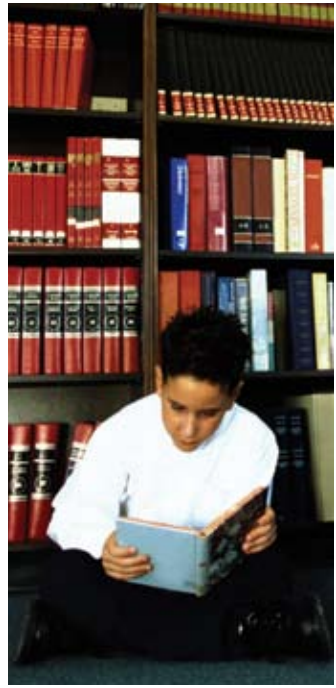


OPENING THE DOOR TO LEARNING

LITERACY IS A FAMILY AFFAIR



NEW VISIONS
FOR PUBLIC SCHOOLS

A publication of New Visions for Public Schools



MADE POSSIBLE BY THE GENEROUS SUPPORT OF RANDOM HOUSE, INC. AND AUGUST HOUSE



Dear Parents and Family Caregivers:

We face a tremendous challenge. To be successful in today's knowledge-based global economy, our children will need very strong literacy skills. They will need to build on their basic reading, writing, speaking, and listening skills to become critical thinkers and discerning users of information.

Our children must be able to understand many different kinds of reading materials and write clearly and persuasively. They will need to be able to find and use information to make decisions and create new knowledge. They will need to think critically about complicated issues. These are the literacy skills that will empower our children to discover and interact with the world, ask questions and investigate the answers, and build independence. Literacy becomes the door to their learning and their futures.

Literacy is not just learned in school; it is learned everywhere, from reading subway signs and cereal boxes, to listening to family stories in the language of the home, to exploring the Internet. You can have a powerful impact on your child's literacy. This guide is designed to make literacy a family affair, so that you can help develop your children's literacy skills from the day they start talking to the day they graduate from high school.

Research has shown that parents and caregivers have a profound impact on their children's readiness to read when they enter school. Reading, writing, speaking and listening continue to grow and change every year. The positive influence of the family continues to be important as young people develop through elementary, middle, and high school. This guide will help you understand what you can expect in terms of your child's development and what to look for in your child's classroom. It also gives you many ideas for how to help your child along this path.

Our children's futures depend on these important skills. Please join us in helping our children succeed.

Chancellor Joel I. Klein

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 family 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, 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!

NEW VISIONS FOR PUBLIC SCHOOLS

in collaboration with

New York City Department of Education
The New York Public Library
Brooklyn Public Library
Queens Borough Public Library

TABLE OF CONTENTS

What is literacy?

How can I make literacy a part of our family life?

What literacy skills does my child need and how can I help my child develop them?

- Birth to Pre-Kindergarten
- Kindergarten
- Grades 1–2
- Grades 3–5
- Grades 6–8
- Grades 9–12

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

- Selecting "Just Right" Books
- What can you do if your child is a struggling reader?
- Motivating Adolescents to Read
- Literacy and Technology
- Communicating Through the Internet

What resources are available to help me?

- Community Support for Family Literacy

WHAT IS LITERACY?

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

Young people build literacy skills over time:

THEY GO FROM. . .		TO. . .
Discovering that sounds have meaning.	LISTENING	Understanding what they hear.
Babbling and imitating sounds.	SPEAKING	Stating ideas and persuading others.
Learning to recognize letters and words.	READING	Finding and understanding written information.
Learning to hold a pencil.	WRITING	Writing for personal expression and business.

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.

HOW DO LITERACY SKILLS DEVELOP?

Every child is unique. Each child has his or her own mix of strengths and interests. For each child, some ways of learning work better than others.

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 or her own rate. One child may start to read early, while another discovers the joy of reading a year or two later.

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 him or 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 his or her questions, and help get the answers. Teach your child ways to find the information on his or her own.

TALK

to your child about everything. Talk about the words you use to build an awareness of words and a rich vocabulary.

ENRICH

your child's environment by taking him or her to zoos, libraries, museums, sports events, 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 ten minutes a day, that child will have heard over 3,000 hours of stories by the time he or she enters school. Even after children can read for themselves, reading books to them will establish reading as an important part of daily life and contribute greatly to their literacy skills.

TEACH

your child how to use language to get things done. For instance, teach him or her to read a menu, write a thank you letter, or present his or 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 his or her education.

ENCOURAGE

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

CHECK OUT

books in different formats from the library (books on tape or CD, videos, DVDs).

ENCOURAGE

your child to use his or 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 their future, and to see how literacy skills will empower him or her to reach important goals.

REMEMBER THAT YOU ARE NOT ALONE.

If you discover that your child is falling behind his or her classmates in developing literacy skills, it is good to know that the community stands with you in helping your child catch up. The last section of this booklet lists a number of resources available to you. For example:

after-school programs,
tutorial services, and
library and youth programs offered in the community where you live.

One of your most important partners is your child's teacher. Your child's literacy is his or her 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 his or 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.

DID YOU KNOW...

