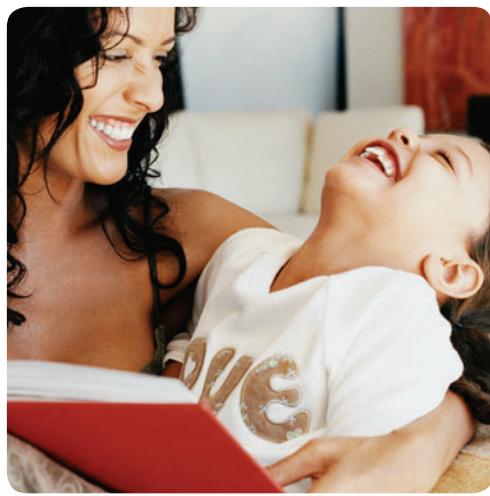


# Opening the Door to Learning

Literacy is a Family Affair



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the New York City Department of Education, Random House, Inc.,  
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New Visions for Public Schools.



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## DEAR PARENTS AND FAMILY CAREGIVERS:

**L**iteracy is not just learned in school; it's learned everywhere. Students can learn about literacy from reading subway signs and cereal boxes to listening to family stories in their home languages and exploring the Internet.

Literacy has always been important, and in today's knowledge-based global economy, that is even more true.

As a parent, you can have a powerful impact on your children's literacy—supporting them and helping them grow into critical thinkers and discerning users of information.

This guide is designed to help you make literacy a part of your family life, helping you to develop your children's literacy skills from the day they say their first word until the day they graduate from high school. This guide will also help you to understand what your child will be learning in school and when, and give you many ideas for how to support your child's literacy learning.

We look forward to working with you to support and enhance literacy instruction for New York City students.

Sincerely,

**Joel I. Klein**  
*Chancellor*  
New York City Department of Education

**Robert Hughes**  
*President*  
New Visions for Public Schools

**Dr. Marcia V. Lyles,**  
*Deputy Chancellor for Teaching and Learning*  
New York City Department of Education

# Literacy

**is the key that unlocks the future for our young people.**

With strong literacy skills, our young people will be prepared to succeed in school, develop their own interests, graduate from college and get good jobs.

This Family Literacy Guide has been developed by a team of educators and librarians to help parents and caregivers strengthen literacy in the lives of their children from birth to grade 12.

In this Guide, you will find out:

- **how children develop reading skills**
- **what your children will experience in school**
- **what you can do at home to help them learn to use language effectively.**

We have included brief lists of books that are appropriate for each grade level, selected by teachers and librarians to provide a glimpse into the wonderfully engaging books that are available in the libraries and schools of New York City. We hope these books will lead your family to many enjoyable hours of literacy activities.

This booklet is designed to strengthen the partnerships that build powerful literacy skills in all our young people. Please read it now and keep it as a reference for the future.

As a parent or caregiver, you are a vital part of your child's education. Thank you for helping us give your child the best head start for a successful life. ■

# WHAT IS LITERACY?

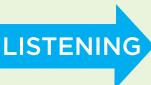
**Literacy** is the ability to use listening, viewing, speaking, reading, writing and presenting to interact with others, learn new ideas, exchange information, make decisions and express thoughts and feelings.

Young people build literacy skills over time:

## If your child develops

- the ability to learn new information and
- the ability to communicate well with others,

**many doors to economic and social opportunities will open throughout life.**

THEY GO FROM ...		TO...
Discovering that sounds have meaning	<b>LISTENING</b> 	understanding what they hear.
Babbling and imitating sounds	<b>SPEAKING</b> 	stating ideas and persuading others.
Learning to recognize letters and words	<b>READING</b> 	finding and understanding written information.
Learning to hold a pencil	<b>WRITING</b> 	writing for personal expression and business.

## How do literacy skills develop?

Every child is unique. Each child has his own mix of strengths and interests. For each child, some ways of learning work better than others. Increasingly, technology is providing a way in to learning for many young people.

You know your child better than anyone. You can identify his strengths and interests and you can use that knowledge to help him build his literacy skills, both at home and in

partnership with his teachers and others at school.

Each child develops at his own rate. One child may start to read early while another discovers the joy of reading a year or two later. By surrounding your child at home with many opportunities to listen, look at pictures, speak, read, write and create pictures or other visuals, you open the door to learning and make literacy a family affair. ■

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Designed by Jason Mazza and Megan Rodzik

# HOW CAN I MAKE LITERACY A PART OF OUR FAMILY LIFE?

## Some general things you can do:

**Talk** with your child about things that interest her.

**Ask questions** that encourage your son or daughter to observe and learn, questions that encourage him or her to talk in sentences, not just give yes or no answers. Speaking and listening strengthen reading and writing skills.

**Listen** to her questions and help get the answers. Teach your child ways to find the information on her own by using books and the computer.

**Speak** to your child using a lot of different words. Talk together about any words that your child does not understand. This will build an awareness of words and a rich vocabulary.

**Enrich** your child's environment by taking her to zoos, libraries, museums, sports or cultural events. Talk about the experience together.

Go with your child to listen to talks by favorite authors at libraries, bookstores, book fests and community centers.

**Read** to your child regularly! If you start reading stories to a newborn for just 10 minutes a day, that child will have heard more than 3,000 hours of stories by the time she enters school. Even after children can read for themselves, reading aloud to them will establish reading as an important part of daily life and contribute greatly to their literacy skills.

**Show** your child how to use language to get things done. ■

For instance, show her how to read a menu, find a good website, write a thank-you letter or present her views on some current topic of interest.

**Get involved** in your child's classrooms whenever parents are invited. All the children will be enriched when you share your stories, cultural background and resources with them and your child will see that you value her education.

**Encourage** your child to read all different kinds of books—from stories and literature to biographies, poetry and information books on her favorite subjects.

**Check out and download** books from the library. Download books in different formats (audiobooks or CDs, videos, DVDs) to your computer or portable device.

Encourage your child to use her literacy skills to help others. For instance, your son or daughter could read to younger children or to elders and he or she could write letters, telephone messages and grocery lists.

**Help** your child plan for her future and to see how literacy skills will empower her to reach important goals.

**Speak and read** to your child in your home language. You will be building strong literacy skills in both the home language and English.

**Tell** family stories and encourage your child to tell stories to you. You will build a strong family connection to literacy. ■

## WHAT LITERACY SKILLS DOES MY CHILD NEED AND HOW CAN I HELP MY CHILD DEVELOP THEM?

# Birth to Pre-Kindergarten

**B**abies listen, react and play with sounds from the moment they are born. They babble, imitate and try to talk. This is an important stage in literacy development. The more words and stories children hear during this time—in whatever language is spoken in the home—the easier it will be for them to learn to read and write in English later.

**Young children love to listen.** They love to hear their favorite books read aloud over and over. They ask “Why?” just so they can listen to you talk.

Young children love to talk. Once they discover

that sounds have meaning, they learn new words very quickly and start to use them to interact with adults.

**Young children love to read.** They love to handle books and gradually they learn to read them from front to back and left to right. Preschool children can begin to learn the alphabet, to recognize letters and to associate them with their sounds.

**Young children love to write.** They imitate what they see adults doing and learn to express their thoughts by scribbling and drawing. ■

## What can you do at home?

### Talk with your child:

- Talk about everyday things. Name objects your child sees.
- Talk about signs and labels, pointing out the words.
- Talk about pictures in books.
- Talk about TV shows or videos he watches.
- Tell stories about your family, favorite memories and past experiences.
- Sing songs.
- Share nursery rhymes.
- Teach the alphabet song.
- Play pretend games with your child and follow his lead.
- Describe what you are doing with words he can use.
- Talk with him in your home language. These conversations will develop his literacy skills in both the home language and English.

