

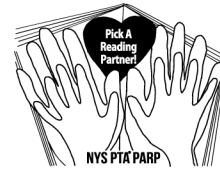


# **The PARP Toolkit**

## **Section 5**

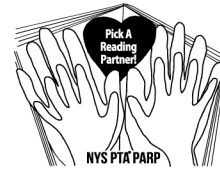
### **Resources**

New York State  
**PTA**<sup>®</sup>  
*everychild.one voice.*<sup>®</sup>



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## General Internet Resources

The following is a listing of resources which you may find useful in planning your PARP program. Aside from information generated by the PTA<sup>®</sup>, the New York State PTA<sup>®</sup> is not responsible for the content of these resources and the accuracy of this information, as website addresses may change.

**New York State PTA:** [www.nyspta.org](http://www.nyspta.org)

**National PTA:** [www.pta.org](http://www.pta.org)

**New York State Department of Education:** [www.nysed.gov](http://www.nysed.gov)

**U.S. Department of Education:** [www.ed.gov](http://www.ed.gov)

American Library Association: [www.ala.org](http://www.ala.org)

Children's Authors Network: [www.childrensauthorsnetwork.com](http://www.childrensauthorsnetwork.com)

Children's Book Council (CBC): [www.cbcbooks.org](http://www.cbcbooks.org)

Children's Literature Web Guide: [people.ucalgary.ca/~dkbrown](http://people.ucalgary.ca/~dkbrown)

Family Education Network: [www.familyeducation.com](http://www.familyeducation.com)

First Book: [www.firstbook.org](http://www.firstbook.org)

IPL Youth Division (Internet Public Library): [www.ipl.org/div/kidspace](http://www.ipl.org/div/kidspace)

National Education Association (NEA): [www.nea.org](http://www.nea.org)

New York Public Library: [www.nypl.org](http://www.nypl.org)

NY State Talking Book & Braille Library: [www.nysl.nysed.gov/tbbl](http://www.nysl.nysed.gov/tbbl)

NYS United Teachers (NYSUT): [www.nysut.org](http://www.nysut.org)

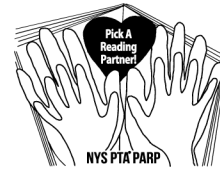
NE Regional Educational Laboratory: [www.ies.ed.gov/ncee/edlabs/regions/northeast](http://www.ies.ed.gov/ncee/edlabs/regions/northeast)

PBS Parents: [www.pbs.org/parents/issuesadvice](http://www.pbs.org/parents/issuesadvice)

Reach Out and Read: [www.reachoutandread.org](http://www.reachoutandread.org)

Reading Is Fundamental (RIF): [www.rif.org](http://www.rif.org)

Additional sources: Check local/regional libraries, colleges, universities, state education departments, authors, children's magazines and publishers' websites.



## **Fall into Reading** **Reading – Beyond the Book**

Resources that can be used to encourage literacy for children

**BILINGUAL PACKS.** Pairs English and Spanish versions of books and CDs  
Live Oak Media: [www.liveoakmedia.com](http://www.liveoakmedia.com)  
1-800-788-1121  
Educational Record Center:  
1-800-438-1637

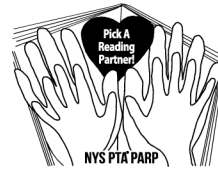
**BOOKFLIX.** Internet subscription-based  
Interactive non-fiction e-books are paired with animated fiction video storybooks  
Scholastic: <http://www.scholastic.com/digital/bookflix.htm>  
1-800-243-5020

**CAPSTONE PRESS INTERACTIVE.** Interactive non-fiction bilingual read-alongs which include a book and a CD  
[www.capstonepress.com](http://www.capstonepress.com)  
1-800-747-4992

**DIGITAL DOWNLOADS.** Ebooks are downloaded to a computer or appropriate hand-held device  
Public Libraries Listening Library Contact: OverDrive: <http://www.scholastic.com/digital/bookflix.htm>

**PLAYAWAYS.** Battery-powered digital audio books  
Recorded Books: [www.recordedbooks.com](http://www.recordedbooks.com)  
1-800-638-1304  
BWI (public libraries only):  
1-800-888-4478  
Scholastic: <https://westonwoods.scholastic.com/products/westonwoods/catalog/playaway.asp>  
1-800-243-5020

**TUMBLEBOOKS.** Internet subscription-based  
Interactive non-fiction ebooks: [www.tumblebooks.com](http://www.tumblebooks.com)  
1-800-232-1844



## How to Translate Your PARP Materials Into Another Language

[www.bing.com](http://www.bing.com)

Search for Language translation

1. Choose start language or Auto select.
2. Type text in box.
3. Choose end language.
4. Click on translate.

[www.google.com](http://www.google.com)

1. Click on language tools (located to the left of the search box).
2. Scroll down to translate text box.
3. Insert text in box.
4. Choose starting language from drop down menu, and then enter translation language and click translate.

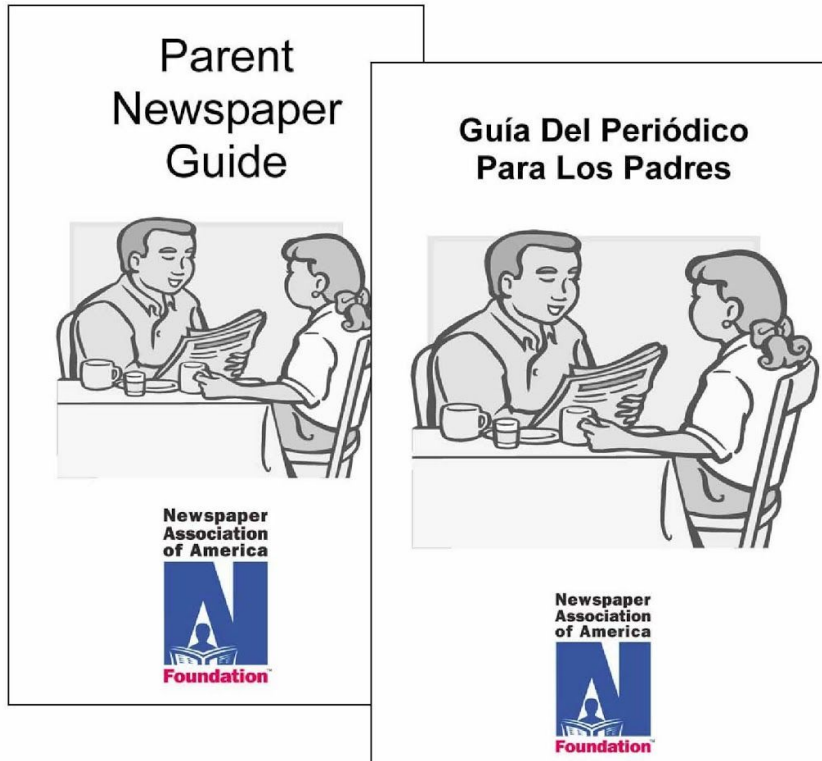
[www.ipl.org](http://www.ipl.org) – Internet Public Library (IPL) and the Librarian’s Internet Index (LII)

[After 20 years of service, ipl2 is now closed permanently. You may continue using the ipl2 website. However, the site will no longer be updated, and no other services will be available.]

Search for Language translation.

NOTE: Besides the above web sites, another good resource is your local school’s ESL Director or teacher. Parents in your community or school who can translate can also be a great resource.

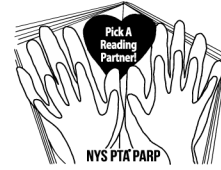
## Parent Newspaper Guide – English and Spanish



To find out more about Newspaper In Education programs in your area contact your local newspaper or go to [www.nynpa.com](http://www.nynpa.com) and click on NIE in the upper right hand corner. The enclosed Parent's Newspapers Guides (English and Spanish) can each be found in electronic format (PDF) as a free download under the section titled: FREE NIE Materials.



