

## **Parent resource link**

### **What Can I Do For My School-Age Child Who Doesn't Like To Read?**

In the early elementary years, from first through third grades, children continue learning HOW to read. It is a complex process, difficult for some and easy for others. Care must be taken during these early years not to overemphasize the learning-to-read process. Reading for pleasure and information develops reading interests and offers children the opportunity to practice their reading skills in meaningful ways. Parents of elementary-age children should provide reading materials in the home that arouse curiosity or extend their child's natural interest in the world around them.

By encouraging and modeling leisure-time reading in the home, parents take the most important step in fostering their child's reading development.

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### **How Can Reading Research Information Be Useful To Me, As A Parent?**

Current research in reading reveals three important considerations for parents AND teachers:

- Children who read, and read widely, become better readers.
- Reading and writing are complementary skills.
- Parents are important to children both as role models and as supporters of their efforts

### **What Does Research Say About Ways Parents Can Help Their Children With Reading?**

The following suggestions have been beneficial to many parents:

- Provide a good role model--read yourself and read often to your child.
- Provide varied reading material--some for reading enjoyment and some with information about hobbies and interests.
- Encourage activities that require reading--for example, cooking (reading a recipe), constructing a kite (reading directions), or identifying an interesting bird's nest or a shell collected at the beach (using a reference book).
- Establish a reading time, even if it is only 10 minutes a day.

- Write notes to your school-age child; encourage written responses.
- Ask your child to bring a library book home to read to a younger sibling.
- Establish one evening a week for reading (instead of television viewing).
- Encourage your child in all reading efforts.

### **Where Can I Find More Information About Increasing My Child's Interest In Reading?**

Contact your local library. Most libraries have summer book clubs and special reading activities for children.

Many organizations will provide free information to parents who would like additional ideas. Send a stamped, self-addressed envelope to any of the following groups:

#### **International Reading Association**

800 Barksdale Road  
Newark, DE 19711

#### **ERIC Clearinghouse on Elementary and Early Childhood Education**

University of Illinois  
College of Education  
805 W. Pennsylvania Avenue  
Urbana, IL 61801-4897

#### **American Library Association**

50 East Huron Street  
Chicago, IL 60611

<http://www.oneminutereader.com/products/index.html>- Increasing fluency at home

### **Books to buy or borrow from the library!**

### **Reading is Fundamental Reading List**

Favorite Books of RIF Kids

Provided by Reading Is Fundamental, Inc.

## For Preschool to Kindergarten Age Children

- Allard, Harry. **Miss Nelson Is Missing!**
- Ames, Lee J. **Draw Draw Draw.**
- Anonymous. Fairy tales, folk tales, and nursery rhymes including: "**Cinderella,**" "**The Gingerbread Man,**" "**Little Red Riding Hood,**" "**The Three Little Pigs,**" "**The Three Billy Goats Gruff,**" "**Goldilocks and the Three Bears,**" and **Mother Goose rhymes.**
- Bemelmans, Ludwig. **Madeleine.**
- Berenstain, Stan and Jan. **The Berenstain Bears.**
- Bridwell, Norman. **Clifford, the Big Red Dog.**
- Brown, Margaret W. **Goodnight, Moon.**
- Carle, Eric. **The Very Hungry Caterpillar.**
- Mayer, Mercer. **There's a Nightmare in My Closet.**
- McCloskey, Robert. **Make Way for Ducklings.**
- Piper, Watty. **The Little Engine That Could.**
- Potter, Beatrix. **The Tale of Peter Rabbit.**
- Rey, H.A. **Curious George.**
- Sendak, Maurice. **Where the Wild Things Are.**
- Seuss, Dr. **The Cat in the Hat.**
- Solbodkina, Esphyr. **Caps for Sale.**
- Waber, Bernard. **Ira Sleeps Over.**
- Zion, Gene. **Harry the Dirty Dog.**

