



# Reading at Home: Why and How?

November 16th  
11am and 5pm

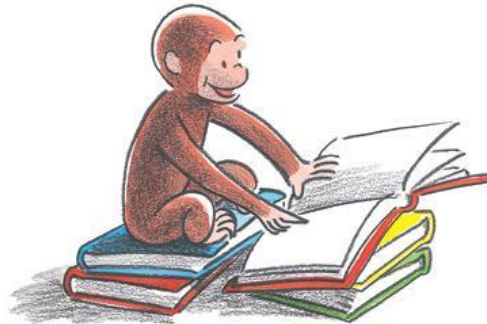


# Introductions

*Please tell us a little bit about yourself:*



1. What is your name and your child(ren)'s name(s)?
2. Who is your favorite book character or your child's favorite book character?



# Why read at home?

Short answer: because it is critical to student's development as readers, writers and thinkers.

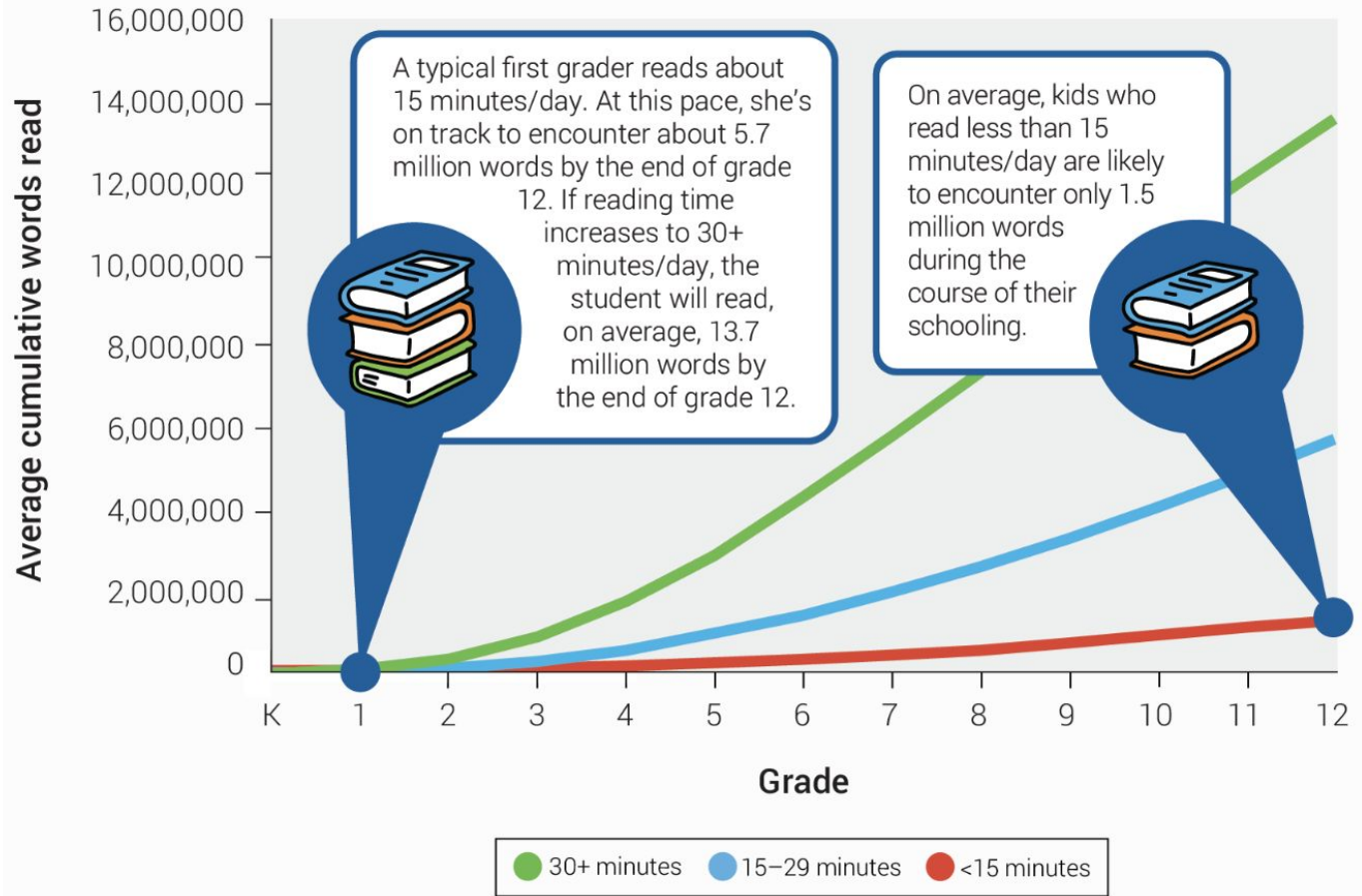
# How Does the Brain Develop?