Early childhood (up to age 3) is the single most important period in a child's physical, intellectual, and psychological life. Eighty percent of brain development occurs during these years.

By the time a child enters kindergarten, he will have learned half of everything he'll learn in a lifetime!

Children learn their home language by listening from the time they are born.

Around age 4 children really delight in making rhymes and listening to poetry and non-sense verse.

Every culture on earth has lullabies, nursery rhymes, and finger plays to share with babies and toddlers.

Children from about ages 2 through 7 think everyone experiences the world the way they do.

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

BIRTH TO PRE-KINDERGARTEN

Babies 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 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 scribbles 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 your child watches.

Tell stories about your family, favorite memories, and past experiences.

Sing songs.

Teach nursery rhymes.

Teach the alphabet song.

Play pretend games.

Describe what you are doing with words your child can use.

Listen to your child:

- Ask about things your child is seeing and doing.
- Ask about your child's scribbles and drawings.
- Encourage your child to tell you stories.
- Listen patiently to 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 your child choose some of them.
- Read and re-read 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 your child to programs at the public library, where librarians will read to your child 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 your child to draw something from a favorite story.
- Write the names of objects on the pictures your child draws so that your child begins to link ideas with written words.
- Have your child tell you a story; write it down; and read it back.
- Show your child 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 or she 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. | 5. Stores. |
| 9. Your neighborhood. | 4. Libraries. |
| 8. Restaurants. | 3. Buses and trains. |
| 7. Parks and zoos. | 2. Home. |
| 6. Playgrounds. | 1. Everywhere! |

RECOMMENDED BOOKS TO BE READ ALOUD: BIRTH TO PRE-KINDERGARTEN

Here are a few books 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
Molly Bang	Ten, Nine, Eight
Byron Barton	The Little Red Hen
Margaret Wise Brown	Goodnight Moon The Runaway Bunny
Eric Carle	The Very Hungry Caterpillar The Grouchy Ladybug
Lucy Cousins	Maisy Goes Swimming
Donald Crews	Freight Train
Lois Ehlert	Growing Vegetable Soup
Rebecca Emberley	My Colors = Mis Colores
Denise Fleming	The Everything Book
Minfong Ho	Hush! A Thai Lullaby
Tana Hoban	Exactly the Opposite
Ezra Jack Keats	The Snowy Day Whistle for Willie
Robert Kraus	Whose Mouse Are You?
Ruth Krauss	Carrot Seed
Leo Lionni	Swimmy
Arnold Lobel (Illustrator)	The Arnold Label Book of Mother Goose
Margaret Read MacDonald	Tuck-Me-In-Tales
Bill Martin, Jr. and John Archambault	Chicka Chicka Boom Boom
Bill Martin, Jr. and Eric Carle	Brown Bear, Brown Bear, What Do You See?
Margaret Miller	Big and Little
Watty Piper	The Little Engine That Could
Beatrix Potter	The Tale of Peter Rabbit
Peggy Rathmann	Goodnight, Gorilla
Lynn Reiser	Margaret and Margarita/Margarita y Margaret
Richard Scarry	Cars and Trucks and Things That Go
Maurice Sendak	Alligators All Around
David Shannon	No, David!
Peter Sis	Ballerina Fire Truck
John Steptoe	Baby Says
Robert Louis Stevenson	A Child's Garden of Verses
Paul and Henrietta Stickland	Dinosaur Roar!
Natasha Anastasia Tarpley	I Love My Hair!
Rosemary Wells	Max's Breakfast
Mo Willems	Don't Let the Pigeon Drive the Bus!
Paul Zelinsky	The Wheels on the Bus

KINDERGARTEN

Kindergarten 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 with a teacher about a book they have read.

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

Kindergarten children love stories. They love to sit with a favorite book they know by heart and pretend to read the story. They even act out stories while playing with friends.

DID YOU KNOW...

The single best indicator of how easily a child will learn to read is if he or she enters school with a big vocabulary.

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

AT SCHOOL, CHILDREN MAY BE:

SPEAKING AND LISTENING

Learning the sounds of language: practicing sounds, putting sounds together to make words, and breaking words into separate sounds (phonemics).

Learning how sounds, letters, and words are related (phonics).

Talking with each other, telling stories, doing show and tell, making up rhymes, playing roles, and using their imaginations.

Listening respectfully to their classmates.

Asking questions.

Taking turns speaking.

Following directions.

READING

Enjoying the books they are “reading,” because they have selected books they can read fairly easily.

Sharing their home culture, language, and traditions with the class.

Listening to stories being read aloud by the teacher, retelling them, and talking about them.

Knowing the sounds of letters and how letter sounds blend to create words.

Reading aloud.

Reading and enjoying many books without stopping and worrying about every word they do not know.

Making an effort to re-read their own writing.

WRITING

Writing letters and words they can sound out.

Beginning to write stories using inventive spelling (spelling words using the letters they hear) and pictures.

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

WHAT CAN YOU DO AT HOME?

SPEAKING AND LISTENING

Talk with your child about what he or she has done, seen, and read during the day.

Encourage your child 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.

Tell your child stories about your family.

Listen to your child and ask your child to listen to others.

Teach your child his or her full name and address.