### Listen to your child:

- Ask about things your child is seeing and doing.
- Ask him about his scribbles and drawings.

- Encourage him to tell you stories.
- Listen patiently to his questions and give an answer.

### Read to your child:

- Schedule a regular time and place to read to your child daily.
- Use library books. Let him choose some of them.
- Read and reread favorite books in whatever languages you speak.
- Make books to read together by cutting pictures out of magazines or catalogs.
- If the language of the home is not English, take him to programs at the public library, where librarians will read to him in English.
- Use alphabet books to teach the sounds of letters.

### Encourage your child to draw and write:

- Provide drawing materials and display the pictures.
- Ask him to draw something from a favorite story.
- Write the names of objects on the pictures he draws so that he begins to link ideas with written words.
- Have him tell you a story,

- write it down, and read it back.
- Show him how you write.
- When it's time to give gifts, consider books, crayons, special papers, magazine subscriptions or other items that make your home a literacy-rich environment.
- Let your child see you reading and writing, too. He will understand that these are important “grown-up” skills we all use every day. ■

### Top 10 Places for Families to Build Literacy with Preschoolers:

10. Street signs and billboards
9. Your neighborhood
8. Restaurants
7. Parks and zoos
6. Playgrounds
5. Stores
4. Libraries
3. Buses and trains
2. Home
1. Everywhere!

## Recommended Books to be Read Aloud: Birth to Pre-Kindergarten

Here is a list of books and authors that children at this age enjoy. You can find these books at your local public library. Ask the librarian to recommend other good books, too.

Authors	Books
Jez Alborough	Hug!
Katharine Ayers	Up, Down and Around
Keith Baker	Big Fat Hen
Molly Bang	Ten, Nine, Eight
Frances Barry	Duckie's Splash
Ruth Lercher Borstein	Little Gorilla
Sandra Boynton	Moo, Baa, La La La
Margaret W. Brown	Goodnight Moon
Eric Carle	The Very Hungry Caterpillar
Lucy Cousins	Where are Maisy's Friends?
Cressida Cowell	What Shall We Do With The Boo Hoo Baby?
June Crebbin	Cows in the Kitchen
Donald Crews	Freight Train/Tren de Carga
Lois Ehlert	Planting a Rainbow
Ed Emberley	Go Away, Big Green Monster!
Catharine Falwell	Feast for 10
Denise Fleming	Barnyard Banter
Mem Fox	Time for Bed
Kevin Henkes	Kitten's First Full Moon
Eric Hill	Where's Spot?
Tana Hoban	Black on White
Cherly Willis Hudson	Hands Can
Ruth Krauss	The Carrot Seed
Bill Martin, Jr. and Eric Carle	Brown Bear, Brown Bear, What Do You See?
Flora McDonell	I Love Animals
Margaret Miller	Peekaboo Baby
Iona Opie	My Very First Mother Goose
Helen Oxenbury	Clap Hands
Peggy Rathmann	Goodnight, Gorilla
Michael Rosen	We're Going on a Bear Hunt
David Shannon	No, David!
Jane Simmons	Come Along, Daisy!
Paul and Henrietta Stickland	Dinosaur Roar!
Nancy Tarfuri	Spots, Feathers and Curly Tails
Martin Waddell	Owl Babies
Mo Willems	Knuffle Bunny: A Cautionary Tale
Sue Williams	I Went Walking/Sali de paseo
Audry Wood	Piggies
Andrea Zimmerman	Trashy Town

# Kindergarten

**K**indergarten is a year of eager discovery. Children explore sounds and words and learn about language. They begin to experience formal literacy activities, like reading a book with the class, learning their alphabet and talking about books with their teacher.

By the end of kindergarten, some children are just learning to listen to stories. Others are reading letters and simple words. Most—but not all—learn the alphabet's letters and sounds and can read their own names. They often recognize words they see, like "STOP." Most will be able to count to 10 and recognize some written numbers. ■

## What can you do at home?

### Speaking and Listening

- Talk with your child about what she has done, seen and read during the day.
- Encourage her to ask questions, express opinions and share information.
- Play games and sing songs that make connections between the sounds of words and the way they are written.
- Share family stories.
- Listen to her and ask her to listen to others.
- Teach your child her full name and address.

### Reading

- Read aloud to your child and talk about what you are reading together. Find connections with stories she has read before.
- Share familiar books that she can read along with you.
- Help her read or sound out labels, cereal boxes, store signs and other print in and around your home.

### Writing

- Draw with your child and talk about the stories in the drawing. Encourage her to draw pictures from stories and movies she has heard or seen.
- Help her learn to write her full name and phone number.
- Help her write her own thoughts. ■

- Asking questions.
- Taking turns speaking and following directions.

### Reading

- Enjoying the books they are "reading," because they know how to "read" left to right and top to bottom and they have selected books they can read fairly easily.
- Listening to stories being read aloud by the teacher, retelling them in sequence and talking about them.
- Knowing the sounds of letters and how letter sounds blend to create words.
- Reading aloud.
- Pointing to written words when texts are read aloud by them or others.
- Reading and enjoying many books without stopping and

## At school, children may be:

### Speaking and Listening

- Practicing sounds, combining sounds to make words and breaking words into separate sounds (phonemics).
- Knowing the sounds of letters and how letter sounds blend to create words (phonics).
- Sharing their home culture, language and traditions with the class.
- Talking with each other, asking questions, telling stories, explaining ideas or sharing, doing show-and-tell, expressing their feelings, making up rhymes, playing roles and using their imaginations.
- Listening respectfully to their classmates.

## Recommended Books to Be Read Aloud: Kindergarten

Here is a list of books and authors that children at this age enjoy. Ask your librarian or a teacher to recommend other good books. You can get copies of these and other books:

- at the library in your child's school
- in classroom libraries
- at a public library branch near you.

Authors	Books
Byron Barton	The Three Bears
Ludwig Bemelmans	Madeline
Eileen Christelow	Five Little Monkeys Jumping on the Bed
Doreen Cronin	Click, Clack, Moo: Cows That Type
P. D. Eastman	Go, Dog. Go!
Lois Ehlert	Fish Eyes: A Book You Can Count On
Ian Falconer	Olivia
Cathryn Falwell	Turtle Splash! Countdown at the Pond
Jules Feiffer	Bark, George
Denise Fleming	Alphabet Under Construction
Don Freeman	Corduroy
Kevin Henkes	Lilly's Purple Plastic Purse
Tad Hills	Duck & Goose
Lenny Hort	The Seals on the Bus
Keiko Kasza	The Wolf's Chicken Stew
Ezra Jack Keats	The Snowy Day
Jonathan London	Froggy Gets Dressed
James Marshall	George and Martha
Bill Martin, Jr.	Chicka Chicka Boom Boom
Robert McCloskey	Make Way for Ducklings
Gerald McDermott	Anansi the Spider: A Tale from the Ashanti
Anik McGrory	Kidogo
Kate McMullan	I Stink!
Susan Meddaugh	Martha Speaks
Robert Neubecker	Wow! City!
Laura Numeroff	If You Give a Mouse a Cookie
Linda Sue Park	Bee-bim Bop!
H.A. Rey	Curious George
Laura Vaccaro Seeger	First the Egg
Maurice Sendak	Where the Wild Things Are
Dr. Seuss (Theodore S. Geisel)	Green Eggs and Ham
Nancy Shaw	Sheep in a Jeep
Joseph Slate	Miss Bindergarten Gets Ready for Kindergarten
Roseanne Thong	Red Is a Dragon: A Book of Colors
Bernard Waber	Lyle, Lyle, Crocodile
Ellen Stoll Walsh	Mouse Paint
Mo Willems	Don't Let the Pigeon Drive the Bus
Audrey Wood	The Napping House
Jane Yolen	How Do Dinosaurs Say Good Night?
Gene Zion	Harry the Dirty Dog

worrying about every word they do not know.