# Research:

Anderson, Wilson, and Fielding (1988) traced reading growth to an array of activities related to independent reading: “They found that the **amount of time** students spent in **independent reading** was the best predictor of reading achievement and also the best predictor of the amount of gain in reading achievement made by students between second and fifth grade.”

## Vocabulary exposure increases with daily reading time



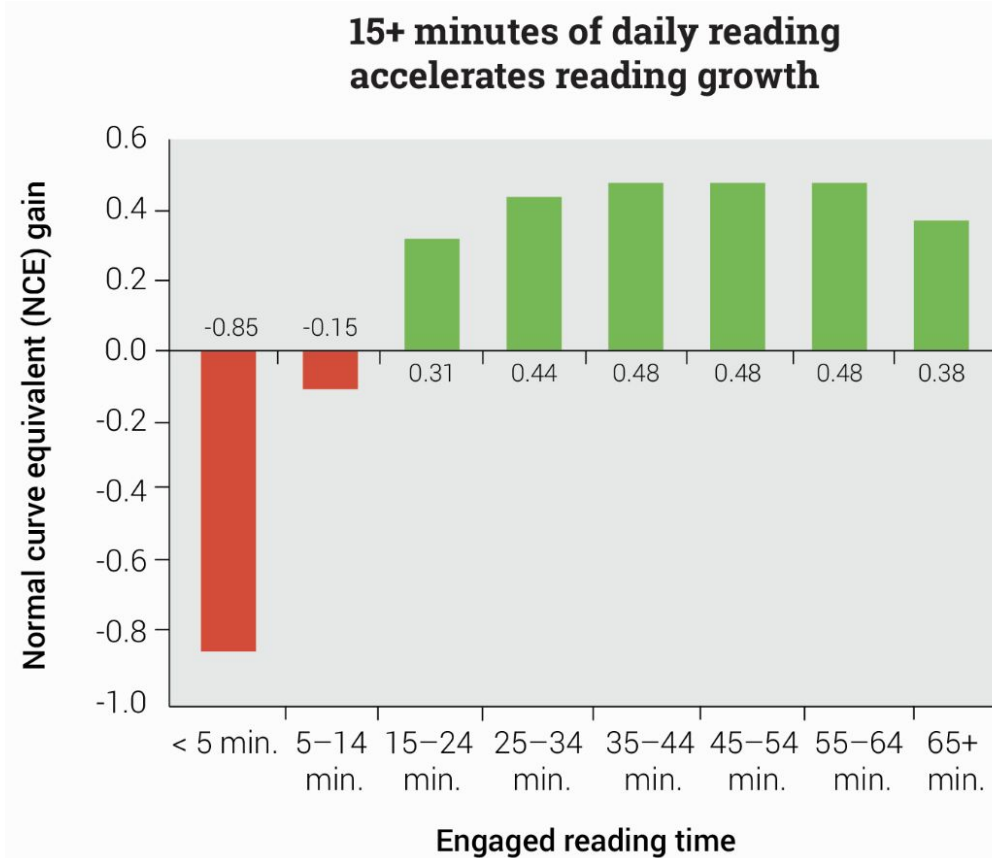
# More Research:

There are three powerful factors that can predict whether a child (across ALL ages 6- 17) will be a frequent reader including:

children's level of reading enjoyment  
parents who are frequent readers  
a child's belief that reading for fun is important

Additional factors predict reading frequency at different ages; predictors for students (ages 6-11) include:

- **being read aloud to 5-7 days a week before Kindergarten**
- **being read aloud to currently**
- **spending less online computer time.**



# How can I help my student be a better reader?

Short answer: Talk to them about what they read... and read with them! (yes, even with your older kids)

## Benefits of asking questions:

- Will prepare children for academic success
- Contributes significantly to healthy brain development
- Develops reading and language skills
- Will develop a life-long love of reading



# Why is interactive reading important?

Interactive reading develops in children their:

- Language and literacy skills
- Vocabulary development
- Critical thinking
- Background knowledge
- Oral language skills
- Phonological awareness
- Decoding Skills

## Examples of Interactive Reading

- Let your child be the storyteller
- Ask questions that will allow them to talk and lead the process

## Expanding on Your Child's Answer

1. Read the book before you read it with your child, when possible.
2. Read the book with your child, doing most of the talking yourself and making sure that you point out the names of things your child may not know.
3. Read the book again, only use the PEER strategy for each of the pictures/objects you named when you and your child read the book the first time.