READING

Read aloud to your child and talk about what you are reading together. Find connections with stories the child has read before.

Share familiar books that your child can read along with you.

Help your child 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 your child to draw pictures from stories and movies he or she has heard or seen.

Help your child learn to write his or her full name and phone number.

Help your child write his or her own thoughts.

RECOMMENDED BOOKS TO BE READ ALOUD: KINDERGARTEN

Here are a few books that children at this age enjoy. Ask your librarian or 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
Ludwig Bemelmans	Madeline
Jan Brett	The Mitten
Sandra Cisneros	Hairs/Pelitos
Nina Crews	One Hot Summer Day
Doreen Cronin	Click, Clack, Moo: Cows That Type
P. D. Eastman	Go, Dog, Go!
Wanda Gag	Millions of Cats
Eloise Greenfield	She Come Bringing Me That Little Baby Girl
Bill Harley	Sitting Down to Eat
Kevin Henkes	Chrysanthemum Lilly's Purple Plastic Purse Wemberly Worried
Amy Hest	Off to School, Baby Duck
Lillian Hoban	Arthur's Pen Pal
Pat Hutchins	Don't Forget the Bacon The Doorbell Rang
James Marshall	George and Martha
Robert McCloskey	Make Way for Ducklings Blueberries for Sal
Patricia McKissack	Mirandy and Brother Wind
Kate McMullan	I Stink!
Laura Joffe Numeroff	If You Give a Mouse a Cookie
Brian Pinkney	Max Found Two Sticks
Carole Lexa Schaeffer	The Squiggle
Maurice Sendak	Where the Wild Things Are
Dr. Seuss (Theodore S. Geisel)	The Cat in the Hat Green Eggs and Ham
Sherry Shahan	Spicy Hot Colors
David Shannon	Duck on a Bike
William Steig	Amos & Boris Dr. De Soto
Anastasia Suen	Subway
Hildegarde Hoyt Swift	The Little Red Lighthouse and the Great Gray Bridge
Martin Waddell	Farmer Duck
Mo Willems	Knuffle Bunny: A Cautionary Tale
Vera B. Williams	A Chair for My Mother
Taro Yashima	Umbrella

GRADES 1-2

Children 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.

A first-grader's ability to write is closely linked to his or her 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 begin 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...

When public libraries started to offer collections for children to use, there were almost no books specifically written for children. Now over 13,000 titles a year are published for babies, children, and teens.

When children see their favorite adults reading and writing in the home, it makes literacy a desirable "grown up" activity they want to do. That is why modeling literacy is so important.

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 with their classmates and teacher.

Sharing family stories.

READING

Putting sounds and letters together to sound out new words.

Studying words by exploring their meanings, finding related words, and looking at how words are used in different ways.

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

Reading poems, picture books, story books, and information books.

WRITING

Exploring different types of writing (for example, keeping notebooks of their favorite words, writing notes to their friends).

Writing stories with a beginning, middle, and end.

Talking about their writing.

Spelling common words correctly.

Using periods, question marks, exclamation marks, and capital letters.

Publishing their writing.

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 your child. Ask your child to tell you about the experience or what someone else has said.

Talk with your child about his or her reading and writing. Ask questions if you don't understand what your child is trying to say.

Play games like "I Spy" ("I Spy something that starts with the letter B"), Junior Scrabble, or Trivial Pursuit.

Encourage your child to use new words in conversations.

Ask your child to talk about his or her passions and interests.

READING

Read with your child every day. Continue to read aloud to your child and ask him or her to read to you. Talk about what the stories make him or her 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 your child, 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 your child sound out words using pictures and letter sounds.

Ask your child to tell you about the stories you are reading together. Ask him or her to predict what will happen next, or what the characters might do.

Take your child to the public library to check out books.

Encourage your child to read in all kinds of books (stories, picture books, poetry, true books) and everything around you (newspapers, signs, cereal boxes).

Ask your child to read you his or her stories and talk about them.

WRITING

Ask your son or daughter to write things for you, like a letter to a relative or a grocery list. Leave notes for your child and encourage him or her to write notes to you.

Give your child opportunities to write with different materials, including the computer if you have access to one.

RECOMMENDED BOOKS: GRADES 1-2

Here are a few books 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 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!
Margery Williams Bianco	The Velveteen Rabbit
Marc Brown	Arthur's Nose
Virginia Lee Burton	Mike Mulligan and His Steam Shovel
Doreen Cronin	Diary of a Worm
Tomie De Paola	Strega Nona
Arthur Dorros	Abuela
Heather Forest	Stone Soup
Hardie Gramatky	Little Toot
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
Munro Leaf	The Story of Ferdinand
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
Betty Miles	Hey! I'm Reading!
Brian Pinkney	The Adventures of Sparrowboy
Faith Ringgold	Tar Beach
Cynthia Rylant	High-Rise Private Eyes series Poppleton series
Jon Scieszka	The True Story of the 3 Little Pigs!
Dr. Seuss (Theodore S. Geisel)	Horton Hatches the Egg
Esphyr Slobodkina	Caps for Sale
William Steig	Brave Irene Doctor De Soto Sylvester and the Magic Pebble
John Steptoe	Stevie
Judith Viorst	Alexander and the Terrible, Horrible, No Good, Very Bad Day
Rosemary Wells	Yoko

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, or
- take a nature walk and write their observations about changes that happen in the fall.