291 Hudson Ave., Albany, NY 12210 \* 518-449-1667 – Fax 518-449-5053



## **Adult and Youth Literacy Resources**

### **National Literacy Resources:**

Literacy Directory of programs that are available in a particular area: [www.literacydirectory.org](http://www.literacydirectory.org)

ProLiteracy – Improving lives and communities through adult literacy: [www.proliteracy.org](http://www.proliteracy.org)

NCLD's Early Education Programs: [www.getreadytoread.org](http://www.getreadytoread.org)

Carnegie Council for Advancing Adolescent Literacy:  
<https://www.carnegie.org/about/our-history/past-programs-initiatives/>

National Council of Teachers of English: [www.ncte.org/journals/st](http://www.ncte.org/journals/st)

### **New York State-Based Literacy Resources:**

Literacy Volunteers of NY – Now Literacy NY, its 7 affiliates have programs for basic literacy and English for speakers of other languages: <https://www.literacynewyork.org/>

Literacy Assistance Center – Supports the work of 800 literacy organizations statewide. You can search for programs by county and for different age groups: [www.lacnyc.org](http://www.lacnyc.org)

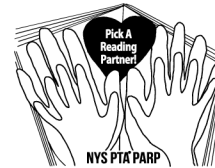
Literacy Inc. – Their mission is to fight the growing rate of illiteracy in teens: [www.literacyinc.com](http://www.literacyinc.com)

### **New York City Program:**

Literacy Partners – Nationally accredited program to help city residents improve their literacy: [www.literacypartners.org](http://www.literacypartners.org)

### **Resources in Spanish:**

NCLD's Early Education Programs: [www.getreadytoread.org](http://www.getreadytoread.org)



## Authors Who May Answer Children's Letters

This list is for the use of PARP program participants

### Writers should:

1. Send self-addressed, stamped envelopes with their letter.
2. Not ask many questions that require lengthy answers.
3. Write to authors whose books they have read.
4. Be sure their return address is legible.

David A. Adler (Cam Jansen)  
P.O. Box 121  
Hewlett, NY 11557  
Email: [Camj563@aol.com](mailto:Camj563@aol.com)

Jim Aylesworth  
55 West Delaware Place #407  
Chicago, IL 60610-6084  
Email: [oldfly@ayles.com](mailto:oldfly@ayles.com)  
[www.ayles.com](http://www.ayles.com)

Charlotte Bennardo  
Email: [charlottebennardo@gmail.com](mailto:charlottebennardo@gmail.com)  
[www.charlottebennardo.blogspot.com](http://www.charlottebennardo.blogspot.com)

Natalie S. Bober  
300 East Overlook, Apt. 529  
Port Washington, NY 11050  
Email: [nsbober27@gmail.com](mailto:nsbober27@gmail.com)  
[www.nataliebober.com](http://www.nataliebober.com)

Caroline Bock  
8908 Cold Spring Road  
Potomac, MD 20854  
Email: [cabock8908@yahoo.com](mailto:cabock8908@yahoo.com)  
[www.carolinebock.com](http://www.carolinebock.com)

Maria LaPlaca Bohrer  
Harding Avenue Elementary School  
2 Harding Avenue  
Lindenhurst, NY 11757  
Email: [mariaread@optonline.net](mailto:mariaread@optonline.net)  
[www.sofiasstoopstory.com](http://www.sofiasstoopstory.com)

Jen Calonita  
SourceBooks Inc.  
232 Madison Ave #1100  
New York, NY 10016  
Email: [info@jencalonitaonline.com](mailto:info@jencalonitaonline.com)  
[www.jencalonitaonline.com](http://www.jencalonitaonline.com)

Judith Caseley  
158 Carman Road  
Dix Hills, NY 11746  
Email: [JCaseley@aol.com](mailto:JCaseley@aol.com)

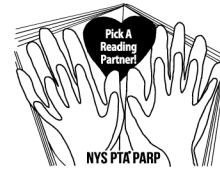
Selene Castrovilla  
4251 New York Avenue  
Island Park, NY 11558  
Email: [Ldymcbeth@aol.com](mailto:Ldymcbeth@aol.com)  
[www.SeleneCastrovilla.com](http://www.SeleneCastrovilla.com)

Carole Estby Dagg  
P.O. Box 1230  
Everett, WA 98206-1230  
Email: [carole\\_dagg@yahoo.com](mailto:carole_dagg@yahoo.com)  
[www.CaroleEstbyDagg.com](http://www.CaroleEstbyDagg.com)

Heather Forest  
P.O. Box 354  
Huntington, NY 11743  
Email: [Heather@storyarts.org](mailto:Heather@storyarts.org)

Linda Maria Frank  
283 Grand Blvd.  
Massapequa Park, NY 11762  
Email: [lmf217@hotmail.com](mailto:lmf217@hotmail.com)  
[www.lindamariafrank.com](http://www.lindamariafrank.com)





Tom Goodhue  
50 Greene Avenue  
Amityville, NY 11701-2922  
Email: [twgoodhue@gmail.com](mailto:twgoodhue@gmail.com)

Brian J. Heinz  
1 Sylvan Drive  
Wading River, NY 11792  
Email: [bheinz@optonline.net](mailto:bheinz@optonline.net)  
[www.brianheinz.com](http://www.brianheinz.com)

Christine Petrell Kallevig  
P.O. Box 470505  
Cleveland, OH 44147-0505  
Email: [foldalong@att.net](mailto:foldalong@att.net)  
[www.storytimeink.com](http://www.storytimeink.com)

M.E. Kerr  
12 Deep Six Drive  
East Hampton, NY 11937  
Email: [mekerr13@aol.com](mailto:mekerr13@aol.com)  
[www.mekerr.com](http://www.mekerr.com)

Cristina Kessler  
P.O. Box 1341  
St. John, VI 00831  
Email: [cristina@islands.vi](mailto:cristina@islands.vi)  
[www.cristinakessler.com](http://www.cristinakessler.com)

Ann Koffsky  
Email: [ann@annkoffsky.com](mailto:ann@annkoffsky.com)  
[www.annkoffsky.com](http://www.annkoffsky.com)

Sandra Lanton  
15 Mitchell Avenue  
Plainview, NY 11803  
Email: [sandyredhead15@gmail.com](mailto:sandyredhead15@gmail.com)  
[www.sandylanton.com](http://www.sandylanton.com)

Hope Irvin Marston  
P.O. Box 710  
Black River, NY 13612  
Email: [hopenar7@twcny.rr.com](mailto:hopenar7@twcny.rr.com)  
[www.hopeirvinmarston.com](http://www.hopeirvinmarston.com)

Rafe Martin  
56 Brighton Street  
Rochester, NY 14607  
Email: [rafestoryteller@aol.com](mailto:rafestoryteller@aol.com)  
[www.rafemartin.com](http://www.rafemartin.com)

Dinah L. Moche, PhD  
[www.Spacelady.com](http://www.Spacelady.com)

Josephine "Joi" Nobisso  
P.O. Box 1396  
Quogue, NY 11959  
Email: [ghbooks@optonline.net](mailto:ghbooks@optonline.net)  
[www.GingerbreadBooks.com](http://www.GingerbreadBooks.com)

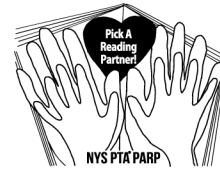
Lana Noone  
232 Kilburn Road S  
Garden City, NY 11530  
Email: [Lana@Vietnambabylift.org](mailto:Lana@Vietnambabylift.org)  
[www.Vietnambabylift.org](http://www.Vietnambabylift.org)

Richard Panchyk  
Hardesty & Hanover  
1501 Broadway  
New York, NY 10036  
Email: [panchyk@yahoo.com](mailto:panchyk@yahoo.com)  
[www.panchyk.com](http://www.panchyk.com)

Gae Polisner  
Email: [g.polisner@gmail.com](mailto:g.polisner@gmail.com)  
[www.gaepolisner.com](http://www.gaepolisner.com)

