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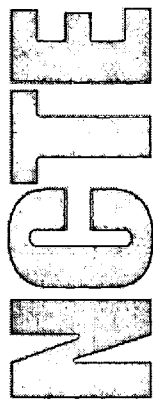
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ABSTRACT

This brochure presents guidelines to help parents and educators work together in developing young readers. The brochure states that supporting a child is best accomplished when parents and teachers share common methods and basic understandings about the reading process. It describes ways parents can help their children as readers, outlining three ways to read aloud and what parents should do while reading books to their children. It also answers the following questions: How can I help my child learn to read?; and What should I do when my child gets stuck? The brochure provides lists of recommended books for emergent readers, early readers, and fluent readers. It also lists "great read-alouds" for parents to read to infants, toddlers, and beginning readers. The brochure closes by citing 16 signs of reading development. (NKA)



Positions and Guidelines

A Professional Association of Educators in English Studies, Literacy, and Language Arts

Read Together

Parents and Educators Working Together for Literacy

ED 470 650

Developing Young Readers

Learning to read doesn't happen magically. Parents and teachers play important roles in developing young readers. Supporting a child is best accomplished when parents and teachers share common methods and basic understandings about the reading process. This brochure describes ways you can help your child as a reader. As you work together, celebrate your child's efforts and successes--just as you did when your child learned to walk and talk.

Three Ways to Read Aloud

1. Child reads to parent.

Your child gains confidence in reading ability. Emphasize your child's positive achievements. Have your child reread the same material to develop more confident reading ability.

2. Parent reads to child.

Read aloud to your child to build positive attitudes toward books, to develop an understanding of written language, and to enjoy the sound of spoken language. You may choose books above your child's reading ability. Be sure the books will interest your child. You may even let your child choose the books.

3. Child and parent read together.

Take turns reading paragraphs or pages in a challenging or long book. Always be positive and lighthearted. Have fun sharing the reading material and your time together! Discontinue the reading if the reading experience becomes tense.

While you read the book . . .

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- allow your child to spontaneously comment on events and characters in the story.
- discuss the predictions, opinions, thoughts, ideas, connections, and questions you and your child may have.

Encourage your child to spontaneously comment on events and characters in the story. Explore comments or connections that might not yet make sense; all learners' responses are purposeful and show their attempts to make the reading meaningful.

Discuss the predictions, opinions, thoughts, ideas, connections, and questions you and your child may have. We know that readers understand books differently, depending on their experiences. Differing ideas add value to conversations about stories.

These are natural and meaningful ways to know if your child is understanding the story.

How Can I Help My Child Learn to Read?

Research findings in early literacy have shown that the most important factors enabling children to become readers are:

- exposure to books and literature from infancy
- awareness of print around them (cereal boxes, store signs, freeway signs, etc.)
- awareness of letters, words, labels, and letter sounds in real-life contexts
- 10-30 minutes of daily reading aloud
- regular visits to the public library
- accessible books that interest children
- time to enjoy books by themselves
- parents/adults who read and value reading
- rich and varied experiences (visits to the zoo, aquarium, museums, fairs, etc.).

Most importantly, daily support from parents and adults significantly increases success in reading.

What Should I Do When My Child Gets Stuck?

- Ask the child, "what would make sense here?"
- Have the child look at the pictures to see if they give any clues.
- Skip the word or phrase and come back to it later.
- Ask the child, "What word would make sense and begins with that letter?"
- Have the child look at the word and say it slowly as you run your finger under it.
- Ask the child, "Do you see a part of the word that you know?"
- Telling the word to the child is okay at times.

Emergent Readers

Child is learning about print and is becoming aware that print tells a story or gives information. Child uses pictures to retell what is in a book.

Brown Bear, Brown Bear

by Bill Martin

Count and See

by Tana Hoban

Each Peach Pear Plum

by Janet and Alan Ahlberg

Five Little Monkeys Jumping on the Bed

by Eileen Christelow

Go Away, Big Green Monster

by Ed Emberley

"More, More, More" Said the Baby

by Vera B. Williams

My First Book of Songs

by Jane L. Manning

My Aunt Came Back

by Pat Cummings

No, No, Jo!

by Kate H. McMullan

On Mothers Lap

by Ann Herbert Scott

Rosie's Walk

by Pat Hutchins

Sweet Baby Coming

by Eloise Greenfield

Who Sank the Boat?

by Pamela Allen

Few children learn to love books by themselves. Someone has to lure them into the wonderful world of the written word; someone has to show them the way.

