations and discussions. Parents and teachers should accept students' interpretations and challenge their thinking.

✓ Readers need to participate in real discussions about what they read.

When readers participate in real discussions—not just question-and-answer sessions—they use both social skills and thinking skills. Teachers and parents can model these skills by listening to readers talk about what they have read and engaging in real discussions with them. Such discussions promote the ability to think and talk about reading.

✓ Expert readers use reading strategies.

Successful readers use strategies before, during and after reading. Important strategies to teach include making inferences, identifying important information, monitoring understanding, summarizing and constructing questions.

✓ Children's reading and writing abilities develop together.

Reading and writing are like two sides of the same coin. They both involve communication through written language. The more children read and understand, the more likely they will be able to produce good writing. The more they write, the more they will understand how authors use written language to communicate.

✓ Sound reading assessment reflects an understanding of the entire reading process.

Sound reading assessments help teachers, parents, and students monitor progress. Most standardized proficiency tests assess isolated skills using short passages—they do not provide data about how students perform on actual reading tasks such as reading a science book or following a computer manual. Real texts and relevant questions that call for responding in several formats—not simply multiple choice--make for sound assessment of the entire reading process.



Partners' Recommended Children's Books*

1. *A Birthday Basket for Tia* by Pat Mora
2. *A Boy Called Slow: The True Story of Sitting Bull* by Joseph Bruchac
3. *Aaron and Gayla's Alphabet* by Eloise Greenfield
4. *Abuela* by Arthur Dorros
5. *All the Colors of the Earth* by Sheila Hamanaka
6. *Amazing Grace* by Mary Hoffman
7. *Amelia's Road* by Linda Jacobs Altman
8. *Are You My Baby?* by Cindy Chang
9. *Arthur's Back to School* by Lillian Hoban
10. *Barefoot: Escape on the Underground Railroad* by Pamela Edwards
11. *Baseball Saved Us* by Ken Mochizuki
12. *Bein' With You This Way* by W. Nikola-Lisa
13. *The Best Way to Play* by Bill Cosby
14. *The Bossy Gallito* by M. Gonzalez
15. *Bravo, Amedia Bedelia* by Herman Parish
16. *Calling the Doves* by Juan Felipe Herrera
17. *Come Sunday* by Nikki Grimes
18. *The Drinking Gourd* by F. N. Monjo
19. *Dumpling Soup* by Jama Kim Rattigan
20. *En Mi Familia* by Carmen Lomas Garza
21. *The Flute Player* by Robyn Eversol
22. *Friends from the Other Side* by Gloria Anzaldúa
23. *Giving Thanks: A Native American Good Morning Message* by Jake Swamp
24. *Grandfather Four Winds and the Rising Moon* by Michael Chamin
25. *Her Stories* by Virginia Hamilton
26. *Holes* by Louis Sachar
27. *Iktomi and the Ducks* by Paul Goble
28. *Isla* by Arthur Dorros
29. *Jar of Dreams* by Yoshiko Uchida
30. *The Korean Cinderella* by Shirley Climo

Teachers' Favorite Children's Books*

1. *Charlotte's Web* by E. B. White (9-12 years)
2. *The Polar Express* by Chris Van Allsburg (4-8 years)
3. *Green Eggs and Ham* by Dr. Seuss (4-8 years)
4. *The Cat in the Hat* by Dr. Seuss (4-8 years)
5. *Where the Wild Things Are* by Maurice Sendak (4-8 years)
6. *Love You Forever* by Robert N. Munsch (4-8 years)
7. *The Giving Tree* by Shel Silverstein (All ages)
8. *The Very Hungry Caterpillar* by Eric Carle (Baby-Preschool)
9. *Where the Red Fern Grows* by Wilson Rawls (Young Adult)
10. *The Mitten* by Jan Brett (4-8 years)
11. *Goodnight Moon* by Margaret Wise Brown (Baby-Preschool)
12. *Hatchet* by Gary Paulsen (9-12 years)
13. *The Lion, the Witch and the Wardrobe* by C. S. Lewis (9-12 years)
14. *Where the Sidewalk Ends: The Poems and Drawing of Shel Silverstein* by Shel Silverstein (All ages)
15. *Bridge to Terabithia* by Katherine Paterson (9-12 years)
16. *Stellaluna* by Janell Cannon (4-8 years)
17. *Oh, The Places You'll Go* by Dr. Seuss (4-8 years)
18. *Strega Nona* by Tomie DePaola (4-8 years)
19. *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst (4-8 years)
20. *Brown Bear, Brown Bear, What do you see?* by Bill Martin, Jr. (Baby-Preschool)
21. *Charlie and the Chocolate Factory* by Ronald Dahl (9-12 years)
22. *The Velveteen Rabbit* by Margery Williams (4-8 years)
23. *A Wrinkle in Time* by Madeleine L'Engle (9-12 years)
24. *Shiloh* by Phyllis Reynolds Naylor (9-12 years)
25. *How the Grinch Stole Christmas* by Dr. Seuss (4-8 years)
26. *The True Story of the Three Little Pigs* by Jon Scieszka (4-8 years)
27. *Chicka Chicka Boom Boom* by John Archambault (4-8 years)
28. *Little House on the Prairie* by Laura Ingalls Wilder (9-12 years)
29. *The Secret Garden* by Frances Hodgson Burnett (9-12 years)
30. *The Complete Tales of Winnie the Pooh* by A. A. Milne (4-8 years)