DID YOU KNOW...

Most reference books (encyclopedias, dictionaries, etc.) are written at about an eighth-grade reading level. There is too much information in a short space for all but the best fourth through seventh grade readers to understand without guidance.

Between ages 7 and 11, children begin to think logically.

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

Reading both individually and in groups.

Reading aloud with expression.

Talking about the characters, setting, main ideas, and details of books they have read.

Understanding and re-stating ideas they read about in their own words.

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.

Reading to get information, and finding information about a topic from more than one source.

Reading by themselves for sustained periods of time.

WRITING

Writing for many purposes: telling stories, conveying information, describing people's lives, creating poetic images.

Writing stories to cause a reaction in the reader.

Learning how to write in all subject areas, like writing a report in social studies using at least three sources.

Learning the formal structure of language, like rhyme and rhythm.

Learning the formal structures of writing such as paragraphs.

WHAT CAN YOU DO AT HOME?

SPEAKING AND LISTENING

Talk with your child about school, friends, and activities.

Encourage your child to share thoughts and feelings.

Listen to your child's interests, concerns, likes, and dislikes. Ask your child to give you reasons for his or her opinions.

READING

Talk about what books your child likes to read. Let your child read to you.

Ask your child to compare books he or she is reading now with other books already read.

Continue to read to your child. Talk about how the story makes him or her feel, or how the characters might feel. Encourage your son or daughter to predict what might happen next, or ask “What if?” questions about the plot.

Provide books to match your child’s interests. Ask your child to keep track of favorite authors.

Set aside a quiet place and a specific time for reading and homework. Give your child encouragement.

Engage your child in making thoughtful decisions. For example, you might read the TV guide together and decide which show to watch.

Encourage and help your child read at least 25 books a year.

WRITING

Provide your child with a space for writing and respect that space.

Encourage your child to write in different forms (like stories and poems) and to make the writing beautiful by using drawings and color.

Ask your child to share his or her writing with you.

Give your child a journal or diary. Let your child keep it private.

Create a family newsletter to share with friends and relatives. Ask your child to write it and arrange for him or her to “interview” family members.

RECOMMENDED BOOKS: GRADES 3–5

Here are a few books 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 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
Alma Flor Ada	<i>My Name is María Isabel</i>
Arnold Adoff	<i>All the Colors of the Race: Poems</i>
Julia Alvarez	<i>How Tia Lola Came to (Visit) Stay</i>
Avi	<i>Poppy</i>
Judy Blume	<i>Double Fudge</i>
Eve Bunting	<i>Nasty Stinky Sneakers</i>
Frances Hodgson Burnett	<i>The Secret Garden</i>
Beverly Cleary	<i>Ramona series</i>
Andrew Clements	<i>Frindle</i> <i>The Janitor's Boy</i>
Roald Dahl	<i>Charlie and the Chocolate Factory</i> <i>The BFG</i>
Pleasant DeSpain	<i>The Emerald Lizard: Fifteen Latin American Tales in English and Spanish</i>
Kate DiCamillo	<i>Because of Winn-Dixie</i> <i>Tiger Rising</i>
Edward Eager	<i>Half Magic</i>
Louise Erdrich	<i>The Birchbark House</i>
Eleanor Estes	<i>The Hundred Dresses</i>
Jack Gantos	<i>Joey Pigza Swallowed the Key</i>
Virginia Hamilton	<i>Zeely</i>
James Howe	<i>Bunnicula</i>
Johanna Hurwitz	<i>Class Clown</i>
Norton Juster	<i>The Phantom Tollbooth</i>
C.S. Lewis	<i>The Chronicles of Narnia</i>
Lois Lowry	<i>Number the Stars</i>
Ken Mochizuki	<i>Baseball Saved Us</i>
Patricia MacLachlan	<i>Journey</i> <i>Baby</i>
Sharon Bell Mathis	<i>Sidewalk Story</i>
Nicholasa Mohr	<i>Felita</i>
F. N. Monjo	<i>The Drinking Gourd: A Story of the Underground Railroad</i>
Lensey Namioka	<i>Yang the Youngest and His Terrible Ear</i>
Barbara Park	<i>Skinnybones</i>

AUTHORS	BOOKS
Katherine Paterson	The Great Gilly Hopkins
Andrea Davis Pinkney	Alvin Ailey
Daniel Pinkwater	The Hoboken Chicken Emergency
Karen E. Quinones Miller	Ida B.
Thomas Rockwell	How to Eat Fried Worms
Cynthia Rylant	Missing May Every Living Thing
Louis Sachar	Sideways Stories from Wayside School
Allan Say	Grandfather's Journey
Jon Scieszka	Time Warp Trio series
Lemony Snicket	A Series of Unfortunate Events series
Gary Soto	Off and Running
Jerry Spinelli	Maniac Magee Crash
Geronimo Stilton	Lost Treasure of the Emerald (The Rodent's Gazette series)
Mildred Taylor	The Well The Gold Cadillac
Wendelin Van Draanen	Sammy Keyes series
Mildred Pitts Walter	Justin and the Best Biscuits in the World
E.B. White	Charlotte's Web
Laura Ingalls Wilder	Little House series
Henry Winkler, Lin Oliver	The Hank Zipzer series
Richard and Judy Dockrey Young	African-American Folktales for Young Readers
Kazumi Yumoto	The Friends

GRADES 6–8

Young 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 young 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. At this stage, adolescents need to 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. . .

