



WHAT DO GOOD READERS DO?

GOOD READERS...

- Skim the book – look at headings, chapter titles, and pictures
- Think about what they already know about a subject before they start reading
- Take notes, highlight interesting facts and circle words they don't know
- Self correct – if something doesn't make sense or sound right, they go back and try again, look up words, guess at words, and use the context of the story to understand the meanings of words
- Ask questions as they read
- Make predictions about what will happen next
- Create mental images of what they are reading
- Identify the main points, the plot, the moral and what is important
- Read with a purpose and understand what they read
- Select appropriate reading material

More than anything, good readers have been read to by others and enjoy reading. If you notice that your child is struggling, have him or her evaluated immediately. Learning to read can be hard for some kids so don't make it harder by waiting too long to get help. Be supportive, praise their efforts, and have plenty of books available that are at a level which allows a successful reading experience.

YOUR CHILD BEING A GOOD READER STARTS WITH YOU! IT'S NEVER TOO LATE...

1. Read together every day – establish this habit as early as possible.
2. Read it again and again if that's what your child wants – reinforcement and repetition helps your child learn.
3. Play sound and word games – tongue twisters, songs, and rhymes stimulate language and listening.
4. Read with expression – do the voices and vary your tone and speed.
5. Take turns reading out loud – this builds fluency which in turn builds speed.
6. Discuss while you read – the characters, the setting, what might happen next, how it will end, the moral.
7. Tell your child how much you enjoy reading – make sure they see you reading for pleasure.
8. Talk about books and tell stories – a great way to build background knowledge and vocabulary.
9. Be a fan – build their confidence with praise and by being a good listener.
10. Make books special – make regular trips to the library and give books as gifts.

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How to Read Aloud

Effective storybook reading is an interactive process. If we wait until after reading to discuss the story, we are missing out on valuable literacy opportunities. When you precede the reading by inviting predictions and personal connections, you are creating context for the reading. Taking time to discuss and clarify difficult concepts during the reading can prevent misunderstanding further on, and encouraging your child to respond during the reading enhances both comprehension and interest in the story. Pausing to confirm and revise predictions, ask questions, and make inferences lay the groundwork for independent reading. Your child will learn that understanding text is a process that occurs before, during, and after reading.

Before Reading

- Preview the book and practice reading it with fluency and expression.
- Plan an introduction—find links to personal experiences.
- Introduce the title, author, and illustrator.
- Introduce any information that may be necessary to facilitate understanding of the story.
- Set a purpose for listening to the story (e.g., “I wonder” statements, such as I wonder what the wolf wants to do with the pigs, provide us focus for listening).

During Reading

- Read fluently and expressively.
- Hold the books so your child can see the illustrations.
- Try to establish frequent eye contact with your child.
- Draw attention to the illustrations and features of the text.
- Pause occasionally to revisit predictions, express curiosity, or comment on something interesting.
- Invite your child to question and comment but keep it focused on the story.
- Explain words and ideas you think your child might not understand.

After Reading

- Allow time for discussion
- Encourage various levels of response with questions
- Make personal connections to the text (e.g. “What did this story remind you of?”).
- Retell the story or reread it to enhance comprehension.

Jamison Rog, Lori (2002). Early Literacy Instruction in Kindergarten. *Interactive Storybook Reading: Making the Classroom Read-Aloud Program a Meaningful Experience*, 6, 49-55.

<p><i>4-8 years (cont'd)</i></p> <ul style="list-style-type: none"> • One Fish Two Fish Red Fish Blue Fish by Dr. Seuss • The Napping House by Audrey Wood • Sylvester and the Magic Pebble by William Steig • The Tale of Peter Rabbit by Beatrix Potter • Horton Hatches the Egg by Dr. Seuss • Basil of Baker Street by Eve Titus • The Little Engine That Could by Watty Piper • Curious George by Hans Augusto Rey • Wilfred Gordon McDonald Partridge by Mem Fox • Arthur series by Marc Brown • Lilly's Purple Plastic Purse by Kevin Henkes • The Little House by Virginia Lee Burton • Amelia Bedelia by Peggy Parish • The Art Lesson by Tomie De Paola • Caps for Sale by Esphyr Slobodkina • Clifford, the Big Red Dog by Norman Bridwell • Horton Hears a Who by Dr. Seuss • The Paper Bag Princess by Robert N. Munsch 	<p><i>9-12 years (cont'd)</i></p> <ul style="list-style-type: none"> • Mrs. Frisby and the Rats fo Nimh by Robert C. O'Brien • The Best Christmas Pageant Ever by Barbara Robinson • Matilda by Roald Dahl • Tales of a Fourth Grade Nothing by Judy Blume • Ramona Quimby, Age 8 by Beverly Cleary • The Trumpet of the Swan by E.B. White • The Chronicles of Narnia by C. S. Lewis • The Phantom Tollbooth by Norton Juster • Tuck Everlasting by Natalie Babbitt • Anne of Green Gables by Lucy Maud Montgomery • The Great Gilly Hopkins by Katherine Paterson • Little House series by Laura Ingalls Wilder • Sideways Stories from Wayside School by Lois Sachar • Harriet the Spy by Louise Fitzhugh • A Light in the Attic by Shel Silverstein • Mr. Popper's Penguins by Richard Atwater • My Father's Dragon by Ruth Stiles Gannett • Stuart Little by E. B. White • Walk Two Moons by Sharon Creech • The Witch of Blackbird Pond by Elizabeth George Speare • The Watsons Go to Birmingham-1963 by Chirstopher Paul Curtis
<p>Young Adult</p>	
<ul style="list-style-type: none"> • Where the Red Fern Grows by Wilson Rawls • The Hobbit by J.R.R. Tolkien • Summer of the Monkeys by Wilson Rawls • The Cay by Theodore Taylor • The Sign of the Beaver by Elizabeth George Speare 	

The National Education Association surveyed its members and compiled this list of the top 100 children's books as part of its annual Read Across America celebration.