*“Oh, the places you’ll go
Every day when you read.*

For in reading you’ll find a great way to succeed.

*And in many books you’ll discover many worlds to explore,
Whether you’re 6, 16, or 64.”*



*– Oh, the Places You’ll Go!
Dr. Seuss*

This book published in 1990 urges children to fly high and reach their goals. It is an apt analogy for books themselves because books take us to endless and exciting places. Because reading is such a basic life skill, teachers and parents must do everything possible to keep driving home the message that reading is important...and fun! The tips and suggestions listed in this brochure are ways to help our children and students learn to read and stay excited about reading all of their lives.

Ten Proven Principles of Teaching Reading

Reading research points to 10 principles for teaching reading. These principles are offered to help teachers and parents guide students toward better reading skills and habits. (For the complete report, go to www.nea.org/readingmatters.)

✓ Children construct meaning when they read.

Readers call upon their existing knowledge and experiences to help make sense of the printed page. Parents and teachers who encourage diverse reading help readers build knowledge they can use to understand further reading.

✓ Effective readers are engaged and motivated.

Teachers and parents can engage readers by using materials that interest and challenge them. Giving students opportunities to choose what they read and evaluate their own progress promotes their engagement with reading.

✓ Phonemic awareness is a good predictor of reading success.

Understanding how sounds correspond to letters and words in written language is likely to promote success in reading and writing. Parents and teachers can play rhyming games and ask students to identify the sounds in words found on signs, food containers, and other printed materials.



Have your youngster read out loud to you. Listen carefully and make sure to praise your child’s reading. Take turns reading—you read a section, then have your child read the next section.

Even after children can read on their own, keep reading to them so they can enjoy stories and books that interest them but are too hard for them to read by themselves.

Set a good example as a reader—read every day at home. If you have little time for reading books, then read the newspaper, a magazine, or even the mail each day. Let children see that reading is an important part of YOUR life, too.

Enriching Your Child’s Reading Experience

How can parents help an average reader become an enthusiastic, life-long reader? Research proves that the more children read outside of school, the better they do in school. Once children begin to read, encourage them to read often—just for the fun of it. Here are some ideas:

Covering the Basics

- Be sure to have lots of books, magazines and newspapers available around the house for children to read.
- Have your children spend more time reading and less time watching television and playing video games. Limit television viewing to 10 or fewer hours per week.
- Make reading time a regular part of your child’s daily routine, as important as homework, dinner and nightly bath. Provide a quiet, comfortable place to read, with good lighting.
- Give children their own special bookshelf or bookcase at home, if possible. Teach them how to take care of their books.

Getting Good Books into Your Home

- Visit your public library often, and get each of your children their own library card. Ask the staff about good books for children.
- Shop for books at garage and yard sales, swap meets and used bookstores. Have children shop with you and select their own books.
- If a child has a favorite interest, movie or television show, find books on related topics.
- If your child loves one book in particular, try and find other titles written by that same author.
- Encourage relatives and friends to give your children books or subscriptions to magazines as gifts. If they are unsure about titles, a gift certificate from a local bookstore is a good alternative.