There are many good children's and teen magazines you can order for your kids, and they love getting mail and having something special to read. Many of these are also available in your local school or public library.

Children and teens who read 5 or 6 books over the summer get the same benefit as if they took a summer school class.

Reading for pleasure increases reading comprehension.

Spelling improves the more we read.

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.

Gathering information with different points of view from multiple sources. Using those ideas to persuade a listener about an issue based on accurate evidence.

READING

Reading a variety of materials in every class, including literature, information books, biographies, and magazine articles.

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

Reading 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.

Participating in book clubs and other opportunities to share their thoughts about books with other students.

WRITING

Writing in every class.

Taking notes from books and from what the teacher says.

Putting together ideas, information, and points of view from several sources.

Writing for a variety of reasons and audiences to respond to literature, share information, tell a story, or persuade someone.

Revising writing to produce polished work.

Publishing or performing their writing through displays, school newspapers, writing contests, plays, or oral reports.

WHAT CAN YOU DO AT HOME?

SPEAKING AND LISTENING

Talk with your young adolescent about things he or she is interested in, from music and video games to clothes. Don't talk down or try to sound overly "cool"—just talk.

Ask what your young adolescent thinks about an issue and listen to the answer. Respect his or her voice, but expect reasons for the opinions.

READING

Encourage your young teenager to read and tell stories to younger siblings or grandparents.

Encourage him or her to read for many purposes (like finding out about a popular music star or about a sports event).

Encourage your teen to think about the meaning of what he or she is reading and writing.

Talk with your child about what he or she is reading. Ask questions and relate your own experiences that connect to the reading.

Visit the library often with your teen. Help select materials that he or she can read independently.

Encourage and help your young person to read at least 25 books each year in a variety of genres (both fiction and nonfiction).

Save favorite children's books, and don't be surprised if your middle-grade students enjoy 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 your child's privacy.

Provide whatever inspires your child to write—a quiet place, a new pad of colored paper, colored ink, writing tools (computer, dictionary, quotation book) or background music.

Encourage your teenager to share his/her writing publicly by posting it on the refrigerator, sending copies to relatives or friends, or reading/performing it in youth groups or family gatherings.

RECOMMENDED BOOKS: GRADES 6-8

Here are a few books 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 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
Lloyd Alexander	The Book of Three
Avi	Nothing But the Truth: A Documentary Novel
Joan Bauer	Squashed
Ann Cameron	Coli'bri
Lori M. Carlson, editor	Cool Salsa: Bilingual Poems on Growing Up Latino in the United States
Alice Childress	A Hero Ain't Nothin' But a Sandwich
Sook Nyul Choi	Year of Impossible Goodbyes
Susan Cooper	The Dark Is Rising series
Bruce Coville	Jeremy Thatcher, Dragon Hatcher
Chris Crutcher	Ironman
Christopher Paul Curtis	The Watsons Go to Birmingham, 1963
Nancy Farmer	The House of the Scorpion
Anne Frank	The Diary of a Young Girl
Jean Craighead George	Julie of the Wolves
Virginia Hamilton	The House of Dies Drear
S. E. Hinton	The Outsiders
Madeleine L'Engle	A Wrinkle in Time
Lois Lowry	The Giver
Robin McKinley	The Hero and the Crown
Nicholasa Mohr	El Bronx Remembered
Lillian Morrison	It Rained All Day That Night
Walter Dean Myers	145th Street: Short Stories Scorpions
Beverley Naidoo	The Other Side of Truth
Linda Sue Park	When My Name Was Keoko
Katherine Paterson	Bridge to Terabithia
Gary Paulsen	Brian's Hunt
Richard Peck	A Long Way from Chicago
W. Rodman Philbrick	Freak The Mighty
Philip Pullman	The Golden Compass
Johanna Reiss	The Upstairs Room

AUTHORS	BOOKS
Pam Munoz Ryan	Esperanza Rising
Louis Sachar	Holes
Graham Salisbury	Lord of the Deep
Steve Sanfield	The Adventures of High John the Conqueror
William Sleator	Oddballs: Stories
Gary Soto	Baseball in April and Other Stories
Suzanne Fisher Staples	Shabanu: Daughter of the Wind
Mildred D. Taylor	Roll of Thunder, Hear My Cry
Yoshiko Uchida	Journey Home
Cynthia Voigt	Homecoming
T. H. White	The Sword in the Stone
Jacqueline Woodson	Miracle's Boys
Laurence Yep	The Lost Garden

GRADES 9–12

For 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, employees, and citizens.

At this stage, young people find meaningful connections between what they are reading and their own lives. They also connect to reasons for writing beyond school: resumes, college applications, and diaries.