The Elements of Reading

The elements of reading are defined by Armbruster, Lehr and Osborn (2001) in their work, *Put Reading First: The Research Building Blocks for Teaching Children to Read*. These elements should be emphasized in childrens' reading instruction throughout their early school years.

- *Phonemic Awareness* is the ability to hear, identify and manipulate the individual sounds – phonemes – in spoken words.
- *Phonics* is the understanding that there is a predictable relationship between phonemes (the sounds of the spoken language) and graphemes (the letters and spellings that represent those sounds in written language).
- *Vocabulary* refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary and reading vocabulary. Oral vocabulary refers to words we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.
- *Fluency* is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.
- *Comprehension* is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.

The Reading Process

Understanding the reading process helps us understand how each of these elements works to help children become proficient readers.

Children love to hear stories and, because of their oral language, they understand and comprehend the characters and events of the story when it is read out loud. However, for children to recognize their spoken language in print (reading) and be able to produce printed language to convey a meaning (writing), they must learn to recognize that the printed words are the same as the words they hear being read. For children to complete this task independently, they must learn to decode printed words into spoken language.

When children see unfamiliar words, they first recognize the shape, direction and orientation of the letters. Even larger chunks of words, including spelling patterns or letter pairs may be familiar to them. Next children associate the printed letters and the letter patterns with the sounds represented by those letters. Children search their

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memories for sounds and manipulate the sounds in their minds or out loud, based on what they have learned about letters and letter patterns.

They combine this information to produce words (from their prior knowledge and background) that may fit in the context of what they are reading. Children immediately filter the meaning of these words against their comprehension of the material, searching for a match. Both word meaning (vocabulary) and content meaning (comprehension) work together as children read and understand their reading.

For strong readers, this process may take only milliseconds. For beginning readers the process may be slower, yet rewarding, and over time will become automatic. For readers who are challenged, this process can be tiresome and frustrating. These children benefit from systematic and explicit instruction in each of the important elements of reading defined by scientific reading research.

100 Great Books Every Child Should Hear

Infant to Preschool	All Ages
<ul style="list-style-type: none"> • The Very Hungry Caterpillar by Eric Carle • Goodnight Moon by Margaret Wise Brown • Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr. • The Rainbow Fish by Marcus Pfister • Corduroy by Don Freeman • The Snowy Day by Ezra Jack Keats • The Runaway Bunny by Margaret Wise Brown • Guess How Much I Love You by Sam McBratney 	<ul style="list-style-type: none"> • The Giving Tree by Shel Silverstein • Where the Sidewalk Ends by Shel Silverstein • Little Women by Louisa May Alcott • The Wizard of Oz by L. Frank Baum • Heidi by Johanna Spyri
4-8 Years	9-12 Years
<ul style="list-style-type: none"> • The Polar Express by Chris Van Allsburg • Green Eggs and Ham by Dr. Seuss • The Cat in the Hat by Dr. Seuss • Where the Wild Things Are by Maurice Sendak • Love You Forever by Robert N. Munsch • The Mitten by Jan Brett • Stellaluna by Janell Cannon • Oh, The Places You'll Go by Dr. Seuss • Strega Nona by Tomie De Paola • Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst • The Velveteen Rabbit by Margery Williams • How the Grinch Stole Christmas by Dr. Seuss • The True Story of the Three Little Pigs by Jon Scieszka • Chicka Chicka Boom Boom by John Archambault • The Complete Tales of Winnie the Pooh by A. A. Milne • If You Give a Mouse a Cookie by Laura Joffe Numeroff • The Lorax by Dr. Seuss • Amazing Grace by Mary Hoffman • Jumanji by Chris Van Allsburg • Math Curse by Jon Scieszka • Are You My Mother by Phillip D. Eastman • Make Way for Ducklings by Robert McCloskey 	<ul style="list-style-type: none"> • Charlotte's Web by E. B. White • Hatchet by Gary Paulsen • The Lion, the Witch and the Wardrobe by C.S. Lewis • Bridge to Terabithia by Katherine Paterson • Charlie and the Chocolate Factory by Roald Dahl • Wrinkle in Time by Madeleine L 'Engle • Shiloh by Phyllis Reynolds Naylor • Little House on the Prairie by Laura Ingalls Wilder • The Secret Garden by Frances Hodgson Burnett • The Boxcar Children by Gertrude Chandler Warner • Sarah, Plain and Tall by Patricia MacLachlan • Indian in the Cupboard by Lynne Reid Banks • Island of the Blue Dolphins by Scott O'Dell • Maniac Magee by Jerry Spinelli • The BFG by Roald Dahl • The Giver by Lois Lowry • James and the Giant Peach by Roald Dahl • Little House in the Big Woods by Laura Ingalls Wilder • Roll of Thunder, Hear My Cry by Mildred D. Taylor • Stone Fox by John Reynolds Gardiner • Number the Stars by Lois Lowry