Big Dreams

A FAMILY BOOK
ABOUT READING

Preschool Through Grade Three
I want my child to read.

I want my child to be a reader.
I want my child to have big dreams.
And I want those dreams to come true.
How can I help my child learn to read?
I show her that reading matters.

I help her find books she likes.
She sees me read.
We go to the library together.
We write letters to her cousins and spell out all the words.
We read before bed every night.
We talk a lot.
I talk to her about what we’re doing.
I ask about her day.
She asks me about the world.
I tell her what I know.
I help him hear the sounds in words when we talk.

I help him hear how **baby** and **bubble** start with the same sound.
I help him hear that **kitten** and **mitten** rhyme.
We sing songs. We say nursery rhymes.
He is getting ready to read.
I am helping him.
I help her learn the ABCs.

We start with **ant** and go all the way to **zebra**.

ABCDEFGHIJKLMNOPQRSTUVWXYZ.

We look for letters everywhere.
We say their names
and the sounds they make.
We practice writing all the letters.
I help them know what words mean.

I teach my children that things have names.
I teach them the colors, the foods we eat.
I teach them the animals and the kinds of weather.
I teach them walk, run, jump, fly.
I teach them is, was, and will be.
I help him practice reading.

He reads his favorite book out loud. I read it too. We take turns. He reads it over and over. I don’t mind. He reads until the words sound right. I say, “Great job reading!”
I help him understand what he reads.

Reading can help our dreams come true.

I show her that reading matters.
We spend time together.
I help him hear the sounds in words when we talk.
I help her learn the ABCs.
I help them know what words mean.
I help him practice reading.
I help him understand what he reads.
This Partnership for Reading publication describes strategies proven to work by the most rigorous scientific research available on the teaching of reading. The research that confirmed the effectiveness of these strategies used systematic, empirical methods drawn from observation or experiment; involved rigorous data analyses to test its hypotheses and justify its conclusions; produced valid data across multiple evaluators and observations; and was accepted by a peer-reviewed journal or approved by a panel of independent experts. The application of these research-based strategies will increase the likelihood of success in reading instruction. Adherence to scientifically based research in this publication was ensured by a review process that included representatives of each Partnership for Reading organization and external expert reviewers. For detailed information on this review process, contact the National Institute for Literacy, 1775 I Street NW, Suite 730, Washington, DC 20006.

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