- Learning new words in context.

- Beginning to create stories and other communications with a beginning, middle, and end by using pictures and some words.

### Writing

- Writing letters and words they can sound out.

- Telling stories for their teachers to write down so they can see their words in print. ■

# Grades 1-2

**C**hildren come to first grade with different levels of reading ability. Some can read; some are just starting to read; and some have not yet started reading. By the end of first grade, most children will have improved their ability to read and they will be able to summarize and answer questions about stories they read.

First-graders' ability to write is closely linked to their reading and listening experiences. Children who know stories know how to make up their own. Some children are good writers when they enter first grade while others struggle. By the end of first grade, most children will be able to communicate through their writing and

drawing, making words by writing letters for the sounds they hear (called "invented spelling").

Many second graders know the importance of reading and want to be good readers. During second grade, children enjoy hearing books with more complicated plots and a few begin reading books divided into chapters.

Second graders' writing begins to show personality. Many children start to write for fun. They still use invented spelling and enjoy trying out new types of stories, sometimes imitating their favorite books or authors. ■

## Did you know...

**R**eading just 20 minutes a day to your children for one year will expose them to one million words and increase spelling, grammar, and writing skills.

## What can you do at home?

### Speaking and Listening

- Be involved in your child's reading and writing.
- Talk about experiences you have had with him. Ask him to tell you about the experience or what someone else has said.
- Talk with him about his reading and writing. Ask questions if you don't understand what he is trying to say.
- Play games like "I Spy" ("I Spy something that starts with the letter B"), Junior Scrabble and Trivial Pursuit.
- Encourage him to use new words in conversations.
- Ask him to talk about his or her passions and interests.

### Reading

- Read with your child every day. Continue to read aloud to him and ask him to read to you. Talk about what the stories make him remember, think about or wonder.
- If you are more comfortable reading in another language, use books with both English and your first language. When you share these with him, it helps him learn both. You can take turns reading in each language.

- Support your child's reading efforts. Don't interrupt to correct mistakes that do not affect the story. Help him sound out words using pictures and letter sounds.
- Ask him to tell you about the stories you are reading together. Ask him to predict what will happen next or what the characters might do.
- Take him to the public library to check out books.
- Encourage your child to read all kinds of books (stories, picture books, poetry, true books) and everything around you (newspapers, signs, cereal boxes).
- Ask him to read you his stories and talk about them.

### Writing

- Ask your child to write things for you, like a letter to a relative or a grocery list. Leave notes for him and encourage him to write notes to you.
- Give him opportunities to write with different materials, including the computer if you have access to one.

## At school, children may be:

### Speaking and Listening

- Telling stories or acting things out.
- Sharing ideas and observations with classmates and teachers.
- Talking about books, stories, and ideas with their classmates and teachers.
- Sharing family stories.
- Speaking with expression and appropriate gestures for different purposes.

### Reading

- Putting sounds and letters together to make sense of unfamiliar grade-level words with more than one syllable.
- Studying words by exploring their meanings, finding related words and looking at how words are used in different ways.
- Reading grade-level texts with appropriate speed, accuracy and expression.
- Learning how to pick books that match their reading level.
- Enjoying what they read and write, talking about what they like and making recommendations to each other.
- Using different ways to solve reading problems, like sounding out words, looking for

## LITERACY TIP

### SELECTING "JUST RIGHT" BOOKS

#### Guide your child to:

- read the title.
- read the description on the cover of the book.
- look at the table of contents.
- read a page or two.

#### Ask your child:

- What do you think this book is about?
- Does it seem interesting?

#### A book is just right if

- the subject interests the child.
- the child can read at least 95 percent of the words on a page on his own.

#### A book is too hard if

- the child finds five or more words on a page that he cannot read (unless someone else will be reading the book to the child).
- the child does not understand what he is reading. ■

familiar parts of words and word families, and making sense of words by the way they are used in the sentence or story.

- Using strategies like asking questions and rereading to clarify the meaning of what they have read.
- Reading to find out information.

#### Writing

- Exploring different types of writing (for example, keeping notebooks of their favorite words, writing notes to their friends).
- Writing sentences that are in a logical order and that make sense.

- Creating imaginative and personal stories using the writing process.
- Writing or drawing pictures to share what they have learned about a topic or respond to an experience.
- Talking about their writing.
- Spelling common words correctly and using a dictionary or word wall to spell new words correctly.
- Using periods, question marks, exclamation marks and capital letters.
- Publishing their writing. ■

**English has the largest vocabulary of any language. English borrows many words from other languages.**

**Did you know...**

### Recommended Books: Grades 1-2

Here is a list of books and authors that children at this age enjoy. You may want to read some of these to your child, and your child may want to read some of these to you.

Ask your librarian or a teacher to recommend other good books.

Where can you get copies of these and other books?

- at the library in your child's school
- in classroom libraries
- at a public library branch near you.

Authors	Books
Harry G. Allard	Miss Nelson is Missing!
Tedd Arnold	Hi! Fly Guy
Monika Bang-Campbell	Little Rat Makes Music
Monica Brown	My Name is Gabito: The Life of Gabriel García Márquez (Me Llamo Gabito: La Vida de Gabriel García Márquez)
Doreen Cronin	Diary of a Worm
Tomie De Paola	Strega Nona
Carmen Agra Deedy	Martina the Beautiful Cockroach: A Cuban Folktale
Penda Diakite	I Lost My Tooth in Africa
Arthur Dorros	Abuela
Lucía M. González	The Storyteller's Candle (La Celita de los Cuentos)
Geoffrey Hayes	Benny and Penny in Just Pretend
Lily Toy Hong	Two of Everything: A Chinese Folktale
Elizabeth Fitzgerald Howard	Virgie Goes to School with Us Boys
Angela Johnson	Julius
Kathleen Krull	Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman
Ellen Levine	Henry's Freedom Box
Arnold Lobel	Frog and Toad are Friends
Margaret Read MacDonald	Old Woman Who Lived in a Vinegar Bottle
Gerald McDermott	Zomo the Rabbit: A Trickster Tale from West Africa
Lisa Moser	Squirrel's World
Brian Pinkney	The Adventures of Sparrowboy
Faith Ringgold	Tar Beach
Cynthia Rylant	Henry and Mudge (series)
Jon Scieszka	The True Story of the 3 Little Pigs!
Esphyr Slobodkina	Caps for Sale
William Steig	Sylvester and the Magic Pebble
John Steptoe	Stevie
Jan Thomas	What Will Fat Cat Sit On?
Rosemary Wells	Yoko
Mo Willems	There is a Bird on Your Head!
Herbert Wong Yee	Abracadabra! Magic with Mouse and Mole
Jane Yolen and Andrew Fusek Peters	Here's a Little Poem: A Very First Book of Poetry

# Grades 3-5

In these grades, children usually find it easier to read and write more quickly and accurately. They are no longer just learning how to read—they are using their reading skills to experience new stories and learn new ideas. This new ability to read on their own brings them joy. They love to read both stories and books of facts. At the

same time, they still like to hear adults read stories, to try out new words in conversation and to share their writing with teachers and family members.