FAMILIES AND SCHOOLS CAN 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.

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.

Talking about ideas with peers.

Having different types of speaking experiences, from informal discussions to giving speeches.

READING

Reading poetry, non-fiction, 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 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.

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 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 your adolescent to read and understand 25 books each year.

Help your adolescent find answers to questions, both personal and academic.

Provide time and space for homework, reading, and writing.

Be sure that everyone in the family has a public library card and that you visit the library often with your family.

Find out about your adolescent's school through homework, the school newsletter, Parent's Night, visits with teachers, and conversations with your child.

Read what your adolescent is reading and discuss it with him or her without making judgments or talking down.

WRITING

Encourage your adolescent to write about thoughts, feelings and experiences in a journal. Respect your adolescent's privacy.

Exchange writing with your adolescent 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.

RECOMMENDED BOOKS: GRADES 9–12

Here are a few books that adolescents at this age enjoy. Ask your librarian or 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
Isabel Allende	The House of the Spirits
Maya Angelou	I Know Why the Caged Bird Sings
James Baldwin	If Beale Street Could Talk
Octavia Butler	Kindred
Orson Scott Card	Ender's Game
Sandra Cisneros	The House on Mango Street
Robert Cormier	The Chocolate War
Chris Crutcher	Whale Talk
Donald Davis	Listening for the Crack of Dawn
Buchi Emecheta	The Bride Price
Paul Fleischman	Whirligig
Ernest J. Gaines	A Lesson Before Dying
Donald R. Gallo, editor	Ultimate Sports: Short Stories by Outstanding Writers for Young Adults
Mark Haddon	The Curious Incident of the Dog in the Night-Time
Lorraine Hansberry	A Raisin in the Sun
Terry Spencer Hesser	Kissing Doorknobs
Will Hobbs	Far North
Khaled Hosseini	The Kite Runner
Langston Hughes	The Collected Poems of Langston Hughes
Angela Johnson	The First Part Last
John Krakauer	Into Thin Air
Harper Lee	To Kill a Mockingbird
Ursula Le Guin	The Left Hand of Darkness
Anne McCaffrey	Dragonsong
Frank McCourt	Angela's Ashes: A Memoir
Toni Morrison	The Bluest Eye
Walter Dean Myers	Bad Boy: A Memoir The Beast
An Na	A Step from Heaven
Gary Paulsen	The Beet Fields
Ernesto Quinonez	Bodega Dreams
Robert Alden Rubin	Poetry Out Loud

AUTHORS	BOOKS
Marijane Satrapi	Persepolis
Elizabeth Schmidt, editor	Poems of New York
Dai Sijie	Balzac and the Little Chinese Seamstress: A Novel
Art Spiegelman	Maus: A Survivor's Tale
John Steinbeck	Of Mice and Men
J. R. R. Tolkien	Lord of the Rings
Richard Wright	Black Boy

DID YOU KNOW...

Even teens 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 that interest them.

Besides early childhood, the biggest spurt of brain growth and development takes place in the teen years.

People who read more write better.

WHAT SPECIAL TIPS WILL HELP ME SUPPORT MY CHILD'S LITERACY?

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% of the words on a page (unless someone will be reading it to the child).

A BOOK IS TOO HARD IF . . .

The child finds five or more words on a page that he or she can not read (unless someone else will be reading the book to the child).

The child does not understand what he or she is reading.

READING TIPS FOR PARENTS

National Education Association

www.nea.org/readacross/parents.html

Reading is Fundamental

www.rif.org/parents/goodbooks/default.aspx

WHAT CAN YOU DO IF YOUR CHILD IS A STRUGGLING READER?

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 your child.

- Continue to read to your young person. Make reading a regular and enjoyable family activity. Also model reading. Let your child see you and other important adults read books, magazines, and newspapers regularly.
- Encourage your child to read at home. Have interesting materials available, and give your child time and space at home to read. The more young people read, the better they can read.
- Help your young person select a variety of materials from the school or public library. These might include books on tape, novels, fact books, magazines, comic books, or children's books.
- Talk with your child's teachers so that you know what they expect your child to do at school.
- Find out about after-school tutoring and other special help that may be available for your child (ask the teacher, school principal, or parent coordinator).
- Take advantage of after-school and summer activities offered by community organizations (see "Community Support for Family Literacy," at the back of this guide). Many of these programs, like Summer Reading Club at the public library, are free of charge.

DID YOU KNOW...

Children who don't read at all during the summer vacation can lose up to 24% of their reading ability due to lack of practice.

MOTIVATING YOUR ADOLESCENTS TO READ

WHAT CAN PARENTS DO TO ENCOURAGE THEIR TEENAGERS TO READ ON THEIR OWN?

- Give them 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 them about what they're reading. Let them share the new ideas they've learned.
- Read to them every day. Let them see you and other adults reading on your own for enjoyment.
- Encourage your adolescents 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 them choose "favorites" to check out from the library. Teens are often motivated to read books that are recommended by their friends.
- Encourage them to read books about subjects that interest them. 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 your children set reading goals and challenge themselves to reach them. Young people enjoy the success of achieving short-term goals.
- Provide opportunities for adolescents 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 your adolescent 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 children and asking questions to check for understanding.
- Encouraging children to ask questions of their 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 the children have had.