Laurence Pringle  
P.O. Box 252  
West Nyack, NY 10994  
Email: [octopushug@aol.com](mailto:octopushug@aol.com)  
[www.laurencepringle.com](http://www.laurencepringle.com)

Robert Quackenbush Studios  
460 East 79<sup>th</sup> Street  
New York, NY 10075-1447  
Email: [Robert@rquackenbush.com](mailto:Robert@rquackenbush.com)  
[www.rquackenbush.com](http://www.rquackenbush.com)



Joyce Raimondo  
P.O. 419  
Amagansett, NY 11930  
Email: [joyce@imaginearted.com](mailto:joyce@imaginearted.com)  
[www.imaginearted.com](http://www.imaginearted.com)

Darren Sardelli  
25 West Broadway, Suite 310  
Long Beach, NY 11561  
Email: [Laughalotpoetry@gmail.com](mailto:Laughalotpoetry@gmail.com)  
[www.ipoet.org](http://www.ipoet.org)

Roni Schotter  
120 Cochrane Avenue  
Hastings-on-Hudson, NY 10706  
Email: [ronischotter@gmail.com](mailto:ronischotter@gmail.com)  
[www.ronischotter.com](http://www.ronischotter.com)

Laura Vaccaro Seeger  
Email: [Laura.Seeger@StudioLVS.com](mailto:Laura.Seeger@StudioLVS.com)  
[www.studiolvs.com](http://www.studiolvs.com)

Patricia Shih  
P.O. Box 1554  
Huntington, NY 11743  
Email: [patshih9@gmail.com](mailto:patshih9@gmail.com)  
[www.patriciashih.com](http://www.patriciashih.com)

Chris Soentpiet  
P.O. Box 205  
Flushing, NY 11358  
Email: [visitmyschool@soentpiet.com](mailto:visitmyschool@soentpiet.com)  
[www.soentpiet.com](http://www.soentpiet.com)

Yin  
P.O. Box 205  
Flushing, NY 11358  
Email: [yin@soentpiet.com](mailto:yin@soentpiet.com)  
[www.yinauthorvisits.com](http://www.yinauthorvisits.com)

Letty Sustrin  
39 Greenmeadow Court  
Deer Park, NY 11729  
[www.sustrinbooks.com](http://www.sustrinbooks.com)

Richard Torrey  
7 Pal Court  
Shoreham, NY 11786  
Email: [richard@richardtorreystudios.com](mailto:richard@richardtorreystudios.com)  
[richardtorrey.com](http://richardtorrey.com)

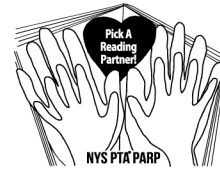
Jean Van Leeuwen  
7 Colony Row  
Chappaqua, NY 10514  
Email: [jvgavril@verizon.net](mailto:jvgavril@verizon.net)

Audrey Vernick  
46 Lambert Johnson Drive  
Ocean, NJ 07712  
Email: [audrey@audreyvernick.com](mailto:audrey@audreyvernick.com)  
[www.audreyvernick.com](http://www.audreyvernick.com)

Sarah Weeks  
att. AUTHORMAIL  
Scholastic, Inc.  
157 Broadway  
New York, NY 10012-3999  
Email: [authorweeks@aol.com](mailto:authorweeks@aol.com)  
[www.sarahweeks.com](http://www.sarahweeks.com)

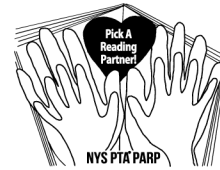
Maryrose Wood  
c/o Author Mail, Floor 21  
HarperCollins Children's Books  
195 Broadway  
New York, NY 10007  
Email: [mw@maryrosewood.com](mailto:mw@maryrosewood.com)  
[www.maryrosewood.com](http://www.maryrosewood.com)

Jane Breskin Zalben  
70 South Road  
Sands Point, NY 11050  
Email: [janezalben@hotmail.com](mailto:janezalben@hotmail.com)  
[www.janebreskinzalben.com](http://www.janebreskinzalben.com)

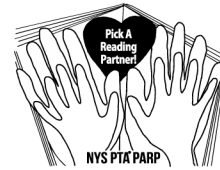


**Caldecott Medal Winners, 1938 – Present**  
**\*ALA\* American Library Association**

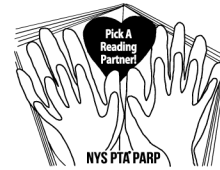
- 2017: ***Radiant Child: The Story of Young Artist Jean-Michel Basquiat*** by Javaka Steptoe (Little, Brown and Company, a division of Hachette Book Group, Inc.)
- 2016: ***Finding Winnie: The True Story of the World's Most Famous Bear***, illustrated by Sophie Blackall, written by Lindsay Mattick (Little, Brown/Hachette) 2015: ***The Adventures of Beekle: The Unimaginary Friend***, written and illustrated by Dan Santat (Little, Brown and Company, a division of Hachette Book Group, Inc.)
- 2014: ***Locomotive***, written and illustrated by Brian Floca (Atheneum Books for Young Readers, an imprint of Simon & Schuster Children's Publishing)
- 2013: ***This Is Not My Hat***, written and illustrated by Jon Klassen (Candlewick Press)
- 2012: ***A Ball for Daisy*** by Chris Raschka (Schwartz & Wade Books, an imprint of Random House Children's Books, a division of Random House, Inc.)
- 2011: ***A Sick Day for Amos McGee*** illustrated by Erin E. Stead, written by Philip C. Stead (Neal Porter Books/Roaring Brook Press, an imprint of Macmillan Children's Publishing Group)
- 2010: ***The Lion & the Mouse*** by Jerry Pinkney (Little, Brown and Company)
- 2009: ***The House in the Night***, illustrated by Beth Krommes; written by Susan Marie Swanson (Houghton Mifflin)
- 2008: ***The Invention of Hugo Cabret*** by Brian Selznick (Scholastic Press, an imprint of Scholastic)
- 2007: ***Flotsam*** by David Wiesner (Clarion)
- 2006: ***The Hello, Goodbye Window***, illustrated by Chris Raschka; written by Norton Juster (Michael di Capua Books/Hyperion Books for Children)
- 2005: ***Kitten's First Full Moon*** by Kevin Henkes (Greenwillow Books/Harper Collins Publishers)
- 2004: ***The Man Who Walked Between the Towers*** by Mordicai Gerstein (Roaring Brook Press/Millbrook Press)
- 2003: ***My Friend Rabbit*** by Eric Rohmann (Roaring Brook Press/Millbrook Press)
- 2002: ***The Three Pigs*** by David Wiesner (Clarion/Houghton Mifflin)
- 2001: ***So You Want to Be President?*** illustrated by David Small; written by Judith St. George (Philomel Books)
- 2000: ***Joseph Had a Little Overcoat*** by Simms Taback (Viking)
- 1999: ***Snowflake Bentley***, illustrated by Mary Azarian; written by Jacqueline Briggs Martin (Houghton)
- 1998: ***Rapunzel*** by Paul O. Zelinsky (Dutton)
- 1997: ***Golem*** by David Wisniewski (Clarion)
- 1996: ***Officer Buckle and Gloria*** by Peggy Rathmann (Putnam)
- 1995: ***Smoky Night***, illustrated by David Diaz; written by Eve Bunting (Harcourt)
- 1994: ***Grandfather's Journey*** by Allen Say; edited by Walter Lorraine (Houghton)
- 1993: ***Mirette on the High Wire*** by Emily Arnold McCully (Putnam)
- 1992: ***Tuesday*** by David Wiesner (Clarion Books)