# Use the “PEER” strategy to sustain a conversation about the book: prompt, evaluate, expand and repeat.

## Prompt

Encourage your child to name objects and talk about the book.

## Evaluate

When you evaluate an answer you provide a statement that positively reinforces and corrects a child’s incorrect answers.

## Expand

Repeat what the child says and give additional information.

## Repeat

Have your child repeat what was learned to solidify their understanding

# Recall

When children answer questions or cite details from a book, they are recalling the text. Recall questions allow you to check your child's understanding of the story. They are questions that often have a specific answer.

## To promote recall, ask your children questions:



- What happened in the story?
- What events occurred in the story?
- How did the story end?
- Where did the story take place? In what setting?

# Prediction

Children are making predictions when they use textual and illustration clues to make inferences about what will happen next in the story. You can ask prediction questions before, during and after sharing a book.

# Prediction

To promote prediction, ask your children questions such as :

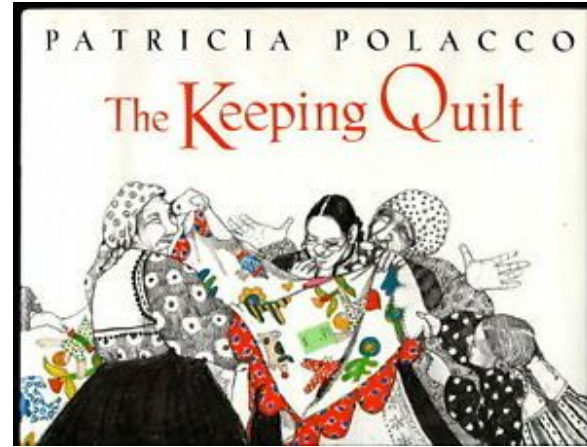
1. What do you think the story will be about?
2. Look at the cover and pictures then make predictions.
3. What is going to happen? Why do you think that is going to happen?
4. What clues helped you make that choice?
5. Does it remind you of anything?



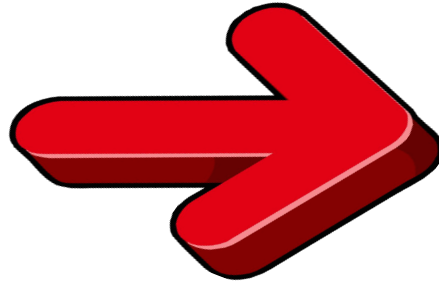
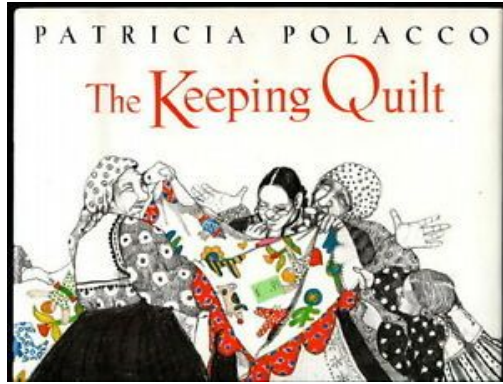
## **Making connections is important because:**

- Children are experts in their own lives and feel good about answering this kind of question.
- It will help children develop higher-level thinking skills.

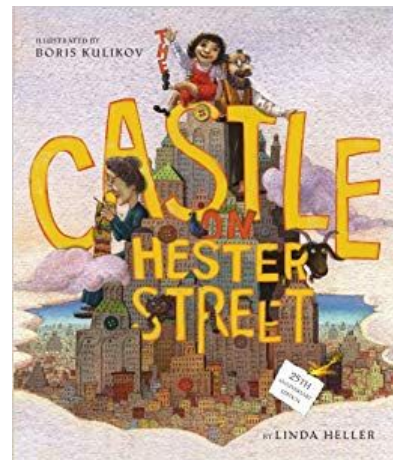
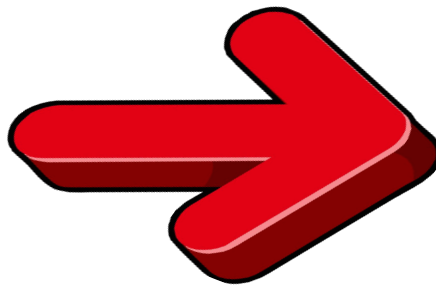
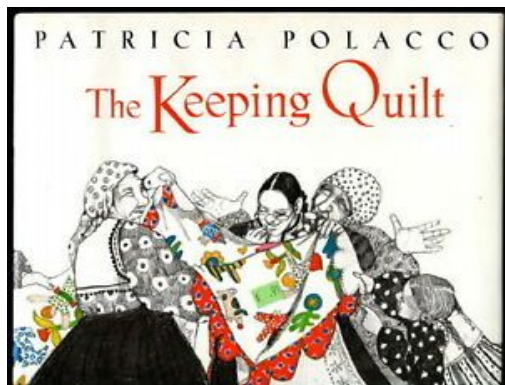
# Text Connections