DID YOU KNOW...

The American Academy of Pediatrics says to limit preschoolers to one hour of supervised TV watching a day.

Until about age five, it's more important for children to play with old-fashioned toys than to learn to use computer games

RECORDED BOOKS

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

An increasing number of books are available electronically through the public library (e-books). These may be checked out and accessed through the family computer.

The Andrew Heiskell Braille and Talking Book Library operates a books-by-mail program that delivers thousands of recorded and Braille titles postage-free. Residents of all ages of New York City and Long Island who have difficulty reading standard printed materials because of blindness, visual impairment, a physical disability that limits their ability to hold a book or turn pages, or a reading disability (such as dyslexia) resulting from organic dysfunction are eligible for these services. For further information, see the "Community Support for Family Literacy" section of this Guide to get contact information for the Andrew Heiskell Braille and Talking Book Library or check with your public or school library.

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 your child to figure out the best words to use to search for information on a topic.
- Encourage your young person to seek different points of view and multiple sources of information.
- Help your child 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 kids are seeing on the computer. If you don't know much about using it yourself, ask your children to teach you what they have learned.
- Use sites that are designed to help children search the Internet:
 - Ask Jeeves for Kids www.ask.com
 - Kids Click! sunsite3.berkeley.edu/KidsClick!
 - Kids.Net.Au www.kids.net.au
 - Yahooligans yahooligans.yahoo.com
- Use sites that recommend other sites that are safe and appropriate for children.
 - Awesome Library www.awesomelibrary.org
 - Berit's Best Sites for Children www.beritsbest.com
 - Great Web Sites for Kids www.ala.org/greatsites
 - Kids Kconnect www.kidskconnect.com/

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 he or she does not give out personal information
- Make sure your child uses only appropriate chat sites.



DID YOU KNOW...

Internet addresses can tell you a lot even before you look at the site. The last 3 letters are the first hint: **.com** means “commercial,” **.gov** means a government agency owns the site, **.edu** stands for “education” and is usually a school or college site, and **.org** indicates a non-profit site like a library, charity, or other organization.

WHAT RESOURCES ARE AVAILABLE TO HELP ME?

COMMUNITY SUPPORT FOR FAMILY LITERACY

You 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).

MANY AGENCIES AND ORGANIZATIONS CAN HELP YOU LOCATE LITERACY ACTIVITIES FOR YOUR FAMILY.

AGENCY	SERVICES PROVIDED
<p>Andrew Heiskell Braille and Talking Book Library 40 West 20th Street New York, NY 10011 212-206-5400 TDD 212-206-5458 24-hour voice mail 212-206-5425</p> <p>E-mail: ahlbph@nypl.org or talkingbooks.nypl.org</p>	<p>A full service library serving visually impaired and learning disabled patrons of all ages in the five boroughs.</p>
<p>Brooklyn Public Library (60 locations in Brooklyn) (718) 230-2100</p> <p>brooklynpubliclibrary.org brooklynpubliclibrary.org/kids.jsp brooklynpubliclibrary.org/teens.jsp</p>	<p>Complete library services. Summer reading programs. Booklists. English as a Second Language for adults. Adult Literacy programs.</p>

AGENCY	SERVICES PROVIDED
<p>DYCD Family Literacy Programs</p> <p>www.nyc.gov/html/dycd/html/services-literacy-programs.html</p>	<p>Programs throughout the City that address the literacy needs of parents and their children.</p>
<p>Learning Leaders (212) 213-3370</p> <p>www.learningleaders.org/resource-links.html</p>	<p>Information for parents and students about literacy programs and resources.</p>
<p>The Literacy Assistance Center (212) 803-3300</p> <p>www.lacnyc.org</p> <p>FAMILY LITERACY RESOURCES</p> <p>www.lacnyc.org/resources/familylit/familylit.htm#directory</p>	<p>Services and publications for adult and family literacy.</p> <p>Help in locating free literacy programs for children and families.</p>
<p>Literacy Hotline 212-803-3333 (toll free number) hotline available 24 hours a day</p>	<p>Referral for free classes for adults and out-of-school youth:</p> <ul style="list-style-type: none"> – GED. – basic education. – workforce preparation. – job training. – English as a Second Language.
<p>New York City Department of Education Office of Library Services: (212) 374-0781 Office of Parent Engagement: (212) 374-2323</p> <p>www.nycenet.edu/parents/</p>	<p>Information for parents about the schools in New York City.</p>