At school, children will be asked to read and write in every subject area. They might:

- read a story and write a play about it

- create a travel brochure about a foreign place they have studied
- write their solutions to math problems in both words and numbers
- take a nature walk and write their observations about changes that happen in the fall. ■

## What can you do at home?

### Speaking and Listening

- Talk with your child about school, friends and activities.
- Encourage her to share thoughts and feelings.
- Listen to her interests, concerns, likes and dislikes. Ask her to give you reasons for her opinions.

### Reading

- Talk about what books your child likes to read. Let her read to you.
- Ask her to compare books she is reading now with other books already read.
- Continue to read to her. Talk about how the

story makes her feel or how the characters might feel. Encourage her to predict what might happen next or to ask “What if?” questions about the plot.

- Provide books to match her interests. Ask her to keep track of favorite authors.
- Set aside a quiet place and a specific time for reading and homework. Give her encouragement.
- Engage her in making thoughtful decisions. For example, you might read the TV guide together and decide which show to watch.
- Encourage and help her read at least 25 books a year.

### Writing

- Provide your child with a space for writing and respect that space.
- Encourage her to write in different forms (like stories and poems) and to make the writing beautiful by using drawings and color.
- Ask her to share her writing with you.
- Give her a journal or diary. Let her keep it private.
- Create a family newsletter to share with friends and relatives. Ask her to write it and arrange for her to “interview” family members. ■

## At school, children may be:

### Speaking and Listening

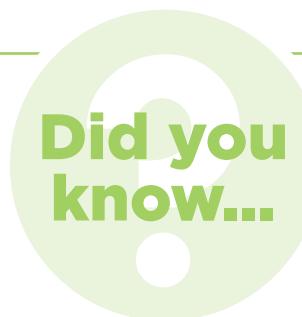
- Presenting ideas to their classmates, making sure their main points are well organized and supported by facts.
- Expressing ideas in different ways (through discussions, presentations, plays, poetry).
- Listening to others and comparing different points of view.
- Asking questions and agreeing or disagreeing with evidence.

### Reading

- Setting reading goals and reading both individually and in groups.
- Reading aloud with expression.
- Talking about the characters, setting, main ideas, and supporting details of books they have read or heard.

• Restating ideas they read about in their own words.

- Reading to understand a topic by making inferences and drawing conclusions.
- Making connections among different books they are reading.
- Raising questions about what an author writes and trying to answer them through reading.
- Making their own interpretations about books they are reading; comparing and contrasting information on a single topic.
- Reading to get information and taking notes on facts and ideas about a topic from more than one source.
- Identifying important and unimportant details, facts vs. opinions, themes, and different perspectives.



**Did you know...**

Learning to read in the first language promotes higher levels of reading achievement in English (National Reading Panel, 2006).

### Writing

- Writing for many purposes: telling original stories, conveying information, describing people's lives, creating poetic images.
- Writing imaginative stories and personal narratives to share insights and cause a reaction in the reader.
- Learning how to write in all subject areas, like writing a clear,

well-organized report in social studies using at least two sources.

- Learning the formal structure of language, like rhyme, rhythm and good word choice.
- Learning the formal structures of writing such as paragraphs and different ways to organize (cause and effect, chronological order).
- Applying the skills of good writers such as choosing the right words, organizing ideas and using metaphors and descriptive language. ■

## Recommended Books: Grades 3-5

Here is a list of books and authors that children at this age enjoy. You may want to read some of these to your child; your child may want to read some of these to you.

Ask your librarian or your child's teacher to recommend other good books.

Authors	Books
Avi	Poppy
Natalie Babbit	Tuck Everlasting
Nic Bishop	Spiders
Judy Blume	Soupy Saturdays with the Pain & the Great One
Ann Cameron	The Stories Julian Tells
Beverly Cleary	The Mouse and the Motorcycle
Andrew Clements	Frindle
Suzanne Collins	Gregor the Overlander
Sharon Creech	Love That Dog
Christopher Paul Curtis	The Watsons Go to Birmingham-1963
Roald Dahl	Charlie and the Chocolate Factory • The BFG
Kate DiCamillo	Because of Winn-Dixie • The Tale of Despereaux
Michael Dorris	Morning Girl
Francis O'Roark Dowell	Phineas L. MacGuire...Erupts!
Jeanne DuPrau	City of Ember (series)
Karen English	Francie
Jack Gantos	Joey Pigza Swallowed the Key (series)
John Reynolds Gardiner	Stone Fox
Patricia Reilly Giff	Pictures of Hollis Woods
Nikki Grimes	Meet Danitra Brown
Virginia Hamilton	Zeely
Juan Felipe Herrera	Laughing Out Loud, I Fly, Poems in English and Spanish
Betty Hicks	Out of Order
Jennifer L. Holm	Rock Star! (Babymouse series)
Debra and James Howe	Bunnicula
Paul B. Janeczko	Top Secret: A Handbook of Codes, Ciphers and Secret Writing
Dick King-Smith	Babe: The Gallant Pig
Jeff Kinney	Diary of a Wimpy Kid (series)
Kathleen Krull	Lives of the Musicians: Good Times, Bad Times, (And What the Neighbors Thought) • Marie Curie (Giants of Science series)

Where can you get copies of these and other books?

- the library in your child's school
- classroom libraries
- a public library branch near you.

Authors	Books
Grace Lin	The Year of the Dog
Lenore Look	Ruby Lu, Brave and True (series)
Lois Lowry	Gooney Bird Greene (series) • Number the Stars
Ann Martin	The Doll People
Megan McDonald	Stink: The Incredible Shrinking Kid
Sy Montgomery	Quest for the Tree Kangaroo
Sheila P. Moses	Sallie Gal and the Wall-a Kee Man
Walter Dean Myers	Jazz
Wendy Orr	Nim's Island
Mary Pope Osbourne	Dragon of the Red Dawn (Magic Tree House series)
Sara Pennypacker	Clementine (series)
Jack Prelutsky	My Dog May Be a Genius
James Rumford	Sequoiah: The Cherokee Man Who Gave His People Writing
Pam Munoz Ryan	Becoming Naomi Leon
Louis Sachar	Holes
Allan Say	Grandfather's Journey
Jon Scieszka	The Not-So-Jolly Roger (Time Warp Trio series)
Siena Cherson Siegel	To Dance: A Memoir
Judy Sierra	Antarctic Antics
Vandana Singh	Younguncle Comes to Town
Jeff Smith	Out from Boneville (series)
John Steptoe	Mufaro's Beautiful Daughters
Geronimo Stilton	The Curse of the Cheese Pyramid (series)
Jeff Stone	Tiger (The Five Ancestors series)
Catharine Thimmesh	Team Moon: How 400,000 People Landed Apollo 11 on the Moon
Wendelin Van Draanen	Sammy Keyes and the Hollywood Mummy (series)
Carole Boston Weatherford	Moses: When Harriet Tubman Led Her People to Freedom
E.B. White	Charlotte's Web
Jacqueline Woodson	Locomotion

Reading and writing in your native language with your children will help them learn to read and write in English (U.S. Department of Education, 1997).

Did you  
know...

# Grades 6-8

**Y**oung teenagers are trying to figure out who they are and how they relate to other people. They go back and forth—sometimes on a minute-to-minute basis—between being tough and insecure, confident and doubting, outgoing and shy. Families and schools can support their development by letting adolescents try on different identities in environments that are safe, challenging and fair.