## Grades 1 through 3

- Allard, Harry. **Miss Nelson Is Missing!**
- Berenstain, Stan and Jan. **The Berenstain Bears Nursery Tales.**
- Blume, Judy. **Freckle Juice.**
- Bridwell, Norman. **Clifford, the Big Red Dog.**
- Cleary, Beverly. **Ramona Quimby, Age Eight**
- Dahl, Roald **Charlie and the Chocolate Factory.**
- Hoban, Russell. **Bedtime for Frances.**
- Lobel, Arnold. **Frog and Toad Are Friends.**
- McCloskey, Robert. **Make Way for Ducklings.**
- Mosel, Arlene. **Tikki Tikki Tembo.**
- Parish, Peggy. **Amelia Bedelia.**
- Rey, H.A. **Curious George.**
- Sendak, Maurice. **Where the Wild Things Are.**
- Seuss, Dr. **The Cat in the Hat.**
- Sharmat, Marjorie W. **Nate the Great.**
- Silverstein, Shel. **Where the Sidewalk Ends.**
- Sobol, Donald J. **Encyclopedia Brown, Boy Detective.**
- Viorst, Judith. **Alexander and the Terrible, Horrible, No Good, Very Bad Day.**
- Warner, Gertrude. **Boxcar Children.**

- White, E.B. **Charlotte's Web.**
  - Wilder, Laura I. **Little House on the Prairie.**
  - William, Margery. **The Velveteen Rabbit.**
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## **Grades 4 through 6**

- Baum, L. Frank. **The Wizard of Oz.**
- Blume, Judy. **Tales of a Fourth Grade Nothing.**
- Byars, Betsy. **The Pinballs.**
- Cleary, Beverly. **Ramona Quimby, Age Eight.**
- Dahl, Roald. **Charlie and the Chocolate Factory.**
- Davis, Jim. **Garfield Counts to Ten.**
- DeClements, Barthe. **Nothing's Fair in Fifth Grade.**
- Farley, Walter. **The Black Stallion.**
- Fitzgerald, John D. **The Great Brain.**
- Gipson, Fred. **Old Yeller.**
- Hiller, B.B. **The Karate Kid.**
- Howe, Deborah and James. **Bunnicula: A Rabbit Tale of Mystery.**
- Lewis, C.S. **The Lion, the Witch, and the Wardrobe.**
- O'Dell, Scott. **Island of the Blue Dolphins.**
- Paterson, Katherine. **The Bridge to Terabithia.**
- Rawls, Wilson. **Where the Red Fern Grows.**
- Rockwell, Thomas. **How to Eat Fried Worms.**
- Sewell, Anna. **Black Beauty.**
- Silverstein, Shel. **Where the Sidewalk Ends.**
- Sobol, Donald J. **Encyclopedia Brown, Boy Detective.**
- Twain, Mark. **The Adventures of Tom Sawyer.**
- Warner, Gertrude. **Boxcar Children.**
- White, E.B. **Charlotte's Web.**
- Wilder, Laura I. **Little House on the Prairie.**

## **American Library Association Reading List**

provided by the American Library Association

### **Preschool**

- Brown, Margaret Wise. **Goodnight Moon.**
- Carle, Eric. **The Very Hungry Caterpillar.**
- Freeman, Don. **Corduroy.**
- Hughes, Shirley. **Alfie Gives a Hand.**
- Martin, Bill Jr. **Brown Bear, Brown Bear, What Do You See?**

- Potter, Beatrix. **The Tale of Peter Rabbit.**

### **Ages 5 - 7**

- Keats, Ezra Jack. **The Snowy Day.**
- Lobel, Arnold. **Frog and Toad Are Friends.**
- McCloskey, Robert. **Make Way for Ducklings.**
- Sendak, Maurice. **Where the Wild Things Are.**
- Steptoe, John. **Mufaro's Beautiful Daughters: An African Tale.**
- Viorst, Judith. **Alexander and the Terrible, Horrible, No Good, Very Bad Day.**

### **Ages 7 - 9**

- Cleary, Beverly. **Ramona the Pest.**
- Dahl, Roald. **Fantastic Mr. Fox.**
- Hurwitz, Johanna. **Much Ado about Aldo.**
- MacLachlan, Patricia. **Sarah Plain and Tall.**
- White, E.B. **Charlotte's Web.**
- Wilder, Laura Ingalls. **Little House in the Big Woods.**