AGENCY	SERVICES PROVIDED
<p>NYC Department of Youth and Community Development (DYCD Services) 212-442-6006</p> <p>www.nyc.gov/html/dycd/home.html</p>	<p>Youth programs. Other services from city government.</p>
<p>The New York Public Library (85 neighborhood branches and 4 research libraries in Manhattan, The Bronx, and Staten Island) (212) 340-0906</p> <p>www.nypl.org kids.nypl.org teenlink.nypl.org</p>	<p>Complete library services. Summer reading programs. Booklists. English as a Second Language for adults. Adult Literacy programs.</p>
<p>Partnership for After School Education (PASE) 212-571-2664</p> <p>www.pasesetter.com www.nonprofitmaps.org/netmaps/pase/paseMap.asp</p>	<p>Over 1200 after-school programs for youth of all ages.</p> <p>Maps showing locations of after-school programs.</p>
<p>Queens Borough Public Library (63 locations in Queens) (718) 990-0700</p> <p>www.queenslibrary.org www.kidsling.org www.teenling.org</p>	<p>Complete library services. Summer reading programs. Booklists. English as a Second Language for adults. Adult Literacy programs.</p>
<p>UFT Dial-A-Teacher (212) 777-3380 from 4-7 p.m., Monday – Thursday</p>	<p>Homework help for students and parents.</p>

SOME NATIONAL ORGANIZATIONS OFFER VERY HELPFUL INFORMATION THROUGH THEIR WEB SITES:

BOOKLISTS

American Library Association

Booklists for children

www.ala.org/ala/alsc/alscresources/booklists/booklists.htm

Booklists for teens

www.ala.org/yalsa/booklists

PUBLICATIONS FOR PARENTS

Family Information Center of the Clearinghouse on Reading, English & Communication

reading.indiana.edu/www/indexfr.html

International Reading Association

Parent Resources on the Web in English and Spanish

www.reading.org/resources/tools/parent.html

Reading is Fundamental

Resources for parents to help children love reading

www.rif.org/parents/

U. S. Department of Education

Especially for Parents

www.ed.gov/parents/landing.jhtml

Tools for Student Success

www.ed.gov/parents/academic/help/tools-for-success/index.html

No Child Left Behind: A Parent's Guide

www.ed.gov/parents/academic/involve/nclbguide/parentsguide.html

RESOURCES FOR ENGLISH LANGUAGE LEARNERS

National Association for Bilingual Education

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/resfor/parents/index.html

National Center for Family Literacy

Hispanic Family Learning Institute

www.famlit.org/ProgramsandInitiatives/HFLI/index.cfm

New York City Department of Education

www.nycenet.edu/Parents/Essentials/ELL/default.htm

KIDS!

THE PUBLIC LIBRARIES OF NEW YORK CITY

Brooklyn Public Library The New York Public Library Queens Library

INVITE ALL CHILDREN, BIRTH TO AGE 12 TO APPLY FOR A LIBRARY CARD!

If your child already has a library card, wonderful! There is no need to get a new card.

If your child never had a card, or the card was lost, please complete the application below (print clearly):

Child's name _____

Child's birthday _____
MONTH DAY YEAR

Street Address _____

Apt. # _____ Borough or City _____

State _____ Zip Code _____ Telephone _____

Parent's Address/Mailing Address (if different): _____

PARENT OR GUARDIAN:

Please read the following statements, check the line beside A or B, then sign your name.

I hereby grant permission for my child to have a library card. I agree to be responsible for my child's selection of materials and for any loss to the Library incurred through the use of the card issued against this application.

A. My child, who is 12 years old or younger, may borrow young adult/adult as well as children's materials.

B. My child may borrow children's materials only.

Name (please print) _____

Signature _____

BROOKLYN PUBLIC LIBRARY (718) 230-2100 www.brooklynpubliclibrary.org
THE NEW YORK PUBLIC LIBRARY (Manhattan, Bronx and Staten Island) (212) 576-0031 www.nypl.org
QUEENS LIBRARY (718) 990-0705 www.queenslibrary.org

Please bring this completed form to your local library with one piece of identification.

ACKNOWLEDGMENTS

NEW VISIONS FOR PUBLIC SCHOOLS WOULD LIKE TO ACKNOWLEDGE THE CONTRIBUTORS TO THIS FAMILY LITERACY GUIDE:

New Visions for Public Schools

Barbara Stripling, Primary Author

Samira Ahmed

Lili Brown

Drew Dunphy

Stephanie Fisher

Holly Laws

New York City Department of Education

Jemina Bernard

Carmen Farina

Natasha Howard

Laura Kotch

Medea McEvoy

Heather McRae-Woolf

Brooklyn Public Library

Rachel Payne

Sheila Schofer

Grace Shanahan

Judy Zuckerman

New York Public Library

Sandra Payne

Margaret Tice

Queens Borough Public Library

Rosanne Cerny

Carol Katz

Caren Koh

New Visions for Public Schools, founded in 1989, is the largest education reform organization dedicated to improving the quality of education children receive in New York City's public schools. Working with the public and private sectors, New Visions develops programs and policies to energize teaching and learning and to raise the level of student achievement.

NEW VISIONS FOR PUBLIC SCHOOLS
320 W. 13th St. • New York, NY 10014
Phone (212) 645-5110 • Fax (212) 645-7409
www.newvisions.org





NEW VISIONS
FOR PUBLIC SCHOOLS



NEW YORK CITY DEPARTMENT OF EDUCATION



BROOKLYN PUBLIC LIBRARY



The New York Public Library
www.nypl.org

THE NEW YORK PUBLIC LIBRARY



**Queens
Library**

QUEENS BOROUGH PUBLIC LIBRARY