Young teens hunger for new ideas. They learn by relating new ideas to themselves: "What does this mean to me?" and "Why does this matter to me?" Most young people this age start to think about abstract ideas like "justice" and "independence." They begin to draw conclusions and make predictions based on the information they find. This does not happen in a nice, neat pattern: They may campaign to save the environment one day and refuse to recycle the next.

These years are very important to the development of literacy. Adolescents spend much of their time outside school communicating with their friends and using various technologies to connect to the world. They may send instant messages, listen to music, chat on the phone, cruise through websites and work on homework all at the same time. All of this communication helps adolescents discover their own strengths, express themselves in various ways, connect reading and writing to their own lives and use language to make sense of their world. ■

## Did you know...

**Students who say they like to read are often so busy with sports, clubs, jobs and homework that they stop reading books for pleasure. Many fill that gap by reading magazine articles and interesting things they find online.**

## At school, young people may be:

### Speaking and Listening

- Learning to listen carefully and respond respectfully to others.
- Engaging in conversations with peers and teachers throughout the school day.
- Recognizing that the way words are spoken persuades and conveys meaning (for example, sarcasm, enthusiasm, humor).
- Gathering information with different points of view from multiple sources. Using those ideas to persuade a listener about an issue based on accu-

rate evidence.

- Presenting information in a variety of formats (5-7 minute oral reports, speeches, debates, panel discussions).

### Reading

- Reading a variety of materials in every class, including literature, information books, biographies and magazine articles.
- Using knowledge of root words (words that originated in Latin, for example) and cognates (words that are similar in two languages) to figure out the meaning of new words.
- Learning the vocabulary of their academic subjects.

## What can you do at home?

### Speaking and Listening

- Talk with your adolescent about things he is interested in, from music and video games to clothes. Don't talk down or try to sound overly "cool"—just talk.
- Ask what he thinks about an issue and listen to the answer. Respect his voice, but expect reasons for the opinions.

### Reading

- Encourage your young teenager to read and tell stories to younger siblings or grandparents.
- Encourage him to read for many purposes (like finding out about a popular music star or about a sports event).
- Encourage him to think about the meaning of what he is reading and writing.
- Talk with him about what he is reading. Ask questions and relate your own experiences that connect to the reading.
- Visit the library often with him. Help select materials that he can read independently.
- Encourage and help him to read at least 25 books each year in a variety of genres (both fiction and nonfiction).

- Using strategies to understand what they are reading, like asking questions, re-reading, comparing new ideas to what they already know, summarizing the idea, visualizing or figuring out the author's point of view.

- Recognizing how characters in a story or novel change over time.
- Reading and understanding at least 25 books for enjoyment.
- Evaluating what they read: Is it well written? Is it accurate? Has the author provided enough evidence to back up the main points?
- Connecting their reading to what they already know and to their own experiences.

- Save favorite children's books and don't be surprised if your middle-grade student enjoys rereading them.
- Create a reading space in the home with comfortable seating and interesting materials to read, like novels, information books, comic books, magazines and newspapers.

### Writing

- Encourage your adolescent to express personal thoughts and feelings in a journal and respect his privacy.
- Provide whatever inspires him to write—a quiet place, a new pad of colored paper, colored ink, writing tools (computer, dictionary, quotation book) or background music.
- Encourage him to share his writing publicly by posting it on the refrigerator, sending copies to relatives or friends or reading/performing it in youth groups or family gatherings.
- Encourage him to participate safely in the online environment. Help him find safe blogging sites, create a personal space page or family website that reveals interests without personal identifiers, share creative writing with online teen magazines and access appropriate interactive online sites. ■

### Writing

- Participating in book clubs and other opportunities to share their thoughts about books with other students.
- Writing in every class.
- Taking notes from books and from what the teacher says.
- Writing for a variety of reasons and audiences to respond to literature, compare and contrast elements in literature, share information, tell an original story, create a poem or play or persuade someone.
- Putting together ideas, information and points of view from several sources to produce

## Recommended Books: Grades 6-8

Here is a list of books and authors that young people at this age enjoy. Sixth, seventh and eighth graders still enjoy hearing good books read aloud. They also like to read books on their own.

Ask your librarian or a teacher to recommend other good books.

Where can you get copies of these and other books?

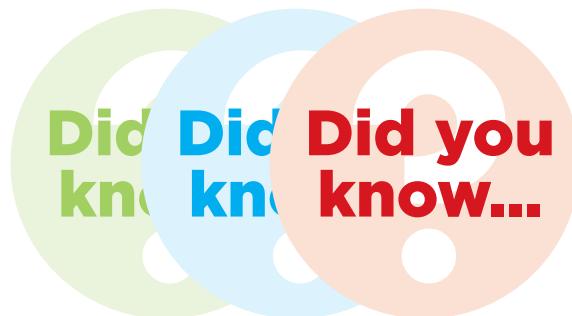
- the library in your child's school
- classroom libraries
- a public library branch near you.

Authors	Books
Nick Abadzis	Laika
Lloyd Alexander	The Book of Three
Avi	Nothing But the Truth: A Documentary Novel
Susan Campbell Bartoletti	Hitler Youth: Growing Up in Hitler's Shadow
Joan Bauer	Hope Was Here • Rules of the Road
Ismael Beah	A Long Way Gone: Memoirs of a Boy Soldier
Lori M. Carlson, editor	Cool Salsa: Bilingual Poems on Growing Up Latino in the United States • Red Hot Salsa: Bilingual Poems on Being Young and Latino in the United States
Cecil Castellucci	The Plain Janes
Sook Nyul Choi	Year of Impossible Goodbyes
Andrew Clements	Things Not Seen
Eoin Colfer	Artemis Fowl
Susan Cooper	The Dark Is Rising (series)
Bruce Coville	Jeremy Thatcher, Dragon Hatcher
Curtis L. Crisler	Tough Boy Sonatas
Chris Crutcher	Ironman
Christopher Paul Curtis	Bucking the Sarge • The Watsons Go to Birmingham, 1963
Karen Cushman	Catherine, Called Birdy
Deborah Ellis	The Breadwinner
Nancy Farmer	The House of the Scorpion
Sharon Flake	The Skin I'm In

Authors	Books
Anne Frank	The Diary of a Young Girl
Neil Gaiman	Coraline
John Grandits	Blue Lipstick: Concrete Poems
Nikki Grimes	The Road to Paris
S.E. Hinton	The Outsiders
Jennifer Holm	Middle School Is Worse Than Meatloaf: A Year Told Through Stuff
Anthony Horowitz	Stormbreaker
Lois Lowry	The Giver
Kirsten Miller	Kiki Strike : Inside the Shadow City
Nicholasa Mohr	El Bronx Remembered
Walter Dean Myers	What They Found: Love on 145th Street • 145th Street: Short Stories • Scorpions
Beverley Naidoo	The Other Side of Truth
Garth Nix	Sabriel
Linda Sue Park	When My Name Was Keoko
Katherine Paterson	Bridge to Terabithia
Gary Paulsen	Brian's Hunt • Lawn Boy
Richard Peck	A Long Way from Chicago
Philip Pullman	The Golden Compass
Pam Munoz Ryan	Esperanza Rising
Graham Salisbury	Eyes of the Emperor • Lord of the Deep
Gary D. Schmidt	The Wednesday Wars
Jon Scieszka	Knucklehead: Tall Tales and Mostly True Stories of Growing Up Scieszka
Brian Selznick	The Invention of Hugo Cabret
William Sleator	Oddballs: Stories
Gary Soto	Baseball in April and Other Stories
Suzanne Fisher Staples	Shabanu: Daughter of the Wind
Shaun Tan	The Arrival
Lauren Tarshis	Emma-Jean Lazarus Fell Out of a Tree
Mildred D. Taylor	Roll of Thunder, Hear My Cry
Rachel Vail	If We Kiss
Scott Westerfeld	Uglies
Jacqueline Woodson	Feathers • Miracle's Boys
Ma Yan	The Diary of Ma Yan: The Struggles and Hopes of a Chinese School Girl
Markus Zusak	Fighting Ruben Wolfe

essays, reports and other products.