- 1991: ***Black and White*** by David Macaulay (Houghton)
- 1990: ***Lon Po Po: A Red-Riding Hood Story from China*** by Ed Young (Philomel)
- 1989: ***Song and Dance Man***, illustrated by Stephen Gammell; written by Karen Ackerman (Knopf)
- 1988: ***Owl Moon***, illustrated by John Schoenherr; written by Jane Yolen (Philomel)
- 1987: ***Hey, Al***, illustrated by Richard Egielski; written by Arthur Yorinks (Farrar)
- 1986: ***The Polar Express*** by Chris Van Allsburg (Houghton)
- 1985: ***Saint George and the Dragon***, illustrated by Trina Schart Hyman; retold by Margaret Hodges (Little, Brown)
- 1984: ***The Glorious Flight: Across the Channel with Louis Bleriot*** by Alice & Martin Provensen (Viking)
- 1983: ***Shadow***, translated and illustrated by Marcia Brown; original text in French: Blaise Cendrars (Scribner)
- 1982: ***Jumanji*** by Chris Van Allsburg (Houghton)
- 1981: ***Fables*** by Arnold Lobel (Harper)
- 1980: ***Ox-Cart Man***, illustrated by Barbara Cooney; written by Donald Hall (Viking)
- 1979: ***The Girl Who Loved Wild Horses*** by Paul Goble (Bradbury)
- 1978: ***Noah's Ark*** by Peter Spier (Doubleday)
- 1977: ***Ashanti to Zulu: African Traditions***, illustrated by Leo & Diane Dillon; written by Margaret Musgrove (Dial)
- 1976: ***Why Mosquitoes Buzz in People's Ears***, illustrated by Leo & Diane Dillon; retold by Verna Aardema (Dial)
- 1975: ***Arrow to the Sun*** by Gerald McDermott (Viking)
- 1974: ***Duffy and the Devil***, illustrated by Margot Zemach; retold by Harve Zemach (Farrar)
- 1973: ***The Funny Little Woman***, illustrated by Blair Lent; retold by Arlene Mosel (Dutton)
- 1972: ***One Fine Day***, retold and illustrated by Nonny Hogrogian (Macmillan)
- 1971: ***A Story A Story***, retold and illustrated by Gail E. Haley (Atheneum)
- 1970: ***Sylvester and the Magic Pebble*** by William Steig (Windmill Books)
- 1969: ***The Fool of the World and the Flying Ship***, illustrated by Uri Shulevitz; retold by Arthur Ransome (Farrar)
- 1968: ***Drummer Hoff***, illustrated by Ed Emberley; adapted by Barbara Emberley (Prentice-Hall)
- 1967: ***Sam, Bangs & Moonshine*** by Evaline Ness (Holt)
- 1966: ***Always Room for One More***, illustrated by Nonny Hogrogian; written by Sorche Nic Leodhas, pseud. [Leclair Alger] (Holt)
- 1965: ***May I Bring a Friend?*** illustrated by Beni Montresor; written by Beatrice Schenk de Regniers (Atheneum)
- 1964: ***Where the Wild Things Are*** by Maurice Sendak (Harper)
- 1963: ***The Snowy Day*** by Ezra Jack Keats (Viking)
- 1962: ***Once a Mouse***, retold and illustrated by Marcia Brown (Scribner)
- 1961: ***Baboushka and the Three Kings***, illustrated by Nicolas Sidjakov; written by Ruth Robbins (Parnassus)
- 1960: ***Nine Days to Christmas***, illustrated by Marie Hall Ets; written by Marie Hall Ets and Aurora Labastida (Viking)

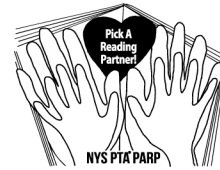


- 1959: ***Chanticleer and the Fox***, illustrated by Barbara Cooney; adapted from Chaucer's Canterbury Tales by Barbara Cooney (Crowell)
- 1958: ***Time of Wonder*** by Robert McCloskey (Viking)
- 1957: ***A Tree is Nice***, illustrated by Marc Simont; written by Janice Udry (Harper)
- 1956: ***Frog Went A-Courtin'***, illustrated by Feodor Rojankovsky; retold by John Langstaff (Harcourt)
- 1955: ***Cinderella, or the Little Glass Slipper***, illustrated by Marcia Brown; translated from Charles Perrault by Marcia Brown (Scribner)
- 1954: ***Madeline's Rescue*** by Ludwig Bemelmans (Viking)
- 1953: ***The Biggest Bear*** by Lynd Ward (Houghton)
- 1952: ***Finders Keepers***, illustrated by Nicolas, pseud. (Nicholas Mordvinoff); written by Will, pseud. [William Lipkind] (Harcourt)
- 1951: ***The Egg Tree*** by Katherine Milhous (Scribner)
- 1950: ***Song of the Swallows*** by Leo Politi (Scribner)
- 1949: ***The Big Snow*** by Berta & Elmer Hader (Macmillan)
- 1948: ***White Snow, Bright Snow***, illustrated by Roger Duvoisin; written by Alvin Tresselt (Lothrop)
- 1947: ***The Little Island***, illustrated by Leonard Weisgard; written by Golden MacDonald, pseud. [Margaret Wise Brown] (Doubleday)
- 1946: ***The Rooster Crows*** by Maude & Miska Petersham (Macmillan)
- 1945: ***Prayer for a Child***, illustrated by Elizabeth Orton Jones; written by Rachel Field (Macmillan)
- 1944: ***Many Moons***, illustrated by Louis Slobodkin; written by James Thurber (Harcourt)
- 1943: ***The Little House*** by Virginia Lee Burton (Houghton)
- 1942: ***Make Way for Ducklings*** by Robert McCloskey (Viking)
- 1941: ***They Were Strong and Good*** by Robert Lawson (Viking)
- 1940: ***Abraham Lincoln*** by Ingri & Edgar Parin d'Aulaire (Doubleday)
- 1939: ***Mei Li*** by Thomas Handforth (Doubleday)
- 1938: ***Animals of the Bible, A Picture Book***, illustrated by Dorothy P. Lathrop; selected by Helen Dean Fish (Lippincott)

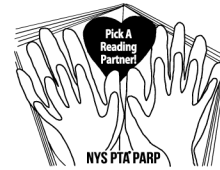


**Newbery Medal Winners, 1922 – Present**  
**\*ALA\* American Library Association**

- 2017: ***The Girl Who Drank the Moon*** by Kelly Barnhill (Algonquin Young Readers/Workman)
- 2016: ***Last Stop on Market Street*** by Matt de la Peña (G.P. Putnam's Sons/Penguin)
- 2015: ***The Crossover*** by Kwame Alexander (Houghton Mifflin Harcourt)
- 2014: ***Flora & Ulysses: The Illuminated Adventures*** by Kate DiCamillo (Candlewick Press)
- 2013: ***The One and Only Ivan*** by Katherine Applegate (HarperCollins Children's Books)
- 2012: ***Dead End in Norvelt*** by Jack Gantos (Farrar Straus Giroux)
- 2011: ***Moon over Manifest*** by Clare Vanderpool (Delacorte Press, an imprint of Random House Children's Books)
- 2010: ***When You Reach Me*** by Rebecca Stead (Wendy Lamb Books, an imprint of Random House Children's Books)
- 2009: ***The Graveyard Book*** by Neil Gaiman (Harper Collins)
- 2008: ***Good Masters! Sweet Ladies! Voices from a Medieval Village*** by Laura Amy Schlitz (Candlewick)
- 2007: ***The Higher Power of Lucky*** by Susan Patron (Simon & Schuster/Richard Jackson)
- 2006: ***Criss Cross*** by Lynne Rae Perkins (Greenwillow Books/HarperCollins)
- 2005: ***Kira-Kira*** by Cynthia Kadohata (Atheneum Books for Young Readers/Simon & Schuster)
- 2004: ***The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread*** by Kate DiCamillo (Candlewick Press)
- 2003: ***Crispin: The Cross of Lead*** by Avi (Hyperion Books for Children)
- 2002: ***A Single Shard*** by Linda Sue Park (Clarion Books/Houghton Mifflin)
- 2001: ***A Year Down Yonder*** by Richard Peck (Dial)
- 2000: ***Bud, Not Buddy*** by Christopher Paul Curtis (Delacorte)
- 1999: ***Holes*** by Louis Sachar (Frances Foster)
- 1998: ***Out of the Dust*** by Karen Hesse (Scholastic)
- 1997: ***The View from Saturday*** by E.L. Konigsburg (Jean Karl/Atheneum)
- 1996: ***The Midwife's Apprentice*** by Karen Cushman (Clarion)
- 1995: ***Walk Two Moons*** by Sharon Creech (HarperCollins)
- 1994: ***The Giver*** by Lois Lowry (Houghton)
- 1993: ***Missing May*** by Cynthia Rylant (Jackson/Orchard)
- 1992: ***Shiloh*** by Phyllis Reynolds Naylor (Atheneum)
- 1991: ***Maniac Magee*** by Jerry Spinelli (Little, Brown)
- 1990: ***Number the Stars*** by Lois Lowry (Houghton)
- 1989: ***Joyful Noise: Poems for Two Voices*** by Paul Fleischman (Harper)
- 1988: ***Lincoln: A Photobiography*** by Russell Freedman (Clarion)
- 1987: ***The Whipping Boy*** by Sid Fleischman (Greenwillow)
- 1986: ***Sarah, Plain and Tall*** by Patricia MacLachlan (Harper)
- 1985: ***The Hero and the Crown*** by Robin McKinley (Greenwillow)
- 1984: ***Dear Mr. Henshaw*** by Beverly Cleary (Morrow)
- 1983: ***Dacey's Song*** by Cynthia Voigt (Atheneum)