--Orville Prescott, *A Father Reads to His Children*

Early Readers

Child begins to use knowledge of letter/sound relationships and is developing a sight vocabulary of high frequency words (a, and, the, etc.). Child uses print and pictures to read a story and begins to point to actual words being read.

Bony Legs

by Joanna Cole

The Carrot Seed

by Ruth Krauss

Daddy Play with Me

by Sigeo Watanabe

Fox in Love

by Jim Marshall

Go, Dog. Go!

by Philip D. Eastman

I Like Books

by Anthony Browne

It Looks Like Spilt Milk

by Charles Shaw

Just Grandma and Me

by Mercer Mayer

Mama, Do You Love Me?

by Barbara M. Joose

Messy Bessy

by Patricia McKissack

Noisy Nora

by Rosemary Wells

There Was an Old Lady Who Swallowed a Fly

by Simms Taback

The Very Hungry Caterpillar

by Eric Carle

Mufaro's Beautiful Daughters: An African Tale

by John Steptoe

New Cat

by Yangsook Choi

On Mother's Lap

by Ann Herbert Scott

Que Sorpresa de Cumpleaños!

by Loretta Lopez

Stinky Cheese Man

by Jon Scieszka

Strega Nona

by Tomie de Paola

Swimmy

by Leo Lionni

The Trees of Dancing Goats

by Patricia Polacco

The Turkey Girl: A Zuni Cinderella

by Penny Pollock

Where the Wild Things Are

by Maurice Sendak

*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 Strickland Gillilan, from *Best Loved Poems of the
People*

Fluent Readers

Child is able to read independently and reads fluently for meaning. Sentence structure is varied and child need not rely on repetition or patterned sentences.

Amelia Bedelia
by Peggy Parrish

Borrequita and the Coyote
by Verna Aardema

Clifford the Big Red Dog
by Norman Bridwell

The Drinking Gourd
by F. N. Monjo

Finding the Titanic
by Robert Ballard

Frog and Toad Are Friends
by Arnold Lobel

Henry and Mudge and the Forever Sea
by Cynthia Rylant

The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear
by Don and Audrey Wood

Nate the Great
by Marjorie Weinman Sharmat

A Picture Book of Rosa Parks
by Davis Adler

Stories Julian Tells
by Ann Cameron

Too Many Tamales
by Gary Soto

Whales
by Seymour Simon

Great Read-Alouds

Infants, toddlers, and beginning readers will have a wonderful time listening to these favorite stories read to them by parents.

Abuela

by Arthur Dorros

Alexander and the Terrible, Horrible, No Good, Very Bad Day

by Judith Viorst

Dancing Feet

by Charlotte Ageli

A Day's Work

by Eve Bunting

Dr. DeSoto

by William Steig

Flossie and the Fox

by Pat McKissack

Good Night Moon

by Margaret Wise Brown

Grandmother's Dreamcatcher

by Becky Ray McCain

Ira Sleeps Over

by Bernard Waber

The Island of the Skog

by Stephen Kellogg

Koala Lou

by Mem Fox

Minty, the Story of Young Harriett Tubman

by Alan Schroeder

Signs of Reading Development

- Holds a book right-side up

- Turns pages from right to left
- Interprets pictures and makes up a story using pictures to read
- Retells a story in sequence
- Mimics and points to print but without voice and word matching
- Memorizes stories
- Begins to gain knowledge of letters and sounds and letter/sound relationships
- Begins to recognize names, words on cereal boxes, labels on toys, names of stores and restaurants
- Finger points to read single words
- Asks questions about what a word is
- Begins to identify common, high frequency words (a, and, the, it, is, will, go, to, etc.)
- Attends to beginning consonant sounds
- Attends to ending consonant sounds
- Uses picture cues to read unknown words
- Self-corrects when something doesn't make sense or doesn't sound right
- Develops fluency with practice

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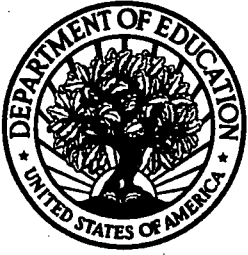
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