- Using different methods to plan and organize their writing (for example, a writer's notebook, outline or graphic organizer).
- Revising writing to produce polished work.
- Publishing or performing their writing through displays, school newspapers, writing contests, plays or oral reports. ■



Young people who continue to read during school breaks and the summer start back to school without a loss in their reading ability.

# Grades 9-12

**F**or most people, high school is a time of transition—from discovering where one fits with friends to discovering where one fits in the world. High school students need to develop sophisticated literacy skills in order to meet the challenges they will face as family members, college students, employees and citizens.

At this stage, young people find meaningful connections between what they are reading and their own lives. They also discover reasons for writing beyond school: resumes, college applications and diaries. Technology has become a valuable tool for communicating with others and finding out about the world. ■

## LITERACY TIP

### SUPPORT TEENS' LITERACY DEVELOPMENT BY GIVING THEM:

#### Choice

Teenagers are more motivated to read and write when they have some choice. They like to pick their own books for independent reading, to select their own topics for research and to choose how and where to share their ideas in writing. Many high schoolers start reading and enjoying adult books.

#### Voice

Older teenagers express themselves publicly and expect their voices to be heard and respected. They express themselves in many ways, from conversations to published writing.

#### Social Interaction

The most powerful literacy experiences for older adolescents often involve interacting with other teens, listening to different viewpoints and respectfully exchanging ideas.

#### Self-Confidence

Adolescents feel valuable and confident when they have developed the literacy skills to present themselves to the world as capable individuals. ■

## What can you do at home?

### Speaking and Listening

- Ask questions about what your adolescent is reading, listening to and studying. Listen carefully to the answers. Discuss homework assignments.
- Share family stories.
- Point out interesting news articles in the paper and talk about them together.
- Watch television programs together and discuss your reactions.

### Reading

- Encourage your adolescent to read stories to younger siblings and to help them use the Internet to gather information.
- Encourage her to read and understand 25 books each year.
- Help her find answers to questions, both personal and academic.
- Provide time and space for homework, reading and writing.
- Find out about her school through homework, the school newsletter, Parent's Night, visits with teachers and conversations with her.
- Be sure that everyone in the family has a public library card and that you visit the library often with your family.
- Read what she is reading and discuss it with her without making judgments or talking down.

### Writing

- Encourage your adolescent to write about thoughts, feelings and experiences in a journal. Respect her privacy.
- Exchange writing with her in which you share thoughts, conflicts and feelings.
- Provide support tools for writing (computer, paper, pens and reference books such as a dictionary, thesaurus and quotation book).
- Encourage public sharing of writing, such as community essay contests, community newspapers and letters to the editor. ■

## LITERACY TIP

### MOTIVATING YOUR ADOLESCENT TO READ

#### How to encourage your teenagers to read on his own:

- Give him choices about what to read. Adolescents may prefer information books, magazines, newspapers, humorous books, comic books and graphic novels to fiction.
- Recognize that there are different ways of reading. Busy teens may browse through a magazine, stopping to read captions, examining the pictures and occasionally reading whole articles. This type of reading is very enjoyable and often leads to interest in reading further.
- Talk with him about what he's reading. Let him share the new ideas he's learned.
- Encourage him to read books that have been made into movies or television shows. Ask how the book differed from the movie.
- Ask a librarian to help him choose "favorites" to check out from the library. Teens are often motivated to read books that are recommended by their friends.
- Encourage him to read books about subjects that interest him. Many young people prefer books that are related to their real lives. They like to read for a purpose rather than simply for the enjoyment of reading.
- Help him set reading goals and challenge himself to reach them. Young people enjoy the success of achieving short-term goals. ■

## At school, adolescents may be:

### Speaking and Listening

- Asking questions, restating what they have heard and stating different opinions.
- Presenting oral reports and stating their own opinions in all subjects, with supporting examples and facts.
- Listening respectfully to others.

### Reading

- Reading poetry, nonfiction and fiction in different

subject areas.

- Reading to discover new ideas and ways of thinking.
- Investigating topics that are connected to their own lives, their passions and their academic interests.
- Participating in book clubs, literature circles and other

## Recommended Books: Grades 9-12

Here is a list of books and authors that adolescents at this age enjoy. Ask your librarian or a teacher to recommend other good books.

Where can you get copies of these and other books?

- the library in your child's school
- classroom libraries
- a public library branch near you.

Authors	Books
Douglas Adams	The Hitchhiker's Guide to the Galaxy
Sherman Alexie	The Absolutely True Diary of a Part-Time Indian • Smoke Signals
Isabel Allende	The House of the Spirits
Julia Alvarez	In the Time of Butterflies
Laurie Halse Anderson	Speak
Maya Angelou	I Know Why the Caged Bird Sings
Jay Asher	Thirteen Reasons Why
James Baldwin	If Beale Street Could Talk
Coe Booth	Tyrell
Kalisha Buckhanon	Upstate
Octavia Butler	Kindred
Orson Scott Card	Ender's Game
Chris Crutcher	Whale Talk
Rachel Cohn	Gingerbread
Donald Davis	Listening for the Crack of Dawn
Sarah Dessen	This Lullaby
Jenny Downham	Before I Die
Sharon Draper	Copper Sun
Buchi Emecheta	The Bride Price
Sharon G. Flake	Who Am I Without Him?
Paul Fleischman	Whirligig
Neil Gaiman	Neverwhere
Ernest J. Gaines	A Lesson Before Dying
Donald R. Gallo, editor	Ultimate Sports: Short Stories by Outstanding Writers for Young Adults
K.L. Going	Fat Kid Rules the World
John Green	Looking for Alaska
Mark Haddon	The Curious Incident of the Dog in the Night-Time
Terry Spencer Hesser	Kissing Doorknobs
Will Hobbs	Far North
Khaled Hosseini	The Kite Runner