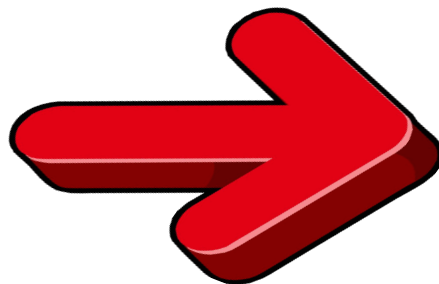
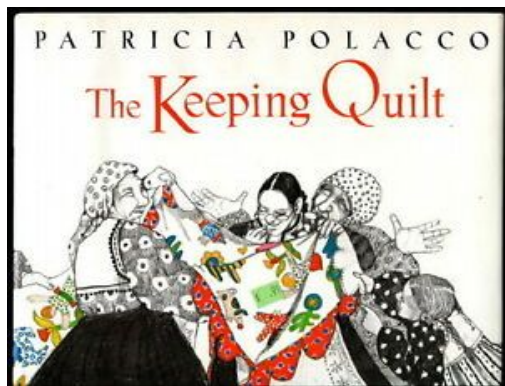
## Connections to background knowledge



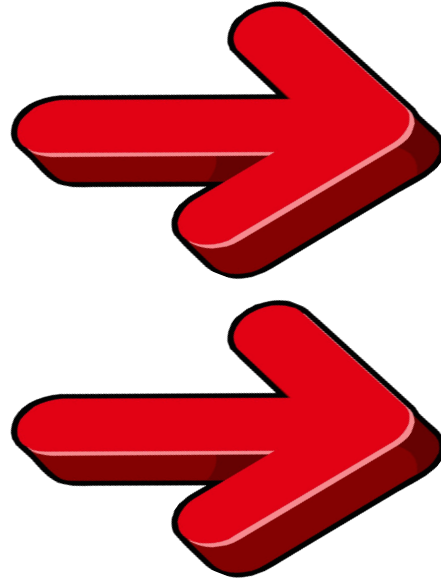
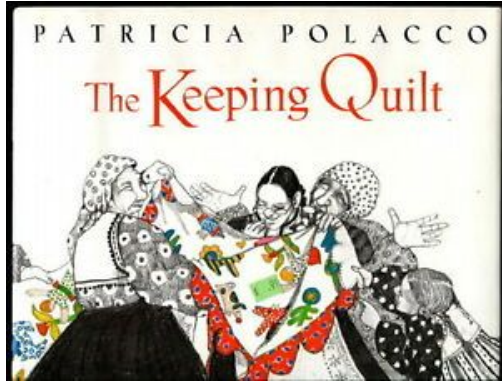
**text to self connections**



**text to text connections**



# text to media connections



**text to world connections**

## Connection Stems

- That reminds me of....
- I remember when....
- I have a connection...
- An experience I have had like that...
- I felt like that character when...
- If I were that character, I would....

## Certain phrases can help start connection questions

- Can you/do you...
- If you were...what would you do?
- This is like the time when...
- We read...
- We saw...
- You know...



Where can we get books (and other things) to read at home?

Short answer: lots of places! Here are a few...

# SCHOLASTIC Literacy Pro™

## LitPro: Scholastic

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- Creates a personalized bookshelf based on an interest survey.
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# epic!

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- Three levels of fun!
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# Library Checkout

Rialto Public Library  
Dollahan Library, coming soon!



If you have a San Bernardino County Library Card... you can check out books from your phone! There are lots of services available, check out their website: <http://www.sbclib.org/>

Also, after the Christmas break, our Dollahan Library will be open for parent/student checkout! Watch Remind, the school website, and/or the Leadership Lobby for more details!

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# Dollahan's Virtual Book Fair: Starts Today!!

Through November 29th...

Online at: <https://www.scholastic.com/bf/helenldollahanelemschool1>

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Last thought: Just Read...

And let them see you read!