- 1982: ***A Visit to William Blake's Inn: Poems for Innocent and Experienced Travelers*** by Nancy Willard (Harcourt)
- 1981: ***Jacob Have I Loved*** by Katherine Paterson (Crowell)
- 1980: ***A Gathering of Days: A New England Girl's Journal, 1830-1832*** by Joan W. Blos (Scribner)
- 1979: ***The Westing Game*** by Ellen Raskin (Dutton)
- 1978: ***Bridge to Terabithia*** by Katherine Paterson (Crowell)
- 1977: ***Roll of Thunder, Hear My Cry*** by Mildred D. Taylor (Dial)
- 1976: ***The Grey King*** by Susan Cooper (McElderry/Atheneum)
- 1975: ***M. C. Higgins, the Great*** by Virginia Hamilton (Macmillan)
- 1974: ***The Slave Dancer*** by Paula Fox (Bradbury)
- 1973: ***Julie of the Wolves*** by Jean Craighead George (Harper)
- 1972: ***Mrs. Frisby and the Rats of NIMH*** by Robert C. O'Brien (Atheneum)
- 1971: ***Summer of the Swans*** by Betsy Byars (Viking)
- 1970: ***Sounder*** by William H. Armstrong (Harper)
- 1969: ***The High King*** by Lloyd Alexander (Holt)
- 1968: ***From the Mixed-Up Files of Mrs. Basil E. Frankweiler*** by E.L. Konigsburg (Atheneum)
- 1967: ***Up a Road Slowly*** by Irene Hunt (Follett)
- 1966: ***I, Juan de Pareja*** by Elizabeth Borton de Trevino (Farrar)
- 1965: ***Shadow of a Bull*** by Maia Wojciechowska (Atheneum)
- 1964: ***It's Like This, Cat*** by Emily Neville (Harper)
- 1963: ***A Wrinkle in Time*** by Madeleine L'Engle (Farrar)
- 1962: ***The Bronze Bow*** by Elizabeth George Speare (Houghton)
- 1961: ***Island of the Blue Dolphins*** by Scott O'Dell (Houghton)
- 1960: ***Onion John*** by Joseph Krumgold (Crowell)
- 1959: ***The Witch of Blackbird Pond*** by Elizabeth George Speare (Houghton)
- 1958: ***Rifles for Watie*** by Harold Keith (Crowell)
- 1957: ***Miracles on Maple Hill*** by Virginia Sorenson (Harcourt)
- 1956: ***Carry On, Mr. Bowditch*** by Jean Lee Latham (Houghton)
- 1955: ***The Wheel on the School*** by Meindert DeJong (Harper)
- 1954: ***...And Now Miguel*** by Joseph Krumgold (Crowell)
- 1953: ***Secret of the Andes*** by Ann Nolan Clark (Viking)
- 1952: ***Ginger Pye*** by Eleanor Estes (Harcourt)
- 1951: ***Amos Fortune, Free Man*** by Elizabeth Yates (Dutton)
- 1950: ***The Door in the Wall*** by Marguerite de Angeli (Doubleday)
- 1949: ***King of the Wind*** by Marguerite Henry (Rand McNally)
- 1948: ***The Twenty-One Balloons*** by William Pène du Bois (Viking)
- 1947: ***Miss Hickory*** by Carolyn Sherwin Bailey (Viking)
- 1946: ***Strawberry Girl*** by Lois Lenski (Lippincott)
- 1945: ***Rabbit Hill*** by Robert Lawson (Viking)
- 1944: ***Johnny Tremain*** by Esther Forbes (Houghton)
- 1943: ***Adam of the Road*** by Elizabeth Janet Gray (Viking)
- 1942: ***The Matchlock Gun*** by Walter Edmonds (Dodd)
- 1941: ***Call It Courage*** by Armstrong Sperry (Macmillan)



- 1940: ***Daniel Boone*** by James Daugherty (Viking)
- 1939: ***Thimble Summer*** by Elizabeth Enright (Rinehart)
- 1938: ***The White Stag*** by Kate Seredy (Viking)
- 1937: ***Roller Skates*** by Ruth Sawyer (Viking)
- 1936: ***Caddie Woodlawn*** by Carol Ryrie Brink (Macmillan)
- 1935: ***Dobry*** by Monica Shannon (Viking)
- 1934: ***Invincible Louisa: The Story of the Author of Little Women*** by Cornelia Meigs (Little Brown)
- 1933: ***Young Fu of the Upper Yangtze*** by Elizabeth Lewis (Winston)
- 1932: ***Waterless Mountain*** by Laura Adams Armer (Longmans)
- 1931: ***The Cat Who Went to Heaven*** by Elizabeth Coatsworth (Macmillan)
- 1930: ***Hitty, Her First Hundred Years*** by Rachel Field (Macmillan)
- 1929: ***The Trumpeter of Krakow*** by Eric P. Kelly (Macmillan)
- 1928: ***Gay Neck, the Story of a Pigeon*** by Dhan Gopal Mukerji (Dutton)
- 1927: ***Smoky, the Cowhorse*** by Will James (Scribner)
- 1926: ***Shen of the Sea*** by Arthur Bowie Chrisman (Dutton)
- 1925: ***Tales from Silver Lands*** by Charles Finger (Doubleday)
- 1924: ***The Dark Frigate*** by Charles Hawes (Little, Brown)
- 1923: ***The Voyages of Doctor Dolittle*** by Hugh Lofting (Lippincott)
- 1922: ***The Story of Mankind*** by Hendrik Willem van Loon (Liveright)



## How Children Learn to Read

*"In the end, there is no program or policy that can substitute for a mother or father who will attend those parent/teacher conferences, or help with homework after dinner, or turn off the TV, put away the video games and read to their child."*

– Former President Barack Obama  
Address to Joint Session of Congress  
February 24, 2009

Learning to read is a process. Reading does not happen naturally, but is a skill that is learned. Just like any other skill, in order to improve reading, one must practice and read, read, read. Make reading a valued and fun part of your child's life.



There are some specific steps that help your child become a good reader.

**1. Language development is a very important step in learning to read.** As your child grows and develops, it is very important that you talk with your child. As you talk with your child, point out the words. The more you talk with your child, the more you expose your child to words and build his/her vocabulary. Make these fun and enjoyable activities.

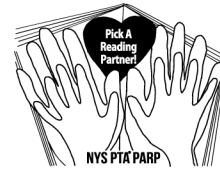
- Talk with your child in your home
- Read the labels on your food together
- Talk with your child when you are in the car
- Talk with your child when you are shopping in a store
- Sing to your child

**2. Teach your child** alphabet letters, names and sounds. Make these activities fun and enjoyable. Identify the name and sound that goes with each letter. This is the beginning of phonics.