Authors	Books
Langston Hughes	The Collected Poems of Langston Hughes
Zora Neale Hurston	Mules and Men • Their Eyes Were Watching God
Angela Johnson	The First Part Last
Sue Monk Kidd	The Secret Life of Bees
Ursula Le Guin	The Left Hand of Darkness
Julius Lester	Day of Tears: A Novel in Dialogue
David Levithan	Boy Meets Boy
E. Lockhart	The Disreputable History of Frankie Landau-Banks
Chris Lynch	Inexcusable
Anne McCaffrey	Dragonsong
Frank McCourt	Angela's Ashes: A Memoir
Patricia McCormick	Sold
Walter Dean Myers	Bad Boy: A Memoir • The Beast
An Na	A Step from Heaven
Naomi Shihab Nye	19 Varieties of Gazelle: Poems of the Middle East
Tsugumi Ohba	Death Note (series)
Gary Paulsen	The Beet Fields
Ernesto Quinonez	Bodega Dreams
Aron Ralston	Between a Rock and a Hard Place
Dana Reinhardt	Brief Chapter in My Impossible Life
Robert Alden Rubin	Poetry Out Loud
René Saldaña	The Whole Sky Full of Stars
Marjane Satrapi	Persepolis
Elizabeth Schmidt, editor	Poems of New York
Eric Schlosser and Charles Wilson	Chew on This: Everything You Don't Want to Know About Fast Food
Dai Sijie	Balzac and the Little Chinese Seamstress: A Novel
Sonya Sones	What My Mother Doesn't Know
Art Spiegelman	Maus I and II
John Steinbeck	Of Mice and Men
J. R. R. Tolkien	Lord of the Rings
Jean Toomer	Cane
Marta Moreno Vega	When the Spirits Dance Mambo
Ned Vizzini	It's Kind of a Funny Story
Jeannette Walls	The Glass Castle: A Memoir
Jacqueline Woodson	If You Come Softly
Richard Wright	Black Boy
Gene Luen Yang	American Born Chinese
Declare Yourself	Declare Yourself: Speak. Connect. Act. Vote. More Than 50 Celebrated Americans Tell You Why
Sara Zarr	Story of a Girl
Markus Zusak	The Book Thief

opportunities to talk about books.

- Reading to learn the main ideas for all their classes.
- Evaluating what they read to decide if it is unbiased, accurate and complete.
- Exploring college and career opportunities beginning early in the ninth grade, to discover the

ones that match their interests, talents and ambitions.

- Using charts, diagrams, tables and graphs to get information.
- Inferring meaning that is not directly stated in a text.

### Writing

- Writing in every class.

• Working together to revise and edit writing.

- Trying a variety of formats for their writing, including poetry, stories, essays, letters, journal entries, plays and research papers.

- Producing polished pieces of writing by creating first drafts and then revising to improve

both the expression of ideas and the use of language.

- Publishing or performing their writing.
- Expressing themselves about important issues to different audiences, for example, telling their own stories, writing letters to the editor. ■

# What special tips will help me support my child's literacy?

## Help for struggling readers

### Don't panic!

Sometimes children do not learn to read easily and your child may struggle. Here are some things you can do to help him:

- Continue to read to him. Make reading a regular and enjoyable family activity. Let him see you and other important adults read books, magazines and newspapers regularly.
- Encourage him to read at home. Have interesting books and magazines available and give him time and space at home to read. The more young people read, the better they can read.
- Help him select a variety of materials from the school or public library. These might include audio books, novels, e-books, fact books, magazines, comic books, graphic novels and children's books.
- Read to and with him several times a week in whatever language you speak in the home. The more he hears language, the more he will be able to adopt and adapt language for his own expressions.
- Talk with his teachers so that you know what they expect of him at school.
- Find out about after-school tutoring and other special help that may be available (ask the teacher, school principal or parent coordinator).
- Take advantage of after-school and summer activities offered by community organizations (see "Resources" at the back of this guide). Many of these programs, like Summer Reading Club at the public library, are free of charge.
- Provide opportunities for him to read books with lots of visuals. Many libraries offer an enjoyable variety of graphic novels, illustrated information books and picture books that are appealing to teen readers.
- Encourage him to read different genres, including poetry, short stories, autobiographies, memoirs, essays and historical fiction as well as novels.

## Literacy and technology

Technology offers new opportunities for families to learn and play together and at the same time support literacy.

### Television / videos / movies

When watching TV or movies, you can support literacy by:

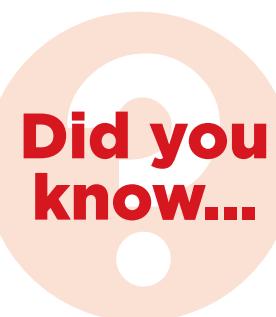
- Watching with your child and asking questions to check for understanding.
- Encouraging her to ask questions of her own.
- Talking about the ideas in the shows.
- Analyzing what you have watched like a movie critic, comparing it to other films and providing opinions about the quality of the film or video.
- Relating the shows to real-life experiences she has had.

### Finding information on the Internet

A lot of information is available through the Internet, but not all of it is accurate and reliable.

You can help your child get quality information from the Internet:

- Use your public library card to access on-line resources (such as magazine articles and encyclopedias).
- Help her to figure out the best words to use to search for information on a topic.
- Encourage her to seek different points of view and multiple sources of information.
- Help her evaluate and ask questions about the information that is found:
- Who wrote it and why was it written? Is it fact or opinion? Does the author tell you how he or she knows the facts? Does this information fit with other information found on this topic?
- Pay attention to what your child is seeing on the computer. If you don't know much about using the computer yourself, ask your child to teach you what she has learned.
- Use sites that are designed to help children search the Internet:
  - Ask for Kids ([www.askkids.com](http://www.askkids.com))
  - HomeworkNYC ([www.homeworknyc.org](http://www.homeworknyc.org))
  - KidsClick! ([www.kidsclick.org](http://www.kidsclick.org))
  - Yahoo!Kids ([kids.yahoo.com](http://kids.yahoo.com))
- Use sites that recommend other sites that are safe and appropriate for children:
  - Awesome Library for Kids ([www.awesomelibrary.org/student.html](http://www.awesomelibrary.org/student.html))



Research has shown that vocabulary is the single strongest predictor of academic success for second language students (Kate Kinsella, 2005).

- Berit's Best Sites for Children ([www.beritsbest.com](http://www.beritsbest.com))
- Great Web Sites for Kids ([www.ala.org/greatsites](http://www.ala.org/greatsites))
- Parents' Choice Awards ([www.parents-choice.org/allawards.cfm](http://www.parents-choice.org/allawards.cfm))

### Communicating Through the Internet

The Internet provides many opportunities for people to connect to others. Young people often e-mail and chat online with their friends after school. It's important to make sure your child is using the Internet in a safe, appropriate way. These rules are also important for youngsters with cell phones.

- Know who your child is talking to online.
- Make sure she does not give out personal information.
- Make sure she uses only appropriate chat sites.

### Audio books and downloadables

Books on tape or CD or in electronic format are available at the library and in bookstores. They let you listen or view books in the car, on the train or anywhere a player can go.

An increasing number of books are available electronically through the public or school library (e-books). These may be checked out and downloaded to your computer. At the end of the checkout period, the file will disappear from your computer and be automatically checked back in to the library.

The Andrew Heiskell Braille and Talking Book Library (<http://talkingbooks.nypl.org/>) operates a books-by-mail program that delivers thousands of recorded and Braille titles postage-free. Residents of all ages from New York City and Long Island are eligible if they have difficulty reading standard printed materials because of blindness, visual impairment, some physical disabilities or a reading disability (such as dyslexia) resulting from organic dysfunction are eligible for these services. For further information, see the "Resources" section of this guide. ■

# Resources

## Community support to strengthen family literacy

### Andrew Heiskell Braille and Talking Book Library

*Services for the visually impaired and the learning-disabled*  
40 West 20th Street  
New York, NY 10011  
phone: 212-206-5400  
TDD 212-206-5458  
24-hour voice mail 212-206-5425  
<http://talkingbooks.nypl.org> or  
[talkingbooks.nypl.org](http://talkingbooks.nypl.org)

### Brooklyn Public Library

*Complete library services, summer reading programs, booklists, English as a Second Language for adults, and adult literacy programs*  
phone: 718-230-2100  
[www.brooklynpubliclibrary.org/kids/](http://www.brooklynpubliclibrary.org/kids/)  
[www.brooklynpubliclibrary.org/teens/](http://www.brooklynpubliclibrary.org/teens/)  
[brooklynpubliclibrary.org/first5years](http://www.brooklynpubliclibrary.org/first5years)