### **Ages 9 - 12**

- Babbitt, Natalie. **Tuck Everlasting.**
- Freedman, Russell. **Lincoln: A Photobiography.**
- Lowry Lois. **Anastasia Krupnik.**
- Paterson, Katherine. **Bridge to Terabithia.**
- Silverstein, Shel. **Where the Sidewalk Ends: Poems and Drawings.**
- Taylor, Mildred. **Roll of Thunder, Hear My Cry.**

\*The Department of Education recommends that parents review these lists and make their own decision on the suitability of the books for their children.

## ***What Parents and Family Members Can Do to Challenge Young Minds***

**1. Read to younger children at least 20-30 minutes a day. Have older children read to you.**

Reading is the most basic of the basic skills. Make reading a natural part of your child's daily routine.

**2. Keep good books, magazines and newspapers in the house.**

Get a library card and use it. Make it easy, both for adults and children, to find something interesting to read.

**3. Add to your children's enjoyment of reading by discussing each book they read.**

It helps them learn to express themselves. You'll enjoy the conversations, too.

**4. Make sure your children see you read for at least 20-30 minutes a day.**

Remember, you're their primary role model.

**5. If you have difficulty reading, tell your children stories.**

Hearing about your family history and your experiences will help your children develop an appreciation of language, storytelling and the past.

**6. Limit TV viewing and monitor what your child watches.**

Studies show that excessive television viewing is directly linked to poor school performance. Inappropriate television programming can also adversely affect your child's behavior.

**7. Meet with your child's teacher to find out what your child should learn and how you can help.**

Know what kind of homework is expected from your child and make sure he or she completes it.

**8. Provide your children with a regular, quiet place where they can do homework.**

Make it easy for them to find a place to work. Set up a place with few distractions, but close enough so they can ask you questions.

**9. Expect every child, not just those considered bright, to take tough academic courses.**

Advanced Math, Science, English, History, Arts and Foreign Language courses provide the kind of knowledge and skills they need.

**10. Demonstrate your own commitment to high standards. Don't ask teachers to give your children unearned grades and promotions.**

The goal is a good education, not a good report card.

**11. Support school efforts to develop and maintain rules for student discipline.**

Children thrive in an environment where they know what is expected of them.

**12. Familiarize yourself with academic standards in your state.**

Find out whether your state has academic standards and make sure they are rigorous enough. Learn what schools are doing to achieve these standards.

**13. Find out whether your school has high standards and clear expectations for its students.**

Ask what children should know and be able to do by the fourth grade in math and reading...by the eighth grade...and by graduation. What about history? English? Science? Make sure your children are acquiring the skills and knowledge they need in all subjects.

**14. Ask for REAL data and information about student performance and progress.**

Ask how your school ranks compared to other schools. Find out if advanced courses are offered, and whether students have additional learning opportunities before and after school and during summers.

**15. Challenge the notion that your school is one of the "better" ones. Chances are its standards are still not as high as those in many other industrialized nations or the best schools in your state.** Support teachers, principals and superintendents who want to make improvements.

**16. Give time to your school.**

Put your time into meetings, tutoring, research, discussions - whatever it takes to improve your school. Join or build a partnership with local businesses, colleges, teachers and parents to improve teaching and learning.

**17. Find out about after-school and summer programs in your community.**

Help interest your child in learning outside of the school day. Give your child the opportunity to explore new skills and participate in art and music programs.

**18. Join or develop partnerships to support students who want or need more learning time beyond the regular school day. If they exist, help make them better. If they don't, help start them.**

There may not be enough hours in the average school day to support excellence. Set up additional time for learning to give students more opportunities to master tough subjects. Help ensure that ALL students are able to meet high standards.

**19. Follow the advice of many experts.**

Students should not work at a part-time job more than 15-20 hours a week during the school year. Recognize that study time and homework will result in far greater Earning power over the long-term than a part-time job. If children Need to work, make sure their work is an experience from which They can learn important academic or workplace skills.