**3. You model the importance of reading.** Read with your child. Experts recommend at least 20 minutes per day of reading out loud to young children. The single most effective thing that parents can do to help prepare their children to succeed in school is reading aloud to them. Also, encourage him/her to look at picture books. Show him/her how to hold a book; to respect books and treat them carefully, lovingly. Make these activities fun and enjoyable. Pair pictures with words. Label items in your home – this is a really neat way for a child to see the word that belongs with the item. It is important that a child build these associations.



**4. No matter how old your child, encourage and model reading.** You can read out loud to them while they are doing a household chore, such as the dishes or read alongside with each



other. You can read everything from magazines to books to the newspaper – as long as you are reading. Be positive and offer positive comments. Visit your local library – it's free!

The "[What Works?](#)" Report through the National Reading Panel Study on using research to create more literate students found that the five key areas in learning to read are [phonemic awareness](#), [phonics](#), [fluency](#), [comprehension](#), and [vocabulary](#).

Jean Chall, world renowned reading expert and psychologist for fifty years, and past professor emeritus at Harvard University, cites her five stages of reading development: ([www2.scholastic.com/content/collateral\\_resources/pdf/r/reading\\_bestpractices\\_assessment\\_re\\_d\\_c1\\_L02\\_tr\\_alookrsrch.pdf](http://www2.scholastic.com/content/collateral_resources/pdf/r/reading_bestpractices_assessment_re_d_c1_L02_tr_alookrsrch.pdf))

The National Research Council, the National Institute for Literacy and the National Reading Panel (a group commissioned by Congress to determine consensus in reading research) identified these same key skills to learn how to read (definitions from the Report of the National Reading Panel 2000):

**[Phonemic Awareness](#)** - the ability to hear and identify sounds in spoken words (understanding that words are made up of sounds which can be assembled in different ways to make different words)

**[Phonics](#)** - the relationship between the letters of written language and the sounds of spoken language (understanding of how letters combine to make sounds and words)

**[Fluency](#)** - the ability to read text accurately and quickly

**[Comprehension](#)** - the ability to understand and gain meaning from what has been read (to understand the meanings of words)

**[Vocabulary](#)** - the words students must know to communicate effectively

**Two "must-have" books:**

*The Read-Aloud Handbook* by Jim Trelease and *The Book Whisperer (Awakening the Inner Reader in Every Child)* by Donalyn Miller

**On the Internet, there are a wide variety of resources and materials on literacy and reading. A number of these resources are listed below (in alphabetical order):**

American Academy of Pediatrics: [www.aap.org/literacy](http://www.aap.org/literacy)

Children's Literacy Initiative: [childrensliteracyinitiative.org](http://childrensliteracyinitiative.org)

Children's Book Council: [www.cbcbooks.org](http://www.cbcbooks.org)

Georgia – Reading First program:

[curry.edschool.virginia.edu/reading/projects/garf](http://curry.edschool.virginia.edu/reading/projects/garf)

Guy's Listen (books on tape): [library.booksontape.com/guyslisten.cfm](http://library.booksontape.com/guyslisten.cfm)

Guys' Read – a web based literacy program for boys:

[www.guysread.com](http://www.guysread.com)

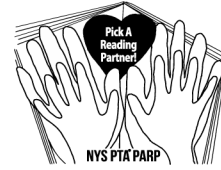
How Kids Develop: [www.howkidsdevelop.com/speechReading.html](http://www.howkidsdevelop.com/speechReading.html)



**New York State**

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PBS website: Learn how children become readers and writers and how you can help them develop these skills: [www.pbs.org/parents/readinglanguage](http://www.pbs.org/parents/readinglanguage)

[www.pbs.org/parents/readinglanguage/articles/phonics/main.html](http://www.pbs.org/parents/readinglanguage/articles/phonics/main.html)

Reach Out and Read: [reachoutandread.org](http://reachoutandread.org)

Reading is Fundamental website (nation's largest literacy organization): [www.rif.org](http://www.rif.org)

Reading Rockets: [www.readingrockets.org](http://www.readingrockets.org)

Read, Write, Think: [www.readwritethink.org/classroom-resources/student-interactives](http://www.readwritethink.org/classroom-resources/student-interactives)

Starfall (phonics-focused reading/games): [www.starfall.com](http://www.starfall.com)

Succeed to Read – assistance for struggling readers: [succeedtoread.com](http://succeedtoread.com)

**Further Reading information and resources:**

[www.allkindsofminds.org](http://www.allkindsofminds.org)

[www.internet4classrooms.com/parents.htm](http://www.internet4classrooms.com/parents.htm)

[www.learntoreadfree.com/](http://www.learntoreadfree.com/)

[reading.uoregon.edu](http://reading.uoregon.edu)

[www.texasreading.org/utcrcla/materials/primary.asp](http://www.texasreading.org/utcrcla/materials/primary.asp)

[www.interventioncentral.org/](http://www.interventioncentral.org/)

[www.joewitt.org/](http://www.joewitt.org/)

[www.familycorner.com/parenting/ages/young\\_readers.shtml](http://www.familycorner.com/parenting/ages/young_readers.shtml)

[children.webmd.com/features/when-should-kids-learn-read-write-math](http://children.webmd.com/features/when-should-kids-learn-read-write-math)

[www.bbc.co.uk/schools/parents/work/primary/literacy/writing\\_learn.shtml](http://www.bbc.co.uk/schools/parents/work/primary/literacy/writing_learn.shtml)

[www.kinderart.com/teachers/writewell.shtml](http://www.kinderart.com/teachers/writewell.shtml)

[www.nwp.org/cs/public/print/doc/resources/help\\_write.csp](http://www.nwp.org/cs/public/print/doc/resources/help_write.csp)

[www.onlineworksheets.org/learntoread.html](http://www.onlineworksheets.org/learntoread.html)

[www.kidsource.com/kidsource/content/learread.html](http://www.kidsource.com/kidsource/content/learread.html)

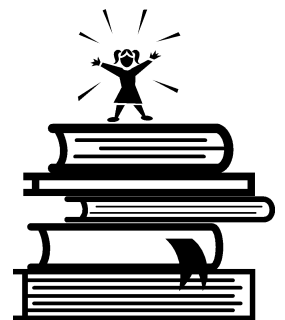
[www.speakaboos.com](http://www.speakaboos.com)

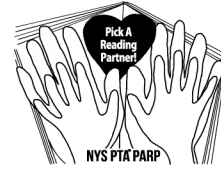
[www.tumblebooks.com](http://www.tumblebooks.com)

[www.bookadventure.com](http://www.bookadventure.com)

[www.sillybooks.net](http://www.sillybooks.net)

[www.eduplace.com/tales](http://www.eduplace.com/tales)





**Libraries** across the country have compiled book lists for all age groups and interests. These three websites have extensive lists. Check your local or nearest major city library for suggestions.