### HomeworkNYC

*A homework-help website*  
[www.homeworknyc.org/](http://www.homeworknyc.org/)

### Learning Leaders

*Information for parents and students about literacy programs and resources.*  
phone: 212-213-3370  
[www.learningleaders.org/resources/](http://www.learningleaders.org/resources/)  
[links.php](http://links.php)

### The Literacy Assistance Center

*Services and publications for adult and family literacy and help in locating free literacy programs for children and families.*  
phone: 212-803-3300  
[www.lacnyc.org](http://www.lacnyc.org)

### Family Literacy Resources

[www.lacnyc.org/resources/familylit/](http://www.lacnyc.org/resources/familylit/)  
[familylit.htm#directory](http://familylit.htm#directory)

### Literacy Hotline

*Referral for free classes for adults and out-of-school youth including*

**Y**ou are not alone. Many resources in the community—including libraries, museums, recreation departments, parks, arts and youth programs and community-based organizations—offer programs that support youth development and literacy.

Summer activities are particularly important because they help students sustain what they've learned during the school year. Public libraries sponsor summer reading programs with lists of recommended books, activities and outreach programs like bookmobiles. For more information about summer public library programs and tips for parents to encourage reading, contact the public libraries (see below). ■

**GED, basic education, workforce preparation, job training, and English as a Second Language**  
212-803-3333 (toll-free number)  
Hotline available 24 hours a day

### New York City Department of Education

*Information for parents about schools in New York City.*  
Office of Library Services:  
phone: 212-374-0781  
[schools.nyc.gov/Academics/LibraryServices/FamilyResources](http://schools.nyc.gov/Academics/LibraryServices/FamilyResources)

Office for Family Engagement and Advocacy:  
phone: 212-374-2323  
[schools.nyc.gov/Offices/OFEA](http://schools.nyc.gov/Offices/OFEA)

### New York City Department of Youth and Community Development (DYCD Services)

*Programs throughout the city that address the literacy needs of parents and their children.*  
phone: 800-246-4646  
[www.nyc.gov/html/dycd/html/reading\\_writing/reading\\_writing.shtml](http://www.nyc.gov/html/dycd/html/reading_writing/reading_writing.shtml)

### The New York Public Library

(Manhattan, The Bronx and Staten Island)

**Complete library services, summer reading programs, booklists, English as a Second Language for adults, and adult Literacy programs**  
phone: 212-930-0800  
[www.nypl.org](http://www.nypl.org)  
[kids.nypl.org](http://kids.nypl.org)  
[teenlink.nypl.org](http://teenlink.nypl.org)

### Partnership for After School Education (PASE)

*More than 1,200 after-school programs for youth of all ages and maps showing locations of after-school programs*  
phone: 212-571-2664  
[www.pasesetter.com](http://www.pasesetter.com)  
[www.cmap.info/netmaps/pase/paseMap.asp](http://www.cmap.info/netmaps/pase/paseMap.asp)

### Queens Library

**Complete library services, summer reading programs, booklists, English as a Second Language for adults, and adult Literacy programs**  
phone: 718-990-0700  
[www.queenslibrary.org](http://www.queenslibrary.org)  
[www.kidslinq.org](http://www.kidslinq.org)  
[www.teenlinq.org](http://www.teenlinq.org)

### UFT Dial-A-Teacher

*Homework help for students and parents.*  
phone: 212-777-3380 from 4-7 p.m., Monday-Thursday

## Remember that you are not alone.

If your child is falling behind her classmates in developing literacy skills, it is good to know that the community stands with you in helping her catch up. Support is available through:

- **after-school programs**
- **tutorial services**
- **library and youth programs offered in your community.**

One of your most important partners is your child's teacher. Your child's literacy is the teacher's goal too! To make an appointment to speak with the teacher in person or by phone, call the school and leave a message with the principal's office or parent coordinator.

The teacher is a valuable source of information for you. Ask:

- **What the teacher expects your child to learn this year**
- **How your child is progressing**
- **What strengths and interests the teacher has observed in your child**
- **Where your child could use more practice**

The teacher would like information from you, too.

- **Tell him or her about your child's favorite books, hobbies and interests**
- **Share your child's home language and cultural background**
- **Discuss your child's areas of struggle and her ways of learning at home**

Other people in your child's school also partner with you in helping your child to develop literacy skills:

- **librarians**
- **principals**
- **after-school program leaders and parent coordinators.**

## Some national organizations offer very helpful information through their websites:

### Booklists

**American Library Association**  
*Booklists for children*  
[www.ala.org/ala/alsc/alscresources/booklists/booklists.htm](http://www.ala.org/ala/alsc/alscresources/booklists/booklists.htm)  
Booklists for teens  
[www.ala.org/yalsa/booklists](http://www.ala.org/yalsa/booklists)

### Reading Rockets

*Booklists for all levels*  
[www.readingrockets.org/books](http://www.readingrockets.org/books)

### Publications for Parents

**AdLit.org**  
*Resources to support children in grades 4-12*  
[www.adlit.org](http://www.adlit.org)

**Family Information Center of the Clearinghouse on Reading, English and Communication**  
[reading.indiana.edu/www/indexfr.html](http://reading.indiana.edu/www/indexfr.html)

**International Reading Association**  
*Resources in English and Spanish*  
[www.reading.org/resources/tools/parent.html](http://www.reading.org/resources/tools/parent.html)

**Reading Is Fundamental**  
*Resources to help children love reading*  
[www.rif.org/parents/](http://www.rif.org/parents/)

**U.S. Department of Education**  
*Especially for Parents*  
[www.ed.gov/parents/landing.jhtml](http://www.ed.gov/parents/landing.jhtml)  
*Tools for Student Success*  
[www.ed.gov/parents/academic/help/](http://www.ed.gov/parents/academic/help/)

[tools-for-success/index.html](http://tools-for-success/index.html)

**No Child Left Behind: A Parent's Guide**  
[www.ed.gov/parents/academic/involve/nclbguide/parentsguide.html](http://www.ed.gov/parents/academic/involve/nclbguide/parentsguide.html)

**For English Language Learners iColorínColorado!**  
[www.colorincolorado.org](http://www.colorincolorado.org)

**National Association for Bilingual Education**  
[www.nabe.org/education/index.html](http://www.nabe.org/education/index.html)

**National Clearinghouse for English Language Acquisition**  
*Bilingual/ESL Resources: Literacy for LEP Students & Their Families*  
[www.ncela.gwu.edu/spotlight/1\\_parents.html](http://www.ncela.gwu.edu/spotlight/1_parents.html)

### National Center for Family Literacy

*Hispanic Family Learning Institute*  
[www.famlit.org/site/c\\_gtJWJdMQIsE/b.1697307/k.415C/Hispanic\\_Family\\_Learning\\_Institute.htm](http://www.famlit.org/site/c_gtJWJdMQIsE/b.1697307/k.415C/Hispanic_Family_Learning_Institute.htm)

**New York City Department of Education**  
[schools.nyc.gov/Academics/ELL](http://schools.nyc.gov/Academics/ELL)

### Resources for Children with Special Needs

**LD Online**  
[Ldonline.org](http://ldonline.org)

**Resources for Children with Special Needs, Inc. in New York City**  
[www.resourcesnyc.org](http://www.resourcesnyc.org)

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