American Library Association: [www.ala.org](http://www.ala.org)

Children's eBooks Libraries: [drscavanaugh.org/ebooks/libraries/childrens\\_collections.htm](http://drscavanaugh.org/ebooks/libraries/childrens_collections.htm)

International Children's Digital Library: [en.childrenslibrary.org](http://en.childrenslibrary.org)

### **Additional Teacher Resources for Reading:**

Association for Library Service to Children (Information about the Caldecott Award and books):

[www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal.cfm](http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal.cfm)

International Reading Association: [www.reading.org](http://www.reading.org)

New York State English Language Arts Curriculum and Information: [www.emsc.nysed.gov/cia](http://www.emsc.nysed.gov/cia)

Florida Center for Reading Research: [www.fcrr.org](http://www.fcrr.org)

Texas Center for Reading Research: [www.meadowscenter.org/vgc](http://www.meadowscenter.org/vgc)

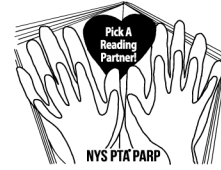
### **Additional Resources for Individuals with Disabilities:**

Captioned Media Program: [www.cfv.org](http://www.cfv.org)

Talking Book and Braille Library: [www.nysl.nysed.gov/tbbl/index.html](http://www.nysl.nysed.gov/tbbl/index.html)

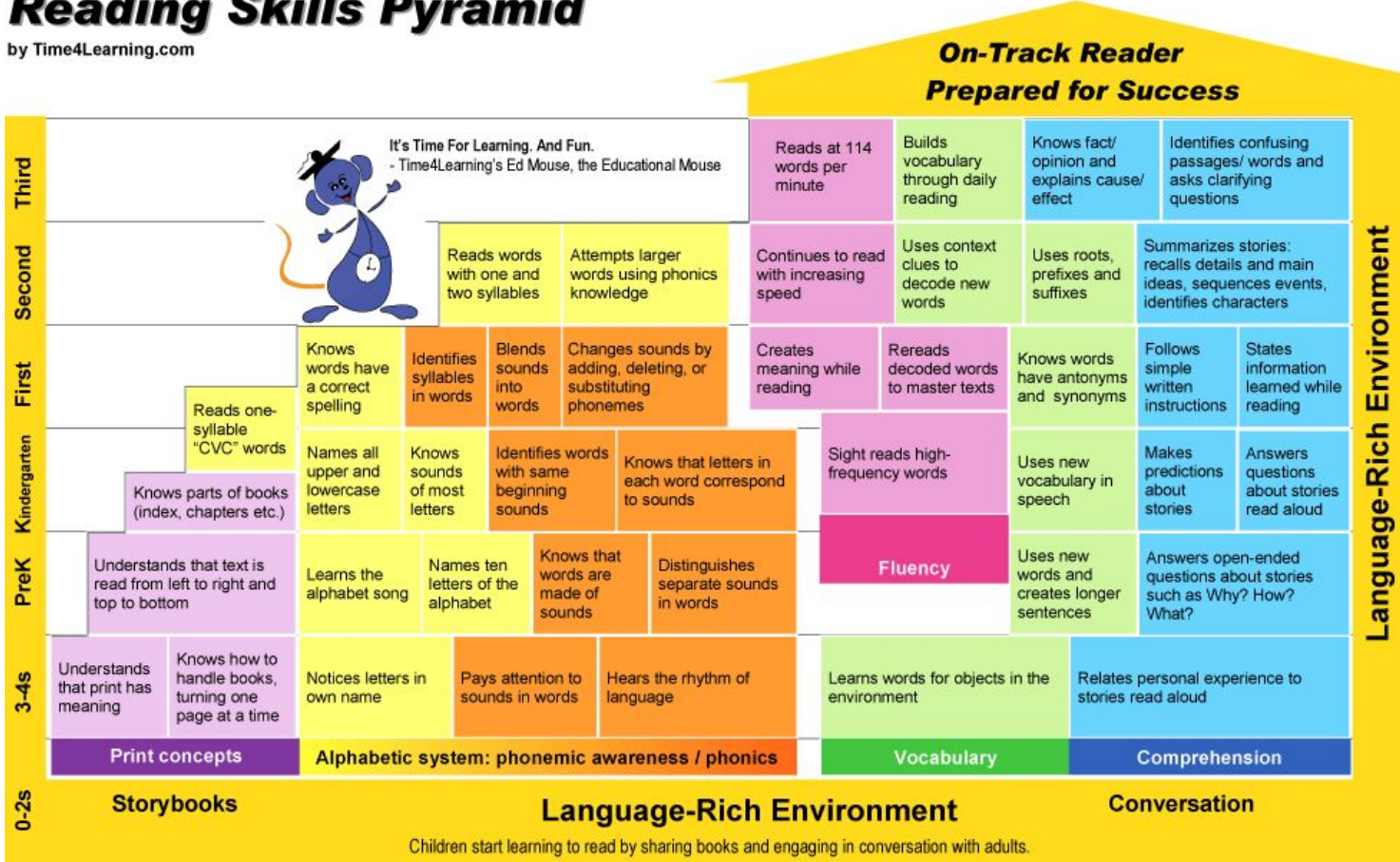
Time for Learning has a reading pyramid: [www.time4learning.com/readingpyramid/index.htm](http://www.time4learning.com/readingpyramid/index.htm)

**NYS PTA is not responsible for the maintenance and upkeep of the suggested websites. These websites are provided for information purposes solely.**

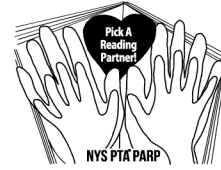


# Reading Skills Pyramid

by Time4Learning.com







## The Benefits of Reading

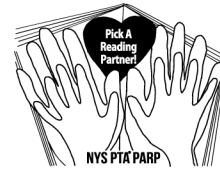
***“You may have tangible wealth untold:  
Caskets of jewels and coffers of gold,  
Richer than I you can never be—  
I had a mother who read to me.”***

***--“The Reading Mother” by Stickland Gillian,  
Best Loved Poems of the American People***

Why read to your children, or encourage them to read? As parents we need to help our children find the tools they need to succeed in life. By motivating our children to read, they will begin to enjoy reading and will grow into adults who read easily and frequently, whether for business, knowledge or pleasure.

Here are some benefits of reading with your child:

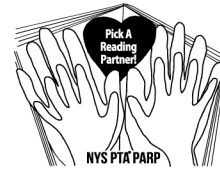
- Educational Testing Service reported that students who do more reading at home are better readers and have higher math scores.
- Young children need to practice letter and sound recognition and can do so by reading or being read to. This is also a way for parents to contribute to their child’s academic success.
- Reading together helps develop a child’s attention span. Furthermore, reading aloud more difficult books is likely to increase a child’s listening comprehension and vocabulary.
- Family values and cultural traditions can be passed on to children through books.
- Reading can be inexpensive and fun entertainment for both adults and children, and provides a good alternative to television and video games.
- Books can expand a child’s imagination, boost their self-confidence and help them develop an appreciation for the arts through the book’s illustrations.
- Shared reading time is one way to bond with your children, share in their interests and become more involved in their lives.
- Reading books on difficult issues, such as divorce or death, can open the lines of communication between parent and child on these topics.
- Finally, being read to is an experience that children will remember for a lifetime, and one that will form the foundation for all future learning.



## Reading Together

Here are some simple ideas parents can do to encourage their children to read:

- Read aloud to your children. Read books, newspapers, magazine articles, the backs of cereal boxes, labels on cans or even directions.
- Set aside a special time each day when you will read together as a family for at least 15 minutes.
- If your child likes a particular book, look for other books by the same author or illustrator. Also, look for books, plays, comics or magazines that correspond with your child's interests.
- Occasionally read to your child above his/her intellectual level to challenge his/her mind.
- Set a good example for your children by reading yourself. Be sure they have plenty of opportunities to see you enjoying reading and talk with them about what you have read.
- Help your children get their own library cards and let them pick out their own books.
- Keep a bag with a few of your child's favorite books and some new stories. Take it wherever you go out, in case you have to wait somewhere.
- When reading out loud with your child, take turns reading paragraphs or sentences. Have your child choose a character from the book and have him/her read that character's lines throughout the book. If your child struggles with a word, tell him/her the word and continue in order to make reading a pleasant experience.
- Encourage experienced readers to summarize verbally or on paper what they've read. Children should be encouraged to read for entertainment and not just for academics.
- Fathers and father figures should make an extra effort to read with their children. A dad's participation in reading with his child helps to elevate reading to at least the same status as baseball and hockey, especially in the eyes of his son.
- Encourage older children to read to younger children, to other family members and with friends.
- When you finish reading together, encourage your child with praise. Remember to be enthusiastic about improvement as well as good work.



## **How to Encourage a Love of Reading**

Reading is a basic survival skill in today's information society. Learning to read doesn't happen in the classroom alone. The teacher will teach the child how to read, but it is up to parents to make reading fun and meaningful in everyday life so children want to be good readers. In fact, the best readers are introduced to books and reading long before they enter school. That's because parents and families are children's first and most important teachers. We believe that, as children read books with their parents as partners, they begin to build a strong foundation for a lifelong love of reading.

### **Here are some tips to help make reading a valued and fun part of your life together**

It is important to read together even after your child begins learning to read.

Read to your child every day. Don't worry if your child requests hearing the same story repeatedly.

See that your child has a library card and visit the library with your child often. Encourage your child to ask the librarian for help finding books they like. Help your child pick books that interest him or her.

Listen to your child read even when he or she is not truly reading the words but "telling" the story.

Suggest that your child read aloud to a younger family member or a younger friend.

Use magazines, newspapers and crafts to enhance story time. Make art projects that relate to stories or just let your child create projects. Act out a story you have read using puppets or costumes. Keep a drawer or box full of "dress up" clothes, shoes, hats and jewelry.

Read road signs with your child and discuss what they mean, when traveling.

Look for ways your child can use his new reading skills. Ask your child to read signs, menus and cereal boxes. Have your child read to you while you do household chores. Ask relatives to write postcards to your child.

Share your favorite children's book with your child.

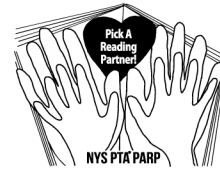
Limit your child's TV watching.

Set aside a special "reading time." Let your child know that you look forward to and enjoy your time together.

Give your child a special place to keep books and create a reading nook with blankets, pillows and lots of books.

Read the same page together silently and then discuss it.





Computer time can be reading time. There are many programs for children that build their reading skills. Let your child help you “surf the Internet.” Have your child point to colors, shapes and words on the screen. Send “letters” via email.

See that your children see their parents reading and writing. It shows your children the many purposes of writing and reading.

## **20 Tips for Reading Partners**

### **Establish the right climate**

Make reading a pleasant experience.

Build a home library. Children love to reread their favorite books. Give books as gifts.

Subscribe to a children’s magazine in your child’s name.

Work with your child on projects that involve reading: cooking, model building, arts and crafts.

Read to your child as often as possible. Discuss the story and ask a question or two about what you’ve read to encourage good listening habits.

Success is important. In selecting a book, choose any page and have your child read it aloud. If your child makes fewer than five errors, the book is at his or her reading level.

Listen to their questions and stories. Give them time to put their ideas into words.

Talk and sing with your children.

### **Create excitement**

Make a story come alive by using a finger or sock puppet and have the puppet retell the story.

Start reading or telling a story and stop before it is finished. Have your child finish the story.

Read with expression. There are very few children who would rather watch TV than hear a good story read with feeling and enthusiasm by someone they love.

Dramatize a story you have read with your child, each taking different parts.

Share your childhood through storytelling. Children love to hear stories about their family’s background.

### **Offer positive comments**

Build self-respect and morale by praising whenever your child reads. There is a difference between encouragement and pressure. Each child needs to experience success.

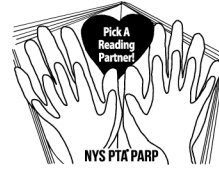
Say things like:

That’s really nice.

I like the way you did this.

That’s quite an improvement.

Thank you for sharing this paper with me.



Let's send this to grandma and grandpa.  
That's an interesting point of view.  
You really outdid yourself today.  
Very creative.

Make sure your child has well-balanced meals and adequate rest. How a child feels affects his or her attitude.

Be genuinely interested in the work your child brings home. Your interest will make your child want to do better in school.

### **Develop vocabulary**

Introduce the fun of language to babies through nursery rhymes and lullabies.

Have your child dictate a short story to you. Children love to tell stories. Help your child read it back to you. Then see if he or she can read it alone.

Develop vocabulary by having your child give the opposite of words such as black, uncle, open, stand, etc.

Choose TV programs with your child. View TV with your child. Talk about TV programs.

### **Hints for Reading Aloud**

**Love the book yourself before you read it to the children.** Read the book yourself before introducing it. Don't share a book you think is boring, because the children can tell. There are too many wonderful books available; select one you both will enjoy.

**Choose a book that lends itself to reading out loud.** Unless you are dramatically gifted, books with lots of dialogue are tricky. Also, books with lots of introspection are sometimes more fun to read alone. Save these for one-on-one recommendations.

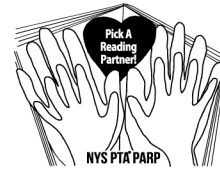
**Be versatile in your approach.** You read to them, they read to you or you read to them, but your child reads along with his/her own copy. Or you read a page, they read a page. Or...?

**Make read aloud time special.** Gather around. Turn off the lights, turn on a cozy lamp. Flop on pillows. Be comfortable, but intimate. Read aloud time is family time.

**Read with expression.** Listen to yourself on a tape recorder. Can your presentation be improved with dramatic pauses? Louder or softer speech? Funny voices? Don't be shy. They won't remember that you sounded silly. They'll remember an interesting book.

**Read aloud every day.** You and your children both deserve it. Consider it your intellectual vitamin. Read from a novel, the newspaper, a poem, a diary, a play...

**Leave them asking for more.** Leave them groaning at a cliffhanger, laughing at a joke, crying along. Then say, "More tomorrow." And then...deliver!



Be aware of the child's attention span and adapt to it.

Keep beginning readings short. The art of listening must be learned.

Vary the length and subject matter of your readings.

Follow through. If you start a book, try to continue it. Don't leave your child hanging for three or four days between chapters. He'll lose interest.

Don't continue reading a book that turns out to be a poor choice. Admit your mistake and choose another book.

Occasionally read a bit above your child's intellectual level – to challenge his mind.

Avoid long descriptive passages until your child is able to enjoy them. You can shorten or eliminate those parts when you pre-read the book.

If a chapter is too long or you don't have time to finish it at one sitting, stop at a suspenseful part so your child can't wait to hear the rest of it.

If you are reading a picture book, make sure your child can see the pictures.

Read slowly enough for your child to understand. Most people read aloud too quickly.

Try and make reading time together distraction-free. Turn off the radio and TV. Take the phone off the hook. This is your quality time together. Make the most of it.

Be patient when working with the child. Many repetitions are often needed for a child to learn a particular skill.

## **Helping Your Child Become a Good Reader**

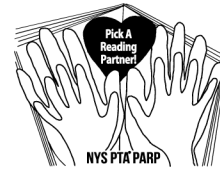
Below are some ideas on how to help your school-aged child improve their reading skills and tips on how to develop pre-reading skills in younger children.

### **Before Your Child Enters School**

Begin to read to your child as a baby. While infants can't understand your words, they love being close to you, hearing your voice, looking at pictures and touching the pages of a book. Singing songs and repeating nursery rhymes and fingerplays will build your child's pre-reading skills. As your child grows, look at picture books and simple stories together. Leave time to talk before, during and after the story.

### **Talk about pictures**

Ask your child to guess what will happen next. When little children look at picture books, they try to tell a story. They compare what happens in the story with what they know



about life. For instance, many toddlers have a hard time learning to dress themselves, yet they can laugh when a baby bunny puts both feet in the same pant leg.

Ask if your child liked the story. Why or why not? What was the best part?

The next time you read a book together, let your child retell the story as you turn each page. Your child will remember more each time.

## **Your School-Age Child**

It's important for you and your child to continue reading together even after he or she begins learning to read in school. This helps build your child's good feelings about reading.

Encourage your child to read aloud. It could be to you, a brother or sister or a neighbor. Some children will stumble or skip over a word. You can fill it in so they don't feel overwhelmed. **IGNORE LITTLE MISTAKES!** Do all you can to help the story flow.

When your child likes a book, look for others that are by the same author or illustrator. Notice your child's interests – rocks, dolls, dinosaurs or baseball cards. Try to find books, plays, comics or magazines on these favorite topics.

Stop by the library often. Be sure that members of your family have library cards. You might enroll your child in summer and/or winter reading clubs. Let your child see you borrowing and reading books.

If you both go to a museum, the beach or on a vacation, read magazines, pamphlets, maps or books about